

## GUIDED READING LESSON PLAN

|                            |                   |               |  |   |
|----------------------------|-------------------|---------------|--|---|
| <b>DATE:</b>               |                   | <b>LEVEL:</b> | <b><u>Within the Text</u></b>  | <b><u>Beyond the Text</u></b>   |
| <b>GROUP MEMBERS:</b>      |                   |               | <b>Solving Words</b><br>___ Notice new/interesting words<br>___ solve content specific words using graphics, word boxes<br>___ apply problem solving strategies to complex words   | <b>Predicting:</b><br>___ Use text structure to predict outcome<br>___ Use text evidence to confirm/disprove  |
| <b>TEXT</b>                |                   |               | <b>Monitoring/Correcting</b><br>___ Monitor accuracy and understanding, self-correcting when errors detract from meaning.  | <b>Making Connections</b><br>Bring knowledge from<br>___ background ___ other text  |
| <b>INSTRUCTIONAL FOCUS</b> |                   |               | <b>Searching for/Using Information</b><br>___ captions, photos, other text features<br>_____<br>___ compound sentences<br>___ dialogue<br>___ plot tension/suspense (narrative)  | <b>Synthesizing</b><br>___ Differentiate between what is known and new information<br>___ Mentally form categories of related info<br>___ Express changes in ideas/learning after reading   |
| <b>WORD WORK</b>           | <b>VOCABULARY</b> |               | <b>Summarizing</b><br>___ Follow and remember a sequence of events in chronological order<br>___ Identify important ideas and report them in an organized manner<br>___ Identify and understand sets of related ideas  | <b><u>About the Text</u></b><br><b>Analyzing</b><br>___ Notice variety in layout/text features<br>___ Understand when author has used compare/contrast, cause/effect, etc.<br>___ Notice how author used pictures or other graphics to convey meaning<br><b>Critiquing</b><br>___ Evaluate quality of text feature, interest level.<br>___ Notice author's qualifications to write text |
| <b>OBSERVATIONS</b>        |                   |               |  |   |
| <b>NEXT TIME</b>           |                   |               | <b>Keep in Mind</b>  |   |
|                            |                   |               | <b>Fluency:</b> Phrased, fluent oral reading with expression that reflects understanding of author's purpose, characters, expression, appropriate use of pausing/intonation.<br><b>Comprehension:</b> Based on observations during discussion, revisit text to clarify/extend understanding. Remind students to go back to the text to support answers. <i>What makes you think that? What part of the text made you think that?</i> |   |