

Guided Reading FAQs

1. What is guided reading?

- Guided reading is a form of flexible grouping.
- According to Fountas and Pinnell, guided reading is “a context in which a teacher supports each reader’s development of effective strategies for processing texts at increasingly challenging levels of difficulty.”

2. What do the groupings look like?

- 6 or fewer students; optimal number of students per group for red zone is 3 or fewer.
- Homogenous
- Flexible and based on common student need.

3. What is the focus during guided reading?

- learning goals (components of reading, text level, comprehension strategies) based on student need
- provide authentic practice for student in the context of reading a book
- focus on specific reading strategy or word attack skill
- new concepts are not taught (revisit an explicitly taught strategy to provide a supported opportunity to try and/or apply the skill or strategy)
- teacher’s role: model, prompt, question, explain, provide feedback (**not read to the students**)
- student’s role: read and respond to text, apply strategies that have been modeled, participate in guided writing

4. What book level should be used?

- student’s **instructional reading level** (read with **93-97% accuracy**)
- books of interest may also be used
- books to focus on strategies may also be used
- remember...a student is a range of levels

5. How often do I meet with each group?

- optimal meeting time is 20 minutes three times a week. This will be adjusted based on student need.
- the same text is used each of the three times with a new purpose

6. How do I plan for guided reading?

- must be based on the needs and reading level of the students in the group
- ideally, each book will follow a three day plan.
- refer to *Guiding Readers – Making the Most of the 18 Minute Guided Reading Lesson* by Lori Rog
- a 3-day structure may look like the following:

<u>Day One: Text Introduction/ First Reading</u>
<u>Focus:</u> Basic accuracy and understanding Preview, Prior Knowledge, Purpose
<u>Day Two: Rereading of Text/Deeper Comprehension and Processing</u>
<u>Focus:</u> Comprehension and Word Study
<u>Day Three: Rereading of Text/Thinking Beyond the Words</u>
<u>Focus:</u> Extension of thinking, text structures It may also include: fluency and/or writing connection.

7. What is the rest of my class doing when the teacher is working with a guided reading group?

- teach students how to work independently and follow routines. Revisit and set goals with students as needed.
- students may be engaged in aspects of the Daily 5 such as read to self, read to someone, work on writing, word work
- students may be responding to the guided reading text with writing prompts, word work, rereading
- literacy based learning experiences may be set up for groups of students. This may include listening centres, technology centres, interactive Smartboard activities aligned to the text or strategies being taught.

Reminder: Monitor the progress of students through frequent use of running records. For more information on running records, please refer to the **Running Record FAQs**.