

The Essentials of Guided Reading

	Before Reading	During Reading	After Reading
Teacher	<ul style="list-style-type: none"> • Selects an appropriate text, one that will be supportive but with a few problems to solve. • Prepares an introduction to the text • Briefly introduces the text, keeping in mind the meaning, language, and visual information in the text, and the knowledge, experience and skills of the reader • Leaves some questions to be answered through reading 	<ul style="list-style-type: none"> • “listens in” • Observes the reader’s behaviors for evidence of strategy use • Confirms children’s problem-solving attempts and successes • Interacts with individuals to assist with problem-solving at difficulty (when appropriate) • Makes notes about the strategy use of individual readers 	<ul style="list-style-type: none"> • Talks about the text with the children • Invites personal response • Returns to the text for one or two teaching opportunities such as finding evidence or discussing problem-solving • Assesses children’s understanding of what they read • Sometimes engages the children in extending the story through such activities as dramas, writing, art, or more reading • Engages the children for a minute or two of word work (as appropriate)
Children	<ul style="list-style-type: none"> • Engage in a conversation about the story • Raise questions • Build expectations • Notice information in the text 	<ul style="list-style-type: none"> • Read the whole text or a unified part to themselves (softly or silently) • Request help in problem-solving when needed 	<ul style="list-style-type: none"> • Talk about the whole story • Check predictions and react personally to the story or information • Revisit the text at points of problem solving as guided by the teacher • May reread the story to a partner or independently • Sometimes engage in activities that involve extending and responding to the text (such as drama or journal writing) • Engage in a minute or two of word work (as appropriate)