

TEACHER'S CHECKLIST FOR GUIDED READING

In preparing and presenting my lesson in this block, I have...

- ___ 1. Presented a comprehension skill or strategy before reading and followed it up after reading.
- ___ 2. Introduced new material by previewing pictures and making predictions.
- ___ 3. Provided grade level and easier material for this block.
- ___ 4. Used basals, multiple copies of trade books, big books, and content area materials.
- ___ 5. Established prior knowledge by helping students to make connections between the content and what is familiar to them.
- ___ 6. Varied the types of materials/texts presented on multiple days during this block.
- ___ 7. Established and stated a clear purpose for students' reading and followed this up after reading.
- ___ 8. Provided consistent models of the types of higher-level questions that students should ask of themselves, partners, and literacy circles during and after reading.
- ___ 9. Arranged grouping during Segment Two (reading) that is flexible and purposeful. Readers who need greater levels of support are paired with stronger readers or work in a small group. No grouping remains stagnant or easily identifiable, especially with struggling readers.