

Guided Reading Resources

- Guided Reading Sequence
- Reading Decoding Posters & Bookmarks
- Guided Reading Lesson Plan Template
- Comprehension Questions
- Anecdotal Record Keepers
- Guided Reading Follow Up Sheets
- And More...



TOP TEN GUIDED READING TIPS

1. Student Seating: Organize the physical location according to the image below. Studies have shown that teachers give most of their attention to student directly in front of them.
2. Repeated Practice: Allow students to practice the book multiple times outside of the guided reading book after covering the book. Ideas could be to send the book home for homework, placing the book in a student's book bag/box for practice in the classroom, or provide them time in your day for "independent reading."
3. Organizing the Tools: Create a caddy or box of any and all supplies that would be helpful. Here's a brief list of suggestions:
 - a. Decoding strategies posters or bookmarks
 - b. Highlighters
 - c. Sticky notes
 - d. Marker boards and dry erase markers.
 - e. Pointers (for tracking)
 - f. Pencils, crayons, etc.
 - g. Whisper phones
 - h. Headphones (For those students who can't concentrate when other students are reading, they block out the sound.)
 - i. Different graphic organizers (put them in page protectors to be reused from group to group.)
4. After Activities: Follow up graphic organizers and worksheets can (and should) be done after the guided reading session (not during "teacher time".) This is a huge time saver!
5. Record!: Take anecdotal records. Create a system where you record what you observe from each student. This type of "data" is important in setting individual student goals as well as monitoring group progress.
6. Plan your Questions: Plan your questions ahead of time. It is really easy to fall back on asking lower level questions. Challenge yourself to ask higher level Bloom's type questions.
7. Selecting Texts: Traditional leveled readers are just one type of text you can pick from for guided reading. Try using text passages (such as those from readworks.org) or even photocopy a textbook passage (for texts for less proficient groups, copy another grades textbooks on the topic.)
8. Keep it Simple!: Remember that guided reading is your priority! Plan centers or student activities that students can manage independently and keep them on task.
9. More Time: Always give more time to the students who are performing below expectations. This may mean giving a double dose of guided reading during the week.
10. Don't forget to assess!: It's critical that you always have a firm handle on the level of each of your students. Guided reading groups should be flexible so students can move into groups that match their instructional needs. You also need firm evidence (such as that in a running record) to make instructional decisions and report on student progress (for RTI, PLC meetings, report cards, parent-teacher conferences, etc.) Plan right up front when you are going to formally assess each of your students and build it into your monthly calendar.





GUIDED READING SEQUENCE

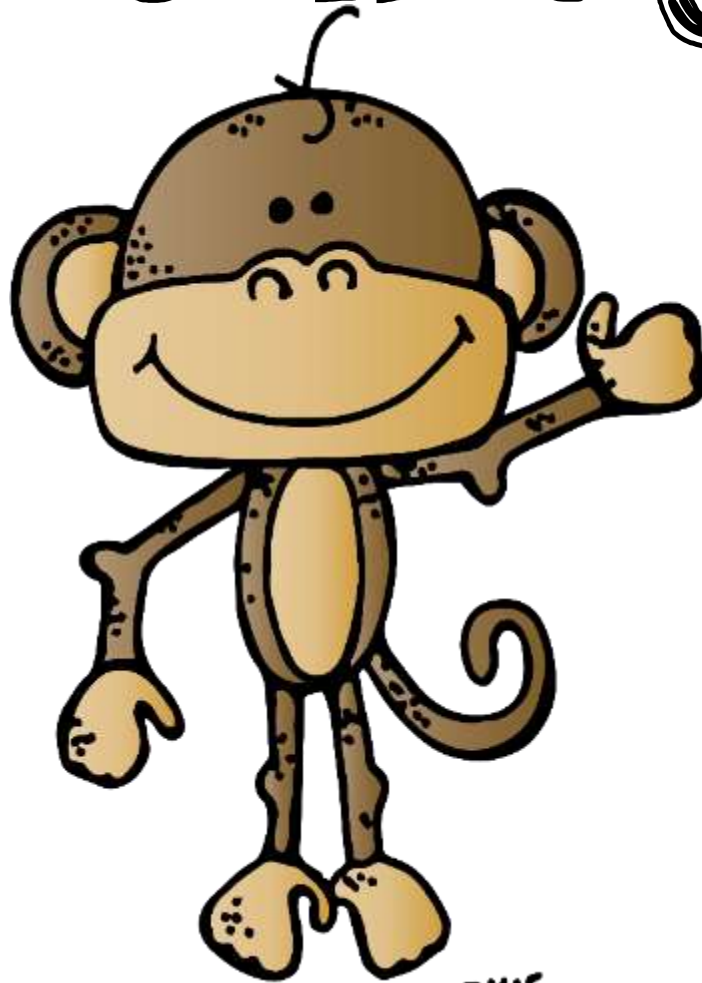
1. Warm-Up (Phonemic Awareness/Phonics/Sight Word)
2. Three Ps of Text Introduction
 - Preview • Purpose • Prior knowledge
3. Introduce vocabulary
4. Give background knowledge
5. Picture Walk (underline vocabulary)
6. Students independently read (teacher listens to each student for observational notes.)
7. Options (practice for fluency)
 - a. Choral Read
 - b. Popcorn Read
 - c. Echo Read for Fluency
8. Comprehension Discussion
9. Graphic Organizer or Writing about Reading

