WHAT IS GUIDED READING?

- An approach to allow the child to demonstrate his/her control over text.
- Allows the teacher to group children at instructional levels- 90-94% accuracy.
- Allows the teacher to scaffold children by predicting their way through text, then check, confirm or if necessary, self-correct.
- Leads children to understanding that reading is a process of actively reconstructing the author’s meaning.
- Provides discussions that help children link the book with experiences in their life.
- Provides opportunity for children to learn good use of meaning, structure and visual cues.

WHY GUIDED READING?

- Helps deepen and widen understanding of text.
- Presents many opportunities for specific teaching in context.
- Allows teacher to observe children and more accurately meet individual needs.
- Provides a means for all children to be actively involved in reading work.
- Encourages silent reading.
- Develops independent readers with a self-extending system that makes them better readers every time they read!

SELECTING TEXTS FOR GUIDED READINGS

- Texts should have:
  - Meaning and appeal.
  - Natural language structures.
  - Gradient levels that can be matched to the reader’s level of development.
  - Enough challenge to let children practice and build on existing language skills, yet confirm their success as readers.
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  - Supportive story structures such as rhyme, rhythm, and repetition.
  - High interest to motivate children to read with understanding.
  - Illustrations that enhance and support the text.
  - Repeated opportunities for children to meet the same words in many different contexts.
  - This helps their knowledge of high-frequency words which are internalized and used naturally in writing.
SUGGESTED TEACHING SEQUENCE FOR GUIDED READING

1. Decide on the focus.
   - What reading behaviors are established?
   - What needs to be practiced?
   - What reading strategies need to be consolidated?
   - What reading behaviors need demonstrations and development?

2. Select an appropriate book.
   - Does it support the focus?
   - Does it provide sufficient challenge?
   - Does it have interest and appeal?

3. Set the scene.
   Initiate discussion that will arouse interest in the book and motivate them to use this developing repertoire of reading skills and strategies. (A poem, or another book about the subject can be used. Brainstorming responses written on board.)
   - Talk about the cover of the book. Ask for predictions about the story line.
   - Read the title, author, illustrator.
   - Briefly discuss experiences that help the children link the book with experiences in their own lives.

4. Read the text.
   Talk through the book, discussing pictures and what is happening in the story. (At very early levels, use the “pattern” story line as you talk, but do not point to words.) Sometimes, you need to cover the text.

   As you chat through the book, bring to the children’s awareness any concepts or unusual language structures they may not be able to solve on their own. (Do not introduce vocabulary words they can get to. Let them do the reading work.) Have them read samplings of text to confirm their predictions. Not too much reading at this point however.

   Having guided the children to the author’s idea, they now read the book independently within the group. (Yes, all at the same time, and not necessarily together.) This is the opportunity for you to observe and support individuals if needed.

5. Return to the text.
   Discuss the story. Invite individual comments and opinions.
   - Have children reread the story:
     - Independently within the group.
     - In pairs, taking turns reading the whole story to each other.
     - As a group.

   Each book provides a range of opportunities for focusing on features to teach in context and these include:
   - Letter/sound relationship; punctuation.
   - Supportive structures of language e.g. rhyme, rhythm, and repetition.
   - Figures of speech e.g. similes.
   - Illustrator or author styles, techniques.

6. Respond to the text.
   It is not always necessary to follow up a story with an activity other than rereading, but opportunities for extended creative involvement with the text extend and deepen children’s view of themselves as readers and writers.

7. Have familiar books available to be reread during free time, SSR, etc.
“WHEN YOUR STUDENT GETS STUCK”

WAIT Count to five slowly (1...2...3....4...5....)

HELP “Read the sentence again and get our mouth ready for the first sound.”
“What would make sense?”
“Look at the picture”
“Give it a try”

TELL After 2 hints, say:
“Try this, ________ ”

CHECK “Does it make sense?”
“Does it sound right?”
“Does it look right?”