Guided Reading

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#GCLI19
Purpose of this session

How to get the most out of your guided reading time to ensure readers move up through text levels. Focusing on essential parts of guided reading and prompting to build decoding and self-correcting skills automatically for students.
<table>
<thead>
<tr>
<th>What is guided reading?</th>
<th>What is not guided reading?</th>
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Guided Reading during Reading Workshop (once your routines have been built and stamina has been strengthened):

- Should include all students in groups based on their Instructional level
- 10-15 minutes per group

Other Times of the Day:
PLT/RtI Time-Tier 2 and Tier 3 reading intervention (in addition to guided reading during reading workshop) may follow similar structure to guided reading
Tier 2 = 90 minutes/week
Tier 3 = 120 minutes/week

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<tr>
<th>Level of Reader</th>
<th>Suggested Number of Times Teacher meets with Group Each Week (Tier 1)</th>
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<tbody>
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<td>Below grade level</td>
<td>4-5 times a week</td>
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<td>On grade level</td>
<td>2-3 times a week</td>
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<td>Above grade level</td>
<td>1 time a week</td>
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**★ Book/Text Selection:**
Preselect a book. Consider the group’s interests and use a book on their instructional level (based off of running records) to support the learning they will experience.

1. **Book/Text Introduction (Choose from the following potential teaching moves):**
   - Activate and/or provide necessary background knowledge.
   - Introduce vocabulary your readers may have never been exposed to before. Leave some problem/word solving up to them...don’t over scaffold!
   - Picture Walk/Draw attention to illustrations - pictures, graphs, etc - and the information they present.
   - Plant words - locate and identify sight words or words to decode

2. **Reading the Book/Text:**
   All students read quietly/whisper read at their own pace while you listen in, teach/demonstrate, prompt, or reinforce strategies.
   *Don’t forget to keep anecdotal notes and running records (one student per day).*

3. **Discussing & Revisiting the Book/Text:**
   Gather evidence of comprehension by observing what students say about the text.
   Extend student's understanding (beyond simply retelling and recalling facts) through questioning.

4. **Teaching Point:**
   Choose a [teaching point(s)] based on your observations during the reading of the book/text that will benefit the whole group of readers.

5. **Word Work/Phonics:**
   Provide explicit teaching to ensure readers become flexible and efficient word solvers.
Comparing Guided Reading & Strategy Groups

Guided Reading (all about the reading)
- Instructional level
- Same book - chosen by the teacher
- 10-15 minutes
- Structure includes book intro
- Why? Support to move to next level

Strategy Group (all about the strategy)
- Independent level
- Different books - chosen by the student
- 7 to 10 minutes
- Structure: intro/review of a strategy
- Why? Support independent level

Teacher works with small group
- Combination of explicit & supported instruction
- Teachers coach
- Students respond

Click here for more specific information
Then all at once, it was dark.

In the dark, Ann couldn't tell if she was walking back to the camp or moving away from it. Her teeth chattered. Without the sun, it had quickly grown cold.

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After walking some more, Ann knew she was lost. She sat by a tree and wrapped her arms around her knees to keep warm. She tried hard not to be scared. In spite of her fear, she began to feel very sleepy. Soon her eyes slid shut.

Time: **2:20** minutes:seconds

**ORAL READING WORDS PER MINUTE. PERCENT OF ACCURACY**

What one or two focus areas would you work on next with this student?
What one or two focus areas would you work on next with this student?
Resources to use when identifying teaching point in guided reading
Jan Richardson’s - The Next Step Forward in Guided Reading

PreA - Before ready to read
Emergent - Levels A-C, Levels 1-3
Early - Levels D-I, Levels 4 - 16
Transitional - Levels J and above, Levels 18 and above

Folder of Guided Reading Forms based on reading level