### Components of guided reading

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| Recap                           | • Briefly summarize what students read the day before.  
  • Ensure everyone is clear about characters, plot.  
  • Can serve as a check-in that students did and understood the partner reading.                                                       |
| Interactive vocabulary preview  | • Write the words on the board.  
  • This helps students see word parts and spelling patterns.  
  • Say the words aloud, and ask students to repeat them.  
  • This gives students a chance to practice pronouncing a new word and helps them retain its meaning.  
  • Use interactive techniques to explore meaning.  
  • e.g., “give an example of…” “who can show us…” |
| Set purpose for reading         | Setting a purpose for reading helps students focus on main themes when they read.                                                            |
| Students read silently          | • Short chunks of text help students access the text and build reading stamina.  
  • Focus is on comprehension.  
  • Students get support in applying Reciprocal Teaching and other comprehension strategies.                                               |
| Questions for discussion        | • Discussion helps students move beyond surface understandings of the text.  
  • Teacher-led discussions model the types of interactions with text that stronger readers carry out independently.  
  • All students should have a chance to talk.  
  • Students should look at, listen to, and respond to each other.  
  • Students can re-read the text when answering questions or making a point of their own.                                               |
| Sum up                          | Summing up allows students to see how the story develops, to make connections between readings, and to anticipate and to predict what might happen next. Try to elicit the summary from students, and scaffold as needed. |
Guided Reading Tips

▶ Always preteach challenging words and set a purpose for reading. These are important scaffolds for comprehension.

▶ The “purpose for reading” question helps to focus students on what is important and is often motivating, too.

▶ Select from the questions provided—don’t try to ask them all. Feel free to ask your own questions, too.

▶ Hold your guided reading group in a circle, so students can see each other. This sends the message that students should build on each other’s talk. If this isn’t possible, group students at tables or desks to encourage discussion.

▶ Consider posting sentence stems (“I agree…,” “I disagree…,” “In my opinion…,” etc.).

▶ Redirect students to the text if they have trouble responding.

▶ Encourage students to quote from the text in support of their interpretations.

▶ If students speak softly, repeat their words.

▶ If no one responds, or if the same students always respond, ask students to talk in partners or small groups, and then call on each group to share their discussion.