Guided Reading FAQs

If you have any further questions or difficulties with guided reading, please contact Pam Anderson Klassen (panderson@srsd119.ca), Kristin Pawliw (kpawliw@srsd119.ca), or Angie Lysitza (alysitza@srsd119.ca).

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)

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:
Day One: Text Introduction/ First Reading  
**Focus:** Basic accuracy and understanding  
Preview, Prior Knowledge, Purpose

Day Two: Rereading of Text/Deeper Comprehension and Processing  
**Focus:** Comprehension and Word Study

Day Three: Rereading of Text/Thinking Beyond the Words  
**Focus:** 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.