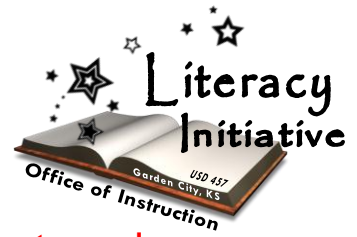


# Guided Reading Lesson Guide

## 1st – 4th grade

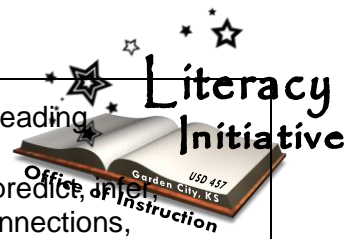


The aim of guided reading is to develop independent readers who apply strategies to new text as they seek meaning.

Guided reading is the “heart” of your reading block. It is differentiated, very focused and rigorous.

## DAY 1

<b>Warm-up Activity</b> (2 min)	<ul style="list-style-type: none"><li>• Phonemic Awareness/phonics <b>as needed</b></li></ul>
<b>Strategy Focus</b>	<ul style="list-style-type: none"><li>• Teacher identifies prior to reading</li><li>• Use Houghton Mifflin strategy focus or skill</li></ul>
<b>Book Introduction</b> (1 min.)	<ul style="list-style-type: none"><li>• Teacher orally states an introduction that helps create a focus for reading. (i.e. Today you are going to read a book called....In this book, you are going to read a story about a bear who....)</li><li>• Can use the introduction to pre-teach or model the strategy/skill</li></ul>
<b>Activate prior knowledge</b> (2-3 min.)	<ul style="list-style-type: none"><li>• Use vocabulary, oral introduction and title to make reasonable predictions</li><li>• Picture Walk/building background – quick; chunk sections, minimize and “let the author do the talking”<ul style="list-style-type: none"><li>▶ Identify tricky pictures or concepts that may interfere with comprehension during the reading of the text.</li><li>▶ Use selected pictures to predict outcomes</li></ul></li><li>• Use metacognition thinking stems</li><li>• Identify connections that students are able to make.</li><li>• Focus on higher level thinking skills/comprehension.</li></ul>
<b>Explicit vocabulary instruction</b> (3-5 min.)	<ul style="list-style-type: none"><li>• Explicitly teach vocabulary words in curriculum guide (i.e. context cards)</li><li>• Focus on word <b>meaning</b></li></ul>



<b>Reading of book</b> (5 min.)	<ul style="list-style-type: none"> <li>• <b>Do NOT</b> include round robin reading or popcorn reading.</li> <li>• Split the book into sections for the reading.</li> <li>• Set a <b>purpose</b> for each section.....students use predict, infer, question, monitor/clarify, visualization, making connections, retell/summarize, synthesis or evaluation strategies to problem</li> <li>• <b>Use metacognition thinking stems</b></li> <li>• <b>Teacher monitor and interact with individual students read while others are reading silently or whisper reading</b></li> <li>• Students read and re-read selection to improve fluency and comprehension</li> </ul>
<b>Questions/ Discussion</b> (2-4 min.)	<ul style="list-style-type: none"> <li>• <b>Provide opportunities for oracy/meaningful discussions</b></li> <li>• <b>Higher level questioning and comprehension strategies incorporated for understanding</b></li> </ul>

- A book **will** last 2-3 days **(average)**.
- Guided reading **will** be in place by the 2<sup>nd</sup> or 3rd week of school.
- **Subsequent days use decodables and/or approved supplemental text.**

## Guided Reading Lesson Guide 1st – 4th grade

### DAY 2+

<b>Strategy Focus</b>	<ul style="list-style-type: none"> <li>• Identified during whole group instruction and reviewed for awareness</li> </ul>
<b>Book Introduction</b> (1 min.)	<ul style="list-style-type: none"> <li>• Summarize reading from previous day</li> <li>• Review predictions and visualization strategy</li> <li>• Confirm/Revise predictions</li> </ul>
<b>Activate prior knowledge</b> (2-3 min.)	<ul style="list-style-type: none"> <li>• Identify connections that students are able to make.</li> <li>• Continue with graphic organizer if used previously</li> <li>• Focus on higher level thinking skills/comprehension.</li> </ul>
<b>Explicit vocabulary instruction</b> (3-5 min.)	<ul style="list-style-type: none"> <li>• Explicitly teach <b>vocabulary words in curriculum guide</b></li> <li>• <b>Focus on word meaning</b></li> </ul>
<b>Picture walk</b> (1-2 min.)	<ul style="list-style-type: none"> <li>• Identify tricky pictures or concepts that may interfere with comprehension during the reading of the text.</li> <li>• Use selected pictures to predict outcomes.</li> </ul> <p><b>Do a picture walk only if book is introduced in sections</b></p>

<b>Reading of book</b> (5 -8 min.)	<ul style="list-style-type: none"> <li>Whisper/silent reading...teacher monitors and interacts with individual students</li> <li>Split the book into sections for the reading.</li> <li>Set a <b>purpose</b> for each section.....students use predict, infer, question, monitor/clarify, visualization, making connections, retell/summarize, synthesis or evaluation strategies to problem</li> <li>Students read and reread selection to improve fluency and comprehension.</li> <li></li> </ul>
<b>Questions/ Discussion</b> (2-4 min.)	<ul style="list-style-type: none"> <li>Higher level questioning and comprehension strategies incorporated for understanding</li> </ul>
<b>Responding to text</b> (2-3 min.)	<ul style="list-style-type: none"> <li>This can be done briefly at the guided reading table and expanded into a post-guided reading center.</li> </ul> <p><b>Post-guided reading centers may include:</b></p> <ul style="list-style-type: none"> <li>Book talks or written reflections</li> <li>Oral or written verifications of predictions</li> <li>Graphic organizers</li> <li>Vocabulary extensions</li> <li>Questions</li> <li>Connections</li> <li>Summarizations</li> <li>Oral or written evaluations of text</li> </ul>

## Things to Consider:

- Guided reading needs to integrate comprehension with the decoding skills.
- Use “Cool Tools” to help with comprehension
  - \* sticky notes
  - \* sentence strips
  - \* graphic organizers
  - \* vocabulary word cards
  - \* highlighting tape
  - \* post it flags
  - \* **white boards**
- Goal: meet with every group every day. When exceptions are necessary, meet with your Literacy Coach.**
- Activities do not belong in guided reading (Gain clarification through literacy coach)

