Teaching Comprehension During Guided Reading

**Guided Reading and the Common Core**
“The CCSS leave room for teachers to determine how those goals are to be reached...teachers are free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.” (2010a, 4).

“Tailor your whole class so that you move the majority of your students in a way that has real traction, and then tailor small-group teaching to support students who are earlier or more advanced in their level of skill development.” Calkins, *Pathways to the Common Core*, p. 53

**Opportunities for Teaching Comprehension during Guided Reading**

<table>
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<tr>
<th>Text Selection</th>
<th>Select a text challenging enough to offer learning/teaching opportunities. Consider a range of instructional reading levels and background knowledge.</th>
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<tbody>
<tr>
<td>Preview and Predict</td>
<td>Introduce the text with a short gist statement that piques student interest. Invite students to preview the text features (pictures, table of contents, diagraphs, index) and make predictions or ask questions.</td>
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<tr>
<td>Reading with Prompting</td>
<td>Coach students as they read the text (softly or silently). Differentiate prompting according to students’ need. Retell, inference, character analysis, etc.</td>
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| Teaching and Discussion | Prepare a few thought-provoking questions that challenge students to think. Support a discussion of the text. Ask students to refer to the text for support.  
  - Explicit teaching/modeling  
  - Comprehension conversation  
  - Common Core connections |
| Guided Writing | Support students as they write a response to the text they read. Challenge them to think deeper, reread the text, and use the text to support their ideas. Use prompts that match the strategy focus and connect to the Common Core Standards. |
### Prompts and Scaffolds Related to Common Core Standards

<table>
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<th>CCS</th>
<th>Strategy</th>
<th>Prompts/Discussion questions</th>
<th>Scaffolds</th>
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</table>
| 1   | Literal comprehension | • What happened? What did you read?  
• What did you learn?  
• What did you notice?  
• What’s important? | • STP  
• Who – What  
• VIP |
| 1   | Ask and answer questions | • What questions do you have?  
• What confused you?  
• What are you wondering? | • Flag a portion of text and write a question about it.  
• Question stems |
| 2   | Central Idea | • What was the central message/lesson/moral? Why do you think that?  
• How did the author use reasons and evidence to support the main idea? | • Turn heading into a question  
• Jot down ideas that answer the question. |
| 2   | Summarize | • Summarize this part in a sentence or two.  
• What’s the most important part of this text? | • Who – What  
• SWBS  
• Key word>summary  
• VIP |
| 3   | Character analysis | • How did the character feel at the B-M-E? What caused those feelings?  
• What words would you use to describe [character]?  
• Did [character] change throughout the story? How? What caused the change?  
• What motivated the character to do (or say) that? | • Insert sticky notes where character’s feelings change.  
• Provide list of character traits  
• 2 columns: action – trait  
• 2 columns: action – motivation |
| 3   | Analyze Relationships | • Describe the relationship between _____ and _____. (events, ideas, people, or concepts) | • Graphic organizers |
| 4   | Vocabulary | • What can you do to figure out this word? (clues, parts, pictures, glossary, etc.) | • Flag new words  
• Use vocabulary strategy card |
| 4, 6, 9 | Compare/contrast | • Have you read other texts like this?  
• How does this text compare to __________ (text by the same author or on a similar topic)? | • Question/answer stems  
*How are ___ and ___ similar (or different)?  
___ & ___ are different because…..* |
| 7   | Use text features | • Why did the author include the map, illustration, or chart on page _____?  
• What questions can you ask about it?  
• How do the illustrations contribute to the meaning/mood? | • Question/answer stems  
*Why…  
How…  
What…* |
| 6, 9 | Evaluate | • What did you think about this text?  
• How is this book similar to or different from another book you’ve read?  
• What is your opinion? How is it different or similar to the author’s? | • Take a fact from the text and turn it into an opinion.  
• Take an opinion from the text and turn it into a fact. |
**STP**

STOP - at the end of a page.

THINK - What did I read?

PARAPHRASE - Retell in your own words.

**VIP**

(Very Important Part)

(N) What surprised you? What was the most important thing that happened? How (or why) did the character change?

(I) Use the title, headings and text features. What is the Very Important Part on this page?

**Who-What**

WHO was this part mostly about?

WHAT was the most important thing s/he did?

**Ask Questions**

Flag an interesting sentence.

Write a question about it.

*What?...How?...Why?*

Share and answer questions.

**Character Analysis**

Flag a character’s action or dialogue.

Why did the character say that?

Why did the character do that?

**Somebody~Wanted~But~So**

____________________ (somebody)

wanted ____________________

but________________________

so__________________________