



Guided Reading

Components of Balanced Literacy

Read Aloud

Shared Reading

Guided Reading

Independent Reading

Write Aloud

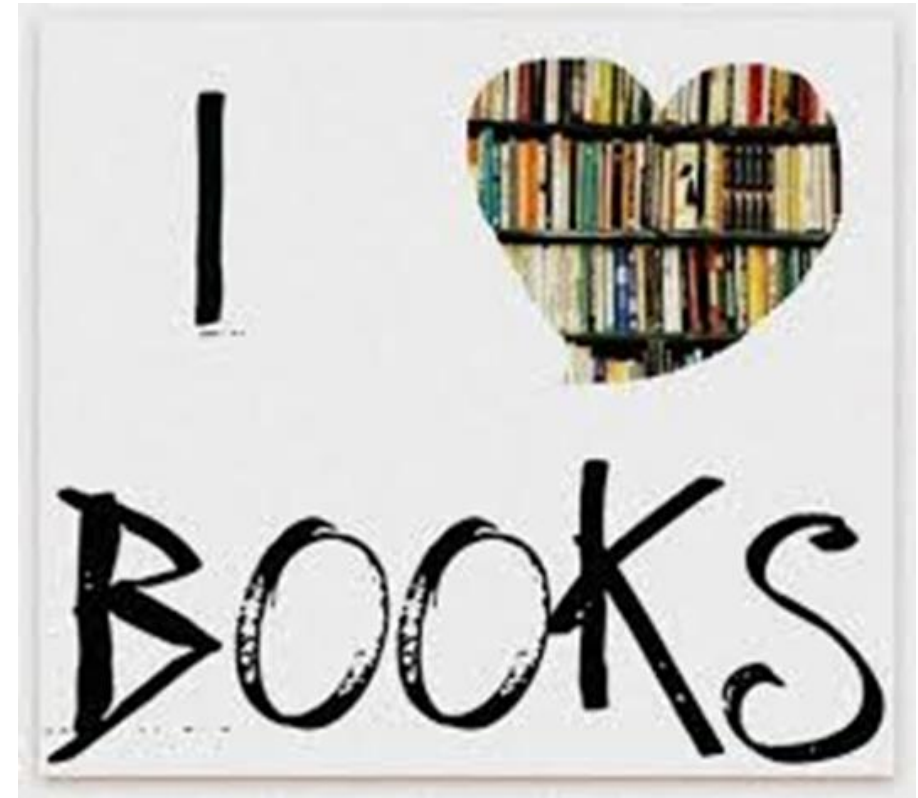
Shared Writing

Guided Writing

Independent Writing

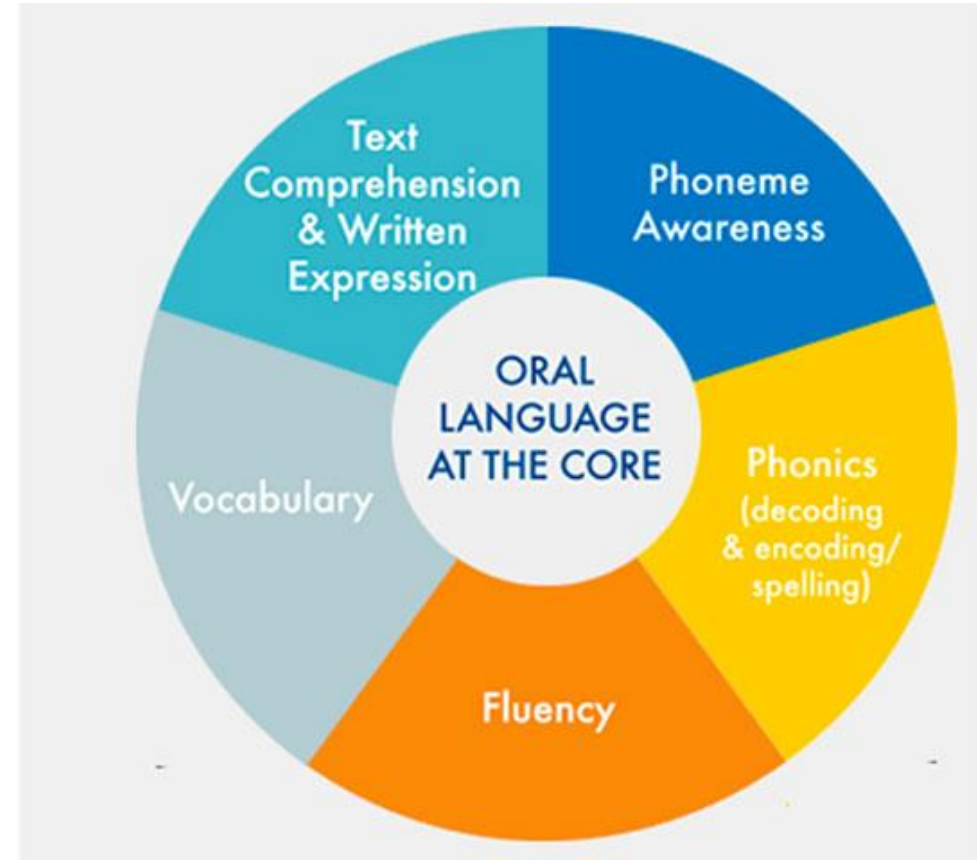
Guided Reading...

