

Deconstructing Guided Reading: Book Introductions

I chose this topic for the bibliography because guided reading has been a focus in the district where I teach. I broke down guided reading and focused on book introductions.

Key points that developed from articles

- The level of support given within the teacher's introduction creates a scaffold that allows children of varied strengths to complete a first read of a text without frustration.
- Previewing difficult vocabulary, highlighting new text features, and modeling fluent reading involves both the teacher and the students in taking active roles in exploring the text.
- Within a balanced literacy program, how we teach is as important as what we teach.
- The delivery method can greatly influence a child's understanding of the material covered.
- Through sharing the initial read and working together throughout the text, the children gain a base understanding on which they can make connections to their own background knowledge.
- Book introductions begin with a heavy teacher-directed lesson.
- Teachers emphasize telling, defining, and modeling at the beginnings of the lessons while delivering book introductions.

References

Clay, M. M. (1991). Introducing a new storybook to new readers. *The Reading Teacher*, 45, 264-272

A good book introduction is designed to provide a platform for the child to be successful during the first time reading the story. This allows the teacher to base the instruction on where the child's needs lie.

Iaquinta, A. (2006). Guided reading: a research-based response to the challenges of early reading instruction. *Early Childhood Education Journal*, 33, 413-418

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King, C. (2001). "I like group reading because we can share ideas: The role of talk within the literature circle". *Reading*, 35, 32-36.

This article is based on an action research project. It is focused on shared reading and book introductions, as well as, reflections based on the student's reading process.

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