

Guided Reading Program

Informed by scientifically-based research

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Research Foundation	Guided Reading Implementation
<i>Phonemic Awareness</i>	
<ul style="list-style-type: none"> Phonemic awareness instruction helps children to read, spell, and comprehend text. (Put Reading First) “Phonemic awareness instruction does not need to consume long periods of time to be effective. In these analyses, programs lasting less than 20 hours were more effective than longer programs.” (National Reading Panel, 2000) “In addition to teaching phonemic awareness skills with letters, it is important for teachers to help children make the connection between the skill taught and their application to reading and writing tasks.” (National Reading Panel, 2000) 	<p>In Guided Reading, phonemic awareness instruction helps children know how to check on their reading. Teachers offer explicit instruction in matching same sounds, blending, and attending to rhyme in text.</p> <p>Children learn to notice mismatches between sound and meaning, using letter-sound information to make sense of words.</p> <p>Teachers prompt children to make their reading “sound right” and “look right.”</p>
<i>Phonics</i>	
<ul style="list-style-type: none"> “The more words a reader recognizes the easier the reading task. Therefore, phonics instruction aids in the development of word recognition by providing children with an important and useful way to figure out unfamiliar words while reading.” (Blevins, 1998) Reading words accurately and automatically enables children to focus on the meaning of text. (Put Reading First) “Effective phonics programs provide ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories.” (Put Reading First) 	<p>In Guided Reading, teachers select texts that offer students opportunities to use phonics skills.</p> <p>As they introduce texts, support reading, and revisit the text after reading, teachers bring children’s attention to features of words and strategies for decoding words (common sound-spelling patterns, consonant blends, diphthongs, phonograms, etc.).</p> <p>Teachers explicitly demonstrate how to take words apart and apply phonics principles to new words that children meet in continuous text. Teachers prompt children to use phonics skills to take words apart while reading.</p>
<i>Fluency</i>	
<ul style="list-style-type: none"> “Fluency develops as a result of many opportunities to practice reading with a high degree of success. Therefore, your students should practice orally rereading text that is reasonably easy for them – that 	<p>In Guided Reading, texts are selected to be within students’ control so that they know most of the words and can read fluently (with teaching).</p> <p>The teacher introduces the text to support</p>

<p>is, text containing mostly words that they know or can decode easily.” (Put Reading First).</p> <ul style="list-style-type: none"> • “If text is read in a laborious and inefficient manner, it will be difficult for the child to remember what has been read and to relate the ideas express in the text to his or her background knowledge.” (National Reading Panel, 2000) • “Fluency is not a stage of development at which readers can read all words quickly and easily. Fluency changes, depending on what readers are reading, their familiarity with the words, and the amount of their practice with reading text.” (Put Reading First) • “It is important to provide students with instruction and practice in fluency as they read connected text.” (Put Reading First) • “By listening to good models of fluent reading. Students learn how a reader’s voice can help written text make sense.” (Put Reading First) • Repeated and monitored oral reading improves reading fluency and overall reading achievement. (Put Reading First) 	<p>comprehension and connections to language. Teachers draw students’ attention to elements of words that will help them recognize or solve them rapidly.</p> <p>Teachers provide explicit demonstrations and instruction in reading fluency. Teachers demonstrate oral reading of text as a model for children, and prompt for fluency when children are reading aloud.</p> <p>Children engage in repeated oral readings to improve fluency.</p>
<p>Vocabulary</p>	
<ul style="list-style-type: none"> • Vocabulary acquisition by children is achieved both directly and indirectly. It has been observed that extended instruction that promotes active engagement with vocabulary improves word learning.” And that teaching specific words in advance of reading, as well as exposure to words in several contexts, contributes to the acquisition of vocabulary (Put Reading First) • “Children learn many new words by reading extensively on their own. The more children read on their own, the more words they encounter and the more word meanings they learn.” (Put Reading First). • The National Reading Panel for 2000 	<p>In Guided Reading, the teacher introduces the text to support comprehension, with specific attention to concepts and words.</p> <p>As a follow-up to the reading, the teacher teaches processing strategies, which may include both word recognition and how to determine word meanings. Special attention is paid to the recognition of context as an aid to determine word meaning.</p> <p>Students and teachers together discuss the meaning of the text, including further discussion of word meanings as needed.</p> <p>Children extend the meaning of the text through writing, which necessarily includes attention to vocabulary.</p>

