

**THANK YOU** for downloading *Lower vs Upper*  
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There are differences between teaching guided reading in the lower levels and the upper levels. I hesitate to say K-2 and 3-5 because we have higher-level readers in K-2 and lower-level readers in 3-5. This graphic organizer is a quick reference on tips for changing instruction based on level.

**In return, I ask that you...**

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**Please feel free to email with questions**

**SINCERELY,  
KAREN  
HAAG**

## Lower Levels Guided vs. Upper Levels Reading Circles

<b>Lower</b> (generally, K-2)	<b>Upper</b> (generally, 3-5)
Start by reading a familiar book.	Begin by sharing what students wrote in their journals from yesterday as a review.
Choose a book to read. Choose from a selection of books.	Help children determine how much reading they can get done today. (Let children choose from a selection of chapter books initially.)
Talk about the title, author, illustrations and predictions.	Ask, "What are we reading to find out today?"
Picture walk through the book with children.	Look through the chapter. Look at the chapter title and illustrations. In nonfiction, read titles, subtitles, look at pictures and captions, etc.
"Plant" language in conversation during the picture walk. Choose words like "bureau" and "petticoat" --- words the students will probably not know.	"Plant" language in conversation during the overview. Introduce children to (1) words they cannot figure out and (2) are important to the story.
Read the book. Use Round Robin Alternatives. The teacher reads with one child at a time privately --- taking notes about what the child does well and what needs to be taught.	Read the selection. Use Round Robin Alternatives. The teacher reads with one child at a time privately --- taking notes about what the child does well and what needs to be taught.
Children reread the book while they're waiting for their peers to finish: 1 <sup>st</sup> time for overall story 2 <sup>nd</sup> time for details 3 <sup>rd</sup> time for comprehension.	Children reread the selection while they're waiting for their peers to finish: 1 <sup>st</sup> time for overall story 2 <sup>nd</sup> time for details 3 <sup>rd</sup> time for comprehension.
Follow-up activity. (Optional)	Write in response journals: (1) What did I learn today about reading? (2) How can I apply that learning to other selections I read?