

Basic Components of a Guided Reading Lesson

- The lesson *may* begin with
 - Independent familiar reading of easy or previously read text (teacher circulating)
 - A discussion of a portion of the text (for longer texts) read during the previous lesson
- The lesson *may* include word work
 - Early on working with high frequency words or high utility words
 - Later work with manipulating known words to get to new words
 - Changing onsets
 - Changing final letters
 - Changing medial letters
 - Changing rimes
 - Combining known word parts
 - Independently thinking of what is known that would assist with the problem at hand
- Introduction of New Text
 - A brief sentence of two regarding what the story/passage is about
 - Conversational in tone
 - Pointing out just a few bits of visual information to assist problem-solving
 - Meaning of unknown concepts
 - Activating schema
 - Lifting up unusual or unfamiliar language structures
 - Possibly linking to comprehension strategy instruction
- First Reading of Text
 - Each child reads the whole portion of text to be read
 - Teacher circulates, chooses clear, memorable teaching points, scaffolds, observes, and records observations
- Closure
 - From observation notes the teacher chooses effective, efficient processing to reinforce
 - From observation notes the teacher chooses to teach on a strategy the children are just now ready to do with guidance
 - Group discussion of meaning