

**Guided Reading**  
Fountas and Pinnell,  
*Teaching for Comprehension and Fluency* p. 374

**Criteria for Selecting Text**

- Familiarity of language or syntax
- Amount of new vocabulary
- Graphic or other text features
- Organization of information

Essential Elements of Guided Reading Lessons: Before the Reading

Teacher...

- Selects appropriate text
- Prepares for introduction
- Briefly introduces story, keeping in mind language, interest level, meaning, and attention to words
- Leaves some questions to be answered through reading

Students...

- Engage in conversation about the text
- Raise questions
- Build expectations

During the Reading

**Teacher...**

- Observes behavior for evidence of strategy use
- Confirms student's problem solving attempts
- Listens in
- Assists problem-solving at difficulty when appropriate
- Sometimes interacts with individuals

**Students...**

- Read the whole text or a unified part to themselves
- Read softly or silently, not trying to stay in concert with others
- Solve problems while reading for meaning with occasional help from the teacher
- Reread parts if they finish earlier than others or may engage in assigned response

After the Reading

**Teacher...**

- Talks about ideas raised in the introduction
- Invites personal response
- Sometimes suggests ways to extend the story text
- Returns to the text for teaching opportunities --finding evidence, discussing problem-solving
- Assesses students' understanding of what they read

### **Students...**

- Talk about the text they have read
- Check predictions and answer questions
- Revisit the text at points of problem-solving as guided by the teacher
- May reread the text with partners or independently
- Occasionally extend their understanding of the text through activities arising from the reading

## Reading

### **Introducing the Text—Choose one or two**

- Call attention to difficult words in context
- Explain a few concepts or vocabulary
- Foreshadow a problem
- Build interest in the text
- Activate background knowledge
- Get students wondering about something in a text
- Invite students to make predictions, raise questions, and anticipate the text.
- Point out something unusual in the print or layout.
- Show the organization of the text or how it works
- Point out unusual language structures—have them hear them and sometimes say them.
- Show how to recognize—break apart—two or three new words.
- Point out unfamiliar text features such as bold type, italics, ellipses.

### **Reading the Text**

- Teaching during the reading of the text
- Demonstrating or teaching
- Prompting for effective actions
- Reinforcing effective actions
- Observing effective processing
- Discussing the meaning and revisiting the text
- Teaching for processing strategies
- Working with words

## **Prompts to Help Children Solve Words During Reading**

From *Word Matters: Phonics and Spelling in the Reading/Writing Classroom*

### **To help the students notice errors**

- You noticed what was wrong.
- Find the part that's not quite right.
- Check to see if that looks right.
- Where's the tricky part? (after an error)
- Get a good look.
- There's a tricky word on this line.
- What did you notice? (after hesitation or stop)
- What's wrong?
- Why did you stop?
- Do you think it looks like \_\_\_\_\_?
- Think about how the word looks.
- Something wasn't quite right.
- Were you right?

### **To help the student solve words**

- What could you try?
- It starts like \_\_\_\_\_.
- It ends like \_\_\_\_\_.
- Look at the parts.
- What do you know that might help?
- Do you see a part you know that can help?
- Do you know a word like that?
- Do you know a word that starts with those letters?
- Do you know a word that ends with those letters?
- What's that like?
- Think of what the word means. Is it like another word you know?
- What other word do you know like that?
- What letter do you expect to see at the beginning? (or end?)

### **To help the student notice errors and fix them**

- That sounds right, but does it look right?
- That makes sense, but does it look right?
- I liked the way you worked that out.
- It starts like that. Now check the last part.
- Where's the tricky part? (after an error)
- You made a mistake, can you find it?
- You're nearly right.
- You almost got that. See if you can find what is wrong.
- Try it.
- You've got the first part (last part) right.
- Try that again.
- Try it another way.