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| Guided rEading Lesson Plan | | | |
| Date: | LEVEL: | **Within the Text**  **Solving Words**  \_\_\_Notice new/interesting words  \_\_\_solve content specific words using  graphics, word boxes  \_\_\_apply problem solving strategies to  complex words  **Monitoring/Correcting**  **\_\_\_**Monitor accuracy and and understanding, self-correcting when errors detract from meaning.  **Searching for/Using Information**  **\_\_\_**captions, photos, other text features  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_**compound sentences  \_\_\_dialogue  \_\_\_plot tension/suspense (narrative)  **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 | **Beyond the Text**  **Predicting:**  **\_\_\_**Use text structure to predict outcome  **\_\_\_**Use text evidence to confirm/disprove  **Making Connections**  Bring knowledge from  \_\_\_background \_\_\_other text  **Synthesizing**  \_\_\_Differentiate between what is known  and new information  \_\_\_Mentally form categories of related info  \_\_\_Express changes in ideas/learning after  reading  **About the Text**  **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 |
| Group Members: | |
| Text | |
| Instructional Focus | |
| Word Work | Vocabulary |
| 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. *What makes you think that? What part of the text made you think that?* | |