

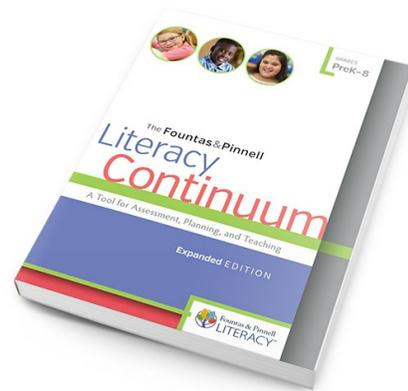
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Every classroom has a wide range of student needs, and the practices we use must allow us to be responsive to them. This is why **guided reading** is truly the anchor of literacy instruction. It requires teachers to know their students, the texts, and ways to respond to student needs that will move each child forward in becoming an independent reader.

RESOURCE SPOTLIGHT

A Guide for Guided Reading: The Literacy Continuum!

The Fountas & Pinnell Literacy Continuum breaks down the behaviors of readers and the features of texts at all levels. This amazing resource can help teachers target appropriate skills to focus guided reading lessons. Check out this quick sheet on the behaviors to notice and support at each level!



Overview of Reading Behaviors



[Read more](http://fpblog.fountasandpinnell.com)
fpblog.fountasandpinnell.com

The Fountas & Pinnell BLOG

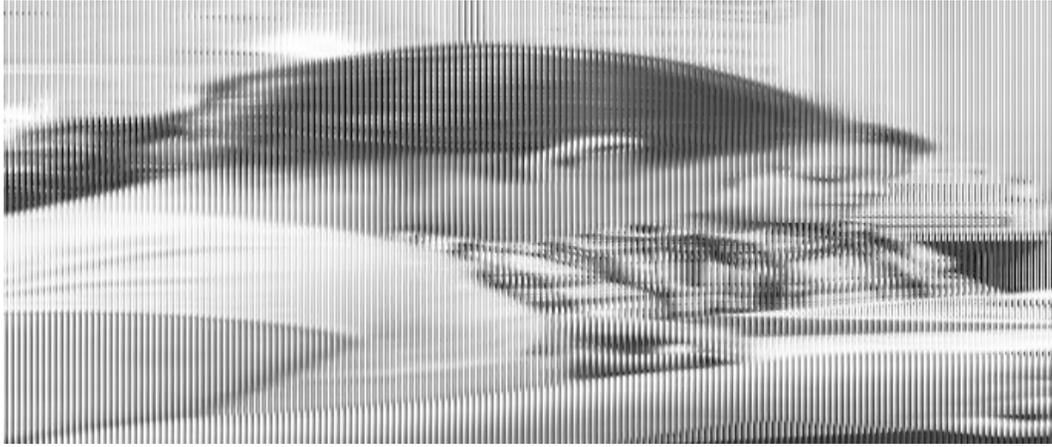
Just type in a search term to find loads of great tips and information from researchers, teachers, and experts in the field of literacy. Look at this list of posts addressing everything and anything about guided reading!

Tips & Tools

TEACHERS' LOUNGE

Selecting Texts for Guided Reading

Leveled texts are an essential tool in guided reading. However, a teacher needs to know more than just a child's reading level when choosing texts to use. Teachers must understand the characteristics of text at various levels and



A Level is a Teacher's Tool, NOT a Child's Label

It's hard enough to be a kid. They have lots of things to worry about: parents, friends, sports, grades, etc. Reading can be an escape from those worries, just like it is for adults; it's a way to relax and plunge yourself into someone else's...

[Read more](#)

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Guided Reading Lessons

Tips for Preparing a Text Introduction

Using Facilitative Talk to Discuss Texts

Understanding the Systems of Strategic Actions

Guided Reading Lesson Components

- Introducing the Text
- Reading the Text
- Discussing the Text
- Teaching for Processing Strategies
- Word Work
- Extending the Meaning (optional)

COACHING CORNER

Supporting Reflective Practice

Coaching cycles involve debriefing with teachers to help them become more reflective about their craft. Support **self-reflection** about guided

reading groups by asking questions that get them thinking about their instructional decision making!

- *What did you learn about your students as readers during the lesson?*
- *How did your anecdotal notes guide your teaching points after the lesson?*
- *What did you teach today that the students will be able to transfer to other texts?*
- *What decisions about grouping or texts will you make moving forward?*

Dynamic Grouping

Guided reading and other types of small groups must be determined and changed based on student needs. Coaches can support teachers by discussing different ways to group students.



Teacher Tip: How to Create Dynamic Guided Reading Groups

Creating guided reading groups is a dynamic process that you must always examine critically. The reading records you keep enable you to make informed decisions about effective grouping. To help you create dynamic groups, consider the following:...

[Read more](#)

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Administrators' Memo

Do you have resources that you want teachers to use for guided reading but don't know how the levels correlate?

This chart shows correlations among grade levels, Fountas & Pinnell levels, basal levels, Reading Recovery levels, Rigby PM levels, and DRA2 levels.

Instructional Grade-Level Equivalence Chart

GET CONNECTED!



Have you checked out the Fountas & Pinnell **discussion board**? Join others in the F&P community and offer tips, advice, and gain knowledge about a wide range of topics. New threads and posts are added daily! Just take a look at all these forums related to guided reading!

Guided Reading Discussion Forums