

GUIDED READING LESSON PLANS: INFORMATIONAL TEXT

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|----------------------------|-------------------|---------------|--|--|
| DATE: | | LEVEL: | <u>Within the Text</u> | <u>Beyond the Text</u> |
| GROUP MEMBERS: | | | Solving Words <input type="checkbox"/> Notice new/interesting words <input type="checkbox"/> solve content specific words using graphics, word boxes <input type="checkbox"/> apply problem solving strategies to complex words | Predicting: <input type="checkbox"/> Use text structure to predict outcome <input type="checkbox"/> Use text evidence to confirm/disprove |
| TEXT | | | Monitoring/Correcting <input type="checkbox"/> Monitor accuracy and understanding, self-correcting when errors detract from meaning. | Making Connections Bring knowledge from <input type="checkbox"/> background <input type="checkbox"/> other text |
| INSTRUCTIONAL FOCUS | | | Searching for/Using Information <input type="checkbox"/> captions, photos, other text features <hr style="width: 50%; margin: 5px auto;"/> <input type="checkbox"/> compound sentences <input type="checkbox"/> dialogue <input type="checkbox"/> plot tension/suspense (narrative) | Synthesizing <input type="checkbox"/> Differentiate between what is known and new information <input type="checkbox"/> Mentally form categories of related info <input type="checkbox"/> Express changes in ideas/learning after reading |
| WORD WORK | VOCABULARY | | Summarizing <input type="checkbox"/> Follow and remember a sequence of events in chronological order <input type="checkbox"/> Identify important ideas and report them in an organized manner <input type="checkbox"/> Identify and understand sets of related ideas | <u>About the Text</u> |
| OBSERVATIONS | | | | Analyzing <input type="checkbox"/> Notice variety in layout/text features <input type="checkbox"/> Understand when author has used compare/contrast, cause/effect, etc. <input type="checkbox"/> Notice how author used pictures or other graphics to convey meaning |
| 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> | |