- Is one component of a balanced literacy program
- Allows teachers to differentiate instruction
- Occurs in small groups
- Supports students as they develop strategic approaches to making meaning



Oral Language

- It is essential to remember that oral language development is the foundation for reading and writing.
- Experiential learning provides an opportunity to build oral language proficiency through cooperation and interaction.



Guided reading...

Guided reading groups include students that are at the same F & P instructional reading level.

Strategy groups may include students at more than one reading level in the same group.



Guided reading...



Groups should be fluid and flexible and based on students' needs.

When students are working independently, pull individual students or groups of students for guided instruction.

Guided reading...



Purposeful lesson planning for skill and strategy lessons, and...

Teach from issues that arise from the reading.

Use the F & P skills continuum as a planning tool



Guided reading text:



Levelled reading materials provide the text

In addition to multiple copies of the same book, levelled text might include websites, brochures, environmental print, basal readers

Strive to link elements of the gradual release model.

Store multiple copies of levelled books separately, ideally in a shared school bookroom. Text used for guided reading should be new to students.

Guided reading instruction...



Selected text is within the zone of proximal development and offers 90 - 95% support.

Time is allowed for oral language development, authentic “literate conversations” and “big idea” discussion.

Whenever possible text is selected to meet specific instructional goals and is also geared to the interests and background knowledge of the students.

Independent learning activities...



Whenever possible Independent learning activities should be coherent extensions of the learning goals.

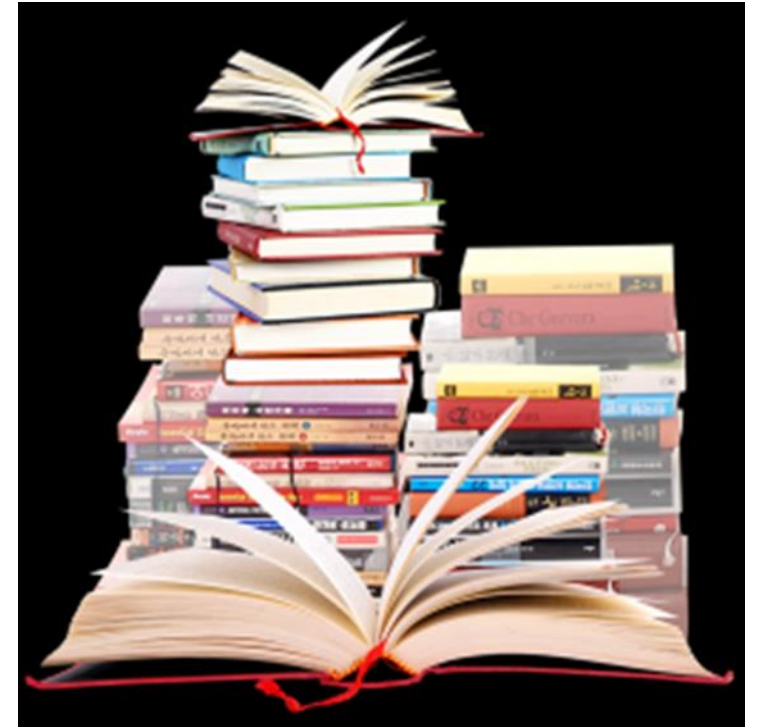
Look for ways to integrate reading and writing activities

Scheduling

20 min. blocks every day, 60 minutes every other day, or 40 minutes three days a week

Ideally the literacy block is harmonized so it is coherent with the gradual release model and the strategies and concepts introduced in other components of the program.