Tryin' Lion



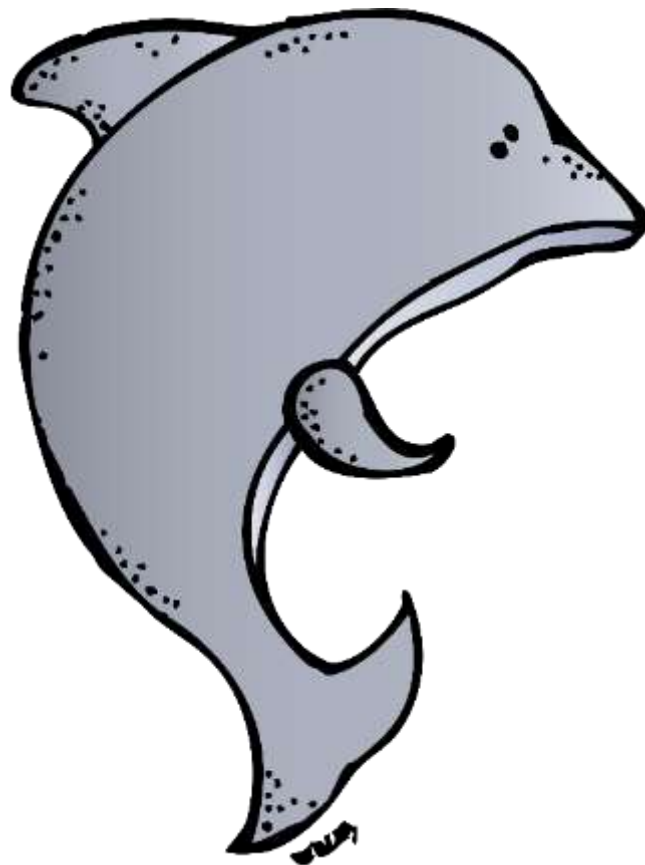
- TRY TO REREAD THE SENTENCE.
- TRY A WORD THAT MAKES SENSE AND SOUNDS CORRECT.

