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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?* |