

# GUIDED READING

## What guided reading looks like:

- The teacher supports a small group of students in practicing a strategy or concept that has introduced during a read-aloud and/or shared-reading, while rest of class is quietly engaged in meaningful tasks. Small group structure allows the teacher to meet individual needs.
- Teachers carefully select books at the students' instructional level using a variety of text forms and genres (e.g., fiction, non-fiction, and media). The teacher uses multiple copies of the same text.

## Characteristics:

- A specific instructional approach within the umbrella of guided practice
- Students are grouped for guided reading based on instructional level and/or specific learning goals (e.g., engagement, summarizing, point of view, author's craft)
- The teacher leads the small group as they talk, read and think their way through the text using, practicing and consolidating effective reading and comprehension strategies
- Guided reading provides opportunities to practice, refine and consolidate previously taught reading and comprehension strategies, supports readers who are learning to think as they read, breaks the learning into manageable increments, extends student's knowledge of vocabulary, conventions of print and letter sound relationships, enhances comprehension and deepens independence and confidence
- Guided reading challenges the reader yet allows them to successfully navigate through text
- Guided reading occurs during the uninterrupted literacy block of time and where needed in content subject areas
- The group composition of students with similar reading skills, is fluid and regularly changes based on the teacher's observations and assessments
- Student's strengths and needs in reading are determined based on an appropriate assessment method including comprehension checklists, surveys, curriculum-based assessments, conferencing, running records, miscue analysis, written response
- Before the reading, the teacher introduces the book, activates prior knowledge, draws attention to text features and key vocabulary
- Students read the whole text aloud softly to themselves in the early stages and as they become proficient read portions of the text silently
- Teacher may move around and ask a student to make their reading audible as reading continues, interactions should be brief, so as to not interrupt the focused reading
- The teacher listens, and observes the reader and records the reading behaviours, supports the student's attempts, records the needs for instruction and provides teaching 'points' as appropriate
- After the reading, the students discuss the teaching point to check for understanding, reread the text for support, and engage in responding to the text through a variety of grade appropriate activities

## What guided reading isn't?

- Round robin reading
- Fixed groupings
- Selecting text by what is in the basal readers
- Based only on DRA levels
- One shot lesson
- Whole class reading instruction
- Not just guiding readers through the text
- Literature circles / Reading circles are an example of independent reading activity as they are student-led and are a consolidation of the strategies taught.

Things to consider about...			
	Primary	Junior	Intermediate
<b>Text Level</b>	Instructional level	Instructional level	Instructional level
	<ul style="list-style-type: none"> <li>Text level should not be the only consideration when planning; the purpose of the lesson and student interest must also be considered.</li> <li>There are times where it is appropriate to use texts that are lower than the students' instructional level (e.g., when programming for struggling readers, text selection must also consider student engagement and age-appropriate materials. <i>Note: This is true for all divisions; however it is more important as you move up to the higher grades.</i>)</li> </ul>		
<b>Types of Texts</b>	Levelled texts Grade level texts (gr 2/3)	Grade level texts Levelled texts	Grade level texts Levelled texts
<b>Frequency</b>	2-3 groups per day Low groups daily Middle /high groups 2-3 times per week  10-20 minutes session max	1-2 groups per day Low groups more frequently  15-25 minutes (for lower groups have shorter sessions, but increase frequency to maintain engagement).	1-2 groups per day Low groups more frequently  10-40 minutes (guided reading groups may overlap e.g., as one group reads silently, the teacher begins with the second group. For lower groups have shorter sessions, but increase frequency to maintain engagement).
<b>Focus</b>	Focuses on decoding and three cueing systems, fluency, critical literacy and comprehension skills (with an emphasis on higher-order thinking).	For struggling readers, a continued emphasis on decoding, fluency and comprehension For more proficient readers, a greater emphasis critical literacy and comprehension skills (with an emphasis on higher-order thinking).	A continued emphasis on higher-order comprehension and critical literacy skills For struggling readers, continued emphasis on areas of need (e.g., decoding, comprehension, engagement).
<b>Content Subject Areas</b>	<p><b>In their literacy block:</b> Using reading materials that cover content area strand to support or supplement their content area program Rest of class is working on authentic literacy tasks.</p> <p><b>In their content-subject lesson:</b> Using guided reading as a strategy to support student learning.</p>	<p><b>In their literacy blocks:</b> Integrate reading material from the content area program, where students require additional support Rest of class is working on authentic literacy tasks.</p> <p><b>In their content-subject lesson:</b> Using guided reading as a strategy to support student learning where needed.</p>	<p><b>In their literacy blocks:</b> Working in collaboration with other subject area teacher(s) to integrate reading material from the content area program, where students require additional support Rest of class is working on authentic literacy tasks.</p> <p><b>In their content-subject lesson:</b> Using guided reading as a strategy to support student learning where needed.</p>
<b>Progression of Guided Practice vs. Guided Reading</b>	<p style="text-align: center;"><b>GUIDED READING</b></p> <p style="text-align: center;"><i>Gradual Release of Responsibility</i></p> <p style="text-align: right;"><b>GUIDED PRACTICE</b></p>		