

Guided Reading 101

- ❖ Your guided reading groups are determined from your Rigby levels. Groups should be flexible and should change throughout the year depending on the students' reading progress. Each time you administer Rigby, your grouping should reflect the new results.
- ❖ There should be no more than 6 students in a guided reading group. This is to ensure each student is getting the appropriate amount of guidance and time from you.
- ❖ You do not have to meet with each group every day! Work out a schedule to meet the needs of your students. If you have students that are extremely below grade level, you will see these everyday. Students that are above grade level only need to see you once a week. (Those higher students can work in literature circles. Literature circles are self-driven book clubs that read with a specific purpose in mind. They read at night and then meet in their literature circle to discuss the reading. Interested? See me about this 😊)

Guided Reading Schedule Example

	9:45 – 10:00	10:00 – 10:15	10:15 – 10:30
Monday	A	B	D
Tuesday	A	B	C
Wednesday	A	B	C
Thursday	A	B	C
Friday	A	B	D

Group A – Extremely Below Level

Group B – Below Level

Group C – On or Near Level

Group D – Above Level

- ❖ Do not use the same book for more than 2 days in guided reading. (Unless it is a chapter book.) Once the group is finished with the book, they can put it in their just right book bag to read independently during the week. Collect books once a week from their book bag to return to the literacy library. With an opportunity to read a familiar guided reading book by themselves, students will become more fluent.

- ❖ **A Glance at Guided Reading**

Book Introduction: question students to activate prior knowledge, title, genre, gist of the story, picture walk to plant unknown vocabulary or tricky words, give a reminder on a reading strategy

While Kids Read: Kids read silently to themselves. Start listening to one child read. (Just tap them softly to let them know to raise their voice so you can hear.) Listen long enough until you can tell them one good and coachable behavior. Tell the student one positive behavior you notice in their reading. Then coach them on one reading behavior you did not see them practicing. Show them exactly what you mean by demonstrating. Then allow the child to show you. Ask the child to repeat what they learned. Move on to the next child. Everyday, take notes on what you see each child doing well and not so well. These notes will drive your planning for future guided reading lessons.

After Reading: Let children discuss the book either as a group or in partners while you listen. Focus in on one reading strategy the whole group had trouble with. You can extend the lesson with word work if needed.