Sequence of three or more lessons with the same text (with the exception of Levels A,B and C where a sequence would be two lessons)



Planning for guided reading

Start with the learning goals:

What has the teacher NOTICED?

Use observations and the F&P
Continuum to select goals



The Right Text:

Choose text that will support the instructional goals
of the lesson.

Consider the background knowledge and interests
of the students

Before, during and after structure

Guided reading lessons always follow a before, during and after structure but lessons look different for different types of readers.

Before: Establish a context for reading and activate prior knowledge

During: Reading the text, and discussion and dialogue about the text

After: Revisit and reinforce strategies from the lesson



Types of Readers

Emergent Readers

Early Readers

Developing Readers

Fluent Readers



Emergent Readers

Are able to:

- understand that symbols are used to communicate and print gives information
- “Read” from memory and pictures

Are learning to:

- Identify individual letters
- Use pictures and “letter-like” symbols to communicate or tell a story
- Connect letters and sounds to negotiate print



Text for emergent readers should be:

- Topics and themes within the experience of young children
- Familiar songs and rhymes
- Heavily predictable, with a repeated pattern
- Include strong illustrative support for key vocabulary
- Easy to find the print
- **F & P levels A, B, C, D**



Text introduction...the three Ps

Preview:

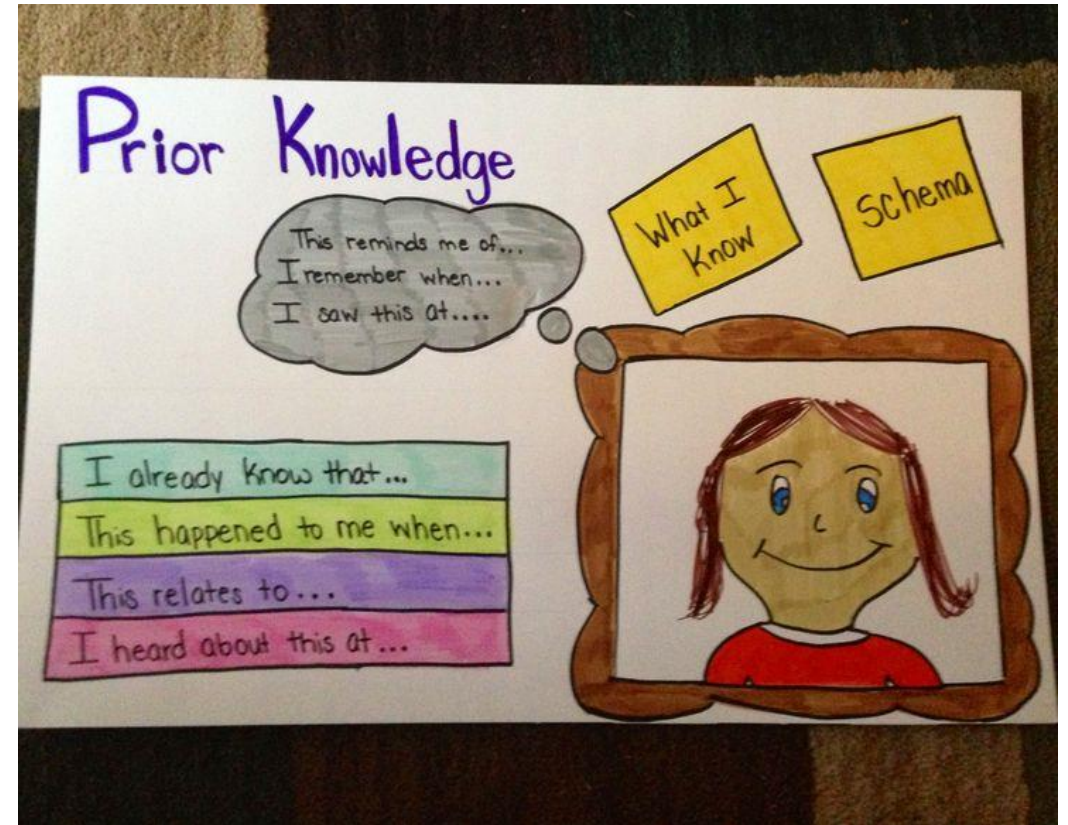
Picture walk, key vocabulary, illustrations

Prior Knowledge:

Your chance to “hook” the student into the text.
Pre-teach if no prior knowledge

Purpose:

At the emergent level the purpose might simply be learning to read the words.



