*Goal: Develop strategies to problem solve text automatically and independently of the teacher – Before, During and After Reading*

| Guided Reading Format | | Additional "Look-fors" |
|---|---|---|
| **Before** (about 7-10 minutes) | **Activate Schema/Background Knowledge** | • Small/Flexible Groups determined through assessments |
| | **Connections** *(T-S, T-T, T-W)* | • Text used presents challenges and supports to student |
| | **Vocabulary** *(2 or 3 words you anticipate will trip students up)* | • Frequency of Group Meeting is differentiated based on need |
| | **Review Reading Strategies** *\*Decoding or Word Level, e.g. "What will you do when you come to a word you do not know?" \*Comprehension Level – e.g. "What will you do when you do not understand what you read?"* | • Meaningful literacy tasks for students not in group |
| | **Set the Purpose** *(May relate to a comprehension strategy.) e.g. "Good readers make connections. As we read today, mark a place where you make a connection & record on a sticky note* | • During the read, the students read whole text or unified part independently (not round robin)  • In one lesson, the teacher does before, during, & after components. |
| **During** (about 10-15 minutes) | **Students read independently** *(whisper or silently)* | **Reading Strategies** **Decoding or Word Level** |
| | **Teacher listens to individuals and takes notes to use as teaching point** | • Does it sound right? • Does it look right? • Does it make sense? |
| | **Teacher coaches "in process" use of reading strategies as appropriate, providing wait time.** *e.g. "What strategy could you use? …Try it."* | • Look at the beginning and ending sounds. • Read on. • Read it again. • Chunk it. • Look at the pictures. |
| **After** (about 7-10 minutes) | **Discussion which furthers meaning –** *e.g. retell, conversations, Q & A, HOTS* | **Comprehension Level** • Making Connections • Visualizing |
| | **Address Purpose** | • Determining Importance • Inferring • Summarizing/Synthesizing |
| | **Teaching Point** *Based on notes taken during reading – Responsive teaching here – e.g. "Today, I noticed . . ."* | • Questioning • Content Literacy • Fix-Up strategies |

**Reflection: What did I learn about my readers today that can help me plan the next reading lesson?**