

GUIDED READING LESSON PLAN

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