

Essential Components of a Guided Reading Lesson

	Before reading	During reading	After reading
Teacher	<ul style="list-style-type: none"> ☆ selects a text at the students' instructional level ☆ introduces the title and the front cover of the book and encourages discussion ☆ guides students through a "Picture Walk" ☆ reviews one or more ways to identify unfamiliar words (see Reading Strategy: Figuring Out Unknown Words) 	<ul style="list-style-type: none"> ☆ listens to the students as they read ☆ observes reading behaviours and strategies being used ☆ supports students' attempts at problem solving ☆ makes brief anecdotal records about students' reading behaviours and use of strategies 	<ul style="list-style-type: none"> ☆ engages students in discussion about the story ☆ encourages sharing of personal response ☆ revisits the text to reinforce the use of appropriate reading strategies ☆ may have the students complete an extension activity <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Teacher puts practised Guided Reading Book into Group Book Box for independent reading. </div>
Students	<ul style="list-style-type: none"> ☆ draw on background knowledge and prior experience related to the cover and the title ☆ ask questions of themselves and make predictions related to the cover and the title ☆ notice information and continue to predict and confirm throughout the "Picture Walk" 	<ul style="list-style-type: none"> ☆ read the text aloud or silently (depending on developmental stage or grade level) ☆ request help when necessary ☆ draw on a variety of reading strategies 	<ul style="list-style-type: none"> ☆ discuss the story ☆ confirm predictions and share personal responses ☆ reread the story with a partner or independently ☆ complete extension activity when assigned <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Students choose from Group Book Box for independent Reading. </div>

Typical Grade One Levels: 1 - 16
 Typical Grade Two Levels: 17 - 26
 Typical Grade Three Levels: 27 - 36

Teacher Hint
 See Organizing for Learning section for what to do with the rest of the class while taking a Guided Reading group.

Model for a Guided Reading Lesson K-3

Typical Grade 1
Levels: 1 - 16
Typical Grade 2
Levels: 17- 26
Typical Grade 3
Levels: 27 - 36

Before Reading

1. Story Introduction:

- Read the title and show the title of the book
- Initiate a discussion around the concepts or subject matter of the book
- Encourage the students to make connections between the text and their prior experience and background knowledge
- "Float" difficult words to facilitate reading

2. Picture Walk:

- Show the students the pictures in sequence
- Prompt students to predict and confirm in order to derive meaning from the illustrations and activate vocabulary
- Direct attention to conventions of print:
 - top & bottom of the page
 - where to begin on a page
 - left to right progression
 - return sweep
 - concept of word (word/space)
 - print conveys meaning
 - one-to-one correspondence
 - punctuation
 - role of upper & lower case letters
 - dialogue conventions
 - sub-titles, headings, italicized words
- Direct attention to important recurring words

Teacher Hint
Students working at higher levels may not require a lengthy picture walk or as much emphasis placed on conventions of print.

3. Strategy Review:

- Review one or more reading strategies

During Reading

4. First Reading:

- Students read out loud at their own pace; all students in the group read simultaneously
 - Students are reminded to:
 - track the text with their finger in order to practice word-by-word matching and phrasing
 - track the text with their eyes
 - Students are encouraged to:
 - problem-solve to identify unfamiliar words (See Teacher Hint page 13)
 - self-monitor and self-correct on an on-going basis

Teacher Hint
Finger tracking is necessary in the early stages of reading. As skills develop the need for this will diminish until the student is tracking only with their eyes.



Model for a Guided Reading Lesson K-3

- Teacher guides and supports the students' reading
- Teacher observes and records reading behaviours to inform further instruction:
 - level of confidence
 - facial expressions
 - vocalizing (think-alouds)
 - tracking
 - word identification behaviours
 - rate of reading
 - fluency
- Teacher stops students periodically to reflect on strategies being used and to check for comprehension
- Teacher offers praise and encouragement as a means of promoting risk-taking, confidence and a joy of reading

After Reading

5. Second Reading:

- Students reread the text with a buddy
 - sitting side-by-side, one student reads while the other checks and supports the reading by following along in their own book
 - reverse roles
- ☆ Students must be taught first how to partner-read effectively, then given time for practice

6. Discussion:

- Provide opportunities for the following when appropriate:
 - retelling the story
 - sharing of personal response
 - confirming predictions

7. Extension Activities: (used at the teacher's discretion)

- Students may do a personal response to the story

Teacher Hint

After a Guided Reading lesson the books are placed in the Group Book Box for independent daily reading practice. At any given time there are approximately six different titles with a copy for each child in the group. As the seventh title is added, the first title is removed.