

# Guided Reading Lesson Plan

## Parts of the Plan

Lesson Part	Planning	Description
Introduction	Planned Prior to the Lesson	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clear, concise, and powerful. It is kept short because it's mostly the teacher working.</li> <li><input type="checkbox"/> The students should know the big idea of the text and how it works (structure).</li> <li><input type="checkbox"/> Picture Walk or Book Tour</li> <li><input type="checkbox"/> Pick one or two, if any, vocabulary words. Limit the words that tie into the big idea. Giving away all the words will not give you the opportunity to see how a student struggles to work or sound out an unknown word.</li> </ul>
Reading the Text		<ul style="list-style-type: none"> <li><input type="checkbox"/> No Round Robin Reading.</li> <li><input type="checkbox"/> List to word solving skills, fluency, and comprehension of individual students.</li> <li><input type="checkbox"/> Word solving skills include: <ul style="list-style-type: none"> <li>- Meaning: Does what I read make sense?</li> <li>- Visual: Does what I read match the letters that written?</li> <li>- Structure: Does what I read sound like English?</li> </ul> </li> <li><input type="checkbox"/> Write down observations made for each student.</li> </ul>
Discuss the Meaning	Planned Prior to the Lesson	<ul style="list-style-type: none"> <li><input type="checkbox"/> Think about and write higher order questions to ask.</li> <li><input type="checkbox"/> Students share their thinking.</li> </ul>
Teaching for Processing Strategies		<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss anything that was noticed while reading during this time.</li> <li><input type="checkbox"/> Varies based on the instructional reading level of the group.</li> </ul>
Word Work (Levels A-Y)	Planned Prior to the Lesson	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not have to be based on words found in the text.</li> <li><input type="checkbox"/> Students are shown <u>how words work</u>, not <u>how a word works</u>.</li> </ul>

# Guided Reading Lessons 1st Grade

**Sharon Wapole, Michael C.  
McKenna, Zoi A. Philippakos, John Z.  
Strong**

## **Guided Reading Lessons 1st Grade:**

*Guided Reading Passages* Antony Cole, Reading Comprehension Education, 2017-08-27 Guided Reading Passages Guided Reading Activities Passages with Text Evidence Questions for 1st Grade Information Help your students become text detectives This guided reading strategies comprehension packet which includes 15 reading passages is designed to help kids become confident reading Levels G and H text and answering text based questions These passages are perfect for close reading lessons Four multiple choice questions and three short answer questions are included with each passage As students are learning to use evidence to support their thinking I have them find and highlight the section of text they use to justify their answer Two options include Color coded highlighting Students highlight the answer to each question in a different color Numbered highlighting Students highlight evidence within the text and then write the question number beside the highlighted evidence Supports the following standards Common Core Standards ELA Literacy RI 1 1 and ELA Literacy RL 1 1 Ask and answer questions about key details in a text These passages are also useful for choral reading fluency work and literacy centers I often have students go on scavenger hunts to find and highlight words with long vowels words with specific endings words from our word wall etc The following passages are included The Bald Eagle Otters Skunks Trees King Penguins The Polar Bear Measuring with Paper Clips Time for School The Red Flower The Orca Sue s Painting Guided reading questions And More Many thanks for stopping by and taking a look Please let me know if you have any questions I would love to hear from you Thank you for looking Reading Comprehension Test Education

**First Grade Close Reading Comprehension Passages and Questions for Guided** Antony Cole, 2017-10-12 Reading Comprehension Homeschool First Grade Close Reading Comprehension Strategies That Work Passages and Questions for Guided Level F Guided Reading Comprehension Test Prep Books Passages and Questions for Homeschool Kindergarten First grade These reading comprehension for kindergarten passages are perfect for close reading lessons morning work homework or use in guided reading lessons This packet which includes 15 reading passages is designed to help kids work toward the goals of reading Level F text and answering text based questions With each passage there are four multiple choice questions and a page of written response activities Supports the following standards CCSS ELA Literacy RI 1 1 and ELA Literacy RL 1 1 Ask and answer questions about key details in a text CCSS ELA Literacy RI K 1 and ELA Literacy RL K 1 With prompting and support ask and answer questions about key details in a text These passages are also useful for word work fluency work and reinforcement of sight words I often have kids go on a scavenger hunt to find and highlight words with features from our word work lessons or selected sight words The following passages are included What Will They Be Fishing The Vet At the Lake Kangaroos Little Squirrel At the Park Reading comprehension homeschool Lemonade My Bunny The Grasshopper and the Ant Making a Birdhouse Ducks In the Boat Dolphins The Ostrich Please note The graphics in this packet include some color but all of the pictures print well in black and white Thank you for looking Reading Comprehension Strategies Passages

