

## GUIDED READING

Guided Reading is a small group activity involving four to six children working with a previously unseen book. The role of each child is to create meaning independently while drawing support from the group and the teacher. Teaching is responsive - the teacher follows the children's lead, supporting their efforts to read for themselves. Guided Reading is not Round Robin reading. The focus is to teach reading strategies in the context of whole text reading.

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### MATERIALS:

Multiple copies of various levels of books, magnetic white board and letters (optional), record keeping system **Assessment: Running Records and Rubric for Fluency**

### WHEN IS A CHILD READY FOR GUIDED READING:

- pretends to read or look at books
- wants to be read to
- wants to hear familiar stories over and over
- knows some stories or rhymes by memory
- knows some letters
- can recognize a few words
- begins to develop phonemic awareness
- has knowledge of some basic print concepts: top to bottom; left to right progression; front and back of the book; page turning; print contains the message; print is constant.

### PROCEDURES:

#### Before Reading

- Identify the needs of students through authentic assessment and evaluative tools such as:  
**Running Records, Cloze, and comprehension checks (Retelling, journal entries and anecdotal records).**
- Group 4 - 6 readers with similar reading behaviors (these groups are FLEXIBLE and will change often as students develop new skills; a large class may have 4 or 5 groups) match the group of readers with text that is unfamiliar to them. The leveled books you choose should be at the child's instructional level and exhibit the following characteristics:
  - accuracy level of 90-94%
  - supportive features that match the child's developmental level meaningful story line
  - interest level (use stories that are appealing to the child).
- Introduce the story by pulling from students' personal experiences or background knowledge that relates to the story through open-ended questions. This will position the students to bring this information to the text while they are reading.

### **During Reading**

- **Talk, think and question** through the book. Each child has a copy of the book. Walk through the book, page by page using open-ended questions which stimulate a rich language experience with the students. Be sure to take this opportunity to use challenging vocabulary that is used in the story.
- **Reading on their own**
  - Students read aloud softly to themselves. This is not choral reading or round robin reading. Each child is reading at the same time. They all read at their own pace. As they are reading, move around the group checking and guiding readers to use strategies or confirm the strategies they are using. (See **Guided Reading Prompts**)
- **Rereading**
  - When they finish reading the book, they are to read the story again. Rereading is very important to build fluency and confidence.
- **Buddy reading**
  - During this time the children read to each other. As they are reading together, they are coaching each other just as the teacher has done with them. They are not to give the word to each other. The emphasis here is still on using strategies to figure out words they don't know.

### **AFTER READING**

- **Response**
  - The most meaningful response to a book is a child's eagerness to reread the book. See **Response to Reading** for further ideas.
- **Skill Lessons**
  - After reading, present mini-lessons on skills that arose as readers were observed and coached through a reading. Skills chosen should be based on student needs. This is the portion of the guided reading lesson where you might include decoding or phonics skills, comprehension and study skills.

## GUIDED READING PROMPTS

Students need to be guided in their use of strategies or need confirmation when they use strategies appropriately during reading.

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### MATERIALS:

Texts for guided reading

### PROCEDURES:

#### • For Early Reading behaviors:

- Read it with your finger.
- Try . . . . Would that sound right?
- Did it match?
- Do you think it looks like?
- Read again and start the word.

- Use a reading strip under the entire line
- Did you have enough words?
- Did you have too many words?
- Try . . . . . Would that make sense?
- Can you find . . . . ? (a known word)

#### • Self Monitoring:

- Were you right?
- What did you notice?
- Why did you stop?
- Would . . . . fit there?
- Does it look like?
- Does it look right?
- Is there a little word you know in

- this word?
- Where's the tricky word?
- What's wrong?
- What letter would you expect at the beginning or at the end?
- Could it be . . . . . ?
- Does it sound right?

#### • Use of all sources of information

- Check the picture.
- Does that make sense?
- Does that look right?
- Do you know a word like that?
- What could you try?
- What's wrong with this?
- Try that again and think what

- sounds right.
- Try that again and think what makes sense.
- Do you know a word that starts like that?
- What do you know that might help?

#### • Self Correction

- Something wasn't quite right.
- Try that again.
- You're nearly right. Try again.
- I liked the way you worked that out.

- You made a mistake. Can you find it?
- Can you read that whole sentence again?

• **Phrased Fluent Reading:** • Can you read this quickly and fluently? • Put your words together so it sounds like talking.