

GUIDED READING LESSON PLAN

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|---------------------|---|--------------------------------------|--|
| DATE: | LEVEL: | Teaching Points: Choose 1-2 each day | |
| GROUP MEMBERS: | <p style="text-align: center;"><u>Within the Text</u></p> <p>Solving Words</p> <ul style="list-style-type: none"> ___ Notice new/interesting words ___ solve content specific words using graphics, word boxes ___ apply problem solving strategies to complex words <p>Monitoring/Correcting</p> <ul style="list-style-type: none"> ___ Monitor accuracy and and understanding, self-correcting when errors detract from meaning. <p>Searching for/Using Information</p> <ul style="list-style-type: none"> ___ captions, photos, other text features ___ compound sentences ___ dialogue ___ plot tension/suspense (narrative) <p>Summarizing</p> <ul style="list-style-type: none"> ___ 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 | | |
| TEXT /STATEMENT | <p style="text-align: center;"><u>Beyond the Text</u></p> <p>Predict/Infer:</p> <ul style="list-style-type: none"> ___ Use text structure to predict outcome ___ Use text evidence to confirm/disprove ___ Use a character's words/actions to create understanding <p>Making Connections</p> <ul style="list-style-type: none"> Bring knowledge from ___ background ___ other text <p>Synthesizing</p> <ul style="list-style-type: none"> ___ Differentiate between what is known and new information ___ Mentally form categories of related info ___ Express changes in ideas/learning after reading <p style="text-align: center;"><u>About the Text</u></p> <p>Analyzing</p> <ul style="list-style-type: none"> ___ 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 <p>Critiquing</p> <ul style="list-style-type: none"> ___ Evaluate quality of text feature, interest level. ___ Notice author's qualifications to write text | | |
| INSTRUCTIONAL FOCUS | <p style="text-align: center;"><u>Keep in Mind</u></p> <p>Fluency: Phrased, fluent oral reading with expression that reflects understanding of author's purpose, characters, expression, appropriate use of pausing/intonation.</p> <p>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></p> | | |
| WORD WORK | VOCABULARY | | |
| OBSERVATIONS | | | |
| NEXT TIME | | | |

Observations

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| <p>Monitors for Meaning: (+) always, (✓) sometimes, (-) rarely</p> <p>Decodes:</p> <p>(+) Uses beginning, medial, and final letters; attends to parts and endings;</p> <p>(✓) Uses beginning and final letters; ignores medial sounds and some endings;</p> <p>(-) Uses some letter sounds; not consistent in attending to visual cues</p> <p>Fluency:</p> <p>3 = phrased & fluent with expression;</p> <p>2 = phrased but without intonation, ignores some punctuation;</p> <p>1 = word by word; some phrasing</p> <p>Retelling:</p> <p>(+) complete, sequential</p> <p>(✓) partial, repeats same points over and over</p> <p>(-) very limited/weak</p> <p>Name: _____ Date: _____</p> <p>Monitors: _____</p> <p>Decodes: _____</p> <p>Fluency: _____</p> <p>Retelling: _____</p> | <p>Name: _____ Date: _____</p> <p>Monitors: _____</p> <p>Decodes: _____</p> <p>Fluency: _____</p> <p>Retelling: _____</p> | <p>Name: _____ Date: _____</p> <p>Monitors: _____</p> <p>Decodes: _____</p> <p>Fluency: _____</p> <p>Retelling: _____</p> |

GUIDED READING LESSON PLAN: DAY TWO

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|------------------------|--------|--|---|
| DATE: | LEVEL: | | |
| DISCUSSION QUESTIONS | | <p style="text-align: center;">Teaching Points: Choose 1-2 each day</p> <p style="text-align: center;"><u>Within the Text</u></p> <p>Solving Words</p> <p>___ Notice new/interesting words</p> <p>___ solve content specific words using graphics, word boxes</p> <p>___ apply problem solving strategies to complex words</p> <p>Monitoring/Correcting</p> <p>___ Monitor accuracy and understanding, self-correcting when errors detract from meaning.</p> <p>Searching for/Using Information</p> <p>___ captions, photos, other text features</p> <p>___ compound sentences</p> <p>___ dialogue</p> <p>___ plot tension/suspense (narrative)</p> <p>Summarizing</p> <p>___ Follow and remember a sequence of events in chronological order</p> <p>___ Identify important ideas and report them in an organized manner</p> <p>___ Identify and understand sets of related ideas</p> | |
| GUIDED WRITING PROMPT: | | <p>Predict/Infer:</p> <p style="text-align: center;"><u>Beyond the Text</u></p> <p>___ Use text structure to predict outcome</p> <p>___ Use text evidence to confirm/disprove</p> <p>___ Use a character's words/actions to create understanding</p> <p>Making Connections</p> <p>Bring knowledge from</p> <p>___ background ___ other text</p> <p>Synthesizing</p> <p>___ Differentiate between what is known and new information</p> <p>___ Mentally form categories of related info</p> <p>___ Express changes in ideas/learning after reading</p> | <p style="text-align: center;"><u>About the Text</u></p> <p>Analyzing</p> <p>___ Notice variety in layout/text features</p> <p>___ Understand when author has used compare/contrast, cause/effect, etc.</p> <p>___ Notice how author used pictures or other graphics to convey meaning</p> <p>Critiquing</p> <p>___ Evaluate quality of text feature, interest level.</p> <p>___ Notice author's qualifications to write text</p> |
| OBSERVATIONS | | <p>Keep in Mind for Next Time</p> | |

Observations

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| <p>Monitors for Meaning: (+) always, (✓) sometimes, (-) rarely</p> <p>Decodes:</p> <p>(+) Uses beginning, medial, and final letters; attends to parts and endings;</p> <p>(✓) Uses beginning and final letters; ignores medial sounds and some endings;</p> <p>(-) Uses some letter sounds; not consistent in attending to visual cues</p> <p>Fluency:</p> <p>3 = phrased & fluent with expression;</p> <p>2 = phrased but without intonation, ignores some punctuation;</p> <p>1 = word by word; some phrasing</p> <p>Retelling:</p> <p>(+) complete, sequential</p> <p>(✓) partial, repeats same points over and over</p> <p>(-) very limited/weak</p> | <p>Name: _____</p> <p>Date: _____</p> <p>Monitors: _____</p> <p>Decodes: _____</p> <p>Fluency: _____</p> <p>Retelling: _____</p> | <p>Name: _____</p> <p>Date: _____</p> <p>Monitors: _____</p> <p>Decodes: _____</p> <p>Fluency: _____</p> <p>Retelling: _____</p> |
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