

Guided Reading Practice at Alain Locke School PS 208, New York City

Before Reading

- Give “hype” of book
- Get students interested
- Activate prior knowledge
- Title – Illustrations
- Blurbs – Org-of-book
- Genre
- Select vocabulary that will give students the most out of the reading
- 2-3 words within the chunk of the text
- Book intro is 50% of the work
- You want student to be excited of the work

Book Introduction

During Reading

- Listen for information, phrasing
 - Are students reading as if they are talking?
 - Are students paying attention to punctuation?
- Decoding skills are visible and heard
 - visual cueing system
 - structural cueing system
 - meaning – “Does that make sense”?
- Comprehension - checking to see that students understand what is read on that page.
 - Do they notice students monitor for sense?
 - What self-correction strategies are students using?
 - Are students re-reading when comprehension is distorted or breaking down?

Listening In

After Reading

- Here’s what I notice that you’re doing.
- Did you get the big idea of the book?
- Have a discussion about the book
- “Link” things that you taught them to do as readers
- Jot down student’s needs, what you taught
- Look for patterns in student’s reading behaviors so you can inform instruction
- Have a culminating activity
- Word work

