



Guided Reading Lesson Components Guide



Objective: Given the appropriate Guided Reading level book, the students will be able to engage and read with fluency, comprehend the story, and learn/revisit reading strategies throughout the process.

	Purpose	Procedure
1. Strategy & Word Work	Select a strategy focus: introduce or reinforce strategy use/skill. This is where specific word work or comprehension work can take place.	<p>May use the ABC chart, magnetic letters, white boards, paper, journals (use Treasures small group as a guide)</p> <p><u>Strategy work</u> may include:</p> <ul style="list-style-type: none"> ★ 1:1 voice print match, directionality, cross-checking, self-correcting, tricky word strategy, modeling and practice <p><u>Word Work</u> may be around:</p> <ul style="list-style-type: none"> ★ High frequency word or common rime: my/by/why/ or is/in/it/if; look/looking/looked/looks ★ Chunking, rimes, onsets, endings ★ Read/write and spell to learn a high frequency word <p><u>Skill work:</u> blends, digraphs, ABC chant, blend chant</p> <p><u>Targeted comprehension skills</u> of strategy lesson may include:</p> <ul style="list-style-type: none"> ★ Retell, character, plot, setting, main idea/supporting detail ★ Summarizing, visualizing, predicting, synthesizing, inferring, evaluating ★ Adjusting strategies such as rereading, self-questioning, back-forward searching
2. Intro of Book - Picture Walk		<p>An appropriate leveled book is made available to the students. The purpose is to relate students' prior knowledge and schema to the story. The students make predictions about the book by exploring the cover and the first few pages. The teacher presents picture/book walk with the students. This is an opportune time for the teacher to:</p> <ul style="list-style-type: none"> ★ Support meaning ★ Plant challenging/unique vocabulary ★ Integrate appropriate phonemic awareness reinforcement ★ Model/suggest comprehension strategies <ul style="list-style-type: none"> ○ (This reminds me of...I picture...I wonder)

		<p>★ Model/suggest reading strategies</p> <ul style="list-style-type: none"> ○ (picture clues, linking, skip and reread, thumbuddy, etc.) <p>Periodically throughout the picture walk, the students should be given opportunities to engage with the text and locate words/chunks that have been introduced by the teacher.</p>
3. Reading Strategy Review		<p>The teacher reminds students that we use strategies when we come across a word that we do not know. The teacher reviews these strategies with the students and cues them to use the strategies when reading.</p> <p><i>"So readers, today and everyday remember to..."</i></p>
4. Whisper Read	To provide an opportunity for students to practice reading strategies on a text that is at their instructional level.	<p>As the students whisper read their books individually, the teacher listens in and monitors the students' use of strategies. The teacher may comment and suggest or praise the student's use of strategy.</p> <p>Students who finish earlier than the rest should reread the book.</p>
5. Comprehension Check	Formative assessment	<p>Assess children's understanding of what they read, reinforcing the comprehension skill, through a brief discussion using comprehension phrases (i.e. <i>"This part reminds me of..."</i>, <i>"I pictured..."</i>, <i>"I'm still wondering..."</i>, etc.) and/or a quick retelling. Also, the teacher should positively reinforce a couple of reading strategies that were observed/supported.</p>
<p>Take Home Book (Suggested Extension)</p> <p>The book that has been read is taken home each day. The student reads the book to the parent to develop good oral reading fluency. Parents help students review the sight words on the word ring. The parents then sign the reading log.</p>		
<p>Rereads:</p> <p>It is important to give students the opportunity to reread previously read books to develop oral fluency. Books may be taken home, placed in browsing baskets within the classroom, or read during buddy reading time.</p>		



Guided Reading

Step	Summary
1. Strategy & Word Work ~ Day 1	Strategy work Word work Skill Work Targeted Comprehension
2. Intro of Book - Picture Walk	Planted language - vocabulary-building Background knowledge
4. Reading Strategy Review	<i>"So readers, today and everyday remember to..."</i>
5. Whisper Read	Individual reading Teacher listens in - compliment one/teach one
6. Comprehension Check	Retelling Brief discussion <i>"This part reminds me of...", "I pictured...", "I'm still wondering..."</i> (Highlight reading strategies used.)
Take-home book	Folder/Homework
Rereads	Buddy reading, centers, etc.

Lesson Supports for ELLs:

- ★ Be sure to build background knowledge and vocabulary.
- ★ Be sure to give students adequate wait time.
- ★ Implement repetition into your lessons and plans.
- ★ Use sticky notes to cover words or text for discussions, to write sentences, to answer questions.
- ★ Use strings to teach stretching word.
- ★ Use pointers or finger puppets to help students with tracking.
- ★ Use graphic organizers to help students with comprehension or features of the text.
- ★ Use thinking stems and sentence starters to support oral discussion.
- ★ Every lesson should include critical thinking questions.