**Nonfiction Guided Reading Lesson Planning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Text: | | | | | |
| Level: | | | | | |
| Group: | | | | | |
| What do the students need to learn? | Why is it important? | | How will I use this text to teach it? | | Check Where will I check on their new learning in this text? |
| **Thinking *Beyond* the Text**  Predict, Infer, Make Connections, Synthesize  **Learning Target** (teach)**:**  **Possible Supporting Prompt:** | | **Thinking *Within* the Text**  Monitor and Correct, Searching For and Using Information, Maintaining Fluency  **Learning Target** (teach)**:**  **Possible Supporting Prompt:** | | **Thinking *About* the Text**  Analyze, Critique  **Learning Target** (teach)**:**  **Possible Supporting Prompt:** | |
| Planning the Introduction: Key concept to consider when planning for the first reading of a text  Meaning:   * *Thinking Beyond the Text*: What is the book really about? Encourage students to make connections and predict by engaging them in discussion. * *Thinking Within the Text*: What is the text about? Processing the text and gain *literal* understanding * *Thinking About the Text*: What are the important text characteristics of the text? (How is the text crafted)   Structure: Practice saying language patterns, unfamiliar book language with students.  Visual: Find and analyze unusual aspect of text layout, unfamiliar punctuation marks, and/or new words in the text that may not be supported by illustrations. | | | Introducing the Text: The following section is used to write a natural conversation with the students using your notes from *Planning the Introduction* | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| During the Reading: Take notes on individual interactions while the students are reading. Support learning needs based on running record analysis\*\* | | | | | |
| Student: | Student: | Student: | Student: | Student: | Student: |
| After the Reading:  Discussing and Revisiting the Text: Provide opportunity for thinking *Within* (retelling, summarizing) *Beyond* (inferring, synthesizing, connecting) and/or *About* (analyzing, critiquing) this text.  Teaching for Processing Strategies: Select one teaching point noted During the Reading to share and lift the learning of the whole group.  *Word Work and Writing About Reading can alternate between lesson sessions.* | | | | | |
| Word Work \* (optional): | | | Writing About Reading\* (optional) | | |