

**1. Class Data-**

16 students (9 boys, 7 girls); 6 students receive AIS support for ELA and/or Math (one child at tier 3, four students at tier 2, and one child at tier 1); two children have IEP's and receive services from our special education consultant teacher; four children receive speech services from our Speech/Language Pathologist; one student receives OT services from our Occupational Therapist.

**2. Common Core Standards-**

**Guided Reading Group 1 (Level G):**

CCLS for ELA Informational Text:

Key Ideas & Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarizing the key supporting details and ideas.

Response to Literature:

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

**Guided Reading Group 2 (Level I):**

CCLS for ELA Literature Text:

Key Ideas & Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Response to Literature:

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

### **Guided Reading Group 3 (Level M):**

CCLS for ELA Informational Text:

#### Key Ideas & Details:

3. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
4. Determine central ideas or themes of a text and analyze their development; summarizing the key supporting details and ideas.

#### Craft & Structure:

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### Response to Literature:

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

### **3. Lesson Objectives (Students will...)**

#### **Guided Reading Group 1 (level G)**

- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
- Solve words, monitor and correct unfamiliar words

#### **Guided Reading Group 2 (level I)**

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- Solve words, monitor and correct unfamiliar words
- Predict using what is known to think about what will follow while reading continuous texts

### **Guided Reading Group 3 (level M)**

- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
- Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area
- Search for and use all kinds of information in a text

## **4. Prior/Subsequent Learning Connections-**

### Prior Learning Connections:

#### **Group 1 (level G)**

- Making predictions
- Applying cueing systems (Does it look right? Sound right? Make sense?)
- Identifying Non-Fiction Text Features

#### **Group 2 (level I)**

- Making predictions
- Applying cueing systems (Does it look right? Sound right? Make sense?)
- Answering text-based questions

#### **Group 3 (level M)**

- Making predictions
- Identifying Non-Fiction Text Features
- Using text features to locate information (glossary, index, table of contents)

## **5. Lesson Activities:**

\*\*See attached guided reading plans for individual groups

## 6. Materials-

### Group 1 (level G)

- Copies of Washing the Dog by: Peter Sloan & Sheryl Sloan
- Magnetic Letters
- White Erase Boards
- Expo Markers
- Pencils

### Group 2 (level I)

- Copies of Digby by: Barbara Shook Hazen
- Pencils
- Post-it notes

### Group 3 (level M)

- Copies of Owl Vs. Mouse by: Mary Meinking
- Pencils
- Post-it notes

## 7. Assessments

**Formative-** informal observations (were students able to: answer questions, make predictions, locate text features, identify key details), anecdotal notes, running reading records

**Summative-** Use Fountas & Pinnell assessments to inform my instructional focus for my guided reading groups

## 8. Possible adjustments to lesson

- Pacing of the lesson

