

# Guided Reading: From our Classroom to Yours

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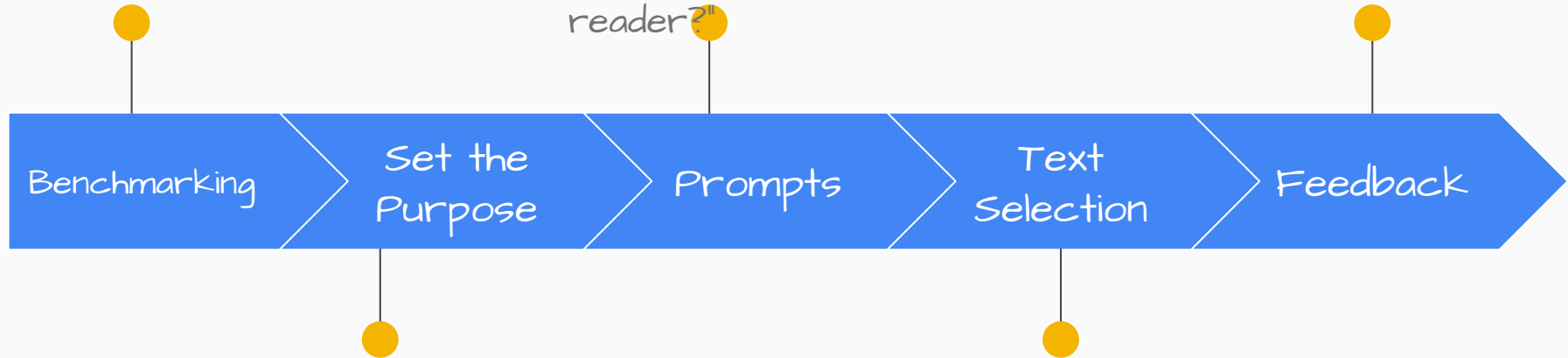
What is your biggest challenge as a teacher of guided reading?

- Grouping
- Progress monitoring
- Interruptions
- Planning

Look at students' strengths and errors before planning lesson for GR

Have visual cues for students to use and ask "What are you working on as a reader?"

Tell students what you see them doing well and what to try when they run into trouble

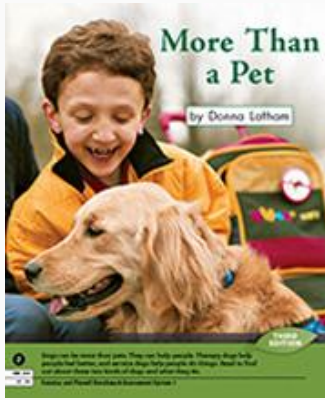


50% should be nonfiction authentic texts

You can make it tie in with Read Aloud Purpose

## Benchmarking - Nonfiction

Note student's strengths and areas needing support.



"Joey reads accurately with challenging text for first grade, but he doesn't stop at periods or commas and strings one sentence with the next. He stops at the end of the line of print, instead of the period. This affects his comprehension"

## Prompts Before Reading

What would you say to introduce a nonfiction book to Joey's group ?

- What do you think you know about...
- What kinds of things do you expect to find in this book?
- How does the Table of Contents help you as a reader (other text feature questions)
- Make sure to stop and pause at periods.

# Set the Purpose for Guided Reading

What would the objective be for a group of students needing similar support? \*



# Things to Consider with Text Selection -

## Nonfiction Authentic Texts

- Content
- Vocabulary
- Text features
- Layout

What would be examples of nonfiction authentic texts?

# Feedback - What does formative feedback sound like?

Teacher: "Why do you think the author is telling us about service dogs and therapy dogs?"

Student: "Because people like dogs and they're cute."

Teacher: \*

- Can you show me the part that says people like dogs?
- These clues tell you that dogs make people feel better, so you're inferring that people like them.

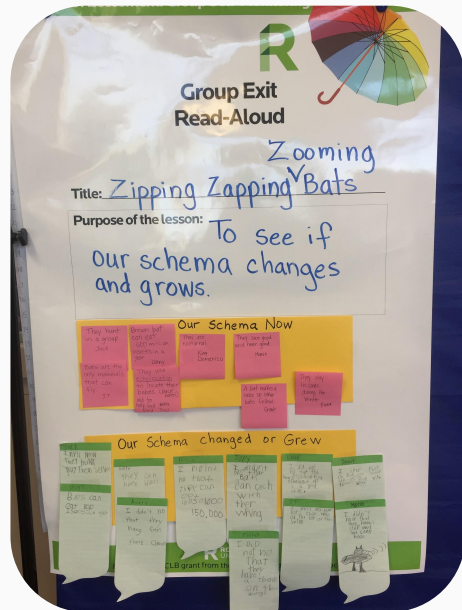


## Progress Monitoring Students

How do you collect information to assess whether students make adequate progress to meet student's individual goal?

Write down observations of how students are problem solving.

What we do in guided reading is an extension of what we model in reading aloud and shared reading.



Lesson  
On  
Schema

