Guided Reading in My Classroom

The Essential Elements of Guided Reading

(Guided Reading by Irene C. Fountas & Gay Su Pinnell)

	Before the Reading	**During the Reading**	**After the Reading**
Teacher	▪ selects an appropriate text, one that will be supportive but with a few problems to solve ▪ prepares an introduction to the story ▪ briefly introduces the story, keeping in mind the meaning, language, and visual information in the text, and knowledge, experience, and skills of the reader ▪ leaves some questions to be answered through reading	▪ "listens in" ▪ observes the reader's behaviors for evidence of strategy use ▪ confirms children's problem solving attempts and successes ▪ interacts with individuals to assist with problem-solving at difficulty (when appropriate) ▪ makes notes about the strategy use of individual readers	▪ talks about the story with the children ▪ invites personal response ▪ returns to the text for one or two teaching opportunities such as finding evidence or discussing problem-solving ▪ assesses children's understanding of what they read ▪ sometimes engages the children for a minute or two of word work
Student	▪ engage in a conversation about the story ▪ raise questions ▪ build expectations ▪ notice information in the text	▪ read the whole text or a unified part to themselves (softly or silently) ▪ request help in problem-solving when needed	▪ talks about the whole story ▪ check predictions and react personally to the story or info ▪ revisit the text at points of problem-solving as guided by the teacher ▪ may reread the story to a partner or independently ▪ sometimes engage in activities that

Comparison of Traditional and Dynamic Grouping

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	Traditional Reading Groups	**Dynamic Grouping for Guided Reading**
Grouping	▪ Grouped by general determination of ability ▪ Static; usually remain stable in composition ▪ Progress through a fixed sequence of books ▪ May not skip materials	▪ **Grouped by specific assessment for strengths in the reading process and appropriate level of text difficulty** ▪ Dynamic, flexible, and changeable on a regular basis ▪ Books chosen for the group from a variety on the appropriate level—some overlap but generally not the same for every group ▪ Difference in sequence of book level expected
Process of Teaching	▪ Words pre-taught ▪ Skills practice follows reading ▪ Limited number of selections buttressed by skills practice in workbooks or worksheets ▪ Limited variety of selections Controlled vocabulary Selections usually read once or twice Heavily focused on skills ▪ Round robin reading; children take turns; each reading a page or line	▪ Introduction foregrounds meaning and language with some attention to words in text ▪ **Wide variety of selections** ▪ Many frequently used words but vocabulary not artificially controlled ▪ Selections reread several times for fluency and fast problem-solving ▪ Balanced focus on **reading for meaning** and the use of flexible problem-solving strategies to construct it ▪ **All children read the whole text to themselves**
Process of Evaluation	▪ Evaluation based on progress through set group of materials and tests	▪ **Evaluation based on daily observation and regular, systematic individual assessment**