



Guided Reading

Introduction This guide examines the definition of Guided Reading and explains how to match students to texts in the program. It also previews features of the Teaching Plan cover and explores examples of Guided Reading lessons for Grades K–2 and 3–5.

Definition of Guided Reading Guided Reading is the small-group instruction strand of Good Habits, Great Readers™. These lessons are designed to be used with small groups for twenty to thirty minutes a day. Guided Reading allows teachers to instruct small groups of students with similar learning needs, using a text that is carefully matched to their current instructional levels. Each Guided Reading lesson covers two to four days of instruction. Teachers provide direct instruction in reading skills and strategies, and they gather informal assessment information by listening to students read and discuss text.

The program provides prompts and activities for before, during, and after reading. Before students read, teachers share questions and activities to help them activate and use prior knowledge, build background knowledge, make connections and predictions, set a purpose for reading, preview vocabulary, and explore a featured reading skill. As students read independently, teachers use prompts that provide support. Finally, after reading, students revisit the featured reading skill and discuss the text with their Guided Reading group.

Matching Students to the Text Teachers can differentiate instruction in each Guided Reading group by matching students to the appropriate text levels. Use a formal assessment, such as DRA2, to help with placement and tailor instruction to students' needs. The Guided Reading program provides text levels, including a DRA2 Level and a Guided Reading Level, on the Teaching Plan Cards. Informal assessment data can be used to help make placement decisions. Consider the features of the text and the reading and/or phonics skill focus of the lesson plan before placing a student in a specific reading group.

Features of the Teaching Plan Cover Next, look at the features of the Teaching Plan cover. The top border provides an at-a-glance reference to the DRA2 level, the Guided Reading Level, the word count, the book genre, and the reading skill taught in the lesson. This information also allows teachers to easily align and integrate books from the classroom, bookrooms, and library into the program.

Next, use the book summary, which is written in student-friendly language, to introduce the book to students. This summary can also help teachers refresh their memory about the book's content.

Features of This Text provides a quick summary of text features that students have previously encountered or that may be new or unfamiliar to them.

The tab on the right shows the DRA2 level, the book title, and the reading skill taught in the lesson.

Focus for Instruction is an at-a-glance reference to the lesson's main skills and activities. These main skills and activities include reading skills, a story-specific phonics skill in Grades K–2, high-frequency words in Grades K–1, and vocabulary and additional activities like writing in Grades 1–5.

In the right-hand column of Focus for Instruction, the DRA2 links assessment to instruction. When applicable, the phonics and/or word study skills are matched to a *Words Their Way™: Word Study in Action* sort. There are also references to Shared Reading on related skills that can help coordinate instruction between Guided and Shared Reading.

Guided Reading Lesson: Grades K–2

Now turn to any Guided Reading lesson in Grades K–2. The following sections explain various features found on the lesson pages, including Focus Attention, Vocabulary, Featured Reading Skill, During and After Reading, Discuss the Text, and more.

Focus Attention

Focus Attention provides prereading questions and activities to help students

- activate and use prior knowledge;
- build background knowledge;
- make connections;
- make predictions about the book; and
- set a purpose for reading.

Vocabulary (Grades 1–2)

Vocabulary includes a variety of activities that give an in-depth look at some of the vocabulary words listed in the Focus for Instruction area on the front page of the teaching plan. This section also contains definitions for other key vocabulary words.

Featured Reading Skill

This section explores the reading skill and gives a model think-aloud. The think-aloud uses student-friendly language to discuss the key aspects of the featured skill.

During Reading

The During Reading prompts provide support at point-of-use. Use the prompts with students as they read independently.

After Reading

After Reading provides an activity or questions to help revisit the featured reading skill with students. This section also gives directions on how to use the reproducible on the back cover when appropriate.

Discuss the Text

In Discuss the Text, there are questions and activities that will help initiate discussions with students on what they have read. Use any or all of the questions and activities for discussion.