Emergent readers... Before reading

- Short introduction and picture walk
- Provide a simple one sentence summary and a short prompt to activate prior knowledge



- Teacher-led reading of the text
- At this stage the intro of the lesson is more like a shared read.

During Reading: Emergent Readers

Each student reads from their own book

Depending on the text and the group you might read each page first then have students “echo read” it after you.

Reread and stagger starting points

Students need to hear themselves at this stage

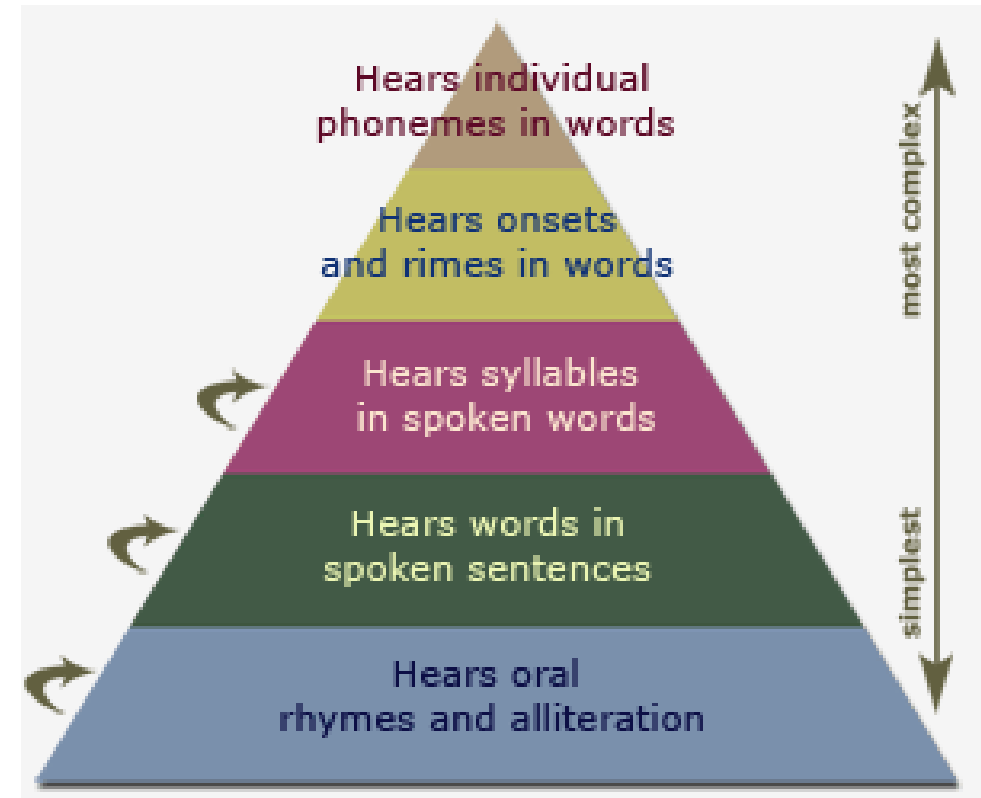
Students can begin to practice whisper reading using “reading phones” made from an elbow of PVC pipe



Emergent readers

After reading

- Reinforce strategies based on the students needs.
- Some talk about the text and retelling
- Might invite each student to read their favourite page
- Go back to the text to work with letters, words, and other print features



