

Guided Reading Over Time

“Learning how to read and using reading to learn.” *Guiding Readers and Writers by Fountas and Pinnell*

	Guided Reading in Primary Grades	Guided Reading in Grades 3–5
Instructional Focus	<p>Foundational Skills</p> <ul style="list-style-type: none"> • Basic features and knowledge of print • Phonemic awareness • Phonics and word analysis • Fluency <p>Reading Literature and Informational Text</p> <ul style="list-style-type: none"> • Use key details, determine main ideas themes • Ask and answer questions • Describe connections and relationships • Determine meanings of words • Compare and contrast ideas and information • Read text of appropriate complexity • Use text features • Participate in collaborative discussions 	<p>Foundational Skills</p> <ul style="list-style-type: none"> • Phonics and word analysis • Fluency <p>Reading Literature and Informational Text</p> <ul style="list-style-type: none"> • Quote text accurately, draw inferences • Determine main ideas and themes • Explain relationships • Compare and contrast the structure and format, themes or information presented • Read text of appropriate complexity • Explain points of view • Participate in collaborative discussion • Process larger amounts of text over time • Retrieve events and details from longer, more complex text – recalling information over time • Build reading stamina. • Develop reading interest • Determine meaning and usage of challenging and sophisticated language
Characteristic Of Text Level	<p>Text</p> <p>Levels 1–3</p> <ul style="list-style-type: none"> • Predictable placement of text • Repeated patterns of 1–2 sentences • Limited word changes • Oral language structure • Strong picture support • Familiar objects and subject <p>Levels 4–9</p> <ul style="list-style-type: none"> • Oral language structure predominate • Familiar objects and subject • Greater exposure of high frequency words • Range of punctuation <p>Levels 10–16</p> <ul style="list-style-type: none"> • Less picture support • Several lines of text to a page • Increased sentence length and complexity • Combination of book and oral language • More meaningful content <p>Level J+</p> <ul style="list-style-type: none"> • Minimal illustration support • Increased text with extended descriptions • Sentence patterns longer and more complex • Elaborate episodes and events • Challenging and sophisticated vocabulary • Literary language introduced <p>Other</p> <ul style="list-style-type: none"> • Designated meeting area • Student copies of the text at students’ instructional level • Easel chart paper or overhead for teacher’s use • Dry erase boards or individual chalk boards 	<p>Text</p> <p>Level J+ and beyond</p> <ul style="list-style-type: none"> • Minimal illustration support • Increased text amount with extended descriptions • Sentence patterns longer and more complex • Elaborate episodes and events • Challenging and sophisticated vocabulary • Literary language introduced • Chapters, increasing amounts of text features, smaller print, fewer if any picture support in text <p>Other</p> <ul style="list-style-type: none"> • Designated meeting area • Text at the students’ instructional level • Easel chart paper or overhead for teacher’s use. • Dry erase boards or individual chalk boards • Student copies of the text • Variety of genre • Novels • Reading response journals

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Elements	<ul style="list-style-type: none"> • On-going observation and assessment that informs the teacher of the next steps • Reading • Practicing strategies and skills • Setting personal reading goals • Responding • Discussing • Word Study <ul style="list-style-type: none"> • Building high frequency word bank, and interactive writing • Oral language and vocabulary development 	<ul style="list-style-type: none"> • On-going observation and assessment that informs the teacher of the next steps • Reading – emphasis on silent reading • Practicing strategies and skills • Setting personal reading goals • Responding • Discussing • Word Study – word solving strategies • Vocabulary development (when applicable)
Structure	<p>Before Reading</p> <ul style="list-style-type: none"> • Book introduction <ul style="list-style-type: none"> • Meaning – brief summary • Structure – language pattern, language usage, form • Visual – reinforcement of sight words, word patterns, content words, word work* • Modeling the use of the strategy or skill • Accessing background knowledge • Previewing the text <ul style="list-style-type: none"> • picture walk • Making predictions • Setting the purpose for reading • Oral or written response to reading <p>During Reading</p> <ul style="list-style-type: none"> • Students whisper read, silently read, or read aloud. • While students are reading, the teacher is monitoring the students use of strategies, and other reading behaviors. • Teacher prompts to support students during reading. <p>After Reading</p> <ul style="list-style-type: none"> • Reflection on the lesson focus • Goal setting • Independent Application of Skills and Strategies 	<p>Before Reading</p> <p>Introduction to the book/text may include one or more of the following cueing systems:</p> <ul style="list-style-type: none"> • Book introduction <ul style="list-style-type: none"> • Meaning – brief summary • Structure – language pattern, language usage, form, and/or genre • Visual – reinforcement of sight words, content words, new vocabulary, and word work.* • Modeling the use of the strategy or skill • Accessing background knowledge • Previewing the text • Making Predictions • Setting the purpose for reading • Summarizing previously read chapters. <p>During Reading</p> <ul style="list-style-type: none"> • While students are reading, the teacher is monitoring the students’ use of strategies, and other reading behaviors. • The teacher assigns longer sections for students to read independently to follow up. <p>After Reading</p> <ul style="list-style-type: none"> • May occur during the follow up meeting, particularly when students have been assigned sections to read • The teacher assigns longer sections for students to read independently to follow up. • Reflection on the lesson focus • Goal setting • Oral or written response to reading with increased emphasis and frequency on written responses • Collaborative discussion
Frequency	Daily meetings with all students	<ul style="list-style-type: none"> • The teacher assigns longer sections for students to read independently to follow up. <p>Regularly scheduled meetings</p> <ul style="list-style-type: none"> • Students who need more supported instruction are to meet daily.
Note		Literature study and discussion groups become increasingly evident during the literacy block.

***Note:** Depending on the text and students’ needs, the teacher will make decisions on which cueing system(s) best supports the readers’ understanding of the text.