Phonics Mini-lesson	The Phonics Mini-lesson focuses instruction on a targeted phonics skill. All kindergarten Mini-lessons include Phonemic Awareness activities.
Reread and Assess	Reread and Assess identifies reading behaviors to watch for to informally assess individual students as they reread the text.
Options for Further Instruction	Options for Further Instruction gives ideas for additional activities to do with students. Generally, these activities would be completed on the second day of instruction.
Revisiting the Text (K) or Writing (1–2)	In kindergarten, this section reviews the text. First and second grade lessons have an extension activity based on the featured reading skill or on a significant text structure or feature of the text.
Digging Deeper	Digging Deeper provides an in-depth look at additional skills such as fluency, vocabulary, and writer’s craft. It also covers text features that were not covered elsewhere in the lesson.
ESL/ELL Support	The lesson includes tips and activities that can be adapted to address the learning needs of ESL/ELL students.
Reading Reproducibles	<p>Every lesson plan also includes a reproducible with a graphic organizer that directly extends and/or reinforces one of the featured reading skills. These are found on the last page of the laminated Guided Reading Card. Use an erasable marker to model the graphic organizer for the students or allow them to practice the skill on their own. It is also possible to reproduce the organizer and distribute hard copies to students.</p> <p>In kindergarten only, Word Cards are part of the teaching plans. This reproducible consists of an activity and one or two word cards with the selected high-frequency words from the text. Students can also use the word cards to help them find the words in the text.</p>
Guided Reading Lesson: Grades 3–5	Now turn to any Guided Reading lesson in Grades 3–5. The following sections explain various features found on the lesson pages, including Focus Attention, Vocabulary, Featured Reading Skill, During and After Reading, Discuss the Text, and more.
Focus Attention	<p>Focus Attention provides prereading questions and activities that help students:</p> <ul style="list-style-type: none"> • activate and use prior knowledge; • build background knowledge; • make connections; • make predictions about the book; and • set a purpose for reading.
Vocabulary	Vocabulary includes a variety of activities that give an in-depth look at some of the vocabulary words listed in the Focus for Instruction area on the front page of the teaching plan. This section also contains definitions for other key vocabulary words.

Featured Reading Skill	This section explores the reading skill and gives a model think-aloud. The think-aloud uses student-friendly language to discuss the key aspects of the featured skill.
During Reading	The During Reading prompts provide support at point-of-use. Use the prompts with students as they read independently.
After Reading	After Reading provides an activity or questions to revisit the featured reading skill. This section gives direction on how to use the reproducible on the back cover when appropriate.
Discuss the Text	Discuss the Text provides questions and activities to invite students to discuss what they have read. Each day, one question is given that requires students to write about the text.
Assessment Checkpoint	The Assessment Checkpoint provides questions that can be used to informally assess individual students as they read or reread the text.
Reading Reproducibles	Every lesson plan also includes a reproducible with a graphic organizer that directly extends and/or reinforces one of the featured reading skills. These are found on the last page of the laminated Guided Reading Card. Use an erasable marker to model the graphic organizer for the students or allow them to practice the skill on their own. It is also possible to reproduce the organizer and distribute hard copies to students.
Options for Further Instruction	The Options for Further Instruction, found on the fifth page of the teaching plan, provides additional activities to do with students. Generally, students will complete these activities on the last day of the instructional sequence.
Digging Deeper	Digging Deeper provides an in-depth look at additional skills such as fluency, vocabulary, and writer's craft. It also covers text features that were not covered elsewhere in the lesson.
Word Study Mini-lesson	The Word Study Mini-lesson focuses on specific word study skills, such as homophones, borrowed words, word roots, comparatives, and superlatives.
Writing	Writing is an independent extension activity. It is based on the featured reading skill or on a significant text structure or feature.
ESL/ELL Support	The lesson includes tips and activities that can be adapted to address the learning needs of ESL/ELL students.
Review	This guide explained the definition of Guided Reading and examined how to match students to texts in the program. It also previewed features of the Teaching Plan cover and explored examples of Guided Reading lessons for K–2 and 3–5.