

## GUIDED READING LESSON PLANS: INFORMATIONAL TEXT

DATE:	LEVEL:		
GROUP MEMBERS:		<p style="text-align: center;"><b><u>Within the Text</u></b></p> <p><b>Solving Words</b>  <input type="checkbox"/> Notice new/interesting words  <input type="checkbox"/> solve content specific words using graphics, word boxes  <input type="checkbox"/> apply problem solving strategies to complex words</p> <p><b>Monitoring/Correcting</b>  <input type="checkbox"/> Monitor accuracy and understanding, self-correcting when errors detract from meaning.</p> <p><b>Searching for/Using Information</b>  <input type="checkbox"/> captions, photos, other text features  <hr style="width: 50%; margin: 5px 0;"/> <input type="checkbox"/> compound sentences  <input type="checkbox"/> dialogue  <input type="checkbox"/> plot tension/suspense (narrative)</p> <p><b>Summarizing</b>  <input type="checkbox"/> Follow and remember a sequence of events in chronological order  <input type="checkbox"/> Identify important ideas and report them in an organized manner  <input type="checkbox"/> Identify and understand sets of related ideas</p>	<p style="text-align: center;"><b><u>Beyond the Text</u></b></p> <p><b>Predicting:</b>  <input type="checkbox"/> Use text structure to predict outcome  <input type="checkbox"/> Use text evidence to confirm/disprove</p> <p><b>Making Connections</b>            Bring knowledge from  <input type="checkbox"/> background <input type="checkbox"/> other text</p> <p><b>Synthesizing</b>  <input type="checkbox"/> Differentiate between what is known and new information  <input type="checkbox"/> Mentally form categories of related info  <input type="checkbox"/> Express changes in ideas/learning after reading</p> <p style="text-align: center;"><b><u>About the Text</u></b></p> <p><b>Analyzing</b>  <input type="checkbox"/> Notice variety in layout/text features  <input type="checkbox"/> Understand when author has used compare/contrast, cause/effect, etc.  <input type="checkbox"/> Notice how author used pictures or other graphics to convey meaning</p> <p><b>Critiquing</b>  <input type="checkbox"/> Evaluate quality of text feature, interest level.  <input type="checkbox"/> Notice author's qualifications to write text</p>
TEXT			
INSTRUCTIONAL FOCUS			
WORD WORK	VOCABULARY	OBSERVATIONS	
NEXT TIME		<p style="text-align: center;"><b>Keep in Mind</b></p> <p><b>Fluency:</b> Phrased, fluent oral reading with expression that reflects understanding of author's purpose, characters, expression, appropriate use of pausing/intonation.</p> <p><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></p>	