



ILA CHAPTER AFFILIATE

October 2018 - Literacy Strategy Spotlight

### **TALe Member Guided Reading Strategies**

Our role as literacy educators is to provide support to our all of our readers, regardless of their level. Guided reading is a must in all elementary classrooms, because this is a research proven effective practice that helps all children gain reading abilities. Guided reading provides a context in which the teacher can monitor and guide each student's application of specific skills in comprehension to construct meaning while reading. So how is this accomplished?

As a community of literacy educators, it is important to share some of the strategies we are using in our classrooms, so that we do not operate in an isolated manner. Ana Williams, an EC-2nd grade educator, told me about her guided reading practice. Guided reading is implemented daily in her classroom with little to no worksheets. Verbal cues and directions serve as the structure for her guided reading. Fictional short stories and nonfiction books are the types of texts used with her small groups. When asked to describe how she uses guided reading in her classroom, she responded "I follow the Jan Richardson's guide daily with my students. We individualize the spelling and phonics review. This year, my district has adopted the Fountas and Pinnell prompting guides to study the readings not just within the texts, but also about and beyond the texts. These guides help oracy and rigorous academic vocabulary development."

As a kindergarten teacher and even when I served as a literacy coach, I implemented the Fountas and Pinnell program.

Like Ana, I did not use Basal readers. I tried to select selections that would interest each reader. We all know how important motivation and engagement are, cannot be ignored, even with the smallest of readers. To organize my groups, I used file folders with sticky notes. Since, our groups should be fluid, the sticky notes helped to move my readers easily. IN a bonder divided into groups, I kept running records and anecdotal records. This sure came in handy with parent - teacher conferences!

Sharing ideas amongst colleagues is probably the most effective way for our practice to grow. I hope what Ana and myself have shared with you added to your guided reading toolbox!

For more information on guided reading, Tara Wilson recommends (besides anything from Fountas and Pinnell):

Burkins, J. & Croft, M. (2017). *Preventing misguided reading: next generation guided reading strategies*. Stenhouse.

Pavelka, P. (2010). *Guided reading management: structure and organization for the classroom*. Husky Trail Press.

Richardson, J. (2016). *The next step forward in guided reading: an assess-decide-guide framework for supporting every reader*. Scholastic Teaching Resources.

Saunders-Smith, G. (2015). *The ultimate guided reading how-to book: building literacy through small-group instruction*. Skyhorse Publishing.

This spotlight has been brought to you by Dr. Tara Wilson. Tara is the reading program coordinator at The University of Texas - Permian Basin. Before becoming a tenure track college professor, she was a literacy coach in Conroe ISD, early childhood adjunct for Sam Houston State and a kindergarten teacher at Klein ISD.. For more information and ideas, contact Tara Wilson at [wilson\\_t@utpb.edu](mailto:wilson_t@utpb.edu). Also contact her if you are interested in obtaining your reading specialist certification!

If you would like to share a literacy strategy or highlight something your school is doing, please email Matthew Panozzo, the Community Involvement Committee Director, at [talecommunityinvolvement@gmail.com](mailto:talecommunityinvolvement@gmail.com)

If your school is interested in applying for the International Literacy Association's Exemplary Reading Program Award, please visit their online [application](#) for more information.