**Qwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyui**

**opasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnm**

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| **Guided Reading Observations**Lesson Structure & Reading Behavior Look-For Checklist |

**Guided Reading Behavior**

**Look-For Checklist:**

This Guided Reading Behavior Look-For Checklist can be used as a bridge between assessment data and the explicit instruction that students need to move onto the next reading level. With running records you learn that students may be able to read and comprehend at a certain level, but it doesn’t allow you to assess the whole reader. The behavior checklists that follow will help you build readers that have all the skills necessary to be moved on to the next reading level.

As you look at the continuum of reading behaviors along the text gradient Pre-A to Z, you will see only small changes level to level because the gradient represents a gradual increase in the demands of texts on reader. However, if you contrast levels like the following you will find some very clear differences in reading behaviors.

* Level Pre-A with Level C
* Level A with Level D
* Level E with Level H
* Level I with Level N
* Level L with Level P
* Level R with Level U
* Level V with Level Z

**How do you use these checklists?**

This tool was designed to be used during each guided reading group. You will need to make a copy of the reading level you are working with, then write in the names of the students in that guided reading group. As you are working with students, you will date or check the behaviors as they are witnessed during your guided reading time. Once all the reading behaviors (that do not repeat) are observed, you will then have enough anecdotal information to complete a running record with a student. You will NOT wait until the whole group is ready for a running record. Readers move at their own pace and that is why guided reading groups are dynamic, not static. Once the running record is complete, you will have a second data point that will provide enough information to solidly move students from one level to the next.

This document was created using the following resources:

