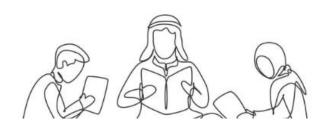
EFFECTIVE GUIDED READING



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.