

GUIDED READING LESSON PLAN

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>	