

Guided Reading

Guided Reading is small group instruction within a balanced literacy classroom. Students are assembled in flexible groups, according to reading level or instructional need.

Objective: Support students to make faster reading progress, or provide access to a genre or topic which is too challenging, by providing a text which is just a little too difficult to read alone, but can be read without frustration with teacher support.

The teacher supports optimal reading growth by controlling the following:

Text selection: presenting the students with just the right level of text – (DRA independent level)

Understanding the students strength and weaknesses by using the DRA, running record, evidence of student comprehension from literature discussions, written assignments, or observation during reading

Engaging in teaching activities: selecting the appropriate before, during and after reading tactics to use. Before	During	After
Discuss background Make predictions Make connections Develop questions with students Discuss a specific strategy Unpack difficult or unknown concepts Vocabulary Draw attention to a <i>structure*</i> <i>feature or craft element</i> Establish purpose	Use strengths and weaknesses as basis for prompting when students experience difficulty. Provide wait time. Remember the 3 P's: Pause, praise, prompt e.g. Try that again Look at the picture/graph Does language work like that? Does that make sense? Great you noticed something was wrong and went back again Make your mouth ready for the first sound Does that sound right? Look at the first/last/middle part of the word again. What letter would you see at the beginning/middle/end if the word was ---- See primary graphic below.	One or more of the following: Check for comprehension Solicit opinions Reactions and responses What did students learn? Did they notice a teacher highlighted structure, feature or craft element that was helpful.

*Definitions:

Structures: The underlying structure of the writing-

Fiction: character, setting, problem resolution, plot, suspense, mood, etc

Nonfiction: cause and effect; compare and contrast; chronological sequence; stages; Q and A,

Features: chapter headings, titles, captions, table of contents, glossary etc. genre features as in once upon a time, suspenseful opening line for suspense

Craft elements: devices and qualities of good of good writing; e.g. effective opening line, good character introduction, organization, voice, million dollar words, rhythmic phrasing, focused ideas, paragraphing.