



## Coach Tool

### Guided Reading Lesson Plan Template & Guided Reading Self-Assessment Implementation Rubric

By

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For Classroom Teachers, Grades 3-6

#### Purpose

The lesson plan template helps teachers prepare and organize guided reading lessons. As teachers progress through the implementation of a guided reading model of instruction, the self-assessment implementation rubric helps teachers identify components of their guided reading instruction to target for growth and professional development.

#### Use

The lesson plan template provides a tool for daily lesson planning and also offers a record of a teachers' work. The implementation rubric can be used any time teachers wish to focus on and refine the guided reading component of their literacy instruction.

#### Insights

Effective guided reading instruction requires careful planning. The lesson plan template helps teachers focus on the most important components and provides a record of the lesson, which can be filed for re-use. The annotated plan details the kind of thinking and planning required for each component. There are several guided reading implementation rubrics available in the literature, but were found to be too dense, complicated, or unwieldy. This rubric simplifies the categories on which teachers should focus and helps prioritize areas for professional growth.

# Guided Reading Lesson Plan Template

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**Guided Reading Lesson Plan**

**Date:**

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Book Title:

*Pp. or chapter:*

Level:

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Group:

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## **Introduction**

- Summary statement or review of previous lesson
  
- Challenging concept(s)
  
- Challenging vocabulary (\*pre-teach)
  
- Challenging language structures, text features, or format
  
- Comprehension strateg(ies) to be emphasized
  
- Other points of focus
  
- Focus question
  
- Post reading task

## **Post Reading Discussion**

- Discussion points
  
- Focus on processing strategies



# Guided Reading Lesson Plan Template

## COMPLETED EXAMPLE

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Guided Reading Lesson Plan

Date:

---

Book Title:

Pp. or chapter:

Level:

---

Group:

---

### Introduction

➤ **Summary statement or review of previous lesson**

Provide a thorough scaffolding for students so they can read the selection successfully. This is not “giving it away,” but rather giving them a framework around which to gather details, make connections, draw conclusions, etc.

➤ **Challenging concept(s)**

Identify challenging concepts for students. Focus especially on things like unusual names, foreign settings, or unfamiliar situations.

➤ **Challenging vocabulary (\*pre-teach)**

As you read the selection ahead of time, note any vocabulary you think may give students trouble, and star those you plan to pre-teach. As a general rule, *only pre-teach those words whose meaning cannot be figured out through context*. Using context is one of the skills we want students to practice as they read. Asking them about how they figured out other vocabulary is a useful post-reading discussion.

Always pre-teach vocabulary using the text itself. Find the words together and look at them in context.

➤ **Challenging language structures, text features, or format**

Notice items such as foreign phrases, ellipses, italics, dialogue that doesn't have quotation marks, important captions, etc. Point those out to students before reading.

➤ **Other points of focus**

➤ **Focus question**

Just before students begin reading, give them a question to focus their thinking. This is usually a question that will be answered toward the end of the selection they are reading. The focus question gives an immediate purpose for reading and helps keep students on task.

While students are reading, “check in” on several or all of them. Have them “turn up the volume” while they read so you can tune into their reading skills and strategies such as fluency, decoding, getting meaning from context, etc. Ask each child questions that reflect what h/she read in the last few paragraphs or the previous page. This way you can see if h/she is picking up important details, noticing graphic clues (such as ellipses, indentations, spaces, headings), and generally reading with understanding. You can also use this brief discussion to find out if the student is using the specific strategies you are focusing on.

Find a way to take notes during your check-ins. These notes provide you with information for future instruction, as well as records of reading behaviors and skills you can use in evaluating students for report cards and parent conferences. Note the *Behaviors to Notice and Support* that are listed for each level of the guided reading texts.

As you get to know your students you may find that you don't need to check in with them as regularly, or perhaps even not at all (for more accomplished readers). Some teachers send students back to their seats to complete the reading. It's probably best to begin with the model of keeping students with you and checking in with all of them at regular intervals. Then modify as you see fit.

➤ **Post reading task**

Students will finish the day's reading assignment at different times. For those who finish early, have a task ready for them to perform, ideally something that will relate to the discussion. (The cards that accompany the leveled books can be helpful here.) Examples: Have students identify words they had to solve with sticky notes; students can jot down some comprehension questions to ask their peers; they can search for vivid verbs, plural words, or any other pattern you've been working on.

