



Guided Reading vs. Book Clubs

Guided Reading	Book Clubs
<ul style="list-style-type: none"> • Guided reading supports students as they are reading at their instructional reading level. • At their instructional reading level, students would not be able to fully comprehend the text without support or scaffolding from the teacher. • The teacher provides explicit instruction and scaffolded support throughout the lesson, especially while students are reading the text. • The teacher chooses the text. • Short texts such as feature articles, short stories, and poems are used because the length is more manageable. • Students are grouped by need or by reading level. • Student needs are determined through on-going assessment. • Instruction is based on student needs. • Teachers provide guided reading to 2 or 3 groups each day. • Ideally, groups consist of no more than 6 students. 	<ul style="list-style-type: none"> • Book clubs promote collaboration and engagement as students read at their independent reading level. • During interactive read aloud and minilessons, the teacher provides explicit instruction in comprehension strategies, accountable talk, and book club routines. • In book clubs, students practice strategies that have been previously taught. • Book clubs are student-led. • Students choose a book to read. Book club choices are typically based on genres but could also support a content area of study. • Longer texts such as novels or informational books are used. Students support each other in moving through the longer text. • Students make decisions as a book club related to how much they will read and what they will do to prepare for each book club meeting. • Students read and prepare for book club meetings during independent reading. • Optimally, groups consist of 4-6 students and meet at least once per week.

Guided reading is an important structure to have in place. As a part of the Gradual Release of Responsibility Model, guided reading provides the explicit instruction and guided support needed for students to read beyond their independent reading level.

Book clubs are also an important structure to have in place. In the course of the year, the teacher models accountable talk and comprehension strategies through minilessons and interactive read-alouds. Early in the year, students gain experience in using accountable talk to share their thinking and support their ideas through partnerships and small group discussions. Book clubs provide students an opportunity to work collaboratively to gain a deeper understanding of a shared text. As a part of the Gradual Release of Responsibility Model, book clubs provide students with independent practice on skills previously taught.

Ideally, intermediate teachers would have both **book clubs** and small group **guided reading** occurring simultaneously with book clubs perhaps meeting once per week and guided reading occurring daily.