Guided Reading is a focused, small group (<6) teaching episode that enables the teacher to provide strategic and explicit instruction in decoding, making meaning and thinking critically. At Port Douglas State School, each class engages in Guided Reading at least three times per week.

### Strategic, Flexible Grouping of students
- Grouped according to needs
- Reviewed at end of each five week cycle

### Explicit Teaching of Guided Reading
- Individual groups, including independent groups, work through the Explicit Teaching process

### PURPOSE
Facilitator directs student attention to the focus of the lesson
- **WALT** – We are learning today...
- **WILF** – What I’m looking for...
- **TIB** – This is because...
**I DO**
- Facilitator models Reciprocal Teaching/QAR/specific skill to group
**WE DO**
- Students engage with Reciprocal Teaching/QAR processes/specific skill
**YOU DO**
- Students read increasingly amounts of the text silently and prepare to complete the assigned task related to specific skill

### PLOUGH BACK
- Review purpose of lesson
- Reflect on strategies that enabled success

### Reciprocal Teaching
(Fab Four or Six Steps of Comprehension)
- Teacher/Teacher Aide/student leader facilitates the Reciprocal Teaching process before, during and after reading and articulates this process to students
- **Predict**
- **Read**
- **Clarify**
- **Question (QAR)**
- **Summarise**

### Question and Answer Relationship (QAR)
- Teacher/Teacher Aide/student leader facilitates questioning using QAR
- **In the Book – Right There**
- **In the Book – Think & Search**
- **In My Head – Author & Me**
- **In My Head - On My Own**

### The Five Key Aspects of Reading to Learn and The Big Six of Reading
- **Knowledge of Text and Textual Features**
- **Broad & Deep Vocabulary**
- **Active Comprehension**
- **Fluency**
- **Knowledge of the World**
- **Oral Language**
- **Phonological Awareness**
- **Letter Sound Knowledge**
- **Vocabulary**
- **Fluency**
- **Comprehension**