 Before, During, and

 After Guided Reading

 Created by

Kimberly LaFlamme

 Teachers Pay Teachers

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| **Guided Reading Level Pre- A Non-Reader** ***This level is for students who know LESS than 40 letters and 0-4 letter sounds.*** |
| **Lesson Framework** |
| **Working With Letters****(3 minutes)** | **Working with Names****(3 minutes)** | **Working With sounds****(3 minutes)** | **Working with Books****(5 minutes)** | **Interactive** **Writing****(5 minutes)** |
| \*Match letters to ABC  Chart\*Match upper and lowercase letters\*Sort by shape of letters (sticks, curves,  etc.)\*Letter/word  association activities\*Letter formation practice | \*Name Puzzles\*Make withmagnetic letters\*Rainbow Writing(Name tracing) | \*Clapping Syllables \*Working with rhymes \*Picture sorts | \*Teaching Points… -concept of a word -first/last word -concept of a letter -first/last letter -punctuation  -capital/lowercase  letters  | \*Dictated Sentence -Teacher decides the  sentence  -Students help by  writing the dominant  consonant sounds in  each word on a  sentence strip.  -Cut-up the sentence  and have students put  it back together.  -Paper clip pieces  together and send  home with one  student.  |
| **Reading Behavior Look-For: \*\*Students MUST be able to do the following to move on.\*\*** |
| **Students**  | Can writer their FIRST name without a model. | Can identify at least 40 upper and lowercase letters by name. | Demonstrates left to right directionality across one line of print. | Can follow simple directions. | Knows at least five consonant sounds. |
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| **Guided Reading Level A Emergent Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Fiction or non-fiction? (“How do you know?) -Intro, “This book is about…”-Schema, “What do you already know…-Picture walk -New vocabulary (pulled from text and sight words) | http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg-Make predictions after first page-Read (independently/shared/choral) -One-to-one matching-Use picture clues to support reading-Rhyming words-Prompts (Does is match?, Does it sound right?, Does it make sense?) | -Review (“I noticed…, When you came to a word you didn’t know…”)-Have students label their strategies. (When you came to a word you didn’t know, what did you do?)-CROSS-CHECKING (random page,  cover pictures-can they still read  the words?) -Rhyming & word family words-Comprehension Strategies  connections & questions -Draw a picture |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work focus**\*Practice reading and writing basic sight words\*ABC chart\*Initial & final consonants\*short vowels medial sounds\*Blend and make CVC words**Students** | Reads from left to right. | Differentiates print from pictures.  | Holds book and turns pages from left to right. | Knows most letters and corresponding sounds.  | Begins to match word-to-word, tracking with finger.  | Locates both known and new words.  | Relies on illustrations to tell a story and begins to focus on print.  | Relates book to his/her own experiences. **\*** |
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| **Guided Reading Level B Emergent Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Fiction or non-fiction?:“How do you  know?-Intro, “This book is about…”-Schema, “What do you already  know?”-Picture walk-New vocabulary (pulled from text  and sight words) | -Make prediction after first page-Read (independently/shared/choral)-One-to-one matching-Use picture clues-Rhyming words-Prompts: Does it match the picture?, Does it sound right?, Does it make  sense?http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg | -Review (“I noticed…, When you came to a word you didn’t know…”)-Have students label their strategies. (When you came to a word you didn’t know, what did you do?)-CROSS-CHECKING (random page,  cover pictures-can they still read  the words?) -Comprehension Strategies  connections & questions -Draw a picture |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*Practice reading and writing basic sight words\*ABC Chart \*Initial & Final consonants, long vowels. \*Blending CVC words\*PSF, rhyming, & syllables**Students** | Word-by-word matching across two lines of text, pointing with one finger.  | Uses knowledge of high frequency words to check on reading.  | Talks about ideas within the text.  | Begins to self-monitor, noticing mismatches in meaning or language.  | Uses word-by-word reading matching to check on reading.  | Notices and interprets details in pictures.  | Remembers and uses language patterns in the text.  | Relates book to his/her experiences.  |
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| **Guided Reading Level C Early Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Fiction or non-fiction?:“How do you  know?-Intro, “This book is about…”-Schema, “What do you already  know?”-Picture walk-New vocabulary (pulled from text  and sight words) | -Make prediction after first page-Read (independently/choral)-One-to-one matching-Use picture clues-Rhyming words-Blend CVC words-Prompts: Does it match the picture?.  Does it sound right?, Does it make http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg sense? | -Review (“I noticed…, When you came to a word you didn’t know…”)-Have students label their strategies. (When you came to a word you didn’t know, what did you do?)-Comprehension book discussion -Comprehension Strategies  connections & questions -Draw a picture |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*Practice reading and writing basic sight words\*ABC Chart \*Make and write Short vowel CVC words\*Match/Sort pictures with rhymes\*Say and clap syllables in one, two, and three syllable words (using pictures)\*Word Families**Students** | Uses visual information to predict, check, and confirm reading.  | Begins to track print with eyes.  | Rereads to confirm or figure out new words. **\*** | Demonstrates awareness of punctuation by pausing and using some phrasing.  | Uses picture details to help figure out words and to predict meaning.  | Recognizes known words quickly and begins to use them as anchors words.  | Solves some new words independently.  | Predicts from events what will come next.  |
