

Guided/Independent Reading Roles & Responsibilities



Module 2A: Guided and Independent Reading

Viewing Times: 32 minutes

Balanced Literacy Module 2 - Activity 1

Guided and Independent Reading are two integral aspects of Balanced Literacy instruction. Each aspect serves a different purpose in a student's reading development. The success of each aspect is heavily based on the level of teacher support provided and the selection of reading materials at the appropriate instructional level.

Activity Objective(s):

- 1. Describe the roles and responsibilities of students and teachers during Guided and Independent Reading.**



Overview: As teachers, it is essential to utilize both Guided and Independent Reading effectively in our reading programs. Both of these Balanced Literacy components serve a valuable purpose in teaching students to read (and write). Guided Reading is small group reading instruction at the students instructional level, in which the teacher coaches the structure, purpose and strategies for reading. Independent Reading is when the student reads and responds to a variety of literature at their independent reading level with a high degree of accuracy. For this activity, you will analyze the roles and the responsibilities of teachers and students during these two Balanced Literacy components.

Estimated Time to Complete Activity: 15 minutes

Materials: *Roles and Responsibilities Matrix* Tool (included with this activity).



Step 1: View the segment and record the roles and responsibilities of the teachers observed during Guided and Independent Reading instruction on the *Roles and Responsibilities Matrix* Tool (column one).

Step 2: Record the roles and responsibilities of the students observed during Guided and Independent Reading instruction on the *Roles and Responsibilities Matrix* Tool (column two).

Step 3: Answer the reflective question about teacher/student roles and responsibilities during Guided and Independent Reading (below matrix).

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Adaptations or Extensions for this Activity:

For Professional Reflection: After completing the *Roles and Responsibilities Matrix* Tool, assess yourself in the balance of roles and responsibilities between you and your students during reading and writing instruction. Do your students have enough responsibility in the learning process? Do you utilize independent reading effectively? Do students have an opportunity to select their own books and choose how they would like to respond to what they have read? What changes can you make to emphasize the student's role in Balanced Literacy in your classroom?



For your Professional Portfolio: Does this activity help accomplish a school wide improvement goal or an individual goal for professional growth? Include a copy of this activity in your Professional Portfolio as evidence of reflective practice in the area of reading and writing instruction. This activity can serve as a portfolio artifact that demonstrates your effort to apply what you have learned in order to improve your reading and writing instruction.



For Professional Learning Groups/Independent Study (peer or small group):

Meet with your Professional Learning Group after viewing this segment. Complete the *Roles and Responsibilities Matrix* Tool independently and bring it with you to the meeting. Go around the room and share your observations from the video using the matrix as a guide. What were the student and teacher roles and responsibilities during Guided and Independent Reading? Have a small group discussion about any patterns you noticed from your observations. How important is the student's role in the reading and writing learning process?



Course facilitator for this course (university or professional development setting):

Utilize this activity to further your participant's knowledge about Balanced Literacy by using the matrix as an advanced organizer while viewing this segment. Divide your class into four groups and ask each group to focus on one section of the matrix as they view this segment of the course. After viewing is complete, have small groups discuss the observations that they recorded and then share the information with the rest of the class. Participants can complete the other quadrants of their matrix as each small group shares.



For sharing this activity on a Learning Community Site (such as the EI Online Community Bulletin Boards):

Post your answer to the question, "What do you notice about the change in roles and responsibilities in Guided and Independent Reading?" on the Learning Community Site for this course. Read the other posts to see how other participants have responded.

Roles and Responsibilities Matrix Tool

Directions: Complete the matrix and answer the question below.

Teacher – Student Roles and Responsibilities Guided and Independent Reading Instruction			
Reading Instruction Component	Teacher Roles and Responsibilities (What does the teacher do?)	Student Roles and Responsibilities (What do the students do?)	Grouping (How does the instruction take place - whole group, small group, independent?)
Guided Reading			
Independent Reading			

What do you notice about the change in roles and responsibilities in Guided and Independent Reading?