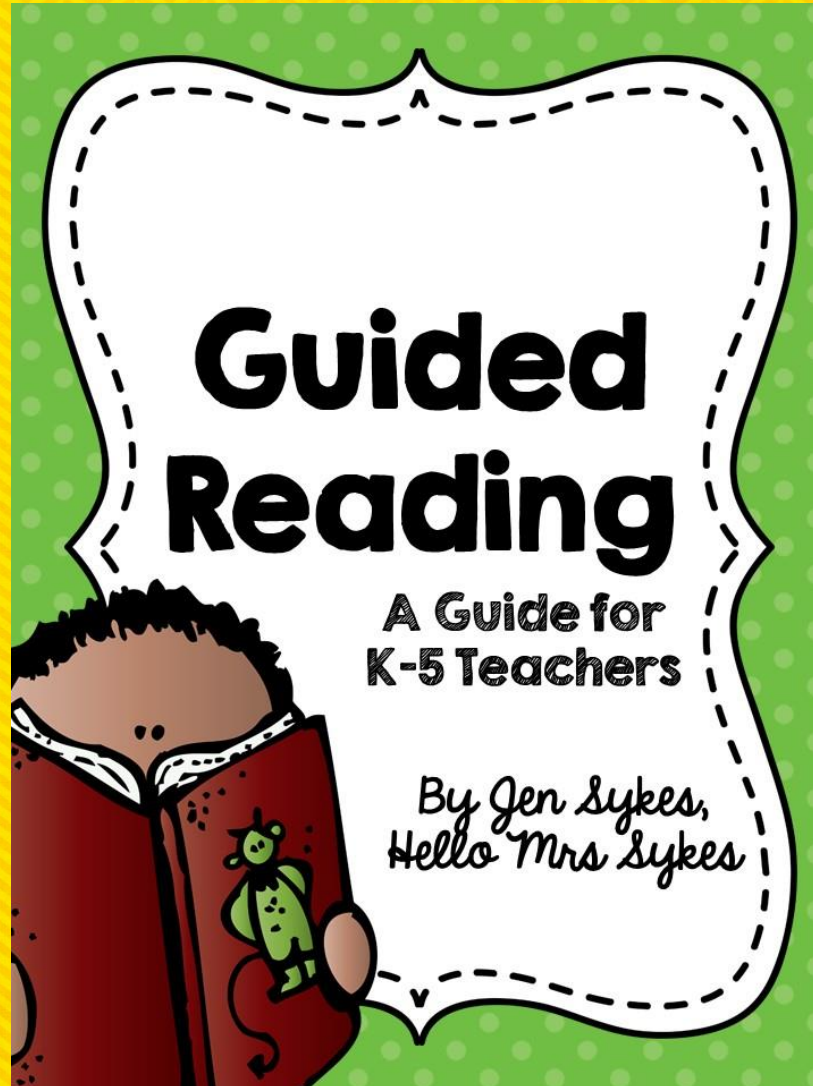


# Guided Reading Guide for Teachers, Grades K- 5



# 7 Pages of Teacher Tips

## Advice from NBCT in Literacy

### *A Quick Look at Guided Reading*

Guided reading is a method of meeting in small groups with students who are reading similar reading levels. During Guided Reading, the teacher interacts with each student and spends time working on the needs of the students in the group.



### *Teaching Focus*

Because Guided Reading is so short (typically no more than 20-25 minutes in grades K-5), it is important to have one consistent focus for your Guided Reading lesson. This is more efficient for the teacher and more effective for the student. Your teaching focus can come from the needs of your student or from your curriculum. A teaching focus I used often with struggling readers as a literacy specialist in grades K-5 was Attending to Text. Let's look at how that teaching focus can carry through a Guided Reading lesson:

**Before Reading:** The teacher provides a word work opportunity where students practice sorting the short vowel words from the text by the vowel. The teacher then leads the students to go back and indicate how they sorted their words: it was by looking at all of the letters in the words. During the text introduction the teacher

**During Reading:** The teacher engages students to attend to text by giving students a specific reason to read. (Read to find out more facts about whales.) When "listening in" to students, take time to praise when they attend to text particularly at a point of difficulty. For example: I like the way you went back and reread when you skipped over a word.

**After Reading:** The teacher returns to the text for one or two teaching opportunities such as finding evidence or discussing problem-solving. For example: "I noticed that Johnny went back and reread on page 8 when he accidentally skipped a word. Johnny, would you like to model that for us?"

