Comparison of Conventional and Next Generation Guided Reading

	Conventional Guided Reading	Next Generation Guided Reading
Lesson Structure	The lesson is preplanned and often programmatic, the teacher summarizes the text before the students read it, and the teacher pre-exposes students to potentially difficult vocabulary.	Text selection is the backbone of planning for guided reading. The teacher is responsive to student interactions with the text as students independently figure out what the text is about and apply problem solving strategies to figure out tricky parts.
Prompting	The teacher decides which strategy would best help students figure out the tricky spot and supports students with specific prompts, such as "Get your mouth ready" or "Look at the picture."	The teacher lets students try different strategies –which may or may not work-encourages their experimentation by offering broad prompts, such as "What will you try?" or "What can you do next?"
The Teacher's Work	The teacher explicitly instructs through much of the lesson; there is extensive teacher talk and direct instruction.	The teacher facilitates rather than directs the lesson, observing students as they resolve challenges in the text and making notes about their reading processes. There is extensive student interaction with text.
The Students' Work	The students wait for teacher direction and prompting. There is much listening to direct instruction, and some reading.	Students decide how to interact with the text. They identify and puzzle through the tricky spots in text. There is much reading.