

Guided Reading

Reading Routines

Purpose: Guide and support students as they read texts at their instructional reading level.

Research Basis: Research demonstrates the importance of teachers providing support for decoding and comprehension as students read text at their instructional level. Guided reading helps students negotiate increasingly difficult text (Pinnell & Fountas 1996).

Before Reading

- 1. Form groups.** Organize groups of 4–6 students of similar reading ability.
- 2. Choose books.** Select a leveled text. Use one of the **National Geographic Reach** leveled library books or go to NGReach.com and use the leveled book finder. Provide a copy for each student.
- 3. Prepare students for reading.** Adapt the preparation to the text, student language level, and student performance. Monitor progress and select an instructional focus. Preparation may involve the following steps:
 - Preview the book. Talk about the cover and title page. Page through it and discuss illustrations and other features to build background about the book and its topic.
 - Lead a discussion about the book's topic to build further background and vocabulary.
 - Ask students to make predictions about what will happen or what they will learn.
- 4. Read aloud.** In some cases, you may wish to read part of the text or all of the text aloud before students read.

During Reading

- 5. Have students read the text.** Students can read softly to themselves (whisper reading) or silently, you may want to read portions of the text aloud and then have students echo read, or you may want to have partners take turns reading portions of the text aloud to each other.
- 6. Observe students.** Circulate to observe students as they read. Provide guidance as needed by asking questions, prompting, and coaching students to apply strategies to decode difficult words or to improve their comprehension. Monitor progress and select an instructional focus for questions. Here are examples of questions you might ask (and the instructional focus):
 - *What sound does this letter make?* (phonics)
 - *What would you do if you were this character? How do you think this character is feeling?* (comprehension, literary analysis)
 - *Why do you think that happened?* (comprehension, literary analysis)
 - *What's happening in the picture?* (comprehension, text features)
 - *What do you think will happen next?* (comprehension)

After Reading

- 7. Discuss the reading.** Select strategies to address challenge areas, extension opportunities, or individual interests. After-reading activities can include:
 - Have students summarize the book and make connections.
 - Have students tell about how they applied reading strategies to the text.
 - Have students discuss how new information or ideas relate to the Big Question.
- 8. Extend the reading.** If time allows, encourage students to engage in activities that extend their understanding, such as:
 - Create a short play or pantomime based on the book.
 - Write a letter to the author or to one of the book's characters.
 - Draw a picture about something related to the book.
 - Research and report on something mentioned in the book.
- 9. Review your observations.** Check your notes of students' reading and comprehension to identify areas where they need additional instruction. Use a mini-lesson format to provide needed lessons in decoding, word structure, comprehension strategies, and other skills.

Application

DAYS 8 & 9

- Reading leveled books (Days 8 and 9)

