

## Guided Reading Outline

### DAY ONE - Group #1

Book: Summarize, Quick Read

- Picked a level correlated book based on: essential question/genre/and application of the strategy and skill.

Teaching Point: Strategy Introduction

Discussion Point (Quick): Something about the book

Sight Word: Introduce a Word from NS word list/In-depth

- a) What's Missing
  - Write the word on a board and then erase a letter and have them tell you what is missing.
  - Replace the letter and then keep practicing
- b) Mix & Fix
  - Use Magnet letters to jumble up the word and have students put it back into order
  - OPTION: Write it out of order on your whiteboard and have students say what is wrong with the word.
- c) Table Writing
  - Use their index finger to write out the word on the table/whiteboard
- d) Write It and Retrieve It
  - Students write the word on the board.

- \* Do not encourage to sound out, pushing them to learn the word as a complete unit
  - Have them erase then give them a familiar word then the new word – repeat to increase student knowledge of retrieval.

Word Study: Teach same phonics as 4th grade approaching

- Making words: Can you use the same middle sound or ending to make multiple words?
- Sound boxes

### DAY ONE - Group #2

Book: Chosen under the Diff text under the ELL LibGuides

High Frequency Word Practice: Pick from the NS list (3)

- Have them write out the word on their whiteboards
- Hand Actions
- **LOOK UP ADDITIONAL STRATEGIES**

BEFORE: Introduce reading strategy - Build background

- Walk through the book with images and titles
- Look at the cover image and discuss

DURING: Students whisper read - check in 1:1 with students

AFTER: Teaching Point: Strategy Application - Ask question from Basal Reader about their story.

Word Work: Phonic Skill Focused on in Spelling Words

- Add different endings
- Dictate additional words

## **DAY TWO - Group #1**

Book:\* Stays the same

Teaching Point: Comprehension Strategy introduction

Discussion Point (Quick): Something about the book

Sight Word: \*Same - Introduce a Word from NS word list/In-depth

- a) What's Missing
  - Write the word on a board and then erase a letter and have them tell you what is missing.
  - Replace the letter and then keep practicing
- b) Mix & Fix
  - Use Magnet letters to jumble up the word and have students put it back into order
  - OPTION: Write it out of order on your whiteboard and have students say what is wrong with the word.
- c) Table Writing
  - Use their index finger to write out the word on the table/whiteboard
- d) Write It and Retrieve It
  - Students write the word on the board.

\* Do not encourage to sound out, pushing them to learn the word as a complete unit  
Have them erase then give them a familiar word then the new word – repeat to increase student knowledge of retrieval.

Guided Writing: GW Sentences

1. Write a Sentence involving the new sight word introduced and the book's content. (7-10 words)
2. Dictate the sentence to students
  - a. Students repeat the sentence – for memorization
3. Draw a line for each word. – Try saying the sentence and point at each blank.

**Skills to Practice during this time:** Say each word while writing, remember and reread sentence without prompting, period and capital letter.

- **TAKE A PICTURE OF STUDENT SENTENCES**

## **DAY TWO**

Book: \*Stays the same

Teaching Point: Comprehension Strategy/or Literary Tool

BEFORE: Discuss and build background (quick reminder)

DURING: Student whisper read, 1:1 check – focus on a student?

1. Can students underline vocabulary while reading?

**Prompts for discussion during this time (p.178):** Solve words (You noticed it wasn't right – what parts do you know? Take it apart, etc.)

AFTER: Pre-thinking questions for writing. Use comprehension strategy as a guide for questions.

- Students retell the story together
- Discussion Prompts: See Day 1 of the 3 Day Lesson Plan

Guided Writing: Pick the correlating writing skill based off of **p.195** to practice with students.

- Look through the Appendix N for additional support skills

## **NEW BOOK - 3 DAY TEACHING PLAN**

### **DAY ONE - Group #1**

Book: Change to the 3 Day Lesson Book – Chosen based off the theme pulled from teacher book closet or found on Raz Kids.

- Possibly read again based off the text

Teaching Point: Reading Strategy Introduction with new text

AFTER: Discussion and Summarize the book – Check with Google Drive Folder for Notes

Word Study: Same Phonic skill as 4<sup>th</sup> grade approaching spelling

### **DAY ONE - Group #2**

Book: Change to the 3 Day Lesson Book – Chosen based off of the Diff text and matched to the level and genre.

### Introduce the new text

- Provide a synopsis
- Preview/Predict
- Introduce new vocabulary – Define it – Connect it – Relate it to the book – Turn and Talk

### Read the Book with Prompting

- Students read in a whisper, conference 1:1 with students using their read-aloud time

### Teaching Points

- Monitor for meaning: Tell students to listen to you read and invite them to provide correction. Make a nonsensical error and have students say “stop” when they notice.
- Monitor for visual information: Read a sentence and make an error. Ask: What word do I need to fix?
- Reread & Think: Demonstrate miscue and then rereading to fix this.
- Cover the Ending: Write a word with an ending such as –s, -ed, -ing, -er, and –ly.
- Chunk Big Words: Write a multisyllabic words from the book and invite students to break the word into smaller points then put together to decode.
- Use Analogies: Show students how to use analogies by writing a word part and seeing if students can build words based around this.
- Reread for clues: Pick a word that students don’t understand – use the context clues and illustration
- Use Phrasing: “Reread this part with me.” Use appropriate intonation and expression.
- Attend to punctuation: Point out, demonstrate, and discuss the author’s use of punctuation.

### Discussion Starters: **p.181**

- Ask and answer questions about key details: What questions do you have about \_\_\_?
  - Reread page \_\_\_ to find out \_\_\_\_.
  - What did you notice about \_\_\_\_\_ (characters, setting, problem, topic.)?
- Retell story Question
  - Find the most important part of the story? Why is it important?
  - What important facts did you learn?
  - What happened in the beginning, middle, or the end?
  - Let’s retell the story together.
  - What lesson did they learn?
  - What was the big idea?
- Describe the parts of the story
  - Describe the setting – how did it change?
  - Describe the character – how did they change?
  - Find the page that shows how they felt.
  - What was the most important event?
- Settings that identify words/phrases of feelings
  - What words on the page \_\_\_\_\_ tells you how the character felt?

- What words on the page \_\_\_\_\_ did the author use to describe how the rain forest look or sound?
- Major Differences
  - How is the information different than another story?
  - What were facts in both?
- Who is telling the story
  - Review the POV
- Illustrations and Details to tell the story
  - Find the picture that tells you the setting in the story
  - Find the 2 pictures that show the character's feeling
  - What does the diagram on the page \_\_\_\_ tell you about the topic?
  - Find the picture that describes the problem.
- Compare and Contrast
  - How do \_\_\_\_ and \_\_\_\_ feel about their adventure?
  - How are the characters similar and different?
  - How does each react to the \_\_\_\_?

### **DAY TWO - Group #1**

Book: \* Stays the same

Teaching Point: Comprehension Skill

AFTER: Discussion and Summarize the book – Check with Google Drive Folder for Notes

Word Study: Same Phonic Skill as 4<sup>th</sup> grade approaching spelling list

### **DAY TWO - Group #2**

Book: \*Stays the same

Read the book with prompting

AFTER: Pre-thinking questions for writing. Use comprehension strategy as a guide for questions.

- Students retell the story together
- Five Finger Retell: Thumb – The characters are... Pointer – The setting is ... Tall Finger: The problem is... Ring Finger: The events are... Little Finger: At the end...

Word Study Activity

- Use the phonic skill based off the spelling words this week
- Model – then dictate more – increase the challenge

### **DAY THREE - Group #1**

Book: \*Stays the same

Teaching Point/BEFORE: Applying comprehension skills to help if students are still struggling

AFTER: Retelling the story

Guided Writing: Incorporate writing based off of the story

- Graphic organizer
- Shared Writing Time
- Sentence Practice
- Comprehension Skill Practice
- Additional Word Work

### **DAY THREE - Group #2**

Book: \*Stays the same

Book Relation: Quick Summary & Application of Strategies

Guided Writing: Response Formats for Students

- Beginning – Middle – End: Use this to summarize the story
- Five Finger Retell: Thumb – The characters are... Pointer – The setting is ... Tall Finger: The problem is... Ring Finger: The events are... Little Finger: At the end
- Somebody – Wanted – But – So: Use this as a sentence frame to explain the problem and solution of the story
- Problem and Solution – Go through the basic problem and solution cards
- VIP – Find the Very Important Part of the stories
- Chapter Summaries – write summaries of the chapter or paragraphs
- Compare/Contrast: Different paragraphs are the same or are they different
- Write facts about a text feature: Use an illustration, chart, map, diagram etc. and write what you learned from it.
- Question Flaps: 3 questions with the answers on the inside