<p>observes that”...the larger the reader’s vocabulary (either oral or print), the easier it is to make sense of the text.”</p> <ul style="list-style-type: none"> • “The more oral language experiences children have, the more word meanings they learn.” (Put Reading First) 	<p>In Guided Reading, texts are selected to be “just right” – a level of text at which students know most of the words but there are a few new words to provide opportunities for learning.</p> <p>In Guided Reading, each reading lesson includes two specific suggestions for discussion of and expansion upon story themes and ideas. These discussions are aimed at providing opportunities for students to practice vocabulary, exchange opinions, and articulate their own responses to the reading.</p> <p>In addition, students have the opportunity to read the text both silently and orally with teacher support, in order to develop familiarity and fluency.</p>
<p>Comprehension</p>	
<ul style="list-style-type: none"> • “The data suggest that text comprehension is enhanced when readers actively relate the ideas represented in print to their own knowledge and experiences and construct mental representations in memory.” (National Reading Panel, 2000) • “Readers must know what most of the words mean before they can understand what they are reading.” (Put Reading First) • “Conversations about books help children to learn new words and concepts and to relate them to their prior knowledge and experience.” (Put Reading First) • “In general, the evidence suggests that teaching a combination of reading comprehension techniques is the most effective. When students use them appropriately, they assist in recall, question 	<p>In Guided Reading, books are selected from a collection organized into a gradient of difficulty. Within each level teachers can select texts that readers can process successfully with supportive teaching.</p> <p>Emphasis is placed on finding books that are “just right.” “Just right” means that the reader must be able to process or read the text well by doing the following:</p> <ol style="list-style-type: none"> 1. Using knowledge of what makes sense, sounds right, and looks right-simultaneously-in a smoothly operating system: 2. Knowing or solving most of the words quickly with a high level of accuracy: and 3. Reading at a good rate with phrasing and intonation (that is, putting words together in groups so that the reading sounds like language). <p>In Guided Reading, selections are available in a wide variety of genres, including concept books (at lower levels), fantasy, realistic and historical fiction, biography, autobiography, science, and social studies nonfiction, and other genres.</p> <p>At higher levels of difficulty, longer “chapter books” are included to build readers stamina and confidence.</p> <p>In Guided Reading, the teacher explains words and</p>

<p>answering, question generation, and summarization of texts, when used in combination; these techniques can improve results in standardized comprehension tests.” (National Reading Panel, 2000)</p> <ul style="list-style-type: none"> • “Text comprehension can be improved by instruction that helps readers use specific comprehension strategies.” (Put Reading First) • “Comprehension strategies are not ends in themselves; they are means of helping your students understand what they are reading. Help your students learn to use comprehension strategies in natural learning situations – for example, as they read in the content areas.” (Put Reading First) • “Teachers not only must have a firm grasp of the content presented in text, but also must have substantial knowledge of the strategies themselves, of which strategies are most effective for different students and types of content and of how best to teach and model strategy use.” (National Reading Panel, 2000) 	<p>concepts and assures that students activate their own prior knowledge a precursor to reading each selection. Additionally, each text is introduced with background information on the subject matter or author, as well as a suggested Internet site for further exploration.</p> <p>In Guided Reading, the integration of phonics and word study with examination and discussion of each text leads naturally to a writing exercise that is an extension of the reading.</p> <p>At each level, comprehension strategies serve to give readers a tool for approaching the selection. Follow-up discussion and writing extension are closely linked to reinforcing comprehension of the selection.</p> <p>Students expand strategies by applying them, with teacher support, to texts that are more difficult than they could read independently.</p> <p>In Guided Reading, the teacher demonstrates and teaches a range of effective strategies for comprehension text. Strategies are used in response to the demands of specific selections.</p> <p>At beginning levels, recommended strategies relate to print and text features that promote access to the story, as well as to basic comprehension skills of predicting, comparing, and contrasting, and relating to personal experiences.</p> <p>At advanced levels, students are asked to analyze stories in more depth by, for example evaluating the author’s purpose, understanding theme and story development, summarizing texts, and reading for information. Also at these levels, readers are encouraged to observe structural features, such as plots within plots, literacy devices such as flashbacks, stylistic details such as unusual ways of organizing paragraphs, and graphic material such as sidebar information, diagrams, and charts.</p>
<p>Writing</p> <ul style="list-style-type: none"> • A balanced literacy program incorporates a wide range of oral language, reading, and 	<p>In Guided Reading, teachers help children extend their understanding and vocabulary through both</p>

<p>writing activities. (Lyon and Moats, 1997: Snow, Burns, and Griffin, 1998)</p>	<p>oral language and writing. Students present their written ideas in four basic categories – persuasive, expository, narrative, and descriptive- as well as poetry.</p> <p>Additionally, the teacher often engages students in follow-up activities that use print in different ways- incorporating ideas into graphic aids such as posters, diagrams, charts, or lists. This follow-up is an ideal way to help children develop skills of summarizing, extending meaning, analyzing aspects of text, interpreting text, and discovering the structure of text- all essential skills that are also tested on proficiency tests.</p>
<p>Motivation</p>	
<ul style="list-style-type: none"> The importance of motivation in the effectiveness of any reading program cannot be overestimated. It is critical that future pedagogical research take into account the approaches that teachers prefer and those that have proven to be most effective in successful classroom instruction. (National Reading Panel, 2000) 	<p>In Guided Reading, teachers select books that will be interesting to children from a broad range of genres, styles, and levels of difficulty. Texts are introduced in a way that is specifically aimed at engaging interest, encouraging curiosity about a topic, and motivating students to pursue reading as a way of satisfying their need to know.</p>