## Comparison of Conventional and Next Generation Guided Reading

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<th>Conventional Guided Reading</th>
<th>Next Generation Guided Reading</th>
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<tr>
<td><strong>Lesson Structure</strong></td>
<td>The lesson is preplanned and often programmatic, the teacher summarizes the text before the students read it, and the teacher preexposes students to potentially difficult vocabulary.</td>
<td>Text selection is the backbone of planning for guided reading. The teacher is responsive to student interactions with the text as students independently figure out what the text is about and apply problem solving strategies to figure out tricky parts.</td>
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<td><strong>Prompting</strong></td>
<td>The teacher decides which strategy would best help students figure out the tricky spot and supports students with specific prompts such as “Get your mouth ready” or “Look at the picture.”</td>
<td>The teacher lets students try different strategies—which may or may not work—and encourages their experimentation by offering broad prompts, such as “What will you try?” or “What can you do next?”</td>
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<td><strong>The Teacher’s Work</strong></td>
<td>The teacher explicitly instructs through much of the lesson; there is extensive teacher talk and direct instruction.</td>
<td>The teacher facilitates rather than directs the lesson, observing students as they resolve challenges in the text and making notes about their reading processes. There is extensive student interaction with the text.</td>
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<td><strong>The Students’ Work</strong></td>
<td>The students wait for teacher direction and prompting. There is much listening to direct instruction, and some reading.</td>
<td>Students decide how to interact with the text. They identify and puzzle through the tricky spots in the text. There is much reading.</td>
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This book doesn't make sense, is inappropriate somehow, or has problems that make it unusable. When you finish reading it you say, "Huh?"

The book has NO real complexity. It is basically a list or otherwise presents unconnected (although perhaps related) ideas on each page.

The book has SOME complexity. The text is connected across pages. There is something for readers to think about.

The book has A LOT of complexity. Text is connected across pages, usually in a sophisticated way. There is a parallel story carried by the pictures. This book has something about which beginning readers can really think.

Text Complexity Rubric:
A Tool for Selecting Guided Reading Texts
for Early and Emergent Readers

How To Plan for Next Generation Guided Reading Instruction
(in a Nutshell)
1. Group Students
   a. Who should be together?
      Consider:
      • In what ways are students’ needs alike or similar?
        o Reading process
        o Reading level
      • What is the range of abilities in this group?
      • Are their personalities/behaviors compatible?

2. Select Text
   a. What makes this text interesting and engaging for students?
   b. What problems are there for students to solve in this text?
      1. What words may students need to decode?
      2. What other print challenges can be found in this text? (e.g. italics, dashes, hyphens, multisyllabic words, etc.)
      3. What will students need to work to understand? (e.g. point of view, flashback, vocabulary, irony, sarcasm, multiple characters, humor, satire, etc.)
      4. What do students have to think think about? (e.g. diversity, empathy, insight into experiences of others, connections to their own lives)

3. Mark potential tricky spots with sticky notes so that you are prepared to help if students experience difficulty.

Who’s Doing the Work?
# How to Lead a Next Generation Guided Reading Session (in a Nutshell)

## 1. Gather Students for Instruction

### BEFORE READING

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| - Distribute copies of text  
- Ask question(s) that reveal something about students’ pre-reading habits and strategies:  
  - What do you notice?  
  - What else do you notice?  
  - What will you do to get started? | - Look at cover of text.  
- Discuss with partner or group their thinking about and expectations for book. |

### DURING READING

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| - Pull up alongside students to listen to them read.  
- Take running records and anecdotal notes.  
- Coach students when they encounter difficulties:  
  - What can you try?  
  - What do you know?  
  - What else can you try?  
  - What else do you know?  
  - How can you check?  
- Talk with students about what they understand. | - Read.  
- Think.  
- Reread.  
- Notice the tricky spots. (monitor)  
- Problem solve.  
- Confirm or refute solutions. (cross-check).  
- Understand. |

### AFTER READING

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| - Facilitate conversation about text:  
  - Discuss complexities and nuances of text (i.e. What was so funny? What surprised you? How did you feel when…)  
- Facilitate conversation about process:  
  - What did you find tricky? | - Talk about complexities and nuances of text.  
- Articulate what was tricky.  
- Reflect on and describe strategies used to work through tricky spots. |
How did you work through those tricky spots?
- Celebrate and reinforce what students do well.
- Listen as others discuss their understandings and strategies.

Guided Reading Reminders

- ALWAYS make engagement and student interest the most important criteria in text selection; it seduces them into doing hard work independently.
- Establish a procedure for having children reread texts. Make this a routine. For example, beginning readers can reread the previous day’s text at the beginning of each lesson, while older readers can reread a chapter for homework or during independent reading.
- Have children bring their bag of books to the table when they gather for guided reading. They can read from their browsing bags while they wait for the lesson to start and/or if they finish reading the new book/passage. You can have them put their bags under their seats when you need them out of the way.
- The titles of guided reading books usually are not leveled. If the title is not within the reading level of students, just tell them the name of the book. Don’t let the title bog down the guided reading session.
- Give children time to solve problems before prompting them. Enough time often feels like too much time! To get a sense of how much wait time you are giving students, audio or video tape a lesson.
- When children read a word, whether they read it correctly or incorrectly, don’t confirm/refute their answer. Just say How do you know? and How else do you know? to get them to practice self monitoring.
- If children focus on the print more than the meaning, teach them to look at the pictures on each page carefully before they try to read the words. Teach this intentionally and thoroughly during shared reading and expect it to carry over into guided reading.
- Collect running records or anecdotal notes about students’ reading processes as you listen to them read. This will make it easier to let them do the work and give you a valuable record of their reading progress.
- If you have to talk a lot to get students through the book successfully, the book is probably too hard.
- Guided reading sessions are short, 15 to 20 minutes. If your guided reading lessons are too long or students are getting little time to actually read, you may be talking too much, i.e. doing too much of the work.
- Connect guided reading to shared reading. Teach less during guided reading by addressing patterns of misunderstanding during shared reading.
- Unless the book is very short or the group is very small, you won’t be able to listen to every child read the whole text. Limit your time with each student.
- Rather than telling children to look at something specific in the pictures or in the meaning of the text, say, What do you notice? Teach them to search for information themselves.
LIST OF RELATED CITATIONS
“Preventing Misguided Reading: The Next Generation of Guided Reading”


