

## 6 Guided Reading

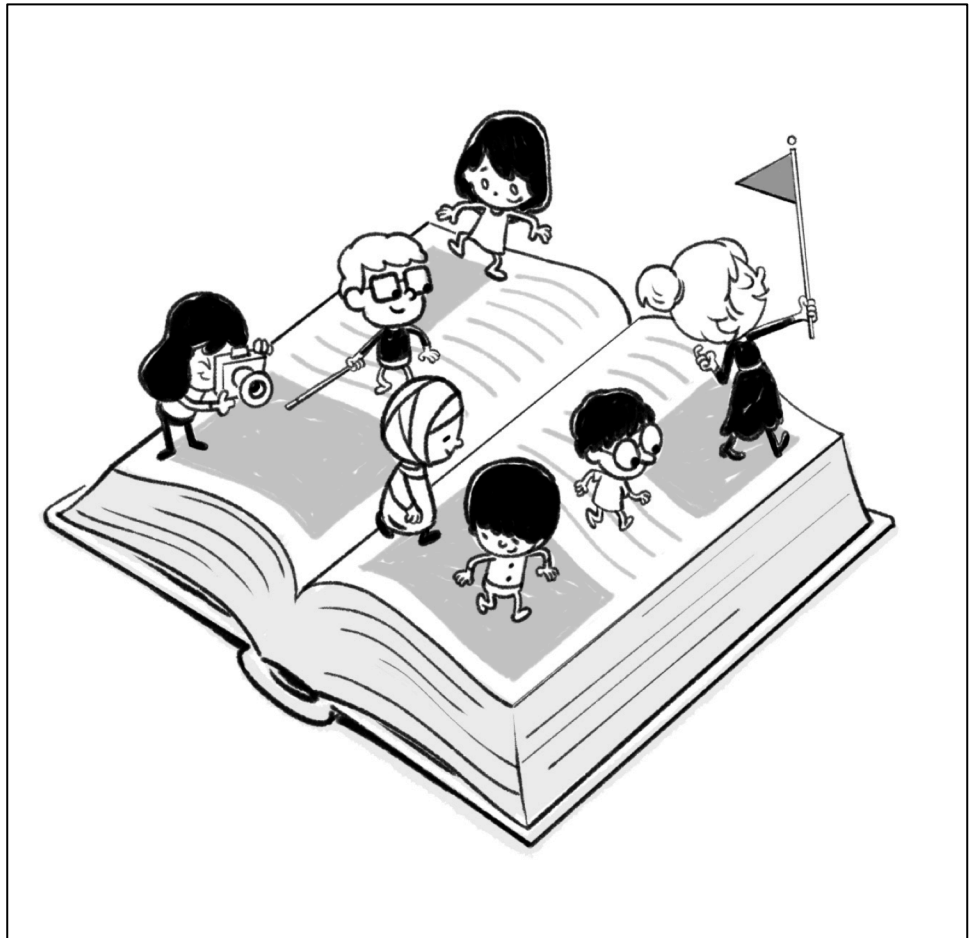
Guided reading (Fountas & Pinnell, 2016; Clay 2001), or Reading Workshop, is a model of literacy instruction that involves a teacher and a small group of learners working at similar reading levels. While the teacher reads with a small group, the other students are engaged in independent or group literacy tasks. The approach requires strong planning and organization on the part of the teacher, but can provide instructional support to learners at a variety of stages of literacy development.

High-quality books are carefully, progressively leveled to introduce new reading strategies, vocabulary, language structures and concepts of print gradually and effectively.

*Before reading*, the teacher accesses background knowledge, builds schema for the text, and previews the text with the learners. They may take a “book walk” through the text to make predictions and ask questions.

*During reading*, students read independently while the teacher monitors decoding and comprehension and notes areas of strength or weakness. The teacher may prompt students to use a strategy they know, encourage them to re-read a passage, or point out a new text element.

*After reading*, The teacher checks learners’ comprehension by discussing the text with the learners and encourages learners to return to the text for evidence of their statements about it. Learners may do extended reading activities related to the text during their group meeting or independently. Texts are re-read many times to build fluency level before students move on to more difficult texts.



Fountas, I. C. & Pinnell, G. S. (2016). *Guided reading. Second Edition: responsive teaching across the grades*. Portsmouth, NH: Heinemann.

Clay, M. M. (2001). *Change over time in children’s literacy development*. Portsmouth, NH: Heinemann.

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