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| **Guided Reading Level D Early Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Fiction or non-fiction?:“How do you  know?-Intro, “This book is about…”-Schema, “What do you already  know?”-Picture walk-New vocabulary (pulled from text  and sight words) | -Make prediction after first page-Whisper read independently -Fluency & expression-Punctuation-Decoding (endings, chunks, known parts) -Focus on initial blends and digraphs-Prompts: Does it match the picture?.  Does it sound right?, Does it make http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg sense? | -Review (“I noticed…, When you came to a word you didn’t know…”)-Have students label their strategies. (When you came to a word you didn’t know, what did you do?)-Comprehension strategies: connections, questions, review predictions-Guided Writing: Sentence stem from  text pattern. (Students complete with  own/new idea.) |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*Practice reading and writing basic sight words\*ABC Chart \*Digraphs: sh, ch, th, wh\*Add –s to make words plural\*Write/read/make CVC words\*Beginning & ending letter substitution\*Say and clap the syllables in words (up to 4 syllables) \*Word families & word sorts**Students** | Controls directionality and word-by-word matching with eyes, using finger at points of difficulty.  | Remembers language patterns and repeating events over longer stretches of text.  | Self corrects reading using visual information.  | Solves new words using sound/letter relationships and word parts. (chunking) **\*** | Moves more fluently through the text with some phrasing.  | Rereads to confirm or figure out new words. |  Searches for understanding while reading. | Remember details from the text and pictures.  |
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| **Guided Reading Level E Early Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Fiction or non-fiction?:“How do you  know?-Intro, “This book is about…”-Schema, “What do you already  know?”-Picture walk-New vocabulary (pulled from text  and sight words)-Make predictions | -Make predictions-Whisper read independently-Fluency & expression-Punctuation-Decoding (endings, chunks, known parts) -Blends, digraphs, & contractions -Prompts: Does it match?.  Does it sound right?, Does it make http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg sense?  | -Review (“I noticed…, When you came  to a word you didn’t know…”)-Have students label their strategies.  (When you came to a word you didn’t  know, what did you do?)-Book talk using a discussion prompt-Comprehension strategies: connections,  questions, review predictions-Beginning, middle, end retell-Five finger retell: characters, setting,  problem, events & solution |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*Practice reading and writing basic sight words\*ABC Chart \*Consonant clusters chart\*Add –s or –es \*Make VC, CVC, & CVCe words\*Finding chunks they know to read new words\*Simple compound words\*Letter substitution (B/M/E) **Students** | Tracks print with eyes except at points of difficulty. **\*** | Solves new words using sound/letter relationships and word parts. (chunking) | Rereads when something does not make sense to search for meaning and accuracy.  | Demonstrates awareness of punctuation by using phrasing and reading with inflection. **\*** | Predicts what will happen next and reads to confirm. | Recognizes many words quickly and automatically. **\*** | Relates texts to other previously read stories.  | Demonstrates understanding by talking about the text after reading.  |
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| **Guided Reading Level F Early Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Fiction or non-fiction?:“How do you  know?-Intro, “This book is about…”-Schema, “What do you already  know?”-Picture walk-New vocabulary (pulled from text  and sight words)-Make predictions | -Make predictions-Whisper read independently-Fluency & expression-Punctuation and attend to **bold** words-Decoding (endings, chunks, known parts) -Final blends & digraphs-Prompts: Does it match?.  Does it sound right?, Does it make http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg sense? | -Review (“I noticed…, When you came  to a word you didn’t know…”)-Have students label their strategies.  (When you came to a word you didn’t  know, what did you do?)-Book talk using a discussion prompt-Comprehension strategies: connections,  questions, review predictions-Beginning, middle, end retell-Five finger retell: characters, setting,  problem, events & solution |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*Practice reading and writing basic sight words\*Consonant cluster chart \*Add –ed & -ing, –es \*Letter substitution\*Final blends\*CVCe words\*Diagraphs sh, ch, wh\*Two & three letter blends\*Contractions with “am” & “not”\*Word sorts & word families**Students** | Tracks print with eyes except at point of difficulty.  | Recognizes many words quickly and automatically.  | Uses sound/letter relationships, words parts, and other visual information to figure out new words. **\*** | Figures out longer words while reading for meaning.  | Demonstrates awareness of punctuation by pausing, phrasing, and reading with inflection.  | Uses known words to figure out new words. **\*** | Rereads to figure out words, self-correct, or improve phrasing and expression.  | Talks about ideas in the text and relates them to his/her experiences and to other texts.  |
