

**FRAMEWORK OF A GUIDED READING LESSON
AS PART OF A
BALANCED LITERACY PROGRAM**

COMPONENT	OBJECTIVES	ACTIVITIES
<i>Setting the Scene</i>	-activate prior knowledge (schema) -connecting (to author, text, experience)	-discuss title -observe and discuss cover art -identify genre -begin KWL
<i>Introduce the Text</i>	- Emergent Readers: set “story language”; locate known and unknown words; book handling - Early Readers: longer books; look through couple of pages - Transitional Readers: briefer introductions; look at back of the book/table of contents - Fluent Readers: minimal introductions - ALL: predicting; questioning; some vocabulary, demonstration of strategy (ex. “chunking”, character mapping)	-scaffold support (more support in earlier stages) -“frame out” known words to serve as anchors -let child handle the book (“Where should I start? You turn the pages.” -“Tell me about what is happening in the pictures -write questions on chart paper/sticky notes
<i>Oral Reading</i>	-usually all children read at the same time with teacher “listening in” on each child (as levels increase in difficulty, children can read silently) -notice reading behaviors and strategies used and/or neglected; note fluency -provide scaffolded prompting for use of (M)eaning, (S)tructural, (V)isual cues	-Running Record on one child either during or after group -push for fluency (frame out phrases; push with sentence strip; model fluent reading) - observe behaviors/take notes

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<i>Return to Text</i>	<ul style="list-style-type: none"> -based on observations, find one or two teaching points and prompt for problem-solving -point out observed behaviors -vocabulary -word work -confirm predictions/answer self-generated questions/inferences 	<ul style="list-style-type: none"> -magnetic letters for word work (“making and breaking”) -individual chalk/white boards -vocabulary charts (new word; meaning from the context; meaning from the dictionary) -mark where answers were found with sticky notes
<i>Respond to Text</i>	<ul style="list-style-type: none"> -to have skills/strategies/vocabulary become part of “long term memory” -written responses -conference 	<ul style="list-style-type: none"> -timelines -reader’s notebook -Venn diagram for compare and contrast -complete KWL -confirm predictions

Sources: Fountas&Pinnell (1996), Saunders-Smith (2003), Smith & Read (2005), Taberski (2000)

D. Martinotti
Cliffside Park Public Schools
(2/07)