**TYPES OF PRIMARY READING INSTRUCTION**

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| **Type** | **What and How** | **Why** |
| Teacher Read-Aloud  | * The teacher reads aloud to the whole class
* Texts reflect a wide variety of genre and topics
* Texts are often more difficult than children could read on their own
 | * Enjoyment
* Modeling various authentic purposes for reading
* Hearing what fluent, phrased reading sounds like
* Developing a sense of story
* Developing a sense of nonfiction text structures
* Developing the structures of written language
* Increasing vocabulary
* Developing “mentor texts” that build shared literacy experiences; build a literacy community
* Encouraging oral language development
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| Interactive Read Aloud | * A specific form of a read-aloud, with the teacher modeling her/his own thinking while reading, and the children turning and talking to share their thinking as well
 | * Fully engaging children with texts that have rich ideas and information in them that are not accessible independently
* Showing children how we relate to these texts – the strategies we use to think about them (monitoring, questioning, inferring, building schema, determining importance, synthesizing) , and how we track our thinking through talking, drawing, and writing
* Involving children in these same relationships with texts, leading to enjoyment and engagement
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| Shared Reading | * Teacher and children read a text together, often several times for a variety of purposes
* The text is large enough for the whole class to see (big book, charted poem, class-created writing)
* The text is simple, clear, and appropriate for young children
 | * Enjoyment
* Learning to behave like a reader
* Demonstrating and practicing early strategies, such as one-to-one matching and reading left to right
* Building familiarity with different genre and purposes for reading
* Creating a repertoire of familiar texts for independent reading at early levels
* Creating a community of readers
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| Guided Reading | * The teacher meets with a small group of children with similar reading needs and who read independently at about the same level;
* Texts are chosen that are right on the edge of children’s competencies, to challenge them while still supporting success;
* The teacher introduces the new book and supports students to employ the strategies needed to read it successfully, with understanding and enjoyment;
* Familiar reading, word work, discussion, and/or writing are layered into the lesson to reinforce students’ growing repertoire of strategies.
 | * Differentiating instruction to meet the varying needs of children in the classroom
* Teaching the appropriate processing that children need to do at different stages of their reading growth
* Providing experience reading new and familiar short, complete books daily
* Encouraging oral language related to reading and writing
* Providing teacher guidance for book choices and strategies appropriate to the individual child
* Providing a framework for consistent attention to and development of each child’s strengths, needs, and growth
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| Independent Reading  | * Children read books of their choosing on their own or with partners;
* A wide variety of books are available, always including books that each child can read successfully and enjoy;
* Magazines, online resources, student and class created texts are available options;
* The teacher monitors, prompts, supports and assesses through individual student conferences.
 | * The ultimate goal of reading instruction is for students to become independent and engaged readers. They need to time to practice and apply what they know how to do.
* Enjoyment based on choice and developing interests
* Providing the largest quantity of time for each child to read
* Allowing children to apply all their strategies at their own pace and level
* Building vocabulary, fluency, and comprehension
* Encouraging reading for meaning through reading for a variety of self-selected purposes
* Providing peer support and community
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