

# What is Guided Reading?

Guided reading is a strategy used by teachers to improve reading strategies, skills and achievement. Small groups of students will work with a teacher, usually around a horse shoe type of a table. The group of 3 to 5 students will all have the same book and will all be working on the same skill.



When a student has mastered one skill, they will move on to another skill.

Typically, in a class there may be 1 to 3 years difference in reading ability. Therefore, selecting students with like needs is ideal for guided

reading. Guided reading begins in kindergarten and continues through to the 8th grade.

The skill being taught could be as easy as directionality of a book, turning pages correctly, making sense of picture clues, inferring author's intent, prediction and identifying plot to name a few. Books will be both fiction and non fiction. **Note:** *Guided Reading is NOT round robin reading.*

## How long is a guided reading lesson ?

A guided reading lesson is usually between 15 minutes and 25 minutes. The challenge in a guided reading lesson is to keep the students who are not at the guided reading table engaged in a quiet reading activity. Students have to be taught to work quietly and independently while the teacher is working with a guided reading book.

**What does a guided reading lesson look like? BEGINNER** *see page 2 for readers who are next level or more fluent.*

Let say we have a group of **beginner readers**. The book they each have will be very basic with few words and picture clues. It may read something like: I like carrots. I like ice-cream. I like pizza. I like apples. I like toys. Each page has predictable words and a picture to identify the word. The teacher would ask the following questions throughout this guided reading lesson:

1. Show me how you hold this book.
2. Tell me what is on the front cover.
3. Point to the back of the book.
4. Show me the first word on the first page.
5. Show me the last word on the first page.
6. The teacher would then begin to read the story asking each student to point to each word as the word is being said.
7. The students would then be asked to predict the final word of each page using picture clues.
8. The teacher would say, can you find the word like? where else are the words like? Can you spell like?  
How many times is like in our book?
9. Each child would then get a chance to read the book or a selection in the book.

This book would be used a few more times during the next few weeks. The words in the book would then be written on cards or in personal dictionaries and the students would have opportunity to learn the words in isolation of the book. There may be a follow up writing activity that would require the students to make their own **I Like** book. While those students were working on their I Like books, the teacher would then be working with a different group for guided reading and the skill may be comprehension, knowledge, one to one correspondence or simply decoding, depending on the need of the group of students.

# Guided Reading Continued..

## What does a guided reading lesson look like? Fluent Reader

For the next stage readers, you often won't finish a book but you will have them read a portion. Each child needs a copy of the book. Questions for these readers will look something like this:

1. Summarize where we left off. (*If book is being continued*)
2. For new books: What do you think the book will be about and why?
3. Predict what will happen next.
4. How do you think the book will end? Why?
5. What do you know about the characters?
6. What new information have you learned?
7. Describe the problem and how you think it will be solved.
8. What evidence do you have to determine how the character feels? Looks?
9. How is the character like you or not like you?
10. Look for opportunities in the book for students to infer meaning (*reading between the lines*).
11. Ask about the text features (use of bold, sub titles, highlights, illustrations.
12. Practice reading strategies—skimming, re-reading, make predictions and connections.
13. Ask compare/contrast questions.
14. What is the sequence of events?
15. What is the message in this book? Purpose of this book?
16. What did the author mean by.....?
17. What do you wonder about?
18. What questions do you have that may help you to understand the reading selection better?

These are just a few samples of questions that can be asked during guided reading. Typically, students in the group will read until you prompt the next student to read, each student will follow along and you will select appropriate times to stop and probe for comprehension and reading strategies.

For follow up ideas, use literature response tasks as you continue to the next group in guided reading. They can be found here:

<http://www.worksheetplace.com/index.php?>

[function=DisplayCategory&showCategory=Y&links=2&id=261&link1=43&link2=261](http://www.worksheetplace.com/index.php?function=DisplayCategory&showCategory=Y&links=2&id=261&link1=43&link2=261)