

# Guided Reading Expectations Early and Emergent A-16

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_

**Definition of Guided Reading** As a part of the Gradual Release of Responsibility Model, Guided Reading provides the explicit instruction and guided support needed for students to read beyond their independent reading level. (Christine Fankell, Livonia Public Schools, www.janrichardsonguidedreading.com)

**Materials** (Varies by the need, level of readers and/or lesson focus)

**Group Planning/Recording Sheet**  **Each child has his or her own copy of the text at their instructional level(s)**

White Boards  Markers  Sticky Notes  Conferring Notebook (Teacher)  Magnetic Letters

**Environment/Organization**

- Strategies Anchor Charts/CAFÉ Menu Displayed  Leveled and/or Genre Based Classroom Library  
 Small Group Area  Charts Displayed  Materials Accessible to Students  
 Mentor Texts Displayed/Available  Routines/Procedures

**Guided Reading Structure Day 1 (10-15 minutes)**

[Completed Group Planning/Recording Sheet](#)

**Structure:**

- Sight Word Work** *Review or introduction*  
 **Word Work** *Happens during the beginning, middle, and/or end of the lesson) (initial and final consonants, short vowels, digraphs, blends, inflected endings, etc.*  
 **Text Introduction (Focus/Purpose)** *ex. Picture walk/preview text, teacher gives a synopsis, new vocabulary, tricky book/sentence structure, etc.*  
 **Reading of Text** *All students independently reading text softly or silently at own pace*  
 **Individualized Instruction** *Teacher interacts briefly to teach for, prompt, or reinforce strategic actions with all students*  
 **Discussion of the Text** *Small group and/or student to student*

\*A new book should be introduced every 2 days

**Guided Reading Structure Day 2 (10-15 minutes)**

[Completed Group Planning/Recording Sheet](#)

**Structure:**

- Running Record** *on previous day's text (rotating one student per group)*  
 **Students Independently Reading Familiar Texts** *(silently or whisper reading)*  
 **Sight Word Review**  
 **Discussion of the Text** *Favorite part and why, connections, beginning, middle, end, problem solution, characters, etc.*  
 **Guided Writing** *Interactive writing, dictated sentence, beginning, middle, end, facts learned, respond to a prompt*

**Extending Understanding**

- Brainstorm different endings, what might happen next  
 Interactive writing (different endings, what happens next...)  
 Predict 3 things that might happen next  
 Text connections (text-text, text-self, text-world)  
 Retelling  
 Author's message/theme  
 Fluency practice (phrasing, expression, intonation, noticing punctuation, problem solving a work quickly, etc.)  
 Author's craft (simile, punctuation, bold print, etc.)  
 Vocabulary  
 Nonfiction Text Features (identify and explain how the features help a reader)

**What Are the Other Students Doing?** (While the teacher is conducting a Guided Reading Group)

- Reading Self-selected books (silently or whisper reading)
- Responding to Reading
- Buddy Reading
- Reading for Research
- Strategy Application
- Partner Book Talk
- Literacy Work Stations/Daily 5

**Suggestions and Resources Used**

To keep your lesson within the time frame, let your formative assessment(s) guide your instruction.

If your students:

- need more work on sight words, spend time there
- are proficient at taking a picture walk, spend less time there
- need more word work, skip guided writing on day 2 (don't do this all the time)
- are reading fluently, do two running records on day 2
- are proficient at the sight words, skip the sight word work

Jan Richardson *The Next Step Forward*

<http://www.janrichardsonguidedreading.com/home>

**Reflection:** (Teacher)

**Personal Goal:** (Teacher)

**Feedback:**