



# Guided Reading vs. Strategy Lessons



	Guided Reading	Strategy Lesson
Before Reading	<p><b>Type of Book:</b></p> <ul style="list-style-type: none"> <li>Unfamiliar text that is one level above the students' independent reading level               <ul style="list-style-type: none"> <li>All children have the same book</li> </ul> </li> </ul> <p><b>Children in Group:</b></p> <ul style="list-style-type: none"> <li>Short term, transient, ability groups</li> </ul> <p><b>Book Introduction:</b></p> <ul style="list-style-type: none"> <li>Teacher gives overview of the text: <i>title, setting, plot, tricky words or text features, picture walk</i></li> <li>Take the children to particular pages that might pose some difficulty</li> </ul>	<p><b>Type of Book:</b></p> <ul style="list-style-type: none"> <li>Can be a familiar text</li> <li>Children may have different texts since they need a book that is at or even below their independent reading level</li> </ul> <p><b>Children in Group:</b></p> <ul style="list-style-type: none"> <li>May contain children from different reading levels who struggle with the same skill</li> </ul> <p><b>Book Introduction:</b></p> <ul style="list-style-type: none"> <li>May not be a book introduction if students are rereading a familiar text to practice the strategy being taught</li> </ul> <p><b>Naming the Strategy:</b></p> <ul style="list-style-type: none"> <li>Lesson always begins with teacher naming the strategy, briefly demonstrating the strategy, and then inviting students to try it out               <ul style="list-style-type: none"> <li>Strategy Lessons resemble mini-lessons</li> </ul> </li> </ul>
During Reading	<p><b>First Reading:</b></p> <ul style="list-style-type: none"> <li>All students have their own text, read the text quietly and simultaneously, and usually in its entirety</li> <li>Teacher may ask certain students to whisper read so that she can listen in and even probe for comprehension</li> </ul> <p><b>Rereading:</b></p> <ul style="list-style-type: none"> <li>If a child finishes the text early, he or she rereads it or rereads a favorite page</li> </ul>	<p><b>First Reading:</b></p> <ul style="list-style-type: none"> <li>All students have their own text, read the text quietly and simultaneously,               <ul style="list-style-type: none"> <li>Teacher observes the students using the strategy</li> </ul> </li> </ul> <p><b>Rereading:</b></p> <ul style="list-style-type: none"> <li>If necessary, students are encouraged to reread their text to practice the strategy so that the teacher has time to coach all readers in the group</li> </ul>
After Reading	<p><b>Teaching Point:</b></p> <ul style="list-style-type: none"> <li>Occurs at the end of the lesson based on teacher's observations of a "tricky part"</li> <li>Teacher may use a white board or magnetic letters, but there tends not to be many accompanying teaching materials</li> </ul>	<p><b>Teaching Point:</b></p> <ul style="list-style-type: none"> <li>Teacher makes one more teaching point based on what she observes during the students' reading of the text               <ul style="list-style-type: none"> <li>Subsequent strategy lessons build upon this day's strategy lesson just as mini-lessons build upon one another</li> </ul> </li> </ul>

