

# CHAPTER TEN GUIDED READING

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## INTRODUCTION

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can read similar levels of texts. The text is easy enough for students to read with a teacher’s skillful support; it offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency.

Guided reading was not originally part of the GirlSMART Literacy Program that was created in 2010 and was added to GirlSMART in 2013. The implementation of guided reading has been required and encouraged since then, but with the 2022 GirlSMART revamp or GirlSMART 2.0, guided reading is considered the most essential component of the GirlSMART literacy program closely followed by read alouds and phonics instruction.

## STEPS

**Before Reading:** The teacher activates background knowledge, builds schema, sets a purpose for reading, and previews the text with students. Typically, a group will engage in a variety of pre-reading activities such as predicting, learning new vocabulary, and discussing various text features. If applicable, the group may also engage in completing a "picture walk." This activity involves scanning through the text to look at pictures and predicting what will happen in the story. “During the picture walk, it is important that teacher use the words that students will encounter in the text that might be difficult to sound out or are not in their oral vocabulary. Additionally, a key pre-reading strategy should include introducing in writing new vocabulary and words known to most students, but that might be difficult to decode” (Longree, 2022). During the picture walk, the teacher can engage students in a conversation about the story, raise questions, build expectations, and notice information in the text (Fountas and Pinnell).

**During Reading:** The students will read independently within the group. As students read, the teacher will monitor student decoding and comprehension. The teacher may ask students if something makes sense, encourage students to try something again, or prompt them to use a strategy. The teacher makes observational notes about the strategy use of individual readers and may also take a short running record of the child's reading. The students may read the whole text or a part of the text silently or softly for beginning readers (Fountas and Pinnell).

**After Reading:** Following the reading, the teacher will again check students' comprehension by talking about the story with the children. The teacher returns to the text for teaching opportunities such as finding evidence or discussing problem solving. The teacher also uses this time to assess the students' understanding of what they have read. The group will also discuss reading strategies they used during the reading. To extend the reading, students may participate in activities such as drama, writing, art, or more reading (Fountas and Pinnell).

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## TRADITIONAL GUIDED READING

Since its addition in 2013, professional development and resources have focused around traditional guided reading which follows a very detailed lesson plan and requires teachers leading guided reading to attend to and teach multiple important literacy skills and strategies such as the word attack strategy of looking at the ending of a word, finding a known word part in an unknown word, or teaching a reading strategy such as making inferences. The lesson plan template can be overwhelming, and following it has proved difficult for GirlSMART teachers. Experienced GirlSMART teachers who are comfortable with guided reading are encouraged to study and practice implementing some or all of the traditional guided reading lesson components which they can access using the links that follow:

Link to a “traditional” guided reading lesson plan:

[https://docs.google.com/document/d/1PI0gGnRCP7R\\_v5Nrm\\_FqBCXCnx1koM5ck8t-PwhXRH0/edit?usp=sharing](https://docs.google.com/document/d/1PI0gGnRCP7R_v5Nrm_FqBCXCnx1koM5ck8t-PwhXRH0/edit?usp=sharing)

Link to lesson plan templates for Guided Reading created by Jan Richardson:

<https://drive.google.com/drive/folders/0Bx8E7J95tHo5MG5OVUk3M0FrMGs?resourcekey=0-1E7JlpUC8pyIMkejROIKSA&usp=sharing>

## GIRLSMART 2.0 GUIDED READING

As part of the 2022 GirlSMART revamp, the director of GirlSMART created new steps to implement guided reading, which will hopefully be easier to implement and require less prep time. Although there is flexibility related to the steps or activities, in most cases teachers should follow this order outlined here. *Italicized headings indicate that these steps are optional depending on the students and the text.* For example, if you are working with 3rd graders and you know the text will not present many challenges for them, you can choose not to read the book to the girls first. As for steps 5-7, step 7 “read on your own” could be optional if girls read the book on their own during step number 5 OR based on student observation, you think some students might struggle too much with this, so you have them read in pairs again. A guideline is that girls should read the book in some form on their own (the first teacher read does not count nor does the mark up text count) at least 3-4 times over 2-4 days.

Please note that it is expected that these steps are completed over 2-5 days (depending on the length and difficulty of the text.) The average time should be 3-4 days with about 20-35 minutes given to guided reading each day. Also note that these steps were created based on Reading A-Z, but other texts by other publishers can be used.

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Lastly, sometimes on the second day, if the text is difficult and the teacher believes that the students might not fully understand the text, the teacher can read it aloud again, pausing frequently to ask questions and explain difficult concepts. Note that the students should have had some previous exposure to the text's main concepts during the book walk on day 1.

1. **Introduce text:** Introduce text to girls and ask girls about the cover page and title and topic/predict what book will be about
2. **Introduce focal words:** Introduce focal words, or important vocabulary and difficult words to decode
3. **Book walk:** Conduct a book walk including pronouncing difficult words and words that are hard to decode
4. **Teacher read:** Read text while girls follow along with their fingers (they can also read aloud with you, known as choral reading or if they repeat each sentence after you, that is called echo reading.)
5. **Read:** Partner girls up in pairs and have them take turns reading every other page of the text. Monitor their progress. Special attention should be paid to pairing girls of different abilities most of the time. (Another option would be for girls to read individually, but this requires the teacher to be sitting at a table with them, similar to traditional guided reading.)
6. **Reread:** Have pairs read the text again, but reading the pages they did not read the first time.
7. **Read text on your own:** You may choose to have girls silently read text on their own.
8. **Review focal words:** Review focal words from the text (key vocabulary words, difficult words to decode and sight words) by posting them on a white board and having girls read them.
9. **Mark up focal words:** Have girls find focal words in the text. Choose 2, no more 3 sight words and/or words that are decodable. For example, they can put a rectangle around every "the," they can circle every "she," and they can underline every "spot."
10. **Flashcards:** create flashcards of the focal words and have girls in pairs read words together, then test each other. They can also play memory with the cards.
11. **Dictation:** create sentences with focal words and sight words you have been teaching and have girls write the sentences with these words. Have them write 2-3 sentences each day over the course of 2 days after they have read the book several times, so you would never do sentence writing on day 1. Since most of our students are struggling, have them use the flashcards you gave them for sentence writing. Have them lay the cards out on their desks and use them to help them write their sentences. Remind them that their sentences need to begin with a capital letter and end with a period. Monitor girls, help them and give them a star, heart or smiley face when they correctly write their sentences.

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**Comprehension questions:** have students answer the comprehension questions. For kinder and 1, in most cases, you will need to read the questions and the answer choices. Ask students for the answers and make sure they cite evidence from the text to support their answers.

Link to guided reading resources, including videos:

[https://docs.google.com/document/d/1M5457GhTu5iR8YDOM7eVxApXHdqk315Ryk2UPZ\\_c2IQ/edit?usp=sharing](https://docs.google.com/document/d/1M5457GhTu5iR8YDOM7eVxApXHdqk315Ryk2UPZ_c2IQ/edit?usp=sharing)