

Guided Process Reading

Balanced Component Definition

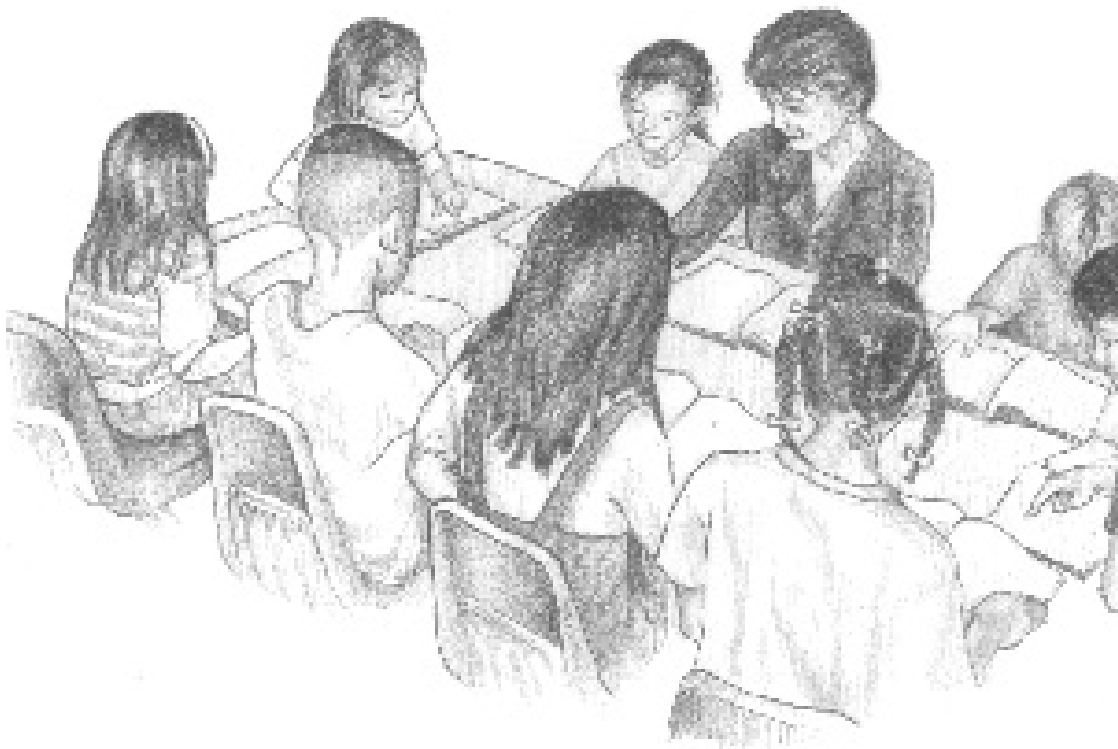
The teacher guides students to read or process text by asking cueing and/or interpretation questions.

Guided process reading is conducted on the students' instructional level. It is the appropriate developmental level at which students can consider cueing questions to process the graphics and/or construct meaning. A student's comprehension and word recognition are around the 90 percent (88–92 percent) accuracy level. The teacher guides the student to process the remaining 10 percent of the text.

