



Southern Nevada Regional Professional Development Program

Volume 2, Issue 2

October 2006

The LeafLIT

A Literacy Publication

Guided Reading

Guided reading is the heart of a balanced literacy program. It is an instructional approach that teachers can use to guide students to talk, read, think, and question their way purposely through a text in a small group setting. It also provides teachers the opportunity to evaluate a child's reading in action. The ultimate goal of guided reading is for students to become successful independent readers.

The teacher's responsibilities begin long before the guided reading lesson. It is essential to assess all students to determine their instructional reading levels. Once those are established, the teacher can then arrange the students in small groups based upon ability levels.

A guided reading lesson generally begins with an introduction to the text. This is the teacher's opportunity to tap into their students' prior knowledge and 'hook' them into the story. Additionally, allowing the students to browse through the text is a great way to prepare them for any new challenges they may meet as they read. After the students have been introduced to the text, they should have the opportunity to read the text independently. Emergent and early readers may 'whisper' read, while more fluent readers are encouraged to read silently. This allows the teacher to do a running record or another form of progress monitoring.

After the students have read the text independently, the teacher may invite the group to discuss the story and any skills & strategies they used to comprehend the text. This is a critical component of the lesson because it allows the students to reflect on their reading with guidance from the teacher and gives them the opportunity to discuss what was easy and/or what was challenging in the text and to process their comprehension of the story.

Guided reading lessons should be systematic, explicit, and consistent. It is an empowering approach that is appropriate for all levels of readers, from primary level readers to the most capable intermediate readers. Grouping should be flexible and focused, based upon the ever-changing needs of the students.

Steps to Implementing Guided Reading

1. Find children's instructional reading level.
2. Group learners for guided reading experiences.
3. Select texts that support the skills and strategies students need, based upon assessment instruments that guide instruction.
4. Implement the guided reading session.
5. Establish procedures for ongoing monitoring and assessment to track children's progress and plan for future instruction.

Keep in mind . . .

- The needs of your students
- The content of your curriculum
- The challenges of the text
- The purpose of the lesson



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"Guided oral reading is one of the most powerful teaching methods available. Good readers and struggling readers alike can be supported during a guided reading lesson. Teacher support can be adjusted to meet the specific needs of individual students."

-Stanley Swartz, 2003

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Guided Reading Resources

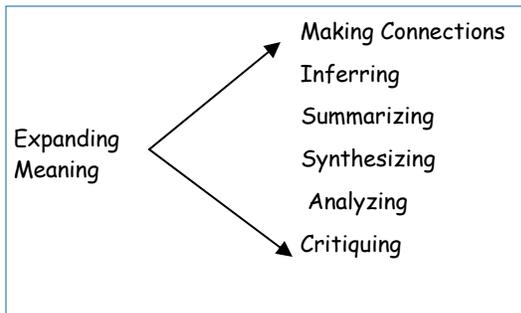
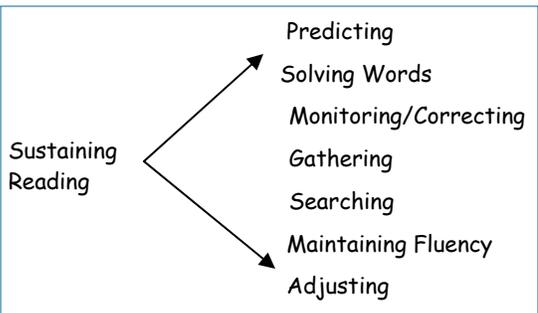
Guided Reading by Irene Fountas & Gay SuPinnell, Heinemann, 1996.

Guiding Readers and Writers Grades 3-6 by Irene Fountas & Gay Su Pinnell, Heinemann, 2001.

On Solid Ground by Sharon Taberski, Heinemann, 2000.

Guided Reading & Literacy Centers by Swartz, Shook, & Klein, Dominie Press, 2003.

Strategies Readers Use



When You're Stuck . . .

- ⇒ Point to the words
- ⇒ Check the picture
- ⇒ Get your mouth ready
- ⇒ Slide to the end of the word
- ⇒ Reread
- ⇒ Think, "What makes sense?"
- ⇒ Do you know a word that looks like this?
- ⇒ Look for chunks you know
- ⇒ Self-Correct

Guided Reading IS . . .

- *One component of the reading program
- *Based on multiple assessments
- *Flexible grouping
- *Small groups (4-6)
- *Multiple copies of the same instructional text
- *Skills and strategies based on needs
- *Differentiated Instruction

Guided Reading is NOT . . .

- *One assessment once a year
- *Groups that never change
- *One text for the whole class
- *Same skills and strategies for every student
- *Round robin reading

Professional Development Opportunities

- GRIP
- GRIP-K
- Guided Reading
- Reading with Meaning
- Using Picture Books to Teach the Writing Traits
- Writers Workshop
- Primary Writing Class—Online
- Intermediate Writing Class—Online
- Words Their Way
- Word Walls
- Nonfiction in Focus
- State Writing Assessment
- Phonics Instruction
- Building Fluency
- Literacy Benchmark Classes

For more information about these course offerings, please visit www.rpd.net

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