### GUIDED READING LESSON PLANS: INFORMATIONAL TEXT

<table>
<thead>
<tr>
<th>DATE:</th>
<th>LEVEL:</th>
<th><strong>Within the Text</strong></th>
<th><strong>Beyond the Text</strong></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Solving Words</td>
<td>Predicting:</td>
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<td></td>
<td></td>
<td><em>Notice new/interesting words</em></td>
<td><em><strong>Use text structure to predict outcome</strong></em></td>
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<td></td>
<td></td>
<td><em>solve content specific words using graphics, word boxes</em></td>
<td><em><strong>Use text evidence to confirm/disprove</strong></em></td>
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<td><em>apply problem solving strategies to complex words</em></td>
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<td>Monitoring/Correcting</td>
<td>Making Connections</td>
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<td><em>Monitor accuracy and understanding, self-correcting when errors detract from meaning.</em></td>
<td>Bring knowledge from</td>
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<td>___background <em><strong>other text</strong></em></td>
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<td>Searching for/Using Information</td>
<td>Synthesizing</td>
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<td></td>
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<td><em>captions, photos, other text features</em></td>
<td><em><strong>Differentiate between what is known and new information</strong></em></td>
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<td></td>
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<td><em>compound sentences</em></td>
<td><em><strong>Mentally form categories of related info</strong></em></td>
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<td><em>dialogue</em></td>
<td><em><strong>Express changes in ideas/learning after reading</strong></em></td>
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<td><em>plot tension/suspense (narrative)</em></td>
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<td></td>
<td>Summarizing</td>
<td>About the Text</td>
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<td><em>Follow and remember a sequence of events in chronological order</em></td>
<td>Analyzing</td>
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<td><em>Identify important ideas and report them in an organized manner</em></td>
<td><em><strong>Notice variety in layout/text features</strong></em></td>
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<td><em>Identify and understand sets of related ideas</em></td>
<td><em><strong>Understand when author has used compare/contrast, cause/effect, etc.</strong></em></td>
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<td><em><strong>Notice how author used pictures or other graphics to convey meaning</strong></em></td>
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<td><strong>Critiquing</strong></td>
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<td><em><strong>Evaluate quality of text feature, interest level.</strong></em></td>
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<td><em><strong>Notice author’s qualifications to write text</strong></em></td>
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<thead>
<tr>
<th><strong>About the Text</strong></th>
<th><strong>Next Time</strong></th>
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<tbody>
<tr>
<td><strong>Fluency:</strong> Phrased, fluent oral reading with expression that reflects understanding of author’s purpose, characters, expression, appropriate use of pausing/intonation.</td>
<td>Keep in Mind</td>
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<td><strong>Comprehension:</strong> 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?</td>
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