

Small Group Instruction (Guided Reading)

Teacher supports students in their reading development by choosing texts and planning appropriate instruction based on the students' needs and interests. During this process, students practice applying strategies to increasingly challenging reading material while the teacher creates an environment that allows for a gradual release of responsibility.

Guided Reading

- Engages students in a small group setting
- Allows teacher to tailor the learning by carefully selecting a text at the students' instructional level and supporting the students in the reading of the text
- Groups according to their instructional level
- Provides a time for focused teaching
- Allows teacher to spend time assessing and addressing student needs
- Provides students the opportunity to practice with support (gradual release of responsibility)
- Allows the teacher to plan based on the specific needs of a small group

Teacher's Role

- Groups children in small flexible groups based on similar reading behaviors, text processing needs, and reading strengths who are reading similar levels of text (instructional level)
- Provides explicit instruction for students after determining a strategy to address
- Selects text that offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency
- Supports students as they encounter problem solving opportunities in the text
- Presents an introduction to the text, building background and prior knowledge

- “Listens in” for fluency, intonation, expression, and strategy use as others read silently
- Observes processing behaviors and responds accordingly
- Makes observational notes about individual readers
- Changes groups often based on the literacy needs of students
- Completes running records when applicable
- Focuses the teaching on the reader, not the book

Students’ Role

- Reread a familiar text during the lesson
- Read a book chosen by the teacher
- Read the book silently or quietly to themselves or to the teacher
- Learn the behaviors of an effective reader
- Engage in conversation about the text
- Develop and refine their reading skills
- Respond to text in a variety of ways (oral or written)
- Engage in familiar writing, word work or guided writing during the lesson

Resources

- Quality texts selected at the students’ instructional level based on their interest and schema
- Texts that offer a moderate challenge for the group
- Texts that include a variety of fiction and nonfiction
- Leveled text
- Magnetic letters
- White boards
- Writing tools
- ABC Chart

Procedures

- Teacher selects an appropriate text based on the needs of the group
- Teacher introduces the book to build background knowledge (picture walk for emergent/early readers)
- Teacher introduces new concepts and unfamiliar words

- Teacher “listens in” to individual students as the others read silently or quietly to themselves
- Teacher guides and supports students as needed
- Teacher notes observations through a running record or conferencing notes
- Teacher makes teaching points when the reading is complete
- Teacher engages the readers in a discussion of the text
- Teacher may engage in some word work or guided writing related to the text

Assessment of Guided Reading

- Assess using a running record or conference notes
- Determine from the running record when a student is ready to change text levels, groups or to determine reading strategies to target
- Assess conversations with students to determine how the student is processing the text

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