Guided Reading

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What is Guided Reading?

Guided Reading is a small group instructional model that allows teachers to provide instruction that targets specific reading strategies for the 4-6 students he or she is working with at one time. Guided reading groups are at the students' instructional reading level. This means that students can successfully read 90% - 94% of the words correctly. Students should be assessed before being placed in an appropriate homogeneous group at their instructional reading level.

Why Guided Reading Groups?

Guided Reading Groups are the backbone of a balanced literacy program. Because students are grouped by reading ability, you can target each group's specific needs. Ideally, you should meet with each group at least 4 days a week for approximately 20 minutes each day. If this is not possible, you may consider meeting with your "at-grade-level" groups and "below-grade-level groups 4-5 times a week while meeting with your "above-grade-level" group(s) 2-3 times a week. Research indicates that, to increase fluency and comprehension, the same story should be read 3-5 times. Reading the same story at home and school is helpful.

What Materials Can I Use?

One of the most challenging parts of guided reading is finding materials that are appropriate for your students to read. Because you will have a number of different reading levels present in your class, you will need various levels of reading materials. If you are fortunate, your school will have leveled reading materials for you to check out. If not, using old basal readers is an economical alternative. Every seven years, or so, school districts adopt new language arts series. Old basal readers are usually discarded. By collecting a handful of basal readers at each grade level, you will always have leveled reading materials for any grade/level you teach.   Another option is to join a book club like Scholastic Book Clubs. Book clubs offer great deals on popular books. You can purchase several copies of the same title and put together your own library of leveled materials. Finally, some language arts series come with reproducible black line masters that you can use to print your own books. If so, ask to borrow the black line masters from other grade levels and make copies.

A great resource for used basal readers is www.abebooks.com . Also, for leveled, printable books to read, please visit http://www.readinga-z.com/ .

Guided Reading
Four Day Lesson Plan

Day 1

Before Reading (5 minutes)

☐ Introduce the story by reading the title, the name of the author, and the name of the illustrator.
☐ Have students preview the pictures in the story and predict what the story may be about.
☐ Help students activate prior knowledge as it relates to the story.

During Reading (15 minutes)

☐ Teacher models fluent reading by reading aloud as students follow along silently from their own copies of the story.
☐ Discuss unfamiliar vocabulary as it comes up in the story.
☐ Stop periodically to allow students to confirm or adjust their original predictions.
☐ Have students "Choral Read," or read in unison, with you as you continue to model fluent reading. Students should join in and read aloud with you. (You may not finish the entire story.)

Day 2

Before Reading (5 minutes)

☐ Gives a brief summary of the story read on day one.
☐ Review key vocabulary. Locate the words in the story.

During Reading (10 minutes)

☐ Have students "Whisper Read" the story individually. During Whisper Reading, students whisper the words aloud as they read. Each student will read at their own speed. The teacher listens as students read the passage and assist as needed. See the "Prompts for Reading New Words" document in the "Text Comprehension" section that follows for ways that you can help students as they encounter a new word.

After Reading (5 minutes)

☐ Ask students questions that review the story. See the "Generic Guided Reading Questions" document that follows for sample questions to ask.

Day 3

Before Reading (5 minutes)

☐ Conduct a mini-lesson that introduces or reviews a reading comprehension skill that students need practice with. See the "Comprehension Skills" section for ideas.

During Reading (10 minutes)

☐ Have students read the story from day one with a partner (in earshot of you). Students can alternate reading sentences, paragraphs, or pages. If you have an odd number of students, you can rotate who *you* read with. This is a great opportunity to do a Running Record to assess how students are progressing. For struggling students, you may wish to have them read along as they listen to an audiocassette with the narrated story being read aloud to them.

After Reading (5 minutes)

☐ Have students retell the story to you or a partner. You may wish to use the "Retelling Checklist" on the next page.

Day 4

During Reading (15 minutes)

☐ Have students read the story from day one silently at their own desks. Struggling students should read the story aloud to you.

After Reading (5 minutes)

☐ As students finish reading, help them begin a summary or graphic organizer that is appropriate for the story. Graphic organizers are found in the "Text Comprehension" section that follows. Additional time will need to be provided to complete this assignment.

Retelling Checklist

Student Name _____ Date ___/___/___

Book Title _____Score _____

SETTING:
- ❑ Told when story happened.
- ❑ Told where the story happened.

