

Fluent Guided Reading Lesson Plan (*Lesson Preparation and Delivery*)

Title: _____ Strategy Focus (*Objectives, Comprehensible Input, Strategies*):

Day 1: “*I can (CO)* _____ by (*LO*) _____” CCSS: _____ Level: _____

Before Reading (<i>Building Background</i>) 5 min	Read & Respond (<i>Comprehensible Input, Practice/Application</i>) 10 min	After Reading (<i>Strategies, Interaction</i>) 5 min
This book is about _____ _____ _____ _____ Preview & predict (the entire book): _____ _____ New Vocabulary for Day 1: p. _____ p. _____ p. _____ p. _____	Model Strategy (Comp. or Voc.) _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Discussion and teaching points _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ Words for the New Word List : 1. _____ 2. _____

Day 2 Date: _____

Before Reading (<i>Building Background</i>) 3 min	Read & Respond (<i>Practice/Application, Strategies, Review/Assessment</i>) 12 min	After Reading (<i>Strategies, Interaction</i>) 5 min
Preview new text portion: Today you will read to find out _____ _____ _____ _____ _____ New Vocabulary for Day 2: p. _____ p. _____ p. _____ p. _____	Model Strategy (Comp. or Voc.) _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Discussion and teaching points _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ Words for the New Word List : 1. _____ 2. _____

Possible Teaching Points for Fluent Lessons (*Comprehensible Input*)– See *The Next Step in Guided Reading* for more ideas.

Decoding	Comprehension - fiction	Comprehension - nonfiction	Comprehension - poetry
<input type="checkbox"/> Reread & Think <input type="checkbox"/> Cover the ending <input type="checkbox"/> Use known parts <input type="checkbox"/> Chunk big words <input type="checkbox"/> Connect <hr/> Vocabulary <input type="checkbox"/> Use context clues <input type="checkbox"/> Use pictures or visualize <input type="checkbox"/> Use a known part <input type="checkbox"/> Make connections to known words	<input type="checkbox"/> STP <input type="checkbox"/> VIP <input type="checkbox"/> Retell story (5 finger) <input type="checkbox"/> Visualize <input type="checkbox"/> Predict & support <input type="checkbox"/> Make connections <input type="checkbox"/> Character traits <input type="checkbox"/> Ask questions <input type="checkbox"/> Summarize by chapter <input type="checkbox"/> Make inferences – (from dialogue, action, or physical description)	<input type="checkbox"/> STP (Stop-Think-Paraphrase) <input type="checkbox"/> Fact-Question <input type="checkbox"/> Summarize w/key words <input type="checkbox"/> Main Idea/Details <input type="checkbox"/> Important/Interesting <input type="checkbox"/> Interpreting visual information (maps, charts) <input type="checkbox"/> Ask questions <input type="checkbox"/> Contrast or Compare <input type="checkbox"/> Cause/Effect <input type="checkbox"/> Evaluate- fact/opinion, author’s point of view <input type="checkbox"/> Figurative language: _____ <hr/> <input type="checkbox"/> Other: _____	<input type="checkbox"/> Clarify <input type="checkbox"/> Visualize <input type="checkbox"/> Make connections <input type="checkbox"/> Ask literal questions <input type="checkbox"/> Summarize <input type="checkbox"/> Ask inferential questions <input type="checkbox"/> Make inferences <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Interpret author’s purpose <input type="checkbox"/> Figurative language (simile, metaphor, personification, etc.)

Day 3 Date: _____

Before Reading (<i>Building Background</i>) 3 min	Read & Respond (<i>Practice/Application, Strategies, Review/Assessment</i>) 12 min	After Reading (<i>Strategies, Interaction</i>) 5 min
Preview the new portion of text Today you will read to find out _____ _____ _____ _____ _____ _____ New Vocabulary for Day 3 p. ____ p. ____ p. ____ p. ____	Model Strategy (Comp. or Voc.) _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Discussion and teaching points _____ _____ _____ _____ _____ _____ _____ _____ Words for the New Word List : 1. _____ 2. _____

Day 4 Date: _____ (Not every guided reading book will take four days to read.)

Before Reading (<i>Building Background</i>) 3 min	Read & Respond (<i>Practice/Application, Strategies, Review/Assessment</i>) 12 min	After Reading (<i>Strategies, Interaction</i>) 5 min
Preview the new portion of text Today you will read to find out _____ _____ _____ _____ _____ _____ New Vocabulary for Day 4 p. ____ p. ____ p. ____ p. ____	Model Strategy (Comp. or Voc.) _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Discussion and teaching points _____ _____ _____ _____ _____ _____ _____ _____ Words for the New Word List : 1. _____ 2. _____

Optional Guided Writing (*Strategies, Practice/Application*) (If appropriate): After students finish reading the book, help them expand their understanding of the text by writing with the teacher’s support for 20 minutes. Recommended for struggling writers.

Options for Fiction Texts	Options for Nonfiction Texts	Options for Poetry
<ul style="list-style-type: none"> <input type="checkbox"/> Retelling (BME or 5 finger). <input type="checkbox"/> Event/Detail- from the Beginning, Middle and End. <input type="checkbox"/> Problem/Solution. <input type="checkbox"/> Character Analysis (trait – example) – combine with BME to show how character changes in the story. Only works with dynamic characters. <input type="checkbox"/> Microtheme – Write a paragraph about a message (theme) in the book. <input type="checkbox"/> Alternate ending <input type="checkbox"/> Summarize one chapter 	<p>Biography – Character analysis, bio poem, compare/contrast, Event/Contribution to society.</p> <p>Descriptive Text – Key idea poem, key idea summary, main idea/details, chapter summary.</p> <p>Historical Text – Cause/Effect (2 paragraphs), Key idea poem, key idea summary, important event/details, chapter summary.</p> <p>Scientific Text – compare/contrast (2 paragraphs), main idea/details, chapter summary, cause/effect.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Connections – text to self, text to text, text to world. <input type="checkbox"/> Microthemes – Explain one theme of the poem. <input type="checkbox"/> Literal/figurative meaning. (This is what the poem says; This is what the poem means.) <input type="checkbox"/> Explain the meaning of some aspect of figurative language. <input type="checkbox"/> Interpreting author’s bias: Why did the poet write this poem? <input type="checkbox"/> Other _____