

Guided Reading

When is a Child Ready for Guided Reading?

Key Indicators to Consider

Concepts of Print

1. The front of the book.
2. The back of the book.
3. Where to begin reading (first word).
4. The direction in which to read (left to right).
5. Where to go at the end of the line (return sweep top to bottom line).
6. One word/ two words.
7. First letter in a word.
8. Last letter in a word.
9. One letter/ two letters.
10. First word on the page.
11. Last word on the page
12. Names three letters on page (knows a significant number of letters of alphabet).
13. Points one-to-one as teacher reads (one-to-one matching of print to spoken word).

Oral Language

- Converses comfortably with other children and adults in English.

Maturity

- Stays focused in a small group for about 15 minutes.

Motivation/Interest

- Shows a desire to read.
- Show interest in books and is motivated to get information from books.
- Tries to read environmental print.

Social Implications

- Handles oneself in the group by taking turns and listening to others.

The Reading Process

- Uses meaning by “reading” emergent storybooks in a well-developed way with expression.
- Uses sentence structure, by retelling a story and chiming in during Shared Reading.
- Uses visual information, shown by using knowledge of beginning sounds and ending sounds during Shared Reading.

The Writing Process

- Rereads his own writing consistently with one to one matching.
- Understands that print holds meaning that stays consistent.
- Writes in ways that an adult (who is not her teacher) can read it- beginning and ending consonants, some medial consonants and spacing.