CHARACTERS:
- ❑ Told about the main character.
- ❑ Told about the other characters.

PROBLEM:
- ❑ Told about the problem in the story.

HAPPENINGS (events between problem and solution):
- ❑ Told about ___ happenings in the story.

SOLUTION:
- ❑ Told the solution to the problem in the story.

THEME/LESSON/MORAL:
- ❑ Told about what was learned from the story.

Comments: _____

Generic Guided Reading Questions

1. Locate the portion of the story that describes the setting.

2. What was your favorite part? Why?

3. Who was your favorite character? Why?

4. Find a place in the story where someone has strong feelings. (i.e. happy, sad, angry, etc.)

5. What picture did you see in your mind while you read the story?

6. Find a spot in the story that tells about something you would like to be part of.

7. What was the lesson learned in this story?

8. In your own words, tell me what the story was about.

9. Find a place in the story where the author paints a picture with words.

10. Find an exciting part of the story.

11. Find a spot in the story that describes the main character?

12. What was the problem in the story? How was it solved?

13. Find a passage in the story that describes something you have done.

14. If you could change the ending to this story, how would you change it?

15. Why do you think…

Comprehension Skills

Tapping Prior Knowledge

Teaching students to tap into their prior knowledge on a topic before reading a story helps students make connections between what they already know and what they are about to learn. It also provides a purpose for reading which keeps students actively engaged while reading. Before reading a story about farming, for example, you would ask students to share what they already know about farming.

Predicting

Predicting what the story may be about, prior to reading, gives students a purpose for reading (to find out if their predictions are correct). Encourage students to modify their predictions as they read through the story if they find clues that suggest that their initial predictions are incorrect.

Mental Imagery

Teach students to imagine the story in their heads as they read. Allow them to share what they imagine the setting, characters, etc. look like as they read through the story. Encourage students to use their five senses to describe what they "see".

Drawing Conclusions

Often times the author leaves out important information from a story. In order to decide what has happened, students must think about what they already know about the topic and what the author has already said. Students must put this information together to draw a conclusion.

Reality and Fantasy

Teach students the difference between reality and fantasy by comparing and contrasting both genres. True stories (reality) and make-believe stories (fantasy) are two types of stories that younger students read regularly. Fantasy stories tell about characters that do things that in real life they cannot actually do (i.e. talking animals).

Cause and Effect

The reason something happens is the cause. What happens as a result is the effect. Looking for causes and effects can help students better understand what they read.

Context Clues

When students are reading, they may come across a word that they do not know. Sometimes the context, or other words in the sentence, may help give them clues to the meaning.

Compare & Contrast

To compare and contrast two objects, characters, ideas, plots, etc., students record how the two things are the same and how they are different. A Venn Diagram is commonly used.

Story Elements

Students who can identify the story elements (setting, characters, problem, events, and solution) in a fictional story comprehend better than students who cannot.

Biography

A biography is the true story of a real person's life. Biographies are usually written about well known people.

Autobiography

An autobiography is a true story about one's own life.

Skim & Scan

Teach students to skim & scan a story when they are looking for an answer to a question, reviewing the story, or trying to find key information. To skim & scam, students look for key words or concepts without actually reading every word on the page. Once students find the key words or concepts, they are taught to read the paragraph that the words or concepts are located in.

Comprehension Skills (Cont.)

SQ3R

SQ3R is a great strategy that helps students comprehend expository (informational) texts. The "S" stands for Survey. Students preview the section they are about to read noticing pictures, heading, charts, etc. "Q" stands for Question. Students ask themselves questions about the text to provide a purpose for reading. "3R" stands for Read, Recite, and Review. Students then read the story, recite what they have learned, and review by rereading and applying the content in another context.

Fact & Opinion

Some stories are factual (expository stories) while others are authors' opinions. Opinions are ideas that not everyone shares. Knowing the difference between fact and opinion will help students determine the authors' purpose for writing.

Author's Purpose

Authors write stories for different reasons. Sometimes it is to entertain, inform, or persuade the reader to do something. Understanding why the author is writing the story will help students comprehend the story better.

Main Idea & Details

In expository (informational) texts, each paragraph has a main idea and several details. Often times the main idea is located in the first sentence with the details following in subsequent sentences. The main idea is the most important idea of the paragraph. Identifying the main idea is an important skill that leads to increased comprehension. Details support the main idea.