

Transcription of the video: *Guided Reading*

[SLIDE – GUIDED READING]

[Image of a three-circle sequential arrow process with How it works? in the top circle, Why Guided Reading? in the middle circle, and Considerations in the bottom circle. Text on slide: During guided reading sessions, students have the opportunity to practice decoding and comprehension strategies of text that is presented at their independent reading level (Fountas & Pinnell, 2001). Groups are small (no more than six) and focus on targeted goals.]

[**Terri Anne Jackson**]: So during a Guided Reading session, students have the opportunity to practice decoding and comprehension strategies of text that are presented, either they're instructional or Independent Reading level, depending on your goal of the session. Small groups, typically of no more than six students, are focused on targeted goals.

[SLIDE]

[Image of teacher working with a small group of students. Text on slide: Guided Reading Students: • Read by themselves. The teacher: • Provides support as needed; • Teaches small groups of students; • Uses opportunities presented to reinforce previously taught reading strategies and skills.]

[**Terri Anne Jackson**]: Guided Reading occurs regularly during the school week. It involves the teacher selecting appropriate texts, typically those that students can read with 90 to 95 percent accuracy for fluency-building sessions, and may be read quietly or aloud by students in a small Guided Reading group, where the teacher offers support as needed. This gives students an opportunity to use and practice their reading skills, those skills that we were teaching at our Shared Reading and Read Aloud opportunities. It also allows the teacher to monitor individual students' progress. The teacher may need to prompt students to apply their knowledge of reading, or the teacher may need to do some small-group instruction during this time. The purpose of Guided Reading, basically, is to use opportunities to reinforce previously-taught reading skills and strategies. It allows readers to further use strategies to get specific feedback and to consolidate in order to extend their learning.



[SLIDE – GUIDED READING: WHY?]

[Text on slide: • Allows for targeted instruction • Provides immediate feedback; allows for immediate improvement • Provides an opportunity for rich instruction about literature • Supports the development of literacy skills (decoding, fluency, comprehension) • Allows students to engage with many genres of text • Provides an opportunity for rich assessment; teachers readily identify strengths, needs and next steps]

[Terri Anne Jackson]: So why do we use Guided Reading? It allows for targeted intervention. As the teacher, you can create your Guided Reading groups to focus on whatever skill you are hoping to hone at that point in time. If you have a group of students who need support with fluency, they can be in one targeted group. If you have another group of students who are working on decoding strategies for a certain digraph blend, they can be in another guided group. It allows you to provide immediate feedback, and it allows for immediate improvement. It provides an opportunity for rich instruction about literature. It supports the development of literacy skills, such as decoding and fluency; you just need to ensure that the level of text is appropriate for this goal. It allows students to engage with many genres of text, and it provides an opportunity for rich assessment. Teachers readily can identify the strengths, needs and next steps for students.

[SLIDE – GUIDED READING: CONSIDERATIONS FOR STUDENTS WITH LDs]

[Text on slide: • Build structures to ensure the rest of the class is engaged in meaningful learning opportunities • Ensure you pre-teach vocabulary • Use strategies, like a picture walk, to help students activate prior knowledge/schema before reading • Frequent progress monitoring ensures to check for comprehension • Give short, clear instructions and use non-verbal instruction (i.e. pointing, tapping) • Allow “think time” • Monitor the duration of sessions • Consider whether oral reading/silent reading/teacher reading is the best choice • Consider using targeted intervention tools (i.e. LLI, Reading Response) • Determine the purpose of the session and consider the appropriate level of text]

[Terri Anne Jackson]: So when you're programming for your Guided Reading, some of the considerations to include for students with disabilities are listed below, and I'll go through them



with you. The first is to build structures to ensure the rest of the class is engaged in meaningful learning opportunities. Next, ensure you pre-teach all vocabulary. Use strategies like a picture walk to help students activate their prior knowledge and schema before reading. Frequently progress monitor to ensure that you can check for student comprehension. Give short, clear instructions and use non-verbal cues, like pointing and tapping. Allow "think time." Monitor the duration of your sessions -- sometimes the Guided Reading books are a little bit longer than student attention spans, so know when to break it off, and to divide the same book into two sessions. Consider whether oral reading, silent reading or teacher reading is the best choice, based on what your learning goal is. Consider using targeted intervention tools. Resources like Reading Recovery or LLI -- Levelled Literacy Intervention -- offer excellent lessons, may scaffold students so that the lessons focus on both fluency and comprehension, and rotate. Also determine the purpose of the session, and consider what text is appropriate. Do you want to build fluency? Are you looking at decoding strategies? Are you looking at working on comprehension strategies?

