

Comparison of Guided Reading and Literature Circles

Guided Reading

- Students are strategic readers
- Teachers support each reader's development of reading strategies for processing new texts at increasingly challenging levels of difficulty.
- Students are grouped homogeneously according to similar reading processes and ability to read about the same level of text.
- Teacher chooses text to be read
- Texts are chosen according to the reading strategy the teacher wants to teach and the difficulty of the text
- Challenging texts = texts where there is an opportunity to build problem-solving strategies
- Students must be able to read the text with some support from the teacher
- Teacher evaluates students' reading strategies and levels
 - Teacher groups students and chooses text
 - Teacher introduces text
 - Teacher works briefly with students as they read silently
 - Students respond briefly to text
 - Teacher selects 1-2 teaching points
 - Students may do extension activities
- Teacher takes a major instructional role and teaches for strategies
- Running records
- Art, music, drama, etc. as activities to extend a text

Literature Circles/Book Clubs

- Students as critical readers/thinkers
- Students think deeply and critically about text through dialogue to co-construct new understandings
- Students choose the text they would like to read and discuss with others. Grouping is heterogeneous by interest.
- Students choose text from options determined by teacher and/or students
- Texts are chosen based on the issues students are exploring in their personal and/or class inquiries. These texts support multiple interpretations and critical thinking by readers.
- Challenging texts = texts which encourage readers to think deeply and critically about their lives and the world.
- Text can be read to, by, or with student
- Teachers and students select texts which will facilitate student/class inquiries
 - Teacher or students give book talks
 - Students select the book they wish to read and discuss with others
 - Students read book to, with, or by
 - Students discuss book with groups to explore multiple interpretations
 - Students may share/present book
- Teacher participates as a reader to demonstrate ways of thinking and responding to text
- Anecdotal notes, observations, and rubrics
- Art, music drama, etc. as tools for thinking about a text in more complex ways