and Questions Education      *Teaching First Grade* Min Hong, 2001-07 A mentor teacher shares insights strategies and lessons for teaching reading writing and math and laying the foundation for learning success      **Guided Reading** Mary Browning Schulman, Carleen daCruz Payne, 2000 Ideas resources and a list of childrens books that can be used to implement guided reading      **The Everything Guide to Informational Texts, K-2** Kathy H. Barclay, Laura Stewart, Deborah M. Lee, 2014-02-20 Your resource for best texts and best practices Kathy Barclay and Laura Stewart have written the book that teachers like you have been pleading for a resource that delivers the what I need to know to engage kids in a significant amount of informational text reading experiences No filler no lofty ideals about college and career readiness but instead the information on how to find lesson worthy texts and create developmentally appropriate instructional plans that truly help young readers comprehend grade level texts What you ll love most The how to s on selecting informational texts High impact comprehension strategies Model text lessons and lesson plan templates An annotated list of 449 informational texts

**Revisiting the Reading Workshop** Barbara Orehovec, Marybeth Alley, 2003 Strategies and activities to develop an effective reading workshop program      Reading Comprehension Passages 1st Grade Antony Cole, Reading Comprehension Education, 2017-09-09 Reading Comprehension Passages 1st Grade Level C Guided Reading Comprehension Passages with Text Evidence Questions for 1st Grade This product is designed to help kids who are reading at Guided Reading Level C become skilled at reading simple passages and answering text based comprehension questions As students find the evidence that supports their answers they participate in their very first close reading lessons This pack is ideal for morning work once students are familiar with the format Upon request an abridged version of this product is now also listed in Spanish If you d like to take a look please click here This packet includes 30 reading comprehension passages with three questions per passage Each passage is presented twice In the first set the passages are provided in a standard format I have students circle the correct answer and also write it on the line In the second set a color coded crayon is provided in each answer box Students use that color to underline the evidence in the text that supports their answer also answer in a standard format Supports the following Kindergarten and First Grade standards CCSS ELA Literacy RL 1 1 Ask and answer questions about key details in a text CCSS ELA Literacy RL K 1 With prompting and support ask and answer questions about key details in a text If multiple choice questions are new to your kids I recommend putting simple questions in a multiple choice format during calendar time or other daily routines I like to give each student a strip of cardstock with A B and C written on it and have them practice answering multiple choice questions by clipping a clothespin on the correct answer This is an easy fun way for kids to develop confidence answering multiple choice questions Once kids are comfortable with the multiple choice format I like to discuss the first few passages with groups and demonstrate how to answer the simple text based multiple choice questions Some of the passages are similar to each other so you can use one passage to teach and the other to check each student s understanding during independent work I am finding that with guided Reading comprehension practice kids

quickly develop the skills they need to be successful reading these passages and independently answering the multiple choice questions These passages are based on common sight words I also have kids find and highlight selected sight words Supports the following standards CCSS ELA Literacy RF 1 3g Recognize and read grade appropriate irregularly spelled words for beginning of year words CCSS ELA Literacy RF K 3c Read common high frequency words by sight Thank you for looking Reading Comprehension Test Education Guided Reading the Four-Blocks® Way, Grades 1 - 3

Cunningham,Hall,2008-08-27 Learn when and how to teach the Guided Reading block using Guided Reading the Four Blocks R Way for grades 1 3 This 224 page book gives a glimpse into classrooms that use the Guided Reading model within a balanced literacy program The book includes a list of materials needed comprehension skills and strategies and activities for before during and after reading a text It also includes a list of children s literature The book supports the Four Blocks R Literacy Model **How to Teach English Language Learners** Diane Haager,Janette K. Klingner,Terese C.

Aceves,2009-12-02 This hands on book offers teachers a much needed resource that will help maximize learning for English Language Learners ELLs How to Teach English Language Learners draws on two wide ranging teacher quality studies and profiles eight educators who have achieved exceptional results with their ELL students Through highly readable portraits the authors take readers into these teachers classrooms illustrating richly what it is they do differently that yields such great results from English learners Because most teachers profiled work within a three tiered Response to Intervention framework the book shows how to implement RTI effectively with ELLs from providing general reading instruction for the entire classroom to targeted interventions with struggling students Written by noted ELL educators Diane Haager Janette K Klingner and Terese Aceves How to Teach English Language Learners is filled with inspiring success stories teaching tips activities discussion questions and reflections from these outstanding teachers **Literacy Specialist, Fourth Edition** Rita

