

Overview of the Guided Reading Progression(12-20 Minutes)

Launching the Lesson: Begin the lesson by establishing a clear purpose and a connection to the ongoing work or the goal established for the student. If a goal has not been established do so now. Tell the children why they've been pulled together for the lesson. Say something like, "Today we are going to read _____ (title of the selection). The purpose of today's lesson is _____."

Provide a brief overview/summary of the text. Say something like, "This text is about a boy and his father who are homeless and living in an airport. We will read about their actions or behaviors for not getting caught. We will also learn about how they persist and keep trying to find ways to leave the airport and find a home."

Address Vocabulary. Discuss words in the text that may be unfamiliar or challenging for the students. This is a repeat of the word work done at the beginning of your teaching.

Teach: State the teaching point. Say something like, "It's important for readers to notice character actions or behaviors and think about what the author is showing us about the characters but not telling us directly."

Depending on the strategy you are teaching, consider on the level of up-front support. For example, if the strategy had been recently been introduced to the learners you can provide a brief demonstration to model again your thinking process.

Read-Aloud: Tutor reads entire text. Next, group Echo reads. Finally, each student reads 1-2 paragraphs- notice and correct and record the error made. The error pattern is what the tutor teaches into when working one-on-one with the student.

Actively Engage: This is the part of the strategy lesson where the teacher coaches each student as they read independently. Spend 1-2 minutes with each student-spend additional time with students who need more coaching.

Link: Students work independently to apply the strategy, deliver the message that you expect them to continue working to apply the strategy independently until you meet again.

Write: Students write a short response to their reading using the who, what, when, where, why, and how writing frame. In addition students write about the thinking work they did.