

# Guided Reading - Differentiated Small Group Reading Instruction

## Training Tool

*“The ultimate goal in guided reading is to help children learn how to use independent reading strategies successfully. Teachers, based on their knowledge of children, possible texts, and the processes involved in reading and learning to read, make a series of complex decisions that influence and mediate literacy for the young children in the group. Guided reading also involves ongoing observation and assessment that inform the teacher’s interactions with individuals in the group and help the teacher select appropriate texts”* Guided Reading, Fountas and Pinnel.

### Clarification of Terms:

- **Differentiated Small Group Guided Reading** refers to guided reading instruction with small groups of learners who process text similarly using reading materials at the group’s instructional level.

### Instructional Purpose:

- Provide small group differentiated instruction in the ‘alls’ of being a reader on text at their instructional level (grade level specific standards - RL, RI, RF or L).
  - reading the words (decoding/word analysis)
  - using vocabulary strategies to determine the meaning of unfamiliar words
  - reading with fluency (accuracy, pacing/rate, expression)
  - comprehending/making meaning of text across the genres
  - reading behaviors (e.g. stamina, focus, rereading, etc.)

### Lesson Overview:

- **Preplanning:**
  - Learners are grouped according to their ability to process text.
  - Assessment data is used to choose materials and plan for instruction.
  - Teacher knows well the materials to be used. Each reading material is usually used for two days.
  - Teacher determines the (1-2) standard(s)/learning target for each lesson. Teacher plans the instructional language to introduce the learning target for each lesson.
  - Teacher intentionally plans each day’s lesson – book introduction, intentional teaching reminders, and after reading book conversation.
- **Book Introduction/Genre Set-Up/Vocabulary** (1-2 minutes) -Teacher plans and delivers a ‘tight’ book introduction and vocabulary set-up.
- **Deliberate and Explicit Reading Reminders and Guided Practice** (4- 6 minutes) –Teacher “debugs the tricky parts of the text for the learners” (Fountas and Pinnell) with 1-2 intentional teaching reminders (reading words, fluency, vocabulary strategies, comprehension, reading behaviors) prior to reading the text. (grade level specific standards - RL, RI, RF or L)
- **Learners read text silently as teacher listens in and provides guided instruction to each learner.** (5 -7 minutes) – Teacher listens in while each student reads and provides differentiated instruction, feedback, scaffolds and/or a brief conversation with each learner.
- **Closing Teaching Point** (1-2 minutes)- Teacher ends each lesson with an intentional teaching point/reminder or a brief conversation.
- **Progress Monitoring**– (1 minute) At the conclusion of the group, teacher holds 1 child back to complete an informal assessment/reading conference.

# Lesson Plans for Guided Reading

Day 1

**Book Introduction/Vocabulary** (1-2 minutes)

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**Deliberate and Explicit Reading Reminders and Guided Practice** (grade level specific standards - RL, RI, RF or L)  
(4-6 minutes)

**Reading Reminders:** (reading words [decoding, high frequency words], vocabulary strategies) **Standard** \_\_\_\_\_

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**Reading Reminders:** (comprehension) **Standard** \_\_\_\_\_

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**Learners read text silently as teacher listens in and provides guided instruction to each learner.** (5-7 minutes)

**Closing Teaching Reminder and/or Conversation** (1 minute)      **Keep 1 child back for informal assessment** (1 minute)

Day 2

**Book Reconnection/Vocabulary** (1-2 minutes)

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**Deliberate and Explicit Reading Reminders and Guided Practice** (grade level specific standards - RL, RI, RF or L)  
(4-6 minutes)

**Reading Reminders:** (fluency, vocabulary strategies) **Standard** \_\_\_\_\_

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**Reading Reminders:** (comprehension) **Standard** \_\_\_\_\_

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**Learners read text silently as teacher listens in and provides guided instruction to each learner.** (5-7 minutes)

**Closing Teaching Reminder and/or Conversation** (1 minute)      **Keep 1 child back for informal assessment** (1 minute)