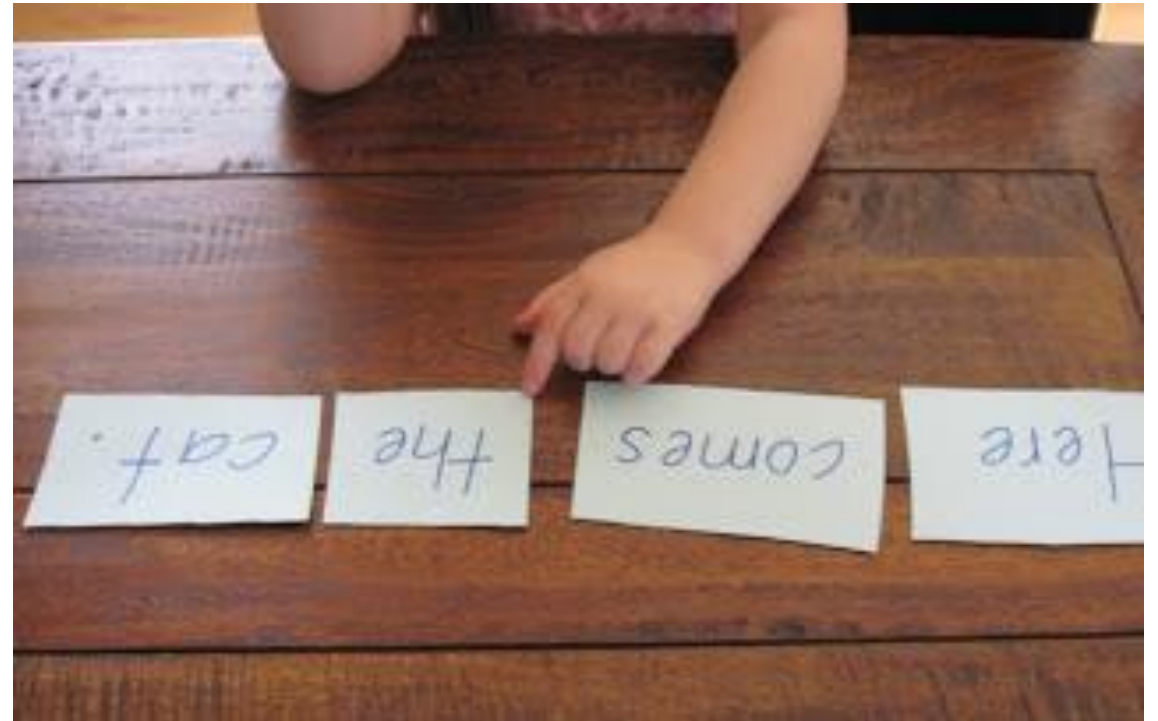
Working with Letters and Words

Letters

- Alphabet mats
- Cut up sentences or words
- Alphabet tubs – concrete objects and/or pics and words

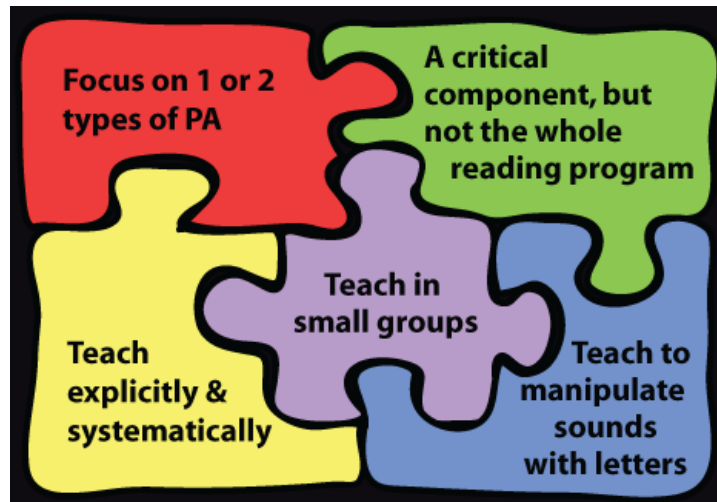
Words

- Use pointers, framers, magnifying glasses or other manipulatives for “word detective” work
- Text matching, word or letter hunting



