**STEPS IN GUIDED READING**
For Students and Tutors

1~ BEFORE READING Introduce the new selection: title, author, a brief synopsis (without revealing the ending). Establish a purpose for this reading (such as, "We’re going to learn about how fish live underwater").

2~ BEFORE READING Ask student for prior knowledge (if any) about the subject of the selection.

3~ BEFORE READING Locate unknown words in the text and make a list of them; find their definitions; perhaps have student keep a notebook of new words learned.

4~ BEFORE READING Discuss briefly the strategies that students can use if they get stuck on a word (such as reread the sentence, look at context clues, use the dictionary, look at the pictures, ask the tutor, etc.).

5~ DURING READING Students sometimes read silently to themselves or sometimes read aloud; student asks for clarification or tutor asks questions regarding characters, setting, plot, motivation, prediction, etc. Tutor guides the student’s understanding. **Students should read the selection twice for maximum comprehension.**

6~ AFTER READING Discuss the story; student clarifies meanings and understandings for himself/herself.

7~ AFTER READING Ask students what the “point” or lesson of the selection was; discuss possible ideas.

7~ AFTER READING Student answers comprehension questions; tutor scores and reteaches where necessary.

**For read-alouds:**

~Tutor and student may alternate reading paragraphs
~Student may read aloud alone
~Some passages, such as poems, may work well with simultaneous (choral) reading

**Tutor:**

Occasionally model **read-alouds** for students: use expressive voice, make questions sound like questions and excitement sound like excitement. Pause where pauses are likely, and build suspense or interest with the intonation of your voice.

A **think-aloud** is much like a read-aloud, except the tutor verbalizes what goes through his/her mind while reading. Modeling this allows the student to learn what should be going through his own mind while reading.

Ex: "Hmmm. I see this word, *conv*ey. I don’t know it. Let me see if I can figure it out by reading the sentence again."

Ex: "*Edgar reluctantly picked up his trumpet and fumbled over his sheet music.*” “Hmmm, it sounds to me like Edward doesn’t really want to play, ‘cause he picked up his trumpet ‘reluctantly,’ which means without really wanting to. I’ll have to read more to find out why he doesn’t want to play his trumpet.”