





# Guided Reading at the Developmental Levels of Reading

Students can be at one of the four levels in their reading development: early emergent, upper emergent, early fluency, or fluency. A Guided Reading lesson will vary in the method of presentation, in the difficulty of books selected, and in the focus skills at each developmental level. Guidelines are discussed below.



## Early Emergent Level (K-1)

-  **Focus Skills:** Teach students the features of a book – front and back, title and title page, top and bottom of the page, where to begin, directionality, one-to-one correspondence, word/space, and basic punctuation. Students learn a minimum of ten high-frequency words. They learn that print contains meaning.
-  **Book Characteristics:** Raise students' awareness of book characteristics – illustrations match the text, rhyme, repetition, and natural language; and story beginnings, middles, and endings. Students make and confirm predictions.



## Upper Emergent Level (K-1)

-  **Focus Skills:** Continue to reinforce the features of a book. Increase the number of known high frequency words to twenty. Teach all the letters and initial consonants. Begin to teach reading strategies.
-  **Book Characteristics:** Continue to reinforce students' knowledge of book characteristics. In addition, point out dialogue. Have students pose questions and generate answers based on the text and illustrations.

## Early Fluency Level

-  **Focus Skills:** Continue to reinforce previous skills. Develop reading independence in the students by teaching cross-checking using picture clues, reading on to gain meaning, beginning and ending consonants, identifying punctuation, rereading for meaning, and self-correcting. Increase the number of known sight words to forty. Give students opportunities to retell stories and to infer more from the text to better understand the author's intent.
-  **Book Characteristics:** Students will notice more complex book characteristics such as more complex story lines and plots, characters that are more developed, similes and metaphors, paragraphs rather than simple sentences, and story lines that involve different cultures and settings.

## Fluency Level (second grade)

-  **Focus Skills:** At this level, children should increase reading fluency, improve the ability to read text independently, successfully use and integrate reading strategies, and understand basic literary elements.
-  **Book Characteristics:** Books for the fluency level readers are any literature selections that are appropriate for the student's reading and emotional levels.