A Framework for Guided Reading Lessons

- Selecting the Text
- Introducing the Text
- Reading the Text
- Discussing and Revisiting the Text
- Teaching for Processing Strategies
- Extending the Meaning of the Text (optional)
- Word Work (optional)

Fountas and Pinnell 2001
Selecting the Text:
Use the following information when carefully selecting a book:
- Detailed information about the readers in the group.
- Familiarity with the available texts.
- Knowledge of the reading process and the general principles of reading development.

Planning the Introduction:
When you introduce a text to a group of students you might:
- Help them connect the text to their own lives, to their knowledge of the world, or to their literary experience.
- Demonstrate the kinds of questions readers ask about a text.
- Prompt them to think about the author’s style.
- Help them recall what they already know about a topic (for an informational text) or the setting or plot (for a narrative text).
- Help them discover and internalize literary language patterns they might not use in everyday speech.
- Reveal the structure of the whole text-how the author has organized the information.
- Stimulate their interest in the text so they want to read it.
- Bring to attention conventions of print such as punctuation, titles and subtitles, or chapter headings.
- Show them how to use text layout (side headings, for example) to help them search for information.
- Teach them to use the table of contents, indices, appendices, and other reference sections of texts.
- Highlight the genre and help them predict the characteristics of the text they are reading based on past experience.
Encourage them to look at the cover of the book and generate expectations of the text.

Prompt them to examine and interpret illustrations, charts, graphs, maps, and other visual aids and discuss how they communicate the meaning of the text.

Pay special attention to vocabulary and language structures that will be needed for English learners.

**Discussing and Revisiting the Text**

After reading, talk with students about the meaning of the text as well as:

- Invite them to make connections.
- Revisit the text to search for more information
- Invite them to talk about their personal experiences

Through the discussion, you help students:

- Summarize and synthesize information
- Communicate their ideas to others.
- Make inferences and hypotheses related to the text.
- Express the connections they are making between the text and their own lives.
- Benefit from the interpretations and understanding of others.
- Confirm and extend their understanding.
- Consult with others as they resolve dilemmas.
- Relate the text to other texts they have read.
- Think critically about the text—the facts or the language.
- Search the text for information to support or disapprove their thinking.
- Converse with one another about character development.
Teaching for Processing Strategies

Your teaching examples arise from your observation of students’ reading behavior as well as ongoing assessment of their needs.

You might think of this kind of teaching as a very quick mini-lesson related to the text and to the problem-solving actions that you want students to learn.