What is Guided Reading?
- Guided reading is a framework where the teacher supplies whatever assistance or guidance students need in order for them to read a selection successfully.
- Small group format with up to 8 students.
- Students grouped according to similar needs and abilities—homogeneous. The teacher maintains a private record of these groups.
- Groups are dynamic—this means students move from group to group based on their progress.
- The texts used match the students’ developmental level. Students should be able to read most of the words—95%.
- This type of lesson reinforces word recognition strategies and comprehension strategies.

Purpose, Goal, and Objectives
- The overall purpose is for students to read for meaning at all times.
- The major goal is for students to learn how to use independent reading strategies successfully.
- A major objective is for students to utilize reading strategies during the independent reading of a text.
Teacher Preparation

- Read the text to note areas that might need to be addressed with students, such as:
  - Concepts
  - Background information
  - Words
  - Language structures
  - Word analysis strategies needed to read the book.
  - Comprehension strategies needed to read the book.

5 Steps

1. Introducing the text
2. Reading the text multiple times
3. Discussing the text
4. Rereading or revisiting the text
5. Extending the text (optional)

Based on Fountas and Pinnell Model

Step One—Introducing the Text

- Provide an overview of the selection.
  - For younger readers, you might go through the text page by page.
  - For older readers, you might provide a basic overview.
- Develop needed vocabulary.
- Activate background knowledge.
- Draw attention to pictures or other illustrations.
- Call attention to language structures or print features that may be unfamiliar.
- Create interest in the text.
- Review with students reading strategies they can draw upon, if they encounter a word they do not know.
- Establish a purpose for reading.
Step Two—Reading the Text
- Students are encouraged to read the text on their own.
- Younger students will read aloud quietly.
- Older students will probably prefer to read silently.
- The teacher monitors for use of reading strategies and steps in to reinforce these strategies when necessary.
- Once students finish reading the text, then they can read it again.

Discussing the Text
- Revisit the purpose of reading identified earlier.
- Talk about the story with children.
- Invite students to share a personal response.
- Return to the text with students for one or two teaching opportunities (e.g., finding evidence, discuss problem-solving, etc.).

Rereading or Revisiting the Text
- The teacher can guide students back to particular places in the text where information needs to be clarified.
- Students can reread the text with a partner—take turns reading alternate pages.
Extending the Text

- Include an opportunity where students can respond to what they read.
  - Draw pictures
  - Dramatic response
  - Retelling
  - Pantomime
  - Readers’ Theatre
  - Written response
  - Personal response
  - Response that follows the pattern of the book

Before, During, and After Reading—Guided Reading

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
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<tbody>
<tr>
<td>Discuss background knowledge.</td>
<td>Read a book walk through the story.</td>
<td>Discuss the story.</td>
</tr>
<tr>
<td>Check key vocabulary they need to know.</td>
<td>Ask students to read aloud quietly.</td>
<td>Ask students to share strategies they used when they came to words they did not know.</td>
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<tr>
<td>Address any language structures.</td>
<td>Ask students to read the book over and you read aloud to them.</td>
<td>Optional:</td>
</tr>
<tr>
<td>Draw attention to predictions.</td>
<td>The teacher would move back and forth with the students’ use of reading strategies.</td>
<td>Word study—explore words with common phonics patterns or generalizations.</td>
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<td>Extract initial predictions.</td>
<td>Continue use of reading strategies.</td>
<td>Writing exercise: follow the pattern of the story.</td>
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<tr>
<td>Monitor strategies for monitoring comprehension.</td>
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