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| **Guided Reading Level G Transitional Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Fiction or non-fiction? (“How do you know?) -Intro, “This book is about…”-Schema, “What do you already know…-Picture walk -New vocabulary (pulled from text and sight words)-Make predictions | -Make predictions-Whisper read independently-Fluency & expression-Punctuation and attend to **bold** words-Decoding (endings, chunks, known parts) -Final blends & digraphs-Prompts: Does it match? Does it sound right?, Does it make http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg sense? | -Review (“I noticed…, When you came  to a word you didn’t know…”)-Have students label their strategies.  (When you came to a word you didn’t  know, what did you do?)-Book talk using a discussion prompt-Comprehension strategies: connections,  questions, review predictions-Beginning, middle, end retell-Five finger retell: characters, setting,  problem, events & solution |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Study Focus**\*Practice reading and writing basic sight words\*Consonant cluster chart \*Add -ed, -ing, -es endings\*CVC, CVCe, double vowels\*Take apart compound words, onset/rime with digraphs and clusters, & words with medial double consonants\*Letter substitution (B/M/E)\*Word families & word sorts**Students** | Moves through text using pictures and print in an integrated way while attending to meaning.  | Uses sound/letter relationships, **known** **words,** and word parts to figure out new words. **\*** | Rereads to search for meaning when something doesn’t make sense. **\*** | Notices and uses punctuation to assist smooth reading. **\*** | Reads fluently and rapidly, with appropriate phrasing. **\*** | Self-corrects close to the point of error.  | Uses pictures for information but does not rely on them to make predictions.**\***  | Remembers details of the story to support discussion of the story. **\*** |
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| **Guided Reading Level H Transitional Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Fiction or non-fiction? (“How do you know?) -Intro, “This book is about…”-Schema, “What do you already know…-Picture walk -New vocabulary (pulled from text and sight words)-Make predictions | -Make predictions-Whisper read independently-Fluency & expression-Punctuation and attend to **bold** words-Decoding (endings, chunks, known parts) -Contractions-Prompts: Does it match? Does it sound right? Does it make sense?http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg  | -Review (“I noticed…, When you came  to a word you didn’t know…”)-Have students label their strategies.  (When you came to a word you didn’t  know, what did you do?)-Book talk using a discussion prompt-Comprehension strategies: connections,  questions, review predictions-Five finger retell: characters, setting,  problem, events & solution-Somebody-wanted to-so-then summary |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Study Focus**\*Practice reading and writing basic sight words\*Consonant Cluster chart\*Possessive nouns\*Write words with -ed, -ing, -es \*CVC, CVCe, double vowels\*Take apart compound words, onset/rime with digraphs and clusters, & words with medial double consonants\*Letter substitution (B/M/E)\*Contractions with “is” & “not”**Students** | Reads fluently and rapidly, with appropriate phrasing. | Notices and uses punctuation to assist smooth reading.  | Rereads to figure out words, self-correct, or improve phrasing and expression.  | Uses sound/letter relationships, known words, and word parts to figure out new words.  | Rereads for meaning when something doesn’t make sense.  | Uses pictures for information but does not rely on then to make predictions.  | Remembers details to support the accumulations of meaning throughout the text.  | Searches for meaning while reading, stopping to think or talk about ideas.  |
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| **Guided Reading Level I Transitional Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Fiction or non-fiction? (“How do you know?) -Intro, “This book is about…”-Schema, “What do you already know…-Picture walk -New vocabulary (pulled from text and sight words)http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg-Make predictions | -Make predictions-Whisper read independently-Fluency & expression-Punctuation and attend to **bold** words-Decoding (endings, chunks, known parts) -Contractions-Prompts: Does it match?.  Does it sound right?, Does it make  sense? -Support reading of blends and silent e (CVCe) words | -Review (“I noticed…, When you came  to a word you didn’t know…”)-Have students label their strategies.  (When you came to a word you didn’t  know, what did you do?) -Book talk using a discussion prompt-Comprehension strategies: connections,  questions, review predictions-Five finger retell: characters, setting,  problem, events & solution-Somebody-wanted to-so-then  summary |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*Practice reading and writing basic sight words\*Possessive nouns\*Write words with -ed, -ing, -es \*Take apart compound words & 2 syllable words \*Use known words to make new words\*Contractions with “is” & “not”\*Write words with digraphs and clusters**Students** | Follows print with eyes.  | Actively figures out new words using a range of strategies. **\*** | Reads fluently, slowing down to figure out new words then resuming speed. **\*** | Begins to silently read some of the text.  | Rereads when necessary to self-correct, but not as a habit. **\*** | Self-corrects errors that cause loss of meaning. **\*** | Demonstrates an understanding of the story and characters.  | Able to make connections with little prompting.  |
