

## GUIDED READING LESSON PLANS: INFORMATIONAL TEXT

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