**Post Reading Discussion**

➤ **Discussion points**

Jot down just a few main topics you want to discuss after the students read. This discussion will probably not be as thorough or as detailed as it might be when discussing an anthology selection or a chapter from a Literature Circle novel. (Remember, you've only got 20 – 30 minutes for each guided reading group!) Include the answer to the focus question plus any questions students may have developed for each other.

➤ **Focus on processing strategies**

Use the card that comes with the leveled books, your knowledge of the needs of your students, and opportunities provided by the text to focus on one or two "strategies good readers use." *Make these strategies explicit for students.* Remind or instruct them as to those strategies to work on, and make them accountable for those during the reading process and in the discussion afterwards. Don't forget to note those strategies they are using well! Sometimes a strategy will present itself while you are checking in with a student. Don't hesitate to incorporate this into your discussion as well.

**Reflection: What worked well? What was problematic?**

➤ **Teacher**

What did you forget to do? What part of the discussion was enlightening? Comment on parts of your lesson as close as you can to when you taught it.

➤ **Student(s)**

What did students respond to well? What did they miss? How did they like the selection?

➤ **Next step(s)**

What will you want to focus on for your next lesson with them?

➤ **Reminder(s) for next time**

What do you want to remember the next time you teach this text?

# Guided Reading Self-Assessment Implementation Rubric

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<b>Grouping</b>	<ul style="list-style-type: none"> <li>• Uses flexible configurations, which change often</li> <li>• Uses a variety of data to form groups (lexiles, observations, student interests)</li> </ul>	<ul style="list-style-type: none"> <li>• Changes group configurations occasionally</li> <li>• Uses tested reading level as sole criterion for forming groups</li> </ul>	<ul style="list-style-type: none"> <li>• Configurations rarely change</li> </ul>	<ul style="list-style-type: none"> <li>• Groups remain the same all year</li> </ul>
<b>Text selection</b>	<ul style="list-style-type: none"> <li>• Chooses books to match interests, skills, curriculum</li> <li>• Uses thorough analysis of challenges and supports</li> <li>• Uses books from a variety of sources (other books, articles, research, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses books on the basis of one or two criteria</li> <li>• Uses basic analysis of the text's challenges and supportive features</li> <li>• Uses books from one standard source</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses books on the basis of the level alone</li> <li>• Uses basic analysis of the text's challenges and supportive features</li> <li>• Uses books from one standard source</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses books on the basis of the level alone</li> <li>• Little or no analysis of the text's challenges and supportive features</li> <li>• Uses books from one source (usually either classroom collection or Scholastic boxes)</li> </ul>
<b>Lesson preparation</b>	<ul style="list-style-type: none"> <li>• Analyzes the text thoroughly</li> <li>• Uses written notes to guide the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes the text</li> <li>• Uses written notes to guide the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher is familiar with text</li> <li>• Has few or no notes to guide instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher is somewhat familiar with text</li> <li>• Has few or no notes to guide instruction</li> </ul>
<b>Lesson focus &amp; Instruction</b>	<ul style="list-style-type: none"> <li>• Includes a major focus on strategic reading and also a reflection on the strategies at the end</li> <li>• Carefully "frontloads" selection to ensure that students can focus on needed strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Includes a major focus on strategic reading (i.e. strategies readers use)</li> <li>• Introduces reading selection in order to narrow its challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Mentions strategies during the lesson</li> <li>• Briefly introduces text</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic instruction is not included in the lesson.</li> <li>• Minimal or no introduction of reading selection</li> </ul>
<b>Analysis and Record-keeping</b>	<ul style="list-style-type: none"> <li>• Thorough ongoing analysis of student strategic reading</li> <li>• Maintains a consistent and manageable record-keeping system</li> <li>• Consistently uses observations as "in the moment" teaching points and topics for future lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly analyzes student strategy use</li> <li>• Takes notes or uses checklists when "checking in" with students</li> <li>• Uses observations as teaching points and topics for future lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to analyze student strategy use</li> <li>• "Checks in" with students, but does not record observations</li> <li>• Occasionally uses observations as teaching points and topics for future lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Does not analyze student strategy use</li> <li>• Does not "check in" with students as they read</li> </ul>

## Additional Reflections: