

GUIDED READING LESSON PLAN

DATE:	LEVEL:	<p>Teaching Points: Choose 1-2 each day</p> <p><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 <u>and</u> understanding, self-correcting when errors detract from meaning.</p> <p>Searching for/Using Information</p> <p>___ captions, photos, other text features</p> <p>_____</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>	<p><u>Beyond the Text</u></p> <p>Predict/Infer</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>
GROUP MEMBERS:			
TEXT /STATEMENT			
INSTRUCTIONAL FOCUS			
WORD WORK	VOCABULARY		
OBSERVATIONS		<p><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>	
NEXT TIME	<p>Keep in Mind</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. What makes you think that? What part of the text made you think that?</p>		

Duke Level 8 Dra 2 Observation Guide

Tao Wei



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Exceptional Child Education Resources ,1988 *Athenaeum and Literary Chronicle* ,1863 **English Mechanic and World of Science** ,1885 General Catalogue of Printed Books to 1955 British Museum. Dept. of Printed Books,1967
Nation ,1927 *English Mechanics and the World of Science* ,1885 **Athenaeum** James Silk Buckingham,John Sterling,Frederick Denison Maurice,Henry Stebbing,Charles Wentworth Dilke,Thomas Kibble Hervey,William Hepworth Dixon,Norman Maccoll,Vernon Horace Rendall,John Middleton Murry,1894 **Footnotes** ,1986 The Builder ,1878 **A New English Dictionary on Historical Principles** James Augustus Henry Murray,1908 Forest and Stream ,1881
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