

Figure 1 Structure of a Guided Reading Lesson

STRUCTURE OF A GUIDED READING LESSON

SELECTION OF A TEXT:

The teacher selects a text that will be just right to support new learning for the group—at the instructional level.

INTRODUCTION TO THE TEXT:

The teacher introduces the text to scaffold the reading but leaves some problem-solving for readers to do.

READING THE TEXT:

Students read the entire text softly or silently. If students are reading orally, the teacher may interact briefly to teach for, prompt, or reinforce strategic actions.

DISCUSSION OF THE TEXT:

The teacher invites students to discuss the text, guiding the discussion and lifting the students' comprehension.

TEACHING POINTS:

The teacher makes explicit teaching points, grounded in the text, and directed toward expanding the students' systems of strategic actions.

WORD WORK:

The teacher provides explicit teaching to help students become flexible and efficient in solving words.

EXTENDING UNDERSTANDING: (OPTIONAL)

If further work with the meaning is needed, students extend their understanding of the text through writing and/or drawing (may be independent).

READING BEHAVIORS/ MISCUSE ANALYSIS

<u>Meaning</u>	<u>Structure</u>	<u>Visual Structure</u>
Using pictures/context to make meaning (Ex. I opened the <u>dog</u> . I opened the <u>door</u> .)	Making sense grammatically (Ex. I <u>swim</u> yesterday. I <u>swam</u> yesterday.)	Using actual print/ word on the page (Ex. She has a pretty <u>frog</u> . She has a pretty <u>friend</u> .)

How can we address students' needs?

At the end of a Running Record, or during classroom reading time, teachers could use some of the following prompts to help students to problem-solve:

<p>To help students use meaning, say:</p> <ul style="list-style-type: none"> • Did that make sense? • Look at the picture and think what would make sense. • Read it again and think what would make sense. • You said...did that make sense? 	<p>To help students use structure, say:</p> <ul style="list-style-type: none"> • Did that sound right? • Can we say it like that? • Read it again and think what would sound right. • You said...did that sound right? 	<p>To help students use visual information, say:</p> <ul style="list-style-type: none"> • Did that look right? • What could you try? • Do you know a word that starts with those letters? • Do you know a word like that? • What do you think it could be?
<p>To help students check on themselves (self-monitor) say:</p> <ul style="list-style-type: none"> • There was a tricky part there – you find it. • Are you right? • You made a mistake there, try that again. 	<p>To help students self-correct, say:</p> <ul style="list-style-type: none"> • I like the way you found out what was wrong all by yourself. • You made a mistake on that page (or in that sentence) can you find it? • Nothing!!! Allow time for the child to self-correct. 	<p>To help students cross-check, say:</p> <ul style="list-style-type: none"> • It could be...that would make sense, but look at... • Could it be...or...or? • Check it – does it look right and sound right to you?









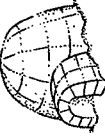








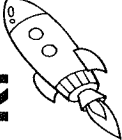


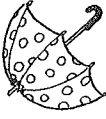









(Adapted from Clay M.M.)

For further information

Clay, M.M. 2000, *Running Records: for classroom teachers*. Heinemann, Auckland.
 Fountas, I.C. and Pinnell, G.S. 1996, *Guided Reading: good first reading for all children*. Heinemann, Portsmouth N.H.



Individual Student Word Wall

Aa 	Bb 	Cc 	Dd 	Ee 
Ff 	Gg 	Hh 	Ii 	Jj 
Kk 	Ll 	Mm 	Nn 	Oo 
Pp 	Qq 	Rr 	Ss 	Tt 
Uu 	Vv 	Ww 	Xx 	Yy 
Zz 	ch 	sh 	th 	tr 

Guided Reading Group	Strategy Group
Teacher acts like a coach on game day, first setting the group up for the game to come, and then offering words of advice from the sidelines as the players tackle the job of reading the text beginning to end.	Teacher acts like a coach during a practice, stating a discreet skill she notices the group needs to work on, teaching it, modeling it, then allowing time for practice of that skill.
Teacher supports and guides students through an entire text, and in this way, teaches them the types of problems they might encounter in a text on this level.	Teacher explicitly teaches one skill, models the skill with her own book, then coaches children through practicing the skill on their own books.
Readers are on the same reading level.	Readers are usually on different reading levels.
Readers read from the same text, chosen by the teacher because it is on the group's instructional level.	Readers practice the new skill on a text at their own level (usually from their book box, sometimes supplied by the teacher).
Readers may learn several strategies in one meeting.	Readers focus on only one strategy per meeting.
Groups are formed as a result of some type of teacher benchmarking that indicates the approximate reading level of every student.	Groups are formed as a result of teacher observation and notes ~ usually during one on one reading conferences or during other small group meetings.
<p>Once a group is formed, it stays together for several meetings until it's determined that one or more children are ready to move to a different level.</p> <p>The younger the reader, the more levels they move through per year. By 4th and 5th grade, guided reading groups will only change 2 or 3 times in year.</p>	Groups are formed to address a strategy need, and once that need is fulfilled (usually 1-3 meetings) that exact group does not meet again for the same purpose. Teacher reforms groups based on new strategies.
Guided reading groups are helpful when students are just being pushed up to a new level. Through GR, they can learn all the new text features and possible pitfalls they might encounter on texts of a new level.	Strategy groups are helpful once students are established in their reading level (but not yet ready to move onto the next) and collecting strategies to add to their reader's toolbox.