# Guided Reading Lesson Plan

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<th>Group Members:</th>
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## Text

### Instructional Focus

### Word Work | Vocabulary

### Observations

### Next Time

### 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 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 or other text

**Synthesizing**
- Differentiate between what is known and new information
- Mentally form categories of related information
- 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

## 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?*