

# Guided Reading Teaching Plan Outline

You may modify any Guided Reading teaching plan to focus on any appropriate comprehension strategy. For example, you may wish to change the comprehension focus for a first reading if you think students need practice with a particular strategy.

Changing the comprehension focus is an easy task. You need to modify the original lesson in three areas:

- **Before Reading:** Set a new purpose for reading that focuses on the comprehension strategy you have selected.
- **During Reading:** Add a prompt that focuses on the new comprehension strategy when you hear selected students read aloud for diagnostic purposes. You may also wish to assess the selected strategy when you monitor.
- **After Reading:** When you revisit the purpose for reading, focus on the modified comprehension purpose you established in the Before Reading phase.

## Example of a Guided Reading Lesson (First Reading) With a New Comprehension Focus

An example of a modified teaching plan with a new comprehension focus is provided. Read the original lesson and then look over the alternate teaching plan below.

**Text:** *The Ring* (Level L)

**Original Comprehension Focus:** Self-monitoring

**New Comprehension Focus:** Inferring

## BEFORE READING

### Activating and Building Background Knowledge

**Predicting/infering**

- Show students the front cover of the book and ask them to look at the picture and title and think about what they might expect to find in the book. Offer prompts as needed.

*Is there anything in the picture that surprises you? How do you think that will be part of the story?*

**Inferring**

- Distribute the books and ask students to read the back cover and discuss how they think the new girl is different. Offer prompts to encourage them to think about how Millie may manage with only one hand and how she would feel coming in to a new classroom.

*Will there be some things that are hard for Millie to do? How do you think she'll feel coming into a new classroom where nobody knows her?*

**Predicting/infering**

- Chorally read the sentence on the back cover, "However, Rose comes to learn that she and Millie are more alike than they first thought."

*We don't know quite what the author means yet but turn to the person next to you and share one way that you think that Rose and Millie might be alike.*

## Discussing Supports and Challenges

### Analyzing/predicting/ inferring

- Ask students to look at the ring on the front cover and then to check the third and fourth sentences on page 1.

*Have you heard of a mood ring? Can you tell us what the author says about it? If you owned a mood ring, what colour might it be today?*

### Text features

- Look at page 4 and ask students which parts of the text show readers that someone is speaking. Offer prompts to elicit details.

*What signals that someone is about to speak and that she or he has finished speaking? Why does one sentence have “asked” in it and the other has “said” after the speakers’ words?*

### Word solving

- Remind students that there may be a few unfamiliar words in the story (e.g., *buried*, *fussed*, *announced*) and review one or two strategies they could use to solve them.

*You always need to check that the word you predict makes sense so reread the sentence and check it out. What other things can you do to solve a new word?*

Choose one sentence that contains a difficult word (e.g., page 4: “But even after she did, Millie **buried** her arm deep in her sleeve”). Model using strategies such as “Think of a word it is like” (*bury*) and “What word would make sense here that starts in that way?”

### Inferring

- Remind students that the author doesn’t tell the reader everything and you need to infer from your background knowledge. Use the sentence on page 4 to illustrate (“But even after she did, Millie buried her arm deep in her sleeve.”)

*The author tells you what Millie did but not why. You need to think in your head and wonder “Why did she do that?”*

### Inferring

#### Setting a Purpose

- Focus the students on inferring as the comprehension purpose.

*As you read the story I want you to think about how the author shows us that Rose wanted to make friends with Millie. The author doesn’t tell us that but gives us some clues. Find those clues!*

## DURING READING

### Inferring Self-monitoring/ inferring Word solving

- Ask each student to read the text independently, keeping in mind the clues the author gives us that Rose wants to be friends with Millie.
- Observe and listen to students as they read quietly, assisting them as needed. Some may need help with word solving. Respond to questions and offer prompts, always including a comprehension prompt. For example, some prompts for page 12 may include:
  - Why do you think Millie smiled?
  - Did the author give you any clues about how Millie feels on this page?
  - What do you think “sleuth” means? How did you work that out? (or, You can reread the previous page and see if it helps you.)

- Encourage early finishers to jot down the pages where they found clues that suggested Rose wanted to be friends with Millie.
- Jot down any anecdotal notes about good strategies used or areas still needing assistance.

## AFTER READING

### Inferring

- Revisit the purpose for reading and ask students to take turns showing places where the author gave clues about how Rose wanted to make friends with Millie.

*Did the author actually tell you that Rose wanted to share story ideas with Millie? So how did you infer that she did? Yes, the word “invite” was a clue.*

- Extend understanding by offering prompts to continue the discussion.

### Inferring/synthesizing

- What clues do we have that Millie was a bit worried about showing her arm at first?

### Evaluating

- Do you think it’s always hard to go to a new school? Why might it have been a bit harder for Millie?

### Inferring/synthesizing/ evaluating

- On the back cover it said that Rose learned that she and Millie were more alike than they were different. What do you think that means now that you’ve read the story?

### Inferring/ self-monitoring

- Comment on effective reading strategies you observed.
- Check outstanding challenges by asking students to discuss anything that puzzled them or that they still had questions about. Add any challenges that you observed.

*I noticed Jack went back to the first page when the ring went yellow on Millie’s finger. He said he’d thought it meant “happy” because Millie was pleased to get the ring from her new friend. He inferred, but then he remembered that information was at the beginning of the book. It was a good idea to check it out.*

**Note:** Many texts can be modified to fit a selection of comprehension strategies. However, choose your comprehension strategy carefully as some texts lend themselves to particular strategies, for example, a “How to…” text usually asks a reader to sequence information and a text that requires a reader to visualize may lend itself to a focus on inferring.

Use the [Guided Reading Teaching Plan Outline BLM](#) to jot down changes you will make in modifying a lesson. It can also be used to jot down ideas for a Guided Reading lesson using materials you already have in your classroom.