

## Description of the Self-Extending (N-S) and Advanced (T-Z) Guided Reading Lesson Plan

Guided reading instruction should consist of a group no larger than 6 students. The lesson should last approximately 20 minutes.

### Materials for Early Guided Reading Lesson:

- Leveled books
- Writing Journal for responding to text (may also be done electronically)
- White boards and markers for each student in the group (optional)
- Timer

Component	Explanation
<p><b>Introduction to the Text</b> Introduce the text and discuss new vocabulary and tricky words</p>	<p>Select a text at the student's instructional level.</p> <p><b>Main Idea Statement:</b> Always state the title (or Chapter title) and give a "gist" statement about the text (one or two sentences), including characters' names.</p> <p><b>Introduce New Vocabulary and/or Concepts:</b> Discuss any new vocabulary or concepts in the text that may be unknown or difficult to students. When you introduce a new concept, draw attention to the picture (if available). This is especially important for students learning English.</p> <p><b>Purpose for Reading:</b> Before the students begin reading, help them to set a purpose for reading. This might include revealing an unusual text structure and asking the students to think about how that structure affects their reading. This is a great time to get the students thinking <b>beyond</b> and <b>about</b> the text.</p> <p><b>Share Written Responses from Previous Reading:</b> If students are reading a chapter book or longer text and they have completed a written response on the previous section, the introduction may include time to share and discuss these responses before moving into the next section.</p>
<p><b>Reading the Text</b> -Teacher should preselect the strategy to give a focus for the initial reading. -This is the time to take informal running records.</p>	<p>Before students begin, remind them of a previously taught strategy that they should use while reading. The students read the book independently. (Note: Students should read silently.)</p> <p>While students read (NOT CHORALLY OR ROUND ROBIN), the teacher may "listen in" to individual students and prompt for strategic behaviors. If some students finish</p>

<p><b>Reading the Text, continued</b></p>	<p>reading before others, they may reread portions of the text or respond in writing to the text.</p> <p>As students move toward Advanced levels, portions of the reading may take place away from the Guided Reading table. Always make sure that the introduction is supportive so that the text reading will not be hard.</p>
<p><b>Discussion*</b> (Comprehension Conversation)</p>	<p>After the reading, ask a question or two that will require the students to dig a little deeper into the text. This is a good time to refer back to the purpose set for reading during the introduction. This portion of the lesson should be very conversational. <b>*If students have completed their reading away from the table, then the lesson may begin here. See note about alternate order of the lesson.</b></p>
<p><b>Teaching for Processing</b> (Teaching Point)</p>	<p>Use notes taken on individual students to select your whole group teaching point. Tell the students that you have something to show them that will help them as readers. Then model for them the strategic action you intend for them to apply on their next reading. Teaching points may be preplanned based on previous observations. You do not need to address all three areas (within, beyond, and about) on the same day. Instead, select one clear teaching point. <b>You want to teach something in every guided reading lesson. If there is nothing to teach, the book is too easy and you may want to consider the book selection and/or text level.</b></p>
<p><b>Word Work</b> (from the text, OPTIONAL)</p>	<p>Carefully choose an opportunity to teach about the way words work from the text. This is often preplanned and may include:</p> <ul style="list-style-type: none"> <li>• Work flexibly with base words, making new words by changing letters and adding prefixes and suffixes (grew/grow/growing)</li> <li>• Recognize words with multiple meanings (train/train)</li> <li>• Take apart multisyllabic words to decode manageable units (free-dom)</li> <li>• Take apart and read the full range of contractions (he'll, won't, you've)</li> <li>• Read words with a full range of plurals, including irregular plurals (volcano/volcanoes, loaf/loaves)</li> <li>• Notice and use word roots to take apart and understand words (class: classical, classify, classification)</li> </ul>

	<ul style="list-style-type: none"> <li>Read and determine the meaning of words that are related to each other because they have the same base or root (porter/portable, transport/import/export)</li> </ul> <p><b>**See <i>Continuum of Literacy Learning</i> for more ideas.</b></p>
<b>Extend</b>	<p>Extend the thinking from the guided reading lesson. This might include writing in response to the text. Writing may be done in journals or electronically. This may be completed individually after students leave the guided reading table.</p> <p>Ideas for written extension:</p> <ul style="list-style-type: none"> <li>Understand and/or interpret figurative language</li> <li>Infer characters' or subjects' thinking processes and struggles at key decision points in their lives</li> <li>Acquire new perspectives and content through reading both fiction and nonfiction texts about diverse cultures, times, and places</li> <li>Notice aspects of genres</li> <li>Notice the structure of complex plots</li> <li>Notice aspects of a writer's craft across texts</li> <li>Find topic sentences or main ideas of paragraphs</li> <li>Derive author's purpose (explicitly stated and/or implied)</li> <li>Critique the text as an example of genre</li> <li>Use other sources of information to critique the authenticity of a text</li> </ul> <p><b>**See <i>Continuum of Literacy Learning</i> for more ideas.</b></p>

**\*Alternate Order:** When using chapter books or longer texts in guided reading, the order of the components may be adjusted. The first guided reading lesson of the book would follow the template order, but may end when the students begin the reading.

1. Discussion: Discuss reading that was completed by students before coming to the table. Students may have completed a written response that could be used to springboard the discussion.
2. Teaching for Processing: The teacher uses notes and observations to select a teaching point the students can apply in the next section of text to be read.
3. Word Work (optional)
4. Book Introduction: The teacher introduces the next section of text to be read.
5. The teacher gives the students time to read the new section of text (may be done at the table or away from the table) and may also ask students to complete a written response to the text read (may be a discussion question to springboard the conversation during the next discussion).