Chunky Monkey



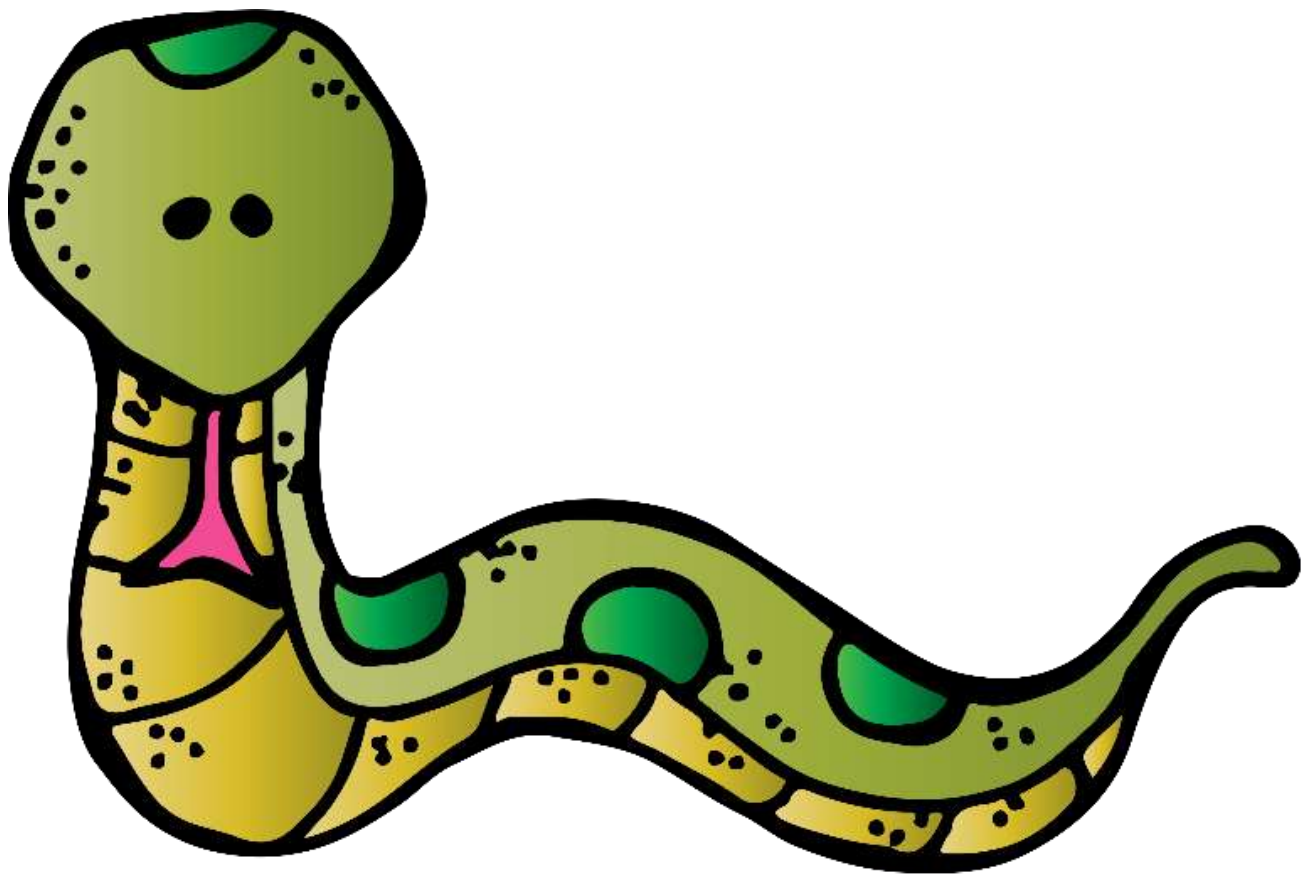
- LOOK FOR A CHUNK OF THE WORD THAT YOU KNOW.
- BREAK THE WORD INTO EASIER CHUNKS TO SOUND OUT.

Flippy Dolphin



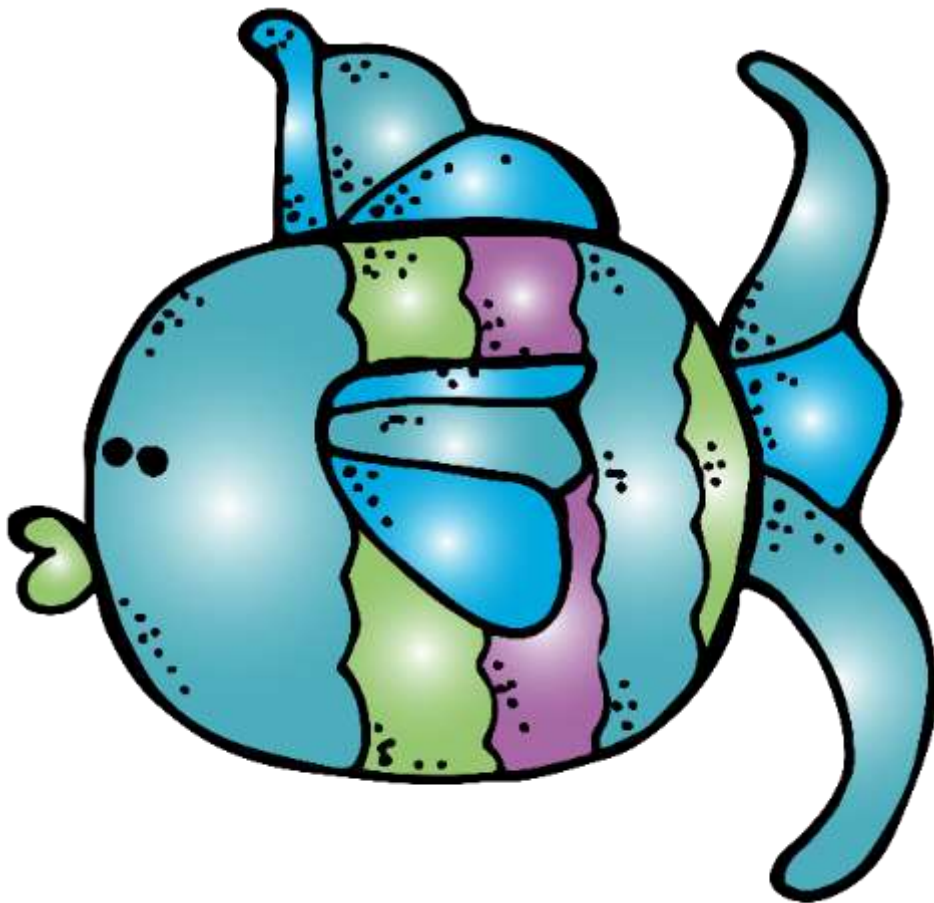
- FLIP THE VOWEL SOUND.
- TRY ANOTHER VOWEL SOUND IF IT DOESN'T SOUND RIGHT.