Working with Sounds

- Phonemic awareness/phonological awareness



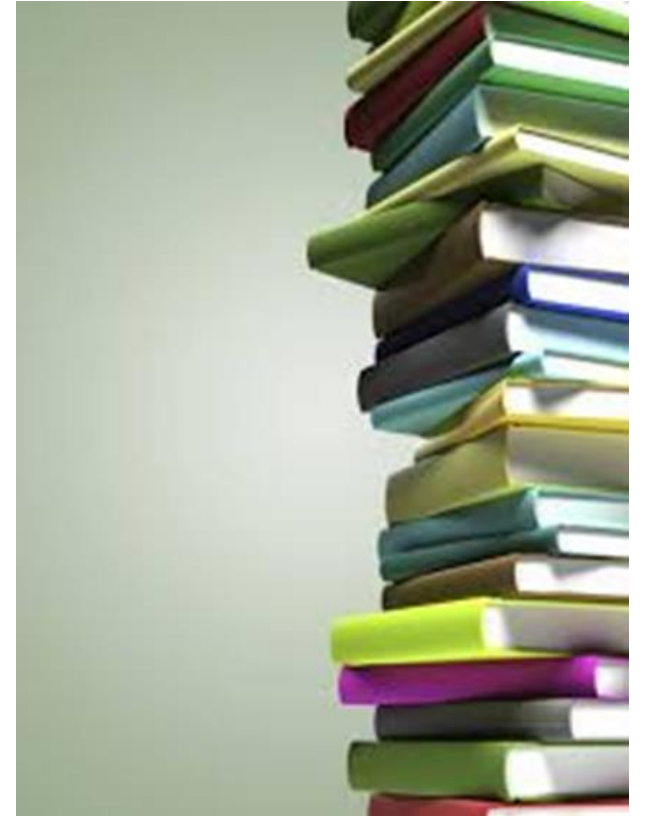
- Not necessary for students to know all of the letters and sounds before beginning guided reading

- Open and closed picture and object sorts
- Syllable segmenting
- Clap, snap, tap or other actions
- Elkonin sound boxes
- Magnetic letters – word families
- Games for playing with sounds...I hear...like I spy, “oddball” games

Emergent readers: Working with Books:

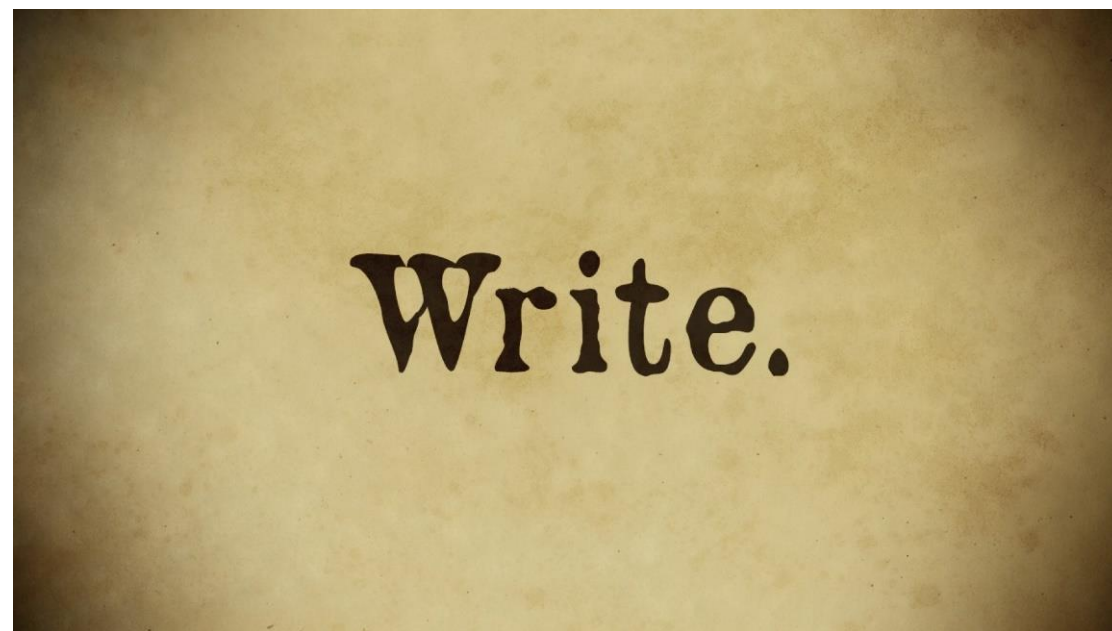
Early Literacy Concepts

- Book handling and tracking behaviours
- Where to start reading and return sweep, tracking
 - Show what you know
 - Spaces around words
 - Print matching
- Understanding the concept of letters
- Hearing and recognizing word boundaries



