

## GUIDED READING LESSON PLANS: INFORMATIONAL TEXT

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