Stretchy Snake



- STRETCH OUT THE WORD SLOWLY.
- PUT THE SOUNDS TOGETHER TO FIGURE OUT THE WORD.

Lips the Fish



- GET YOUR LIPS READY TO SAY THE FIRST SOUND OF THE WORD.
- READ TO THE END OF THE SENTENCE AND SAY THE SOUNDS AGAIN.

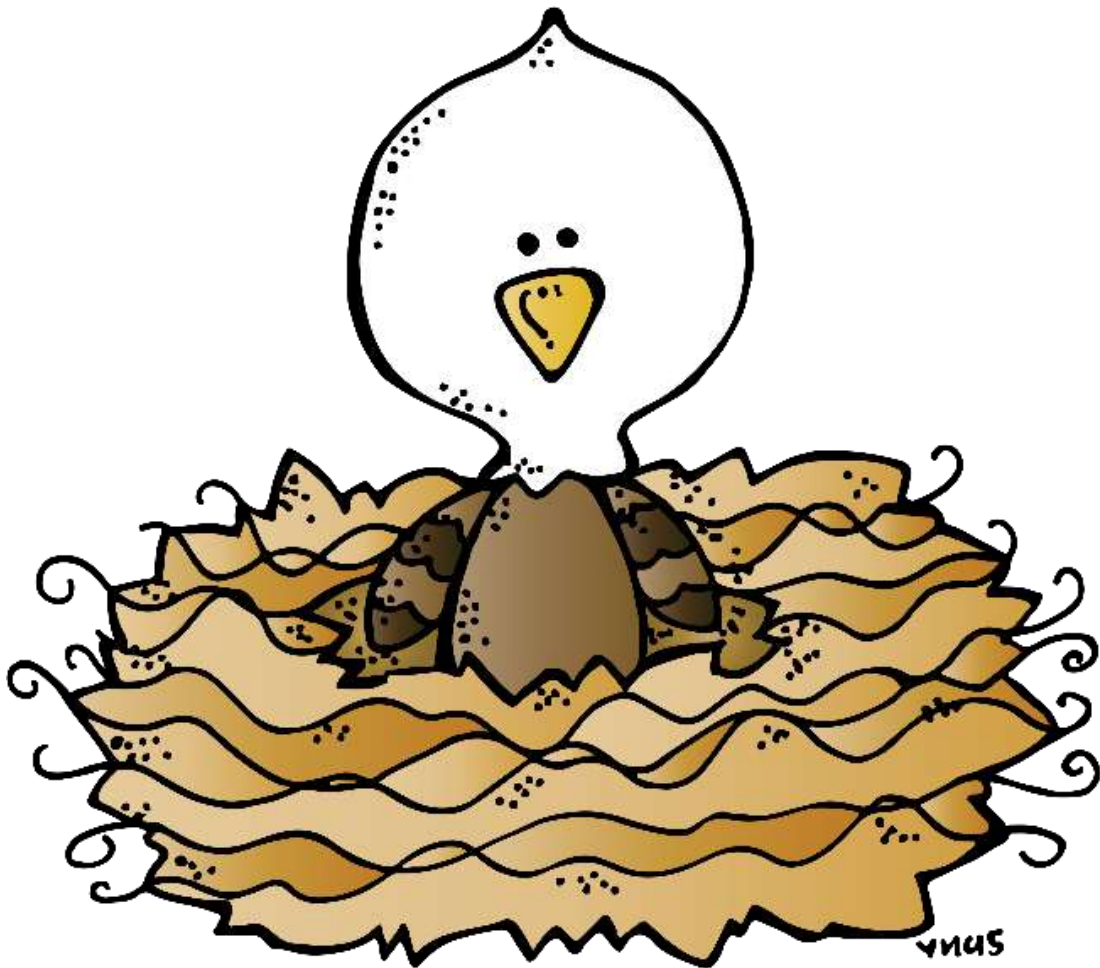
Bouncing Bunny



- HOP OVER THE WORD AND READ TO THE END OF THE SENTENCE.
- HOP BACK AND REREAD THE WORD.

Eagle

Eye



- LOOK AT THE PICTURE TO FIGURE OUT THE WORD.



Egle Eye

Look at the picture to figure out the word.



Eagle Eye

Look at the picture to figure out the word.



Eagle Eye

Look at the picture to figure out the word.



Eagle Eye

Look at the picture to figure out the word.



Bouncing Bunny

Hop over the word, read the end of the sentence and then hop back..



Bouncing Bunny

Hop over the word, read the end of the sentence and then hop back..



Bouncing Bunny

Hop over the word, read the end of the sentence and then hop back..



Bouncing Bunny

Hop over the word, read the end of the sentence and then hop back..



Lips the Fish

Get your lips ready to say the first sound of the word.



Lips the Fish

Get your lips ready to say the first sound of the word.



Lips the Fish

Get your lips ready to say the first sound of the word.



Lips the Fish

Get your lips ready to say the first sound of the word.



Tryin' Lion

Try to reread the sentence or try a word that makes sense.



Tryin' Lion

Try to reread the sentence or try a word that makes sense.



Tryin' Lion

Try to reread the sentence or try a word that makes sense.



Tryin' Lion

Try to reread the sentence or try a word that makes sense.



Chunky Monkey

Break the word into easier chunks to sound out or find words you already know.



Chunky Monkey

Break the word into easier chunks to sound out or find words you already know.



Chunky Monkey

Break the word into easier chunks to sound out or find words you already know.



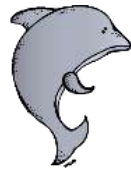
Chunky Monkey

Break the word into easier chunks to sound out or find words you already know.



Flippy Dolphin

Flip the vowel sound until the word sound correct in the sentence.



Flippy Dolphin

Flip the vowel sound until the word sound correct in the sentence.



Flippy Dolphin

Flip the vowel sound until the word sound correct in the sentence.



Flippy Dolphin

Flip the vowel sound until the word sound correct in the sentence.



Stretchy Snake

