

The Guided Reading Lesson Teaching Focus - How do I know what to teach?

Each book that you share with a group of students will hold within its pages lots of fodder for these mini-lessons. Consider the type of readers you are working with and the text piece you have chosen. Now, consider what you know this level of reader needs to learn in order to progress further in his/her own reading process.

We want Early to Later Emergent Readers to:

- learn print carries a message
- use directionality
 - Left to right
 - top to bottom
 - return sweep
- practice one-to-one word matching
- locate some known/unknown words
- use picture clues
- recognize the difference between words and letters
- use patterns and repetition of text to read
- use oral language/story structure to make connections to print
- use beginning and ending letter sounds
- use known, high-frequency words

Early

We choose text titles that have:

- consistent placement of text
- supportive illustrations
- natural language structures
- some high frequency, known words
- predictable, repetitive sentence patterns with one/two word changes
- one/two lines of print (L to R with return sweep)
- familiar experiences

Later:

We choose text titles that have:

- punctuation conventions
- supportive illustrations
- varied sentence patterns
- multiple lines of print
- familiar objects and experiences
- simple story line
- repeated sentence patterns every few pages

So, we teach:

- letter sounds
- high frequency words
- left to right/return sweep
- use of picture cues
- use of repetition and pattern in sentences
- word matching
- story line
- difference between words and letters

We teach these skills within the context of the book in front of us. We augment the text by working with magnetic letters, flash cards and/or chalk boards to showcase the word level knowledge the children are practicing and learning. Our lessons begin within the text and they may move beyond the text - especially when a response activity is used after the reading. Here we extend the learning and broaden it.

The Guided Reading Lesson- Developing Readers

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We want Early to Later Developing readers to:

- Ave good control of early reading strategies
- Use more information from print
- Search the print, check, and self-correct (with and without teacher scaffolding)
- Double check one cueing system by using another
- Check and confirm using beginning, middle, and ending sounds
- Read familiar text with some phrasing and fluency
- Start attending to punctuation
- Build a core of sight vocabulary
- Begin to engage in discussions about what is read

Early

So, we choose books that have:

- Varied placement of text
- Natural language structures
- Variety of simple sentences
- Multiple lines of print
- Punctuation conventions
- Some repetitive sentence patterns
- Illustrations with moderate to high support

Later

So, we choose books that have:

- Variety of sentence patterns and lengths
- Variety of punctuation and fonts
- Use of direct speech
- Longer story
- Illustrations have moderate support

So, we teach:

- Use of punctuation
- Phonics skills for beginning, middle and ends of words
- Story structures
- Reading cues of visual, meaning-base, and structure
- Phrasing and fluency

The Guided Reading Lesson- Transitional Readers

How Do I Know What to Teach?

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We want Early to Later Transitional readers to:

- Use multiple cues and a variety of strategies to problem-solve
- Make, confirm, and/or revise predictions
- Understands the importance of reading for meaning
- Use familiar parts of words to figure out new words
- Check and confirm using beginning, middle, and ending sounds
- Read most texts with phrasing and fluency
- Attend to punctuation appropriately
- Have a large core of sight vocabulary
- Read a variety of longer, more complex texts
- Attend to story structure and literary language
- Engage in discussions about what is read

Early

So, we choose books that have:

- Varied sentence patterns
- Conventional story
- More print
- Some literary language
- Variety of literature
- Varied punctuation and fonts
- Some repetitive sentence patterns
- Illustrations provide some support

Later

So, we choose books that have:

- Variety of sentence patterns and lengths
- Variety of text layout
- Literary language - challenging vocabulary
- Longer story- developed story line
- Illustrations have low support

So, we teach:

- Literary language
- Phonics skills for beginning, middle and ends of words
- Strategies for understanding challenging vocabulary
- Text structures
- Reading cues of visual, meaning-base, and structure
- Phrasing and fluency
- Making connections with text

The Guided Reading Lesson - Fluent Readers

How Do I Know What to Teach?

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We want Early to Later Fluent readers to:

- Use multiple cues and a variety of strategies to problem-solve
- Detect and correct errors, often silently
- Consistently monitors reading for understanding
- Use knowledge of how words work to efficiently problem-solve new words
- Read and understand more challenging vocabulary in context
- Adjust reading pace to suit needs of material
- Read with phrasing and fluency
- Revisit text to support ideas and understandings during discussions
- Read a variety of genres for information and pleasure
- Have the ability to infer the author's meaning
- Synthesize and interpret what is read

Early

So, we choose books that have:

- Some challenging vocabulary
- Extended story line
- Variety of simple and complex sentences
- Longer literature selections
- Fewer illustrations
- More print on the page

Later

So, we choose books that have:

- More complex literary genres
- Variety of text layout
- Literary language - challenging vocabulary
- Print that provides primary source information
- More complex sentence structure
- Longer story- developed story line
- Few illustrations

So, we teach:

- Literary language
- Literary genres
- Strategies for understanding challenging vocabulary
- Text structures
- Reading cues of visual, meaning-base, and structure
- Phrasing and fluency
- Making connections with text