M. Bean,Virginia J. Goatley,2020-11-16 The definitive practitioner resource and text for developing excellence as a PreK 12 literacy reading specialist is now updated to reflect key changes in the field Delving into the literacy specialist s multiple leadership roles the book provides strategies for teaching children experiencing difficulty with reading and writing supporting teachers through coaching and professional learning opportunities designing curricula conducting assessments at the student classroom and school levels and building strong school family and community partnerships Pedagogical features include vignettes from exemplary practitioners questions for discussion and reflection follow up activities and ideas for instructors and workshop leaders Reproducible forms and worksheets can be downloaded and printed in a convenient 8 x 11 size Previous edition title The Reading Specialist Third Edition New to This Edition Broader view of literacy now encompasses reading writing oral language and digital and visual literacies Grounded in the International Literacy Association s updated Standards 2017 New or expanded discussions of multi tiered systems of support culturally responsive practice uses of technology in instruction and professional learning successful practices in middle and high school settings

and coaching Extended case example that follows one literacy specialist through her entire first year in a school Appendix with website resources **Intensifying Classroom Routines in Reading and Writing Programs** Michael P.

Ford,2017-06-15 Three common routines are seen in almost every primary language arts programs morning messages shared readings and word walls These routines should be integrated to support the total language arts program but are teachers of grades K 2 getting the most bang for their buck out of these activities Morning messages can become very routinized and repeat the same experiences over and over again Shared readings are sometimes conducted with little variation in spite of changing demands from the texts being used and changing needs in the learners with whom they are being used Word walls might be put up with some attention early in the year and remain virtually unchanged as the year moves forward Intensifying Classroom Routines in Reading and Writing Programs focuses on how teachers can get more instructional mileage out of these three common classroom routines Author Michael P Ford lays out step by step day by day plans to put those three key routines on a cycle that changes as students move through developmental phases This resource helps teachers plan for emergent and early readers and writers It also looks at how teachers can assist students as they move through critical areas including concepts of print alphabetic knowledge phonological awareness sound symbol relationships high frequency words structural analysis context clues comprehension strategies and composition strategies With these intensified routines in place students will clearly see connections between reading and writing **Reader's Guide to Periodical Literature**

**Supplement** ,1926 *From Reading to Math* Maggie Siena,2009 Assessment **Reading Their Way** Dorothy J.

Donat,2003-10-01 Increasing reading achievement is a universal goal of educators This book fulfills the goal as it explains a balanced literacy program for kindergarten through third grades that incorporates research based components utilizing the best of the phonics and whole language approaches Donat presents reading instruction strategies scheduling grouping options assessments evaluations recommended materials resources and details sound and spelling patterns at each grade level Written in a style that ensures quick easy reading this book will help educators design time schedules that are most effective for learning while allowing for creativity Teachers will find an abundance of ideas for immediate implementation in their classrooms and school administrators will enjoy the guidance it gives in developing the quality literacy programs they desire for their schools Also a great resource for use in early reading development courses at the university level The Complete Guide to Tutoring Struggling Readers Peter J. Fisher,Anne Bates,Debra J. Gurvitz,2014-01-03 This easy to use guide will help educators plan and implement intervention lessons for struggling readers that align with the English Language Arts Common Core State Standards The authors offer hands on guidance for designing interventions across all grade levels provide ample tutoring plans and lessons and describe procedures for teaching print skills comprehension vocabulary fluency and study skills *Teaching Reading Across the Day, Grades K-8* Jennifer Serravallo,2024-04-12 Reading well across disciplines and within varied contexts will help students to be versatile flexible deep readers who can better learn

from their reading transfer skills across subjects and use strategies to meet the unique demands of reading in each content area Jennifer Serravallo Research based easy to use lesson structures for explicit and engaging teaching In Teaching Reading Across the Day literacy expert Jennifer Serravallo provides nine effective predictable research based lesson structures that help busy teachers save planning time and focus their teaching and student attention on content rather than procedures Each of the nine lesson structures read aloud phonics and spelling vocabulary focus shared reading close reading guided inquiry reader s theater and conversation has its own chapter and features a wealth of resources that let you see the lessons in action in ELA Science and Social Studies classes including An annotated teaching vignette lesson explanation and research notes Tips for planning structure and timing suggestions and ideas for responsive teaching Detailed planning templates and 22 accompanying online videos covering over 3 hours of classroom footage Jen s reflections key look fors and ideas for next steps The nine lesson structures can be used with any curriculum or core program text and subject making it easier for teachers to maximize explicit and engaging teaching time across the day and simplify planning and preparation Jen incorporates a wide range of compelling research about how best to teach reading to every student in your class and translates the research or the science of teaching reading into high leverage moves you can count on to deliver powerful lessons again and again She also honors the art of teaching reading helping teachers tap into their experience and hone their expertise to make quick effective classroom decisions that take student learning to the next level