Stretch out the word slowly then put the sounds together to figure out the word.



Stretchy Snake

Stretch out the word slowly then put the sounds together to figure out the word.



Stretchy Snake

Stretch out the word slowly then put the sounds together to figure out the word.



Stretchy Snake

Stretch out the word slowly then put the sounds together to figure out the word.



UNIVERSAL COMPREHENSION QUESTIONS (BLOOM'S TAXONOMY)

Fiction

Remembering	<ul style="list-style-type: none"> List the characters and describe them. If your book was a mystery, tell what the mystery was and how it was solved. What problems does one of the characters have, and how does he/she solve it? Where did the story take place? What happened after? Can you sequence the story?
Understanding	<ul style="list-style-type: none"> What was the problem in the book and how was it solved? Did anyone in the book do something you did not like? Why? If you could continue the story, what events would you include? Why? List five major events in the story in the correct order. How did the main character feel during the book? Give evidence of this.
Applying	<ul style="list-style-type: none"> Did this book remind you of anything that has happened to you? What? Why? Did this book give you any new ideas about yourself? What lesson did you learn from the story? Tell about a time something similar happened to you. Pretend to talk to a friend and tell why you would recommend this book.
Analyzing	<ul style="list-style-type: none"> Pick one of the main characters. Think of a shape that fits that person's traits. Draw the shape and then describe the character inside the shape. How would you change the ending and why? What are five ways the character is like or not like you? How does this book compare with the last book you read?
Evaluating	<ul style="list-style-type: none"> What part would change of the story and why? Would you or would you not recommend this book to other people? Tell why or why not. How could this story be written in another character's point of view? What changes would you recommend to the author?
Creating	<ul style="list-style-type: none"> If you were to design a book jacket for the story, what would it look like and what would you write to hook the buyer? Who do you think the author intended to read this book and why? Which character in the book would you choose as a friend and why?

