

# GUIDED READING LESSON PLANS: INFORMATIONAL TEXT

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