



Guided reading and Conferencing

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Time Allotted

<i>Grade 4</i>	<i>Grade 5</i>	<i>Grade 6</i>	<i>Grade 7</i>	<i>Grade 8</i>
The required minutes for English language arts allotted to Grade 4 is 560 minutes per week	The required minutes for English language arts allotted to Grade 5 is 560 minutes per week.	The required minutes for English language arts allotted to Grade 6 is 510 minutes per week.	The required minutes for English language arts allotted to Grade 7 is 300 minutes per week or approximately 60 minutes each day	The required minutes for English language arts allotted to Grade 8 is 300 minutes per week or approximately 60 minutes each day



What is guided reading

Guided Reading is an instructional practice in which a teacher works with a small group of students who are reading at levels that are alike. The classroom teacher supports each reader's development of effective reading skills. Teachers will observe and assess their students frequently, then group and regroup them based on the students' strengths and needs.



What Conferencing Can Look Like :

A reading conference is a discussion between a teacher and a student. The focus of the discussion is based around a text independently selected by the student. Student and teacher select 'just right' books which have been tailored to the learning needs and reading interests of each student.

A reading conference follows independent reading and offers students the opportunity to:share their thoughts about what they have read ,set goals for future reading and, receive feedback from the teacher. Reading conferences allow the teacher to monitor students' reading, and provides formative data about the students' progress.

Reading conferences correlate with core teaching practices of modelled, shared and guided reading, guided reading-reciprocal teaching, literature circles and/or close reading. They are an effective and individualised way to focus on an aspect of reading that will benefit each student such as the knowledge and understanding of: fluency, vocabulary, comprehension strategies, and critical thinking.



Teaching Points: 4-6

Phonological And Phonemic Awareness:
Blending, segmenting phonemes,

Phonics:

Using consonants, diagraphs, blends to solve words, using familiar chunks to solve words, using short and long vowel sounds to solve words, taking apart compound words to read them , removing the ending of a base word to read new words,decoding longer words and words that have silent letters.

Fluency:

Learning sight words, reading in phrases, reading dialogue with expression, using proper intonation according to the punctuation.



Teaching Points

Fluency:

Learning sight words, reading in phrases, reading dialogue with expression, using proper intonation according to the punctuation

Comprehension:

Making and confirming predictions

Retelling while providing support

Describing characters

Making connections

Making inferences

Using text features

Summarizing

Identifying beginning/middle/end

Identifying problems/solutions



Teaching Points: 7-8

Phonics

Using known words and word chunks to solve words

Reading multisyllabic words

Decoding longer words with more challenging spelling patterns

Fluency

Reading dialogue with phrasing and expression applying appropriate stress to words

Reading silently

Adjusting reading as needed

Using proper pausing and intonation according to the punctuation



Teaching Points

Comprehension

Making and confirming predictions

Using background knowledge to understand a text

Using text features

Pausing to understand longer texts

Summarizing chapters

Reporting important concepts in sequence

Making inferences

Identifying nonfiction structure

Understanding problem/solution

Comparing/contrasting characters, events, and ideas

Describing the author's message



Before, During, After

Before:

- **Activate students' background knowledge important to the content of the text by discussing what students will read and what they already know about its topic and about the text organization.**
- **Establish a purpose for reading.**
- **Identify and discuss difficult words, phrases, and concepts in the text.**
- **Preview the text (by surveying the title, illustrations, and unusual text structures) to make predictions about its content.**
- **Think, talk, and write about the topic of the text**



During

During

- **Remind students to use comprehension strategies as they read and to monitor their understanding.**
- **Ask questions that keep students on track and focus their attention on main ideas and important points in the text.**
- **Focus attention on parts in a text that require students to make inferences.**
- **Call on students to summarize key sections or events.**
- **Encourage students to return to any predictions they have made before reading to see if they are confirmed by the text**
- **Determine and summarize important ideas and supportive details.**
- **Make connections between and among important ideas in the text.**
- **Integrate new ideas with existing background knowledge.**
- **Ask themselves questions about the text.**
- **Sequence events and ideas in the text.**
- **Offer interpretations of and responses to the text.**
- **Check understanding by paraphrasing or restating important and/or difficult sentences and paragraphs.**
- **Visualize characters, settings, or events in a text**



After

After

- **Guide discussion of the reading.**
- **Ask students to recall and tell in their own words important parts of the text.:**
- **Evaluate and discuss the ideas encountered in the text.**
- **connections**
- **Summarize what was read by retelling/writing about the main ideas.**
- **Discuss ideas for further reading.**



Middle years

Meet with group of students for 10-15 minutes a day. This is enough time to affirm support and explicitly teach what's needed.

Focus on discussion within,beyond,and about the text

Use formative instruction

Expose students to a variety of genres

Give students choice. Allow them to select novels that are of high interest to them.

- Cartoon
- Newspaper articles
- Student book clubs

Writing about reading



Guided Reading Day Plan

Time duration: 15 minutes

Group: 1

Teaching points: Summarizing, identifying main points

BDA

Before: 2-3 minutes

Activating prior knowledge

During: 5-7 minutes

Ask questions that keep students on track and focus their attention on main ideas and important points in the text

After:

Summarize the main idea from text/chapter/page(s)



Day plan continued...

Time duration: 15 minutes

Group: 1

Teaching points: Summarizing, identifying main points

Continue utilizing the same text as previous day

Word work

Vocabulary

Prefixes, suffixes, root words

Sentence writing using vocabulary words