### *Materials for Guided Reading:*

Many schools have embraced Guided Reading, and provide leveled books for use with small groups. If you don't have access (or have a limited supply) to leveled books, there are many options available. For an annual subscription, teachers can access thousands of printable leveled books from [www.ReadingAtoZ.com](http://www.ReadingAtoZ.com). Because these are printable books, you can also send them home with students for additional practice. If your classroom orders from the Scholastic Book clubs, use your points to build your personal leveled library. Better yet, work as a team with your grade level to build your collections. One of my team members used Ebay to purchase gently used sets of books, so that might be an option for you. While the bulk of your time in Guided Reading groups will be spent with leveled texts, don't feel limited to just those items. Other options include: poetry, newspapers, graphic novels, reputable internet sites, recipes, reader's theater scripts, travel brochures and maps, magazine articles, and many others!

### *Anecdotal Records:*

Anecdotal notes are powerful; it is a record of your observations regarding your students. These are valuable to review for planning, for assessments, during parent conferences and "kid Talk" meetings, and at report card time.

### **What should I record in my Anecdotal notes?**

Do a mini-running record on the text the student is reading, marking their errors and strategies used. Jot down the level/date. Track reading behaviors (e.g.: omits words, self-corrects often, uses picture clues at difficulty, skips pages, does not read for meaning, etc.) Track behaviors. I do this when I am concerned that a student's behavior is impeding learning in an effort to document my concerns. In the past, I have added the date to the index card and put tally marks to track redirections needed during our small group instruction. This data has proven helpful when discussing the student with my teaching team, administration and student's parents.



# 3 Pages of Lesson Plan Formats

Group: \_\_\_\_\_ Date: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
Word Work					
Instructional Focus					
Text to Use					

Group: \_\_\_\_\_ Date: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
Word Work					
Instructional Focus					
Text to Use					

Group: \_\_\_\_\_ Date: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
Word Work					
Instructional Focus					
Text to Use					

What is each child using? What is each child neglecting?

What is each child using? What is each child neglecting?

## Universal Strategies (Levels A-F):

- Using background knowledge
- Predicting
- Forming mental imagery
- Monitoring (noticing something is not right)
- Using fix-up strategies
- Confirming or revising predictions
- Identifying important ideas
- Searching (try something new when of difficulty)
- Comparing & contrasting
- Cross-checking meaning & structure against visual cues

## Emerging/Early Developing Strategies (Levels A-F)

- Directionality for left to right
- One-to-one matching
- Using a strategy to predict
- Using & articulating 1st letter word
- Using known HFW to mc
- Looking through difficult known chunks and ending
- Using what you know (a
- Rereading
- Pausing to confirm

What is each child using? What is each child neglecting?

## Strategies to teach (Levels J and up):

- Self-correcting regularly
- Reading with fluency, intonation, and phrasing
- Using more challenging phonic structures to problem solve unfamiliar words
- Dividing words into syllables
- Choosing a strategy to use through chapters
- Building stamina for reading longer text
- Using context clues to understand an unknown word
- Making inferences
- Retelling the story including concrete personal thoughts
- Making connections
- Reading visual images
- Confirming and revising predictions while reading
- Understanding point of view
- Defining character traits
- Synthesizing information
- Understanding how to read dialogue
- Understanding how nonfiction books are organized
- Skimming text for nonfiction text for important information
- If students at this level are able to read the text, but are not consistently checking for understanding, it is imperative that the teacher does not move on until they are monitoring for their own comprehension, regularly.

## Universal Strategies (Levels G-J):

- Using background knowledge
- Predicting
- Forming mental imagery
- Monitoring
- Using fix-up strategies
- Confirming or revising predictions
- Identifying important ideas
- Searching
- Drawing conclusions from text
- Comparing & contrasting
- Checking
- Summarizing

## Developing Reader Strategies (Levels G-J):

- Story mapping
- Rereading to clarify meaning
- Using graphic organizers
- Identifying character traits
- Oral retelling
- Character mapping
- Organizing a book
- Identifying the plot
- Using a before/after chart
- Problem-solving new words
- Detecting & correcting errors
- Maintaining fluency

Levels A-F  
Levels J and up  
Levels G-J



# If a Student Needs... Then... {What to Teach}

## If... Then... - What to Teach During Guided Reading

### If a student can decode but uses only letter sounds, then teach:

- Word sorts
- Onset/rime
- Word bank
- Making words
- Contextual analysis
- Finding little words in big words

### If a student reads words letter by letter, then teach:

- Shared reading
- Word sorts
- Word walls
- Alphabet books
- Word bank
- Personal dictionary
- Realia wall
- Word of the day
- Word patterns (onset/rime, structural analysis)

### If a student reads word by word, then teach:

- Reader's Theater
- Environmental Print
- Familiar rereadings
- Model fluent reading (Shared Reading, Read Alouds, Paired Reading)

### If a student does not recognize sight words, then teach:

- Word wall activities
- Personal dictionary
- Memory match games using sight words
- Flash cards - they keep the words they know on a ring to practice fluency



## If... Then... - What to Teach During Guided Reading

### If a student reads so slowly that comprehension is compromised, then teach:

- Prereading strategies
- Activate schema (Anticipation Guides)
- Set purpose for reading
- Building stamina to read independently
- KwL (What I Know, What I Want to Know, What I Learned)
- Model - Think Alouds
- Decoding strategies (if applicable)
- "Good Fit" texts (Independent or Instructional level texts)
- Stop periodically to think "What is the text about?"

