

## Observational Tool: Guided Reading Lesson

Selection and Preparation	Teacher Did/Said	Students Did/Said
<ul style="list-style-type: none"> <li>• Uses assessment data as evidence to support text selection</li> <li>• Expresses sound rationales for the grouping of students</li> </ul>		
<b>Introduction to the text</b>		
<ul style="list-style-type: none"> <li>• Engages the students in a conversation that sets them up for successful reading</li> <li>• Provides a brief, well-placed guide through some, but not every page, of the text</li> <li>• Attends to the meaning and the language (including about two or three essential new and important words) in context</li> <li>• Attends to special print or text features that may be new</li> <li>• Helps the reader understand how the book works</li> </ul>		
<b>Reading the text</b>		
<ul style="list-style-type: none"> <li>• Supports the students' ability to self-monitor (or check on) their reading</li> <li>• Supports the students' ability to search for and use all sources of information (meaning, language, structure, phonological information, and print)</li> <li>• Helps students learn how to take words apart using several sources of information as they process the text</li> <li>• Supports the readers' construction of the meaning of the text</li> <li>• Uses prompts that are not specific to the book but that foster problem solving by the readers (strategic actions)</li> <li>• Supports the readers' ability to initiate problem solving actions as needed as they work through the text</li> <li>• Helps students learn how to initiate worthwhile independent work if finished before others (reading, writing about reading, etc)</li> </ul>		
<b>Discussing the text</b>		
<ul style="list-style-type: none"> <li>• Helps readers give immediate attention to the full meaning of the text (thinking within, beyond, and about the text)</li> <li>• Promotes sharing of thinking, not teacher-student questioning only</li> <li>• Helps students think about the big important text ideas and their relevance (the "so what")</li> </ul>		
<b>Teaching Points</b>		
<ul style="list-style-type: none"> <li>• Selects from immediate observations one or two teaching points to demonstrate, prompt for, or reinforce strategic actions that readers can apply to other texts</li> </ul>		
<b>Word Work</b>		
<ul style="list-style-type: none"> <li>• Preplans work that helps students learn how to take words apart</li> <li>• Provides two or three minutes of fast-paced attention to letters, words, and how they work.</li> <li>• Supports flexibility and quick word recognition</li> </ul>		

