

EFFECTIVE GUIDED READING



BEFORE	• Assign each learner to an appropriate guided reading level. • Group learners according to similar needs. • Select appropriately levelled texts for each guided reading group. • Identify the learning intention for the guided reading session. • Establish a suitable space for the guided reading session. • Ensure that the rest of the class have purposeful, independent activities.
ORIENTATION	• Introduce the new text. The text should be clearly visible to all learners. • Discuss the cover, title, author etc. • Briefly discuss the topic of the text to help learners make connections. • Identify the text type and its purpose/intended audience. • Invite learners to make some predictions about the text. • Introduce a few potentially challenging or unfamiliar words from the text.
GUIDED READING	• Invite learners to read in turn. • Monitor and support each learner's reading. • Make relevant notes on each learner as they read. • Discuss events, characters, information and/or illustrations as appropriate. • Focus on the specific learning intention for the session. • Highlight the use of a particular reading strategy where this is required. • Demonstrate to learners how to use this in their reading of the text. • Encourage learners to practise the reading strategy. • Consolidate the use of other reading strategies as appropriate e.g. using knowledge of sound/letter relationships to decode unknown words, identifying word meanings in the text, summarising or evaluating the text. • Use observations and conversations to assess learners' understanding. • Provide pause points for learners to ask any questions about the text.
AFTER	• Engage learners in activities to reinforce strategies and concepts. • Learners may re-read the text in pairs or independently.