

Strategy #12 – Whole Class Guided Reading Strategy

Remember - Expository Text is often written at the instructional level.

The teacher and the students have the same printed material. The teacher says:

1. Today we will be reading _____.
2. Look at the title – let your eyes float over the page.
3. What do you see in the
 - a. Diagrams
 - b. Pictures
 - c. Bold print. Let students answer. As they speak encourage, others to add to the idea presented by the previous speaker.
4. What do you think this could be about?
 - a. What do you already know about the topic (access prior knowledge)
 - b. How might this fit with what we've been learning /discussing? (make connections between what they know and what they are about to learn).

The teachers will:

5. Embed the meaning of the terms students need to know in the content and help students deal with content before they deal with the text individually.
6. Build on the students' knowledge with an introduction that may include 6-7 concepts or terms that may prove challenging. Use the text as this is done.
7. Have students locate some of the terms.
8. During this introduction and the initial reading, the teacher will blend the words in as the discussion takes place. The teacher will:
 - a. Plant the terms in the students' minds
 - b. Make connections with the terms, the content and students' prior knowledge
 - c. Have students look at the words – scoop them, look at word structure, look at prefixes etc.
9. Carry on throughout the reading as needed.
10. Add the terms to a word wall or a word box.

Adapted from and used with the permission of Joyce MacDonald: Later Literacy, An Individual and Whole Class Reading Program. For more information contact Joyce MacDonald at 905-294-6289.