**Teaching Literacy in the Visible Learning Classroom, Grades K-5** Douglas Fisher, Nancy Frey, John Hattie, 2017-01-20 It could happen at 10 10 a m in the midst of interactive writing at 2 30 when listening to readers or even after class when planning a lesson The question arises How do I influence students learning what s going to generate that light bulb Aha moment of understanding In this sequel to their megawatt best seller Visible Learning for Literacy Douglas Fisher Nancy Frey and John Hattie help you answer that question by sharing structures and tools for effective literacy instruction that have high impact on learning and insights on which stage of learning they have that high impact With their expert lessons video clips and online resources you can deliver sustained comprehensive experiences in phonics guided reading interactive writing content area discussions in virtually all you teach Mobilizing Visible Learning Use lesson design strategies based on research that included 500 million plus students to develop self regulating learners able to see the purpose of what they are learning and their own progress Teacher Clarity Articulate daily learning intentions success criteria and other goals understand what your learners understand and design high potency experiences for all students Direct Instruction Embrace modeling and scaffolding as a critical pathway for students to learn new skills and concepts Teacher Led Dialogic Instruction Guide reading writing and thinking by using questioning and other teacher led discussion techniques to help learners to clarify thinking disagree respectfully and reach consensus Student Led Dialogic Learning Foster cognitive growth with peer mediated learning reciprocal teaching QAR fish bowl and more Independent Learning Ensure that students deepen learning by designing

relevant tasks that enable them to think metacognitively set goals and develop self regulatory skills Tools to Use to Determine Literacy Impact Know what your impact truly is with these research based formative assessments for K 5 learners With Teaching Literacy in the Visible Learning Classroom take your students from surface to deep to transfer learning It s all about using the most effective practices and knowing WHEN those practices are best leveraged to maximize student learning

*Shaping Literate Minds* Linda Dorn,Carla Soffos,2023-10-10 How can teachers create a literacy curriculum that builds processing links between reading writing and spelling knowledge In *Shaping Literate Minds* Developing Self Regulated Learners Linda J Dorn and Carla Soffos illustrate how processing theory can be applied to the everyday practices of classroom teaching If instruction emphasizes the interrelationships of these three language areas students learn how to transfer knowledge skills and strategies across literacy events This is complex theory but the authors provide clear and practical examples to support teachers as they incorporate these ideas into their classroom practices Grounded in authentic experiences from primary classrooms this book provides Explanations of processing behaviors among reading writing and spelling knowledgeObservational tools that support teachers in noticing changes over time in specific literacy behaviorsGuidance on creating conditions for developing self regulated learnersAuthentic reading and writing samples and teacher student interactionsFigures and pictures that clearly describe how teachers can use assessment to inform and guide instruction with links to national standardsDetails for establishing a school based literacy model that includes team meetings assessment walls high standards and a curriculum for literacyAppendixes with reproducible assessment checklists report cards task cards for literacy corners and guided reading observation forms for team meetingsWith a national emphasis on accountability high standards and literacy achievement *Shaping Literate Minds* will help teachers and administrators implement a high quality literacy curriculum that links to national and state goals **Language Arts** Pamela J.

Farris,Donna E. Werderich,2019-01-08 From the first edition to the latest *Language Arts Process Product and Assessment for Diverse Classrooms* has presented sound language arts theory and methodology in a nonthreatening straightforward manner at a reasonable price Coverage focuses on the 2017 Standards for Literacy Professionals Each chapter identifies and addresses the standards applicable to that chapter s topics Farris and Werderich infuse their foundational guidelines with the latest research teaching practices and assessment and evaluation techniques Ideas for lesson plans use of technological applications internet resources and comprehensive up to date listings of children s young adult and multicultural fiction and nonfiction titles are among the text s outstanding features Other features geared expressly for pre and inservice teachers include Engaging real life classroom anecdotes Instructional activities for reading writing listening speaking viewing and visually representing Boxes containing teaching hints and mini lessons Section on Response to Intervention RtI with the various tiers of intervention Theories instruction and teaching activities for English language learners ELLs Guidelines to meet the needs of special needs learners Suggestions for literacy based interdisciplinary instruction including STEM and

STEAM Examples of children s work to help readers understand what to expect from different ages and ability levels  
Questions and assignments to strengthen readers aptitude awareness and application of topics to real life      *Differentiated Literacy Instruction* Sharon Wapole,Michael C. McKenna,Zoi A. Philippakos,John Z. Strong,2017-07-05 The goal of this book is to answer the question What is differentiated instruction It offers pre service and in service teachers the background and foundational skills they will need to understand plan for and achieve effective differentiated literacy instruction in their classrooms based on individual student needs Chapters provide essential information about how to analyze and synthesize data from assessments use the information for grouping students and then plan and implement differentiated instruction Many specific hands on descriptions and exhibits are provided Case studies of real classrooms demonstrate effective differentiated instructional techniques End of chapter Practical Application questions allow readers to apply chapter concepts as they learn to motivate and teach diverse learners

## Reviewing **Guided Reading Lessons 1st Grade**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Guided Reading Lessons 1st Grade**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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