Informational Text

Remembering	<ul style="list-style-type: none"> Make a list of facts you learned from the story. List 3-5 new words you learned in the book and what they mean. What other facts could the author have included? Find the informational text features and tell their purpose. What are the central ideas in this informational text?
Understanding	<ul style="list-style-type: none"> What kind of book is this? List three evidences of this. What was the author's purpose in writing this book? What did the title have to do with the book? How is this book connected to what we are learning in class? Summarize the information information in this text.
Applying	<ul style="list-style-type: none"> Rewrite or reword information in this text for a younger grade. How would you apply what you learned to a piece of informative writing? What questions would you ask the author if they were here? Tell what you have learned and how you can use this information in your life.
Analyzing	<ul style="list-style-type: none"> What is fact and what is opinion from the text? How did the author organize the information to help the reader better understand the topic? What inferences can you make based on the information the author is providing? Can you find evidence in the text that supports the author's main idea? What do you think is the most important information in the text?
Evaluating	<ul style="list-style-type: none"> Was there any information you did not agree with? How did this piece of text compare to other texts on the same information? What changes would you recommend to the author? How do you think the illustrations help the author convey the meaning of the text?
Creating	<ul style="list-style-type: none"> What other information do you think the author should have added to the text? What should the author have omitted? Write a list of new titles for this text. What kind of realistic fiction story could you write based on information from this text?

