**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 |
| 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 |
| 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 |
| 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 |
| 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 |