

GUIDED READING LESSON PLANS: INFORMATIONAL TEXT

DATE:	LEVEL:	<p style="text-align: center;"><u>Within the Text</u></p> <p>Solving Words ___ Notice new/interesting words ___ solve content specific words using graphics, word boxes ___ apply problem solving strategies to complex words</p> <p>Monitoring/Correcting ___ Monitor accuracy and understanding, self-correcting when errors detract from meaning.</p> <p>Searching for/Using Information ___ captions, photos, other text features _____ ___ compound sentences ___ dialogue ___ plot tension/suspense (narrative)</p> <p>Summarizing ___ 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</p>	<p style="text-align: center;"><u>Beyond the Text</u></p> <p>Predicting: ___ Use text structure to predict outcome ___ Use text evidence to confirm/disprove</p> <p>Making Connections Bring knowledge from ___ background ___ other text</p> <p>Synthesizing ___ Differentiate between what is known and new information ___ Mentally form categories of related info ___ Express changes in ideas/learning after reading</p> <p style="text-align: center;"><u>About the Text</u></p> <p>Analyzing ___ 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</p> <p>Critiquing ___ Evaluate quality of text feature, interest level. ___ Notice author's qualifications to write text</p>
GROUP MEMBERS:			
TEXT			
INSTRUCTIONAL FOCUS			
WORD WORK	VOCABULARY		
OBSERVATIONS			
NEXT TIME		<p style="text-align: center;">Keep in Mind</p> <p>Fluency: Phrased, fluent oral reading with expression that reflects understanding of author's purpose, characters, expression, appropriate use of pausing/intonation.</p> <p>Comprehension: 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>	