

Guided Reading Expectations (Transitional: 18-38)

Teacher: _____ Grade: _____ Date: _____

Observer: _____

<p><u>Definition of Guided Reading</u> 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)</p>		
<p><u>Materials</u> (Varies by the need, level of readers and/or lesson focus)</p> <p><input type="checkbox"/> Group Planning/Recording Sheet <input type="checkbox"/> Each child has his or her own copy of the text <input type="checkbox"/> White Boards <input type="checkbox"/> Markers <input type="checkbox"/> Sticky Notes <input type="checkbox"/> Conferring Notebook (Teacher) <input type="checkbox"/> Magnetic Letters</p>		
<p><u>Environment/Organization</u></p> <p><input type="checkbox"/> Strategies Anchor Charts/CAFÉ Menu Displayed <input type="checkbox"/> Leveled and/or Genre Based Classroom Library <input type="checkbox"/> Small Group Area <input type="checkbox"/> Charts Displayed <input type="checkbox"/> Materials Accessible to Students <input type="checkbox"/> Mentor Texts Displayed/Available <input type="checkbox"/> Routines/Procedures</p>		
<p>Guided Reading Structure Day 1 (15-20 minutes)</p>	<p>Guided Reading Structure Day 2 (15-20 minutes)</p>	<p>Guided Reading Structure Day 3 (15-20 minutes)</p>
<p><input type="checkbox"/> Completed Group Planning/Recording Sheet</p> <p><u>Structure</u></p> <p><input type="checkbox"/> Text Synopsis <i>ex. The Three Little Pigs is a fable about three pigs who build three houses with different materials. Read to find out how the big bad wolf threatens the pigs' safety</i></p> <p><input type="checkbox"/> Introduce New Vocabulary</p> <p><input type="checkbox"/> Reading of Text <i>All students independently reading text softly or silently at own pace</i></p> <p><input type="checkbox"/> Individualized Instruction <i>Teacher interacts briefly to teach for, prompt, or reinforce strategic actions with all students</i></p> <p><input type="checkbox"/> Teacher Models Strategy <i>Word solving, vocabulary, or comprehension strategies</i></p> <p>* Students read ½ of the text Day 1</p> <p>*A new book should be introduced every 3 days</p>	<p><input type="checkbox"/> Completed Group Planning/Recording Sheet</p> <p><u>Structure</u></p> <p><input type="checkbox"/> Running Record/Observation <i>Students complete reading of text introduced yesterday (pick one or two students to focus heavily on)</i></p> <p><i>Teacher still interacts briefly to teach for, prompt, or reinforce strategic actions with all students</i></p> <p><input type="checkbox"/> Discussion of the Text</p> <ul style="list-style-type: none"> • What did you read? • Why did the characters say or do that? • What was important on this page and why? • What caused...? • What are you thinking? • What questions do you have? <p><input type="checkbox"/> Word Work <i>Analogy charts or make a big word</i></p>	<p><input type="checkbox"/> Completed Group Planning/Recording Sheet</p> <p><u>Structure</u></p> <p><input type="checkbox"/> Writing in Response to Reading</p> <ul style="list-style-type: none"> • Problem/Solution • Summary • Character Analysis • Ask and Answer Questions • Event-Details (main idea) • Compare Contrast • Cause/Effect • New Facts Learned • Other _____
<p>During Individualized Instruction, focus on what the student needs based on formative assessments: observations, running records, DRA2 (accuracy, fluency, comprehension, vocabulary)</p>		

Extending Understanding

- Brainstorm different endings, what might happen next
- Predict 3 things that might happen next
- Text connections (text-text, text-self, text-world)
- Retelling
- Summarizing
- Reflection
- Interpretation/author's message
- Fluency practice (phrasing, expression, intonation, noticing punctuation, problem solving a work quickly, etc.)
- Author's craft (simile, metaphor, foreshadowing, personification, flashback, punctuation, etc.)
- Vocabulary
- Text Structure
- Genre
- 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)
- Reader's Notebook
- Responding to Reading
- Buddy Reading
- Reading for Research
- Strategy Application
- Partner Book Talk
- Book Clubs/Literature Circles

Suggestions and Resources Used

Jan Richardson *The Next Step Forward*

[Should We Teach Students at Their Reading Levels?](#) By Tim Shanahan

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

Reflection: (Teacher)

Personal Goal: (Teacher)

Feedback: