

# Guided Reading Checklist for Teachers

Am I ready to implement Guided Reading at a high level?

	Expectations	Executed
Before the Guided Reading Lesson, I...	<b>Purposefully grouped scholars</b> into groups of 6-8 (potentially more at higher level bands) based on level band and similar needs.	
	Identified each scholar's key <b>area of support</b> (decoding, fluency, and/or comprehension) and made a strategic <b>plan for coaching</b> .	
	<b>Strategically chose a book</b> at the appropriate level or level band that meets the needs of my group of scholars.	
	<b>Read the entire text and understand the main idea.</b>	
	Established a <b>note-taking system</b> to make note of observations and coaching in order to make purposeful instructional moves, hold scholars accountable for consistently applying their next steps, and track scholar growth.	
	<b>Planned for Independent Reading / Independent Work</b> for Guided Reading groups who are not meeting that day. *This is most appropriate for HF groups who do not meet daily.	
	<b>Taught scholars an organized desk set-up routine</b> , i.e., Reading Logs, Reading Notebooks, pencils, bookmarks, and books all have a place.	
During Guided Reading, I...	<b>Follow the structure</b> of a Guided Reading lesson, beginning with the launch, independent reading with strategic and planned coaching, and a wrap up discussion, where I make sure all scholars understand the book.	
	<ul style="list-style-type: none"> <li>● <b>Build interest</b> around the book by briefly introducing the text.</li> </ul>	
	<ul style="list-style-type: none"> <li>● <b>Highlight words that are essential to understanding</b> the main idea.</li> </ul>	
	<ul style="list-style-type: none"> <li>● <b>Hone in on a particularly challenging or confusing aspect of the text</b>, if appropriate.</li> <li>● <b>Assign a thinking job</b> appropriate to the genre to guide scholars as they read.</li> </ul>	

	Expectations	Executed
During Guided Reading I... (cont.)	<b>Check for scholar understanding</b> of the expectations and thinking work during the Launch.	
	<b>Have a plan for coaching</b> my group of scholars in hand and implement this plan.	
	Use a <b>note-taking system</b> , such as a checklist, clipboard, notebook, etc.	
	<b>Check for scholar understanding</b> after reading the book or section.	
	<b>Move scholars to the next level</b> when ready, once they have finished the book they are reading*. *Scholars reading chapter books or longer texts should NOT be moved to a new group before finishing the book.	
	<b>Let scholars keep and independently reread the book</b> for about a week*. *This is recommended whenever possible.	
	Monitor the room, <b>briefly studying scholars' Reading Logs</b> in grades 3 and 4, to ensure that scholars are focused and reading at the appropriate rate.	
After Guided Reading, I...	<b>Use observation and coaching notes</b> to make instructional decisions.	
	<b>Communicate</b> with colleagues regarding the scholars in my Guided Reading group, e.g., scholar successes, level changes/moving groups, book shopping, or scholar struggles.	