### If a student reads slowly but comprehends, then teach:

- Repeated readings
- Reader's theatre
- Writing texts for struggling readers
- Paired readings with fluent readers
- Recording themselves reading aloud

### If a student reads fluently but has limited comprehension, then teach:

- How to retell
- Webbing/mapping
- Reciprocal teaching strategies (Predict, Summarize, Question, Clarify)
- Story frames for retelling text (Somebody... Wanted... But... So...)
- Semantic webbing
- Visualize what is happening in the text

### If a student reads fluently but can't identify main idea or purpose, then teach:

- Story mapping/Making Connections
- Compare and contrast
- How to paraphrase
- Using graphic organizers
- Response logs
- Summarizing/retelling



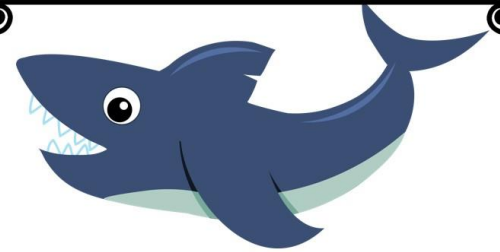
# Cute Pages to Display Your Groups



Monkeys



Owls



Sharks



Flamingos



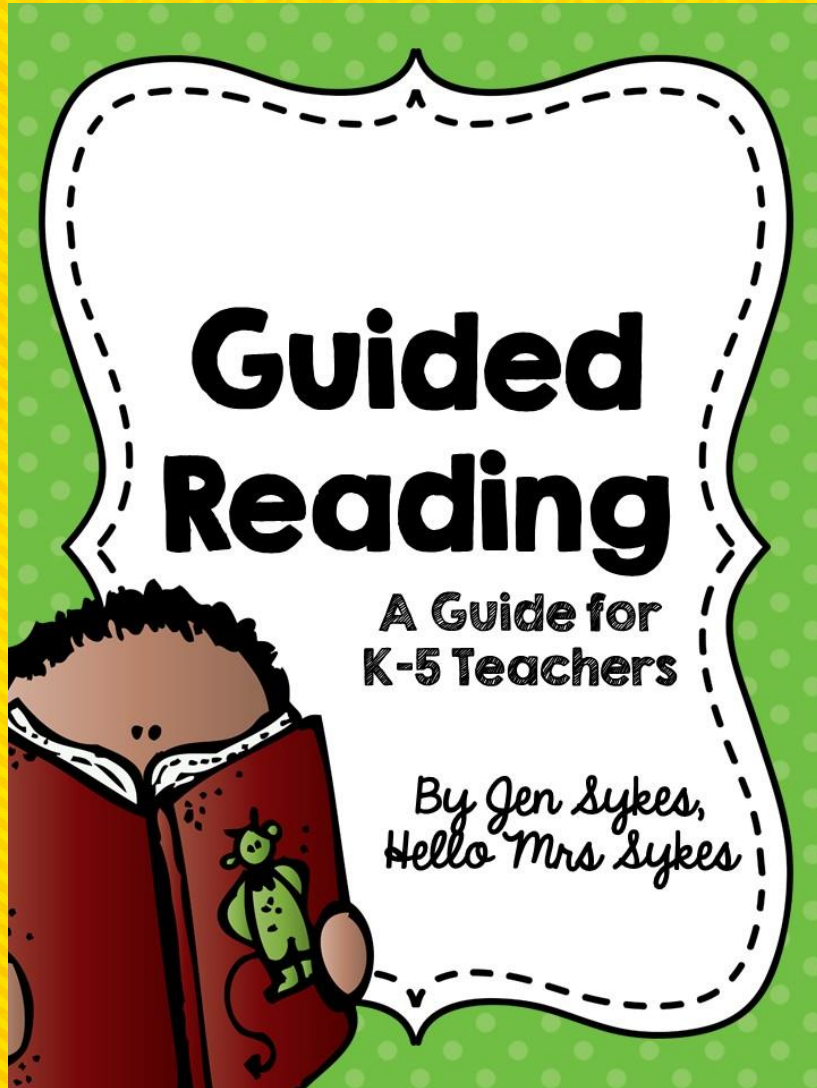
Goldfish



Moose

**Print, Laminate, and write your groups  
with a dry erase marker**

# Click to Purchase from Teachers Pay Teachers



I have a Close  
Reading Guide, too!

