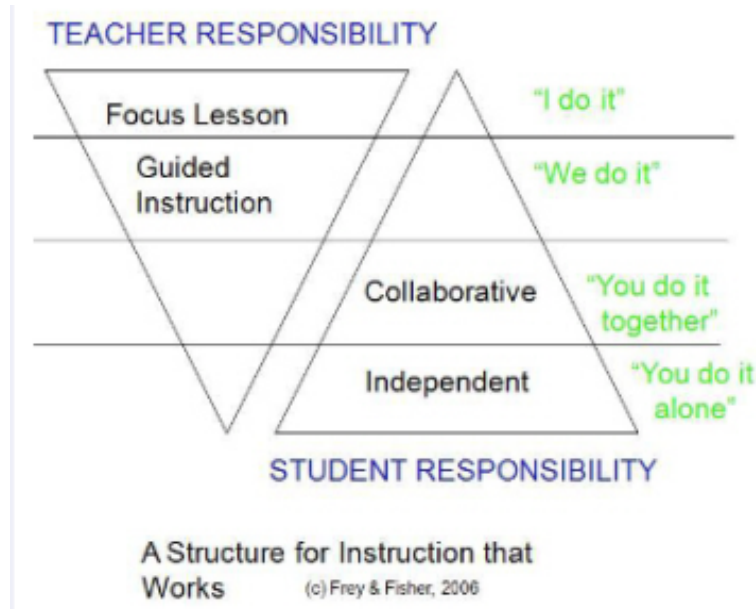


The GRR Framework: Guided Instruction



Further Exploration of what Guided Instruction is:

- Guided instruction is the time when the cognitive load begins to shift from teacher to student (39).
- The teacher's role changes as he or she follows the lead of the learner who is attempting to apply the skill or strategy to a new situation (39).
- Guided instruction necessitates the use of small groups through cueing, prompting, scaffolding, and questioning (40).
- Instruction is not the same for every group during guided instruction (40).
- Guided instruction is not ability grouping (40).
- Guided instruction groupings **change frequently due to ongoing formative assessments** (60).

Key Features of Guided Instruction:

- Dialogue between teacher and learners is carefully crafted following the principles of scaffolding (41).
- Effective scaffolding requires that the teacher possess expert knowledge about the cues themselves and the level of knowledge they likely represent (42).

- Guiding question teacher asks while working with small groups: “What does this answer tell me about what he knows and doesn’t know?” (42)
- By scaffolding her prompts, the teacher has the opportunity to test her hypotheses and thereby gain a better understanding of what the child knows and doesn’t know (42-43).
- Another key feature of guided instruction is that it is based on **formative assessment**. Students are grouped and regrouped based on their performance (43).
- In the GRR model of instruction, the use of formative assessment is critical (45).
- Guided instruction provides teachers with an excellent opportunity to **differentiate** instruction (46).
 - By content By text level
 - By number of problems to complete Vary the rate (to excel or to re-teach)

Instructional Strategies for Effective Guided Instruction:

Guided Reading (48-51)

- GR is an instructional approach where small groups of similarly performing students meet with the teacher to read **new** text.
- Students are purposefully groups according to their instructional needs and are taught to apply reading processes they are learning to novel situations—in this case, unfamiliar books.
- The teacher uses what she has **learned** during the guided instruction time to **develop the next lesson for this group**.
- Often, at middle and high school levels, guided reading groups meet to address literary devices, reading comprehension, vocabulary, and critical literacy.

Guided Writing (51-54)

- GW involves the teacher working with small groups of students, based on their assessed performance.
- During GW students apply what they have learned from focus lessons with varying degrees of support from the teacher.
- During guided writing, teachers often use sentence or paragraph frames. These frames, models, or templates help students internalize conventional structures.

Student Think-Alouds (54-56)

- The goal of student think-aloud is for students to uncover their own thinking processes as they learn and understand a concept.
- Teachers can prompt with “Tell me **how** you understand _____.”
- The teacher needs to have students think about their thinking!

Misconception Analysis (56--58)

- In history, mathematics, and science instruction for secondary students, meta-analysis yielded:
 - Teachers must know and anticipate misconceptions students possess about the concepts being taught.
 - Educators must teach for factual knowledge in a systematic way
 - Students must be taught to be metacognitively aware of their learning.
- Thus, critical for content area teachers to be focusing on thinking and how that thinking came to be to increase students' control of the content. (KMS)