Statement of Purpose

 Northview Primary School is entering it’s third year of not meeting part of Ohio’s accountability system, created on behalf of No Child Left Behind, called adequate yearly progress (AYP). Due to the lack of meeting AYP, educators at Northview Primary School are forced to take a closer look at their instruction, especially in the area of reading.

 In the primary grades, teaching all students how to read is an overwhelming priority. Whole group instruction is a thing of the past and teachers are starting to gear their instruction toward the needs of individual students. According to the NCLB Act, all children will be proficient in reading and math by 2014 (www.ed.gov). Teaching every student the same way and the same content is not going to get us there.

Guided reading is a teaching technique that is used by many effective educators. Teaching guided reading is traditionally defined as having groups that rotate between centers and the guided reading table. Research supports the use of a structured, explicit approach to instruction (Williams, 2005). This explicit instruction will enhance the ultimate goal in learning to read, which is comprehension, and is likely to be especially valuable for all types of learners.

 Guided reading allows the teacher to group students based on their instructional reading level. As the teacher meets with each group, the focus will be on the needs of the students in that particular group. It is estimated that one in three children experience significant difficulties in learning to read (Iaquinta 2006). Guided reading is a research-based strategy and is important practice associated with today’s balanced literacy instruction.

 Guided reading is a method that I would like to pursue in my classroom. It will provide students the opportunity to grow and develop their reading skills at their level. As a result of using the guided reading method, students will establish good reading habits and strategies that include reinforcing problem-solving, comprehension, and decoding.

References

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