

Guided Reading Teaching Points

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Clip art by Kate Hadfield



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Possible Guided Reading Teaching Points

Emergent Readers Levels A-C

- **Concepts of print:** reading from left to right, reading to the end of the line and returning to the beginning of the next, matching the spoken word to print, difference between a letter and a word
- **Phonological & phonemic awareness:** hearing syllables, hearing rhyming words, hearing initial consonants, blending and segmenting phonemes, substituting and manipulating phonemes
- **Phonics:** learning letter names and sounds, using beginning and ending consonant sounds when reading, using short vowel sounds when reading
- **Beginning fluency:** learning more sight words, putting words together in phrases, paying attention to end punctuation
- **Comprehension:** using the picture as a clue, making personal connections, self-correcting when reading doesn't make sense, look right or sound right, remembering details from a story, retelling with prompting

Early Readers Levels D-I

- **Phonological & phonemic awareness:** blending and segmenting phonemes, substituting and manipulating phonemes
- **Phonics:** using consonants, digraphs, and blends to solve words, blending the sounds in small words, using familiar chunks to solve words, using short and long vowel sounds to solve words, taking apart compound words to read them, removing the ending from a base word to read new words, decoding longer words, decoding words with vowel+r, words with silent letters
- **Fluency:** Learning more sight words, reading in phrases, reading dialogue with expression, using proper intonation according to the punctuation, reading with more expression, stressing words when appropriate, changing one's voice for different characters
- **Comprehension:** making and confirming predictions, retelling with support, describing characters, making connections, making inferences, using text features, summarizing a longer story, reporting concepts in an organized way, naming the beginning/middle/end, naming the problem/solution, using a graphic organizer to retell with detail

Transitional Readers Levels J-P

- **Phonics:** using known words and word chunks to solve words, using a variety of strategies to solve new words, reading multisyllabic words, decoding longer words with more challenging spelling patterns
- **Fluency:** reading dialogue with phrasing and expression, applying appropriate stress to words, reading silently, adjusting reading rate as needed, using proper pausing and intonation according to the punctuation
- **Comprehension:** making and confirming predictions, using background knowledge to understand a text, using text features, pausing to summarize a longer text at intervals to aid comprehension, summarizing chapters, reporting important concepts in an organized way, making inferences, identifying nonfiction text structure, stating and justifying an opinion about a text, using a fix-up strategy when meaning breaks down, understanding problem/solution, comparing and contrasting characters, events or ideas, describing the author's point of view