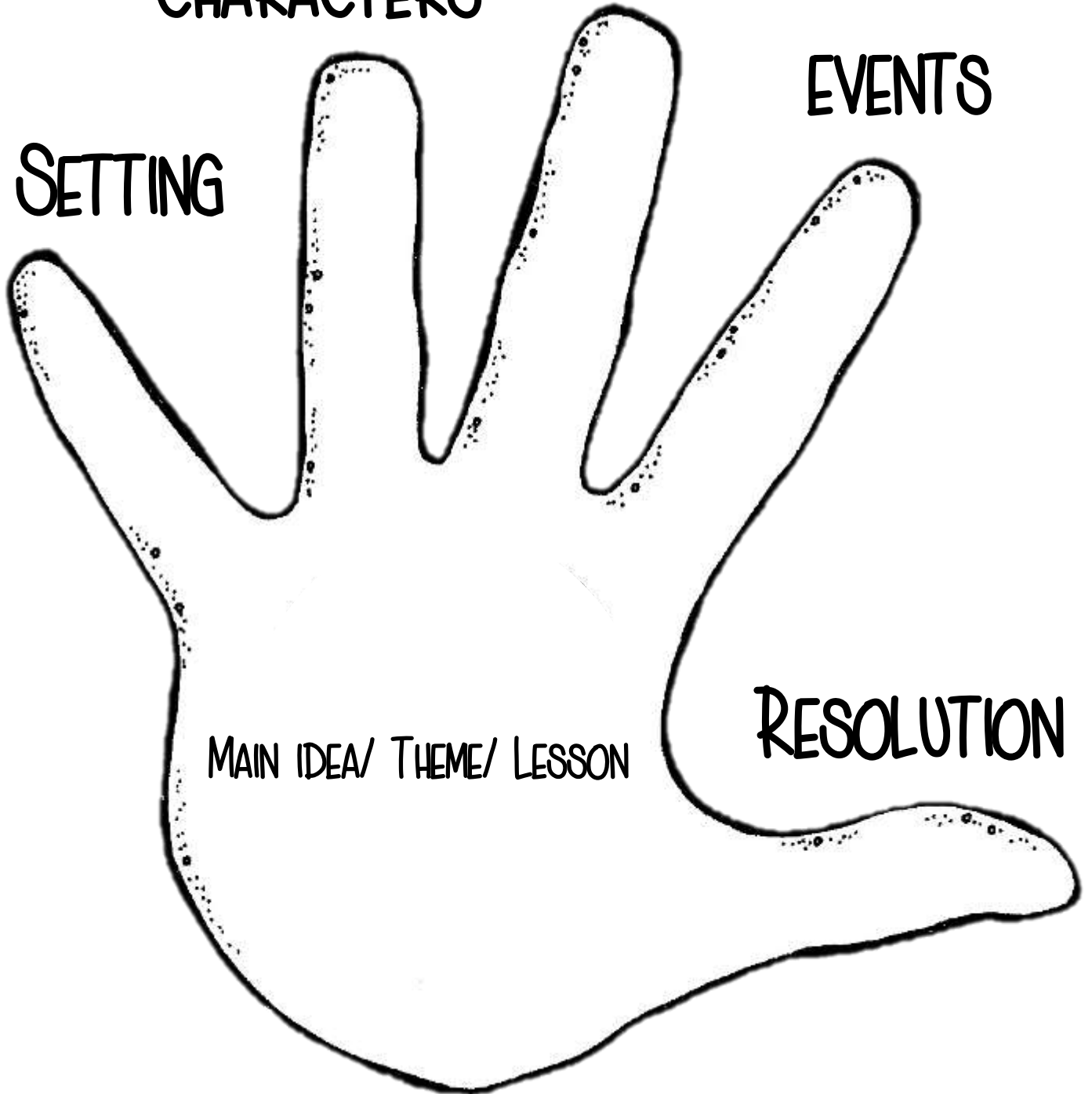
FIVE FINGER RETELL

CHARACTERS

PROBLEM

EVENTS

SETTING



MAIN IDEA/ THEME/ LESSON

RESOLUTION

GUIDED READING LESSON PLANS

Group: _____

Book: _____

Week: _____

Level: _____ Fiction or Nonfiction



DAY 1:

Word Work:

- | | | |
|--|---|--|
| <input type="checkbox"/> Environmental Print | <input type="checkbox"/> Phoneme Segmentation | <input type="checkbox"/> Long Vowels |
| <input type="checkbox"/> Sight Words | <input type="checkbox"/> Blending Phonemes | <input type="checkbox"/> Blends |
| <input type="checkbox"/> Rhyming | <input type="checkbox"/> CVC Words | <input type="checkbox"/> Digraphs |
| <input type="checkbox"/> Letter ID | <input type="checkbox"/> Short Vowels | <input type="checkbox"/> Syllables |
| <input type="checkbox"/> Letter Sound | | <input type="checkbox"/> Word Families |

Preview Text:

- | | | |
|---------------------------------------|---|---|
| <input type="checkbox"/> Picture Walk | <input type="checkbox"/> Character Introduction | <input type="checkbox"/> Text/Picture Connections |
| <input type="checkbox"/> Tricky Words | <input type="checkbox"/> Make Predictions | <input type="checkbox"/> Stop and Ask Questions |

Instructional Plan:

DAY 2:

Read Text:

- | | | |
|--|--|---|
| <input type="checkbox"/> 1 to 1 | <input type="checkbox"/> Tricky Words | <input type="checkbox"/> Make Predictions |
| <input type="checkbox"/> Letters vs. Words | <input type="checkbox"/> Does it make Sense? | <input type="checkbox"/> Text/Picture Connections |
| <input type="checkbox"/> Reading Direction | <input type="checkbox"/> Re-Read | <input type="checkbox"/> Stop and Ask Questions |
| <input type="checkbox"/> Sight Words | | |

Instructional Plan:

DAY 3:

Comprehension:

- | | | |
|--|--|---|
| <input type="checkbox"/> Comprehension Questions | <input type="checkbox"/> Character/Settings | <input type="checkbox"/> KWL |
| <input type="checkbox"/> Written Responses | <input type="checkbox"/> Opinion of Story Problem/Solution | <input type="checkbox"/> Compare/Contrast |
| <input type="checkbox"/> Sequencing | <input type="checkbox"/> Explain Strategy | <input type="checkbox"/> Thinking Map |
| <input type="checkbox"/> Oral Retell | <input type="checkbox"/> Review Tricky Parts | <input type="checkbox"/> Unanswered Questions |

Rereading:

- | | | |
|--|---|---|
| <input type="checkbox"/> Partner Reading | <input type="checkbox"/> Reader's Theater | <input type="checkbox"/> Part Reading (narrator, character) |
| <input type="checkbox"/> Choral Reading | <input type="checkbox"/> Silent Reading | <input type="checkbox"/> Rehearsal Reading |
| | <input type="checkbox"/> Buddy Reading | |