Main Points

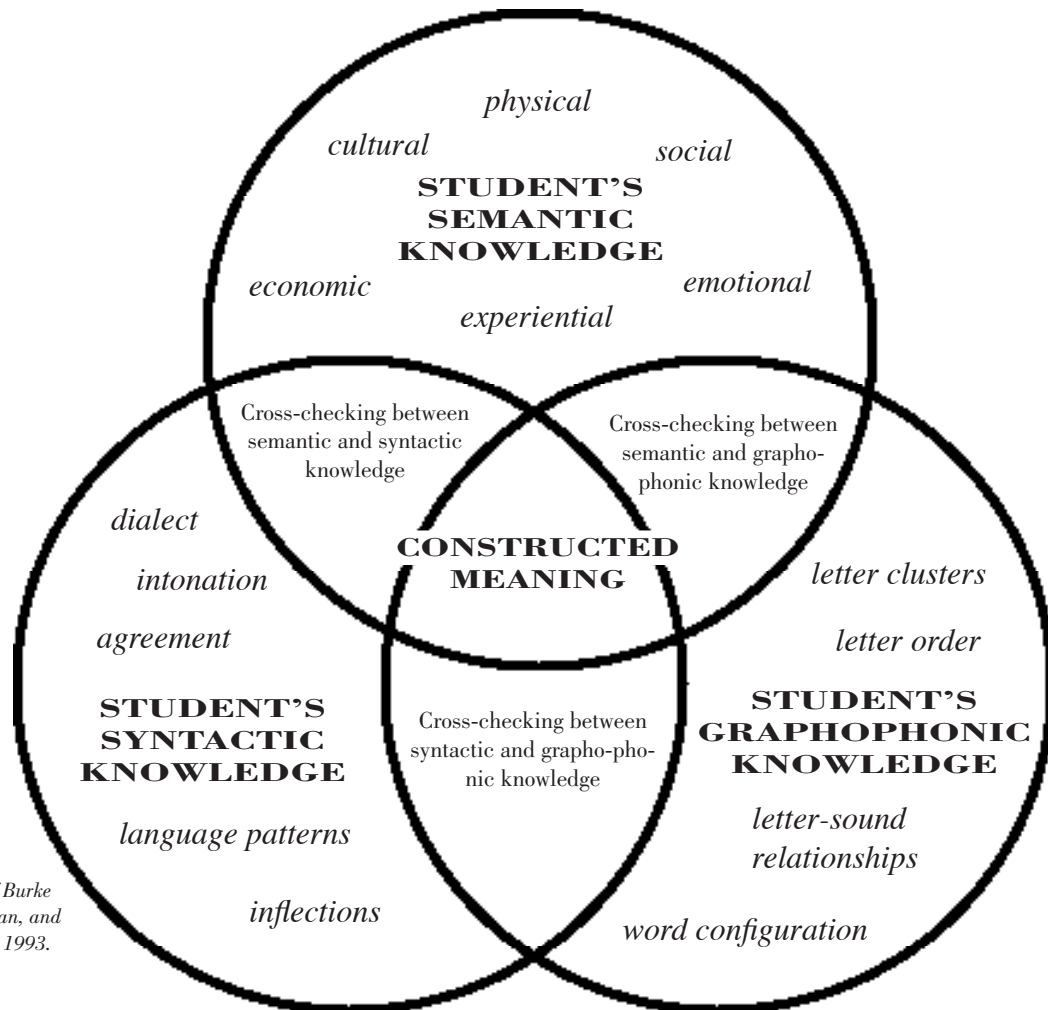
- Use selections that are age-, interest- and concept-appropriate.
- Use selections with natural syntax.
- Use a variety of books from different genres.

Guided process reading is conducted on the students' instructional level. The teacher guides students to process text to construct meaning that is age-, interest-, and concept-appropriate.



The Cueing System Used by Effective Readers and Writers

Readers and writers use an interactive cueing system of semantics, syntax, and graphophonic strategies to process text. The diagram below presents a succinct representation of the elements that influence the cueing system readers and writers use as they construct meaning.



Based on the work of Burke 1972; Smith, Goodman, and Meredith 1976; Clay 1993.

In guided process reading (a receptive exercise), teachers guide students to process by asking cueing and interpretation questions that draw on prior semantic, syntactic, and graphophonic knowledge. Students gain efficient use of the cueing strategies if the teacher begins with semantic questions, moves to syntactic, then asks graphophonic questions last. Only when the teacher senses that the student is relating semantically and syntactically should he or she ask precise graphophonic questions.

Writers also use the cueing strategies to construct meaning. It is a productive process in which students gain efficiency as the teacher guides them to effectively express what is meaningful to them. The writing process is discussed in the guided process writing section of this handbook (see F.1–26).

Constructed meaning for writing and reading is a reflection of a student's learned communicative skills, habits, techniques, style, self-concept, and feelings. For teachers, students' learned skills are a reflection of the strategy building resources they have provided to students.