

Teacher:

Group Members:

Text Title:

Level:

Date(s):

### Self-Extending and Advanced Guided Reading Template

Component	Notes/Suggestions	Plans/Notes
Introduction	<b>Select one or a few (not all)</b> <ul style="list-style-type: none"><li>• Activate/Provide background</li><li>• Help students make connections</li><li>• Share thinking</li><li>• Make predictions</li><li>• New vocabulary</li><li>• Draw attention to text features</li><li>• Hear and say new lang. structures</li><li>• Reveal structure of the text /genre</li><li>• Writer's craft to support analysis</li><li>• Author's accuracy or authenticity of text</li></ul>	
Reading the Text	<ul style="list-style-type: none"><li>• Remind students to</li></ul> <hr/> <ul style="list-style-type: none"><li>• Students read the text silently</li><li>• Teacher listens to one or more students and documents observations (running records)</li><li>• Teacher prompts students to apply previous learning</li><li>• Teacher gives feedback to students</li></ul>	Observations (make notes during the reading):

Discussion	<ul style="list-style-type: none"> <li>Gather evidence of comprehension by observing what students say about the text.</li> <li>Invite students to pose questions and clarify their understanding.</li> <li>Help students learn to discuss the meaning of the text together.</li> <li>Extend students' expression of understandings through questioning, summarizing, restating, and adding to their comments.</li> </ul>	Within	Beyond	About
		Jot 1-2 questions you plan to ask during the discussion (per day).		
Teaching for Processing	<ul style="list-style-type: none"> <li>Revisit the text to demonstrate, reinforce, or provide explicit instruction of strategic actions.</li> <li>Each day, there should be a clear teaching point.</li> <li>Teaching point may be planned ahead of time but can also be adjusted during the lesson.</li> </ul>	Make notes about your teaching point for each day.		
Word Work (optional)	<ul style="list-style-type: none"> <li>Teach word analysis, letter-sound relationships, analogies, or breaking words apart. <b>(text specific/not word study)</b></li> </ul>			
Extend	<ul style="list-style-type: none"> <li>Use writing to explore any aspect of understanding the text.</li> </ul>			

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none"> <li>Solving Words</li> <li>Monitoring and checking</li> <li>Search for/ use information</li> <li>Summarizing</li> <li>Maintaining fluency</li> <li>Adjusting Reading</li> </ul>	<ul style="list-style-type: none"> <li>Predicting</li> <li>Making connections</li> <li>Synthesizing</li> <li>Inferring</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing</li> <li>Critiquing</li> </ul>