Instructional Plan:

GUIDED READING LESSON PLANS

Group: _____

Book: _____

Week: _____

Level: _____ Fiction or Nonfiction



Word Work:

- | | | |
|--|---|--|
| <input type="checkbox"/> Environmental Print | <input type="checkbox"/> Phoneme Segmentation | <input type="checkbox"/> Long Vowels |
| <input type="checkbox"/> Sight Words | <input type="checkbox"/> Blending Phonemes | <input type="checkbox"/> Blends |
| <input type="checkbox"/> Rhyming | <input type="checkbox"/> CVC Words | <input type="checkbox"/> Digraphs |
| <input type="checkbox"/> Letter ID | <input type="checkbox"/> Short Vowels | <input type="checkbox"/> Syllables |
| <input type="checkbox"/> Letter Sound | | <input type="checkbox"/> Word Families |

Instructional Plan:



Preview Text:

- | | | |
|---------------------------------------|---|---|
| <input type="checkbox"/> Picture Walk | <input type="checkbox"/> Character Introduction | <input type="checkbox"/> Text/Picture Connections |
| <input type="checkbox"/> Tricky Words | <input type="checkbox"/> Make Predictions | <input type="checkbox"/> Stop and Ask Questions |

Instructional Plan:



Read Text:

- | | | |
|--|--|---|
| <input type="checkbox"/> 1 to 1 | <input type="checkbox"/> Tricky Words | <input type="checkbox"/> Make Predictions |
| <input type="checkbox"/> Letters vs. Words | <input type="checkbox"/> Does it make Sense? | <input type="checkbox"/> Text/Picture Connections |
| <input type="checkbox"/> Reading Direction | <input type="checkbox"/> Re-Read | <input type="checkbox"/> Stop and Ask Questions |
| <input type="checkbox"/> Sight Words | | |

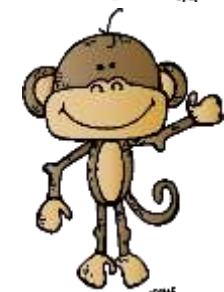
Instructional Plan:



Comprehension:

- | | | |
|--|--|---|
| <input type="checkbox"/> Comprehension Questions | <input type="checkbox"/> Character/Settings | <input type="checkbox"/> KWL |
| <input type="checkbox"/> Written Responses | <input type="checkbox"/> Opinion of Story Problem/Solution | <input type="checkbox"/> Compare/Contrast |
| <input type="checkbox"/> Sequencing | <input type="checkbox"/> Explain Strategy | <input type="checkbox"/> Thinking Map |
| <input type="checkbox"/> Oral Retell | <input type="checkbox"/> Review Tricky Parts | <input type="checkbox"/> Unanswered Questions |

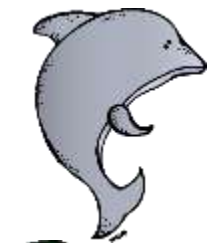
Instructional Plan:



Rereading:

- | | | |
|--|---|---|
| <input type="checkbox"/> Partner Reading | <input type="checkbox"/> Reader's Theater | <input type="checkbox"/> Part Reading (narrator, character) |
| <input type="checkbox"/> Choral Reading | <input type="checkbox"/> Silent Reading | <input type="checkbox"/> Rehearsal Reading |
| | <input type="checkbox"/> Buddy Reading | |

Instructional Plan:



Student Name	Guided Reading Level	Notes:			
		Date:	Date:	Date:	Date:

GUIDED READING RECORD SHEET






Group: _____

Book: _____

Week: _____

Level: _____ Fiction or Nonfiction

Lesson Focus: _____

Student Name	Individual Comments/Observations							
Notes:	Fluency: 1 2 3 4				Comprehension: 1 2 3 4			
								
	Fluency: 1 2 3 4				Comprehension: 1 2 3 4			
								
	Fluency: 1 2 3 4				Comprehension: 1 2 3 4			
								
	Fluency: 1 2 3 4				Comprehension: 1 2 3 4			
								
	Fluency: 1 2 3 4				Comprehension: 1 2 3 4			
								
	Fluency: 1 2 3 4				Comprehension: 1 2 3 4			
					