

A Framework for a Guided Reading Lesson

Framework	Teacher Action	Your Observations
Selecting the Text	<p>Texts and strategies are not determined by grade level. Text selection always leaves some “reading work” for the child to do. Instructional level text. This is the level that children can read with the assistance of a teacher, tutor, or capable other. (90-95% accuracy)</p> <p>Read the book before class time. As you read always keep the students in mind:</p> <ul style="list-style-type: none"> ▪ What skills can be taught with this book? ▪ With this text in mind, what connections can the students make? ▪ What have you observed about the child that will help you plan? ▪ What did you learn from the last lesson that will be helpful with this lesson? ▪ What modifications/adaptations will be needed for students so that they can fully access the content? 	
Book Introduction	<p>Oral communication – do a talk aloud. Read the author, title, and illustrator. Talk about the cover. Give a brief 1-2 sentence summary of the book.</p> <ul style="list-style-type: none"> ▪ What will help them with the text? ▪ What is the hook I will use to tap the student’s prior knowledge? ▪ Will the student(s) have problems with the book that needs to be addressed? ▪ Draw attention to unusual language ▪ Draw attention to strategy use ▪ Briefly discuss experiences that may help the children link the book to their own prior experiences. 	
Students Read the Text	<p>Each child is in the role of the “reader”.</p> <p>Silent read at student’s own pace. Students may be in different places in the text.</p> <p>Teacher, rotating among the students as they are actively engaged in reading, guides the children’s reading efforts in ways that help develop independent reading strategies. Prompts as needed.</p>	
Revisit the teaching focus	<p>After student reading of text, the teacher pulls the group together to validate a strategy or demonstrate/model a teaching point. Teacher provides additional modeling as needed.</p>	
Extending the Meaning of the Text (optional)	<p>Is there a manipulative, game, activity that will reinforce meaning?</p>	
Word Work	<p>Same as question above</p>	
Lesson Closure	<p>What did the student learn today?</p>	