



How to Implement Guided Reading in an Inclusive Classroom



Guided reading is an instructional activity with the goal of promoting the use of effective reading strategies. In this activity, accuracy is less important than the effective construction of meaning from the text by using appropriate strategies.

The educator works with a small group of students, providing modelling and guidance, and observing each student as they practice their reading strategies. This activity easily allows for differentiated instruction for students with LDs, by carefully selecting the student groupings.

The text selected for guided oral reading should be at the student's instructional level – not too easy or too difficult – and should provide the student with multiple opportunities to practice their reading strategies. Longer texts can be broken into shorter sections to target particular skill consolidation.



1

Stage 1: Before Reading

- ☐ Select a small group of students, based on similar reading ability, similar skills they are working on, or similar interests. Groupings should be flexible, and adapt to students' evolving needs.
- ☐ Select a text that students can decode with a high degree of accuracy, and that will contribute to the targeted skill development.
 - ▶ **For example, if students are working on developing fluency, a script for a class play may be a good choice. If students are working on making inferences, a short story may be appropriate.**
- ☐ Prepare students to read by previewing text elements and vocabulary, and making predictions about the text based on prior knowledge.
- ☐ Model reading the text to the students, emphasizing the targeted reading skill, and modelling effective strategies.



2

Stage 2: During Reading

All students read the text quietly and independently (whisper reading), not in unison.

▶ For fluency development, for example, students may read along with a recording until they become more fluent and independent. This is also a helpful accommodation for students with LDs, as the recording provides scaffolding as they practice their oral reading.

While students read, the educator circulates to offer individualized support to each student.

- ☐ Observe students' reading behaviours, and record observations.
- ☐ Prompt students to use targeted strategies.
 - ▶ For example: "Does that make sense?"; "Say the first part and check the picture."; "Do you see any smaller words in this bigger word?"
- ☐ Provide positive reinforcement.
- ☐ For students with LDs, find time to circulate to observe them more than once. First, ensure that they have activated their pre-reading strategies to be successful with the reading task. Then return to support them with using the targeted strategies.



3

Stage 3: After Reading

With the whole group, help students consolidate their understanding of the text by selecting from the interactive post-reading activities listed below. This is also a time to revisit any difficult sections in the text, draw students' attention to a few teaching points, and encourage student self-assessment.

- ☐ Ask students to retell or summarize the story in their own words.
- ☐ Ask students to connect the text to their own lives or prior knowledge.
- ☐ Help students make inferences based on the information provided in the text.
- ☐ Ask students to explain their reactions to the story.
- ☐ Ask open-ended WHY questions such as, "Why did the character do what they

3

did?”, “Why did the character feel this way?”, or “Why do we see X in the picture?”, and offer appropriate praise and support.

- ☐ Revisit the predictions that were made during stages 1 and 2. Compare the predictions to what actually happened. Review the title and cover image in light of this new knowledge.
 - ☐ Allow students to ask questions about the text. Model a question for them by thinking aloud.
 - ☐ Encourage students to expand on what their peers say.
 - ☐ Complete a word study activity using the text.
- ▶ For example, as a morphemic activity, ask students to look for words in the text that have a prefix. Write those words on chart paper and mark the prefix with an underline or different colour.

References

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