



Guided Reading vs. Strategy Lessons



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