The Writing Connection

- Opportunity for shared / guided writing
- Teacher and students compose the text together
- Patterned writing
- Response journal (simple frames or graphic organizers)
- Begin with simple frames
- Whiteboards



Types of Readers

Emergent Readers

Early Readers

Developing Readers

Fluent Readers



Early Readers

Are able to:

- Use picture and text cues for word solving
- Track word-by-word during reading
- Identify most letter sounds
- Read many sight words
- Retell

Are learning to:

Ensure that their reading makes sense

Coordinate use of the three cueing systems



Text for early readers should be:

- Fiction and nonfiction on familiar topics
- Key vocabulary is repeated and reinforced
- Illustrations that support the storyline or facts
- Simple sentences with appropriate punctuation
- Two or three or more lines of print on the page
- Mostly high-frequency and decodable words
- Have some unique text features, such as speech bubbles, labeled diagrams, headings
- **F & P Levels D-G**



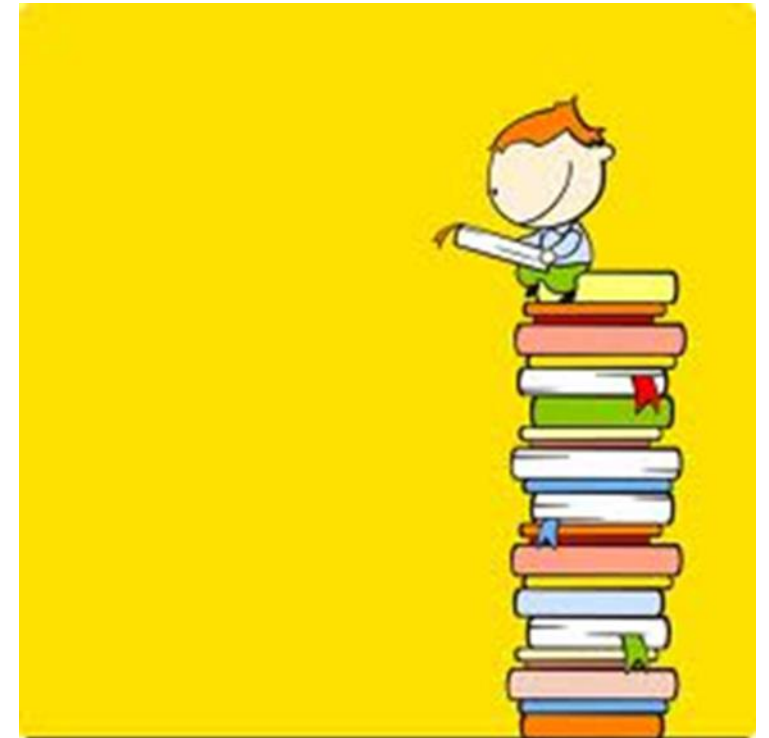
Early Readers

Before

- Selective picture walk on pages that might present vocabulary or conceptual challenges
- Review critical vocabulary in the text and high-frequency words in context and in isolation.

During

- Self-monitoring comprehension strategies
- Focus on using all cueing systems (i.e. meaning, structure and visual)
- Stagger start time
- Move from reading word-to-word to reading phrases



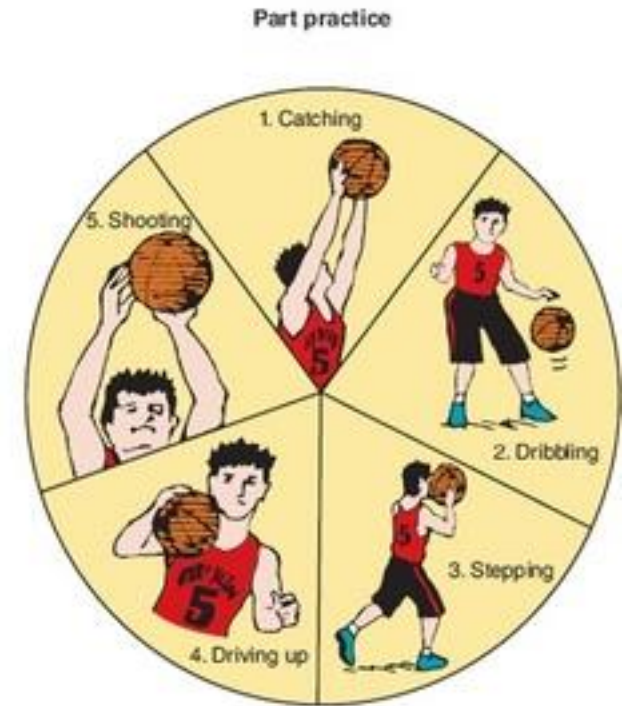
Early readers

After reading:

