Guided Reading: An Introduction
Why are we here?

• What way is reading done in your school?
• What do you hope to learn from today?
Outline of Course

• What is Guided Reading?
• What resources do we need?
• Assessment
• The 6 step Approach to a guided reading lesson
• What might it look like in the classroom?
• School Set Up
Guided Reading

“The ultimate goal of guided reading is to help children learn how to use independent reading strategies effectively”

(Fountas and Pinnell 1996:2)
Guided Reading

• Teacher works with 4-6 students in each group.
• Using levelled/banded readers and multiple copies of these readers.
• Children are grouped according to similarities in reading development and instructional reading levels.
• Teacher introduces/consolidates strategies and concepts to support independent reading.
• Every child reads and is supported by teacher.
Why is Guided Reading Important?

- Enables teachers to learn about the processes involved in learning to read
- Provides a bridge to successful independent reading
- Provides lots of opportunities for children to read texts at appropriate level
- Enables teachers to critically evaluate and choose appropriate reading material
DVD

• Intro
• Reading Record
How to take a Reading Record

• Accurate reading ✓✓✓✓✓✓✓

• Substitution  went  \underline{want}

• Repetition (R)  R or ✓✓R

• Self-correction (SC)  went  sc  \underline{want}

• Omission  \underline{very}
How to take a Reading Record

- Insertion
- Appeal
- Told (T)

```
little
-         A
sometimes
thought   T
```
Assessment

Give it a go!
Scoring the Running Record

1. Count the number of words read

2. Count the number of errors made

3. Divide the number of words read by the errors made to give you a ratio

4. Convert this to a percentage to find out the child’s reading level
# The Donkey and the Wolf

This is a story about a donkey and a wolf. The donkey plays a trick on the wolf. She pretends she has something in her foot.

<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
<th>E</th>
<th>S.C.</th>
<th>Errors MSV</th>
<th>S.C. MSV</th>
</tr>
</thead>
</table>
| 2    | One morning, a wolf came out of a forest.  
He was wet and cold, and he was very hungry. | 2 | 3 |  |  |
| 3    | The wolf saw a little grey donkey in the long grass.  
My go said the wolf.  
At “A donkey will be a very good breakfast.” | 2 | 1 | 1 | 1 |
| 4    | I’m going to get that donkey,” |  |  |  |  |
| 5    | The wolf ran up to the donkey.  
My go “I’m going to eat you said for my breakfast,” he shouted.  
But the little grey donkey was clever.  
She played a trick on the wolf.  
“Mr Wolf” she cried.  
“Look at my sore foot. I have a little bit of wood stuck in it.  
I went It won’t come out.” | 1 | 1 | 1 |  |
| 8    | Then, the donkey cried out again.  
\[
\text{no of words read} = \frac{101}{19} = 5.32 \\
\text{no of errors} = 19 \\
\text{percentage} = \frac{19}{101} \times 100 = 18.81\% \\
\text{difficulty} = \text{difficult}
\] | 101 | 19 | 1 | 1 |
Components of Guided Reading Lesson

1. Book Introduction
2. Strategy Check
3. Independent Reading
4. Return to the Text
5. Response to the Text
6. Re-reading Guided Text
Strategy Check

Consolidating various strategies for......

• Word attack skills

• Comprehension
Independent Reading

- Remind children of the skills they will be using
- Reading aloud or silent reading (pace, expression, rate, fluency, intonation)
- Teacher supports the child in specific areas
Return to the Text

• Revisiting and consolidating one or two teaching points in the text

• Effective question (literal, inferential and evaluative)
Response to the Text

• Reading and talking about the text are the heart of the guided reading lesson.

• Critical thinking through discussion.
Re-reading the Text

• Re-reading is crucial in the guided reading lesson.

• Re-reading can be done in school as a familiar reading lesson or it can be sent home to be read as homework.
Guided Reading in action

Roll it there ....
Text Selection

- The book chosen must be at the children's instructional level
- Of interest to the group

Think about:
- Vocabulary and language structure
- Illustrations
Whole School Approach

Resources

Personnel – Team Approach

Books

  Levelling and Banding

Resources for Guided Reading

Catalogues
Whole School Approach

• Books – Purchase, Storage and Organisation
• Classroom – Teaching and Setting up of Independent Work Stations
• Record Keeping and Evaluation of Guided Reading
Classroom Management

Suggested activities for other groups while you are working with the reading group

- Work board outlining activities for each group
- Literacy activity on computer
- Listening station for story books
- Free writing table
- Browsing boxes
Time to Reflect

• Brainstorm what a school needs to consider prior to starting Guided Reading in school

• Resources
• CPD
• Assessment
• Planning