Reinforce strategies and revisit trouble spots

As much as possible, use a whole-to-part-to-whole structure for word study, beginning and ending with reading connected text, with any isolated word work in between

Lori Jamison Rog suggests “must do” tasks (handout)



Materials for emergent guided reading lessons

Materials Needed For Emergent Guided Reading Lessons:

- Alphabet Charts: One per student
- Letter/Sound checklist for each student
- Dry-erase Markers
- Dry-erase boards
- 6-8 sets of lower-case magnets
- Pictures for sorting
- Sentence strips and scissors
- Assessment Kit
- Leveled Books
- Copy of lesson plans
- High Frequency Word Chart For Each Group
- Sound Boxes
- A timer

Types of Readers

Emergent Readers

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Developing Readers

Fluent Readers



Developing Readers

Are able to:

- Understand the basic structure of narratives
- Find answers in informational texts
- Use vocabulary strategies

Are learning to:

- Listen to their inner reading voice
- Self monitor
- Use higher level thinking strategies



Text for developing readers should be:

- Have unique vocabulary
- Have fewer illustrations
- Arrange print and illustrations in different ways
- Have several characters and episodic plots
- Have themes beyond students' experience
- **F & P levels H – L**



Developing readers

Before

- Activate prior knowledge
- Pre-teach unique vocabulary

During

- Transition from oral to silent reading
- Might use sticky notes to track thinking
- Comprehension strategy focus
- Assign a pause point
- Set word study goals such as context clues or root words and affixes



Developing readers

After:

- Fluency work
- Analysis of the text and written responses.
- Students support their opinions and responses with references to text.
- Focus on vocabulary and text structures



Types of Readers

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Early Readers

Developing Readers

Fluent Readers



Fluent Readers

Are able to:

- Understand that some views are different than their own
- Read fluently and accurately with phrasing and expression
- Infer, evaluate, and interpret texts
- Summarize main events

Are Learning to:

- Read critically for author's purpose and message.



Text for fluent readers should include:

- Figurative language and descriptive prose that is not literal
- Abstract concepts
- Longer complex sentences and storylines
- Concepts beyond the students' experience
- Entire pages of print
- **F & P Levels L and up**



Fluent readers



Before

- Establish context, background knowledge
- May discuss unfamiliar words

During

- Silent reading of short sections of text.
- Sticky notes to track thinking and record strategies
- Talk so students can articulate reading processes
- Expanding connections to text-world

Conversational dialogue that mirrors real life discussions

Think pair share or TTYN talk to your neighbour

Fluent readers

After reading:

Discussion of the text and the reading process

Fluency practice

Word study

Revisit text for critical reading, higher level thinking, bias, point of view, figurative language, examining writer's craft and literary elements

Transfer to own writing



Example of a Guided Reading Sequence

Day 1

Text introduction and first reading –

Focus on accuracy and understanding (decoding).

The lesson often ends with a retelling and/or a discussion of the passage.

If teaching a skill such as prediction this would take place during the first reading.



Example of a Guided Reading Sequence

Day 2:

Rereading... “dipping back into the text”

Literate conversation - focus on deeper understanding and word study

Extended experiences with text:
fluency practice and end with a “must do” - Word or text level strategy



Example of a Guided Reading Sequence

Day 3: Rereading of the text

Focus on extension of thinking, text structures or writer's craft

Often includes a writing experience, crafting a reading response or text innovation.





<https://saskatchewanreads.wordpress.com/>

Curricular themes and book lists by grade:

<https://saskatchewanreads.files.wordpress.com/2014/11/prioritizing-classroom-libraries-and-book-list.pdf>

Resources – print and video



<http://www.eworkshop.on.ca/edu/core.cfm?p=modView.cfm&L=1&modID=15&c=2&navID=modView>