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| **Guided Reading Level J Transitional Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Fiction or non-fiction? (“How do you know?) -Intro, “This book is about…”-Schema, “What do you already know…-Picture walk -New vocabulary (pulled from text and sight words)-Make predictions | -Make predictions-Reads silently to self-Expression, attend to **bold** words-Decoding (endings, chunks, known parts) -Support contractions-Prompts: Does it make sense? How do you know? Was your reading \_\_\_ or \_\_\_? -Support vowel patterns & endings-Graphic organizers   |  -Book talk using a discussion prompt (Characters feelings) -Comprehension strategies: connections,  inferring, determining importance,  author’s message -Problem & solution summary-Graphic organizers-synthesizing http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg information |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*Practice reading and writing basic sight words\*Prefixes & suffixes\*Plurals that drop the y to add ies \*Take apart 2-3 syllable words\*Use known words to make new words\*Contractions with *am, is, not, are*\*Homophones\*Comparatives –er & -est **Students** | Actively figures out new words using a range of strategies. | Reads fluently, slowing down to figure out new words then resuming speed. **\*** | Silently reads sections of texts.  | Rereads when necessary to self-correct, but not as a habit. | Self-corrects errors that cause loss of meaning. | Sustains problem-solving and development of meaning through a longer text read over several days. | Able to make connections, and begins to make inferences. | Verbally summarizes the text.  |
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| **Guided Reading Level K Transitional Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Fiction or non-fiction? (“How do you know?) -Intro, “This book is about…”-Schema, “What do you already know…-Picture walk -New vocabulary (pulled from text and sight words)-Make predictions | -Make predictions-Reads silently to self-Expression, attend to **bold** words-Decoding (endings, chunks, known parts) -Support contractions-Prompts: Does it make sense? How do you know? Was your reading \_\_\_ or \_\_\_? - Support vowel patterns & endings-Graphic organizers   | -Book talk using a discussion prompt (Characters feelings) -Comprehension strategies: connections,  inferring, determining importance,  author’s message. -Problem & solution summary-Graphic organizers-synthesizing http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg information |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*Practice reading and writing basic sight words\*Prefixes & suffixes\*Words with silent letters\*Take apart 2-3 syllable words\*Open/closed syllables\*r-controlled vowels\*Contractions (all types)\*Homophones & Homographs\*Comparatives –er & -est \*Long vowel combinations **Students** | Reads silently most of the time. **\*** | Reads in a phrased, fluent way over longer stretches of text. | Flexibly uses multiple word-solving strategies while focusing on meaning. | Reads fluently, slowing down to figure out new words then resuming speed. | Makes inferences, predicts and analyzes characters and plot. | Sustains attention to meaning and interpretation of a longer text read over several days. **\*** | Goes beyond the text in understanding of problems and characters.  | Demonstrates understanding of text after silently reading.**\***  |
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| **Guided Reading Level L Transitional Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Fiction or non-fiction? (“How do you know?) -Intro, “This book is about…”-Schema, “What do you already know…-Picture walk -New vocabulary (pulled from text and sight words)http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg-Make predictions | -Make predictions-Reads silently to self-Expression-Support decoding using context clues -Support reading and meaning of contractions-Prompts: Does it make sense? How do you know? Was your reading \_\_\_ or \_\_\_? -Graphic organizers   | -Book talk using a discussion prompt (Characters changes) -Comprehension strategies: connections,  inferring, determining importance,  author’s message-A main idea of the story summary-Graphic organizers-synthesizing  Information-Guided writing responses |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*Practice reading and writing basic sight words\*Prefixes & suffixes\*Words with silent letters\*Take apart 2-3 syllable words\*Open/closed syllables\*r-controlled \*Contractions (all types)\*Homophones & Homographs\*Comparatives –er & -est \*Long vowel combinations **\***Double vowel words(ea, ai, etc.) **Students** | When reading orally, reads rapidly with phrasing.  | Reads orally, with accuracy, not stopping to self-correct in the interest of fluency and phrasing. **\*** | Uses multiple word-solving strategies with longer words.  | Reads silently most of the time.  | After reading longer sections of a text predicts events, outcomes, problem resolutions, and character changes. **\*** | Makes connections between the text and other books. **\*** | Sustains attention to meaning and interpretation of a longer text read over several days.  | Demonstrates understanding and interprets the text after silently reading.  |
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| **Guided Reading Level M Extending Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Fiction or non-fiction? (“How do you know?) -Intro, “This book is about…”-Schema, “What do you already know…-Picture walk -New vocabulary (pulled from text and sight words)-Make predictions | -Make predictions-Reads silently to self-Support use of expression-Support decoding using context clues -Prompts: Does it make sense? How do you know? Was your reading \_\_\_ or \_\_\_? -Graphic organizers http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg  | -Book talk using a discussion prompt (Characters changes) -Comprehension strategies: connections,  inferring, determining importance,  author’s message-A main idea of the story summary-Graphic organizers-synthesizing  Information-Guided writing responses |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*Word endings (-ing,-es,-ed,-er)\*Regular & irregular plurals\*Prefixes and suffixes and how they change meanings of words \*Homophones & Homographs\*Open/Closed syllable vowels sounds\*Making words~ VVC, VVCe, VCCe, VCCC, VVCCC\*Take apart & read multisyllabic words, and the full range of contractions **Students** | Uses multiple sources of information to figure out words rapidly while focusing on meaning. **\*** | Reads orally, with accuracy, not stopping to self-correct in the interest of fluency and phrasing.  | Demonstrates ability to interpret text while reading orally, with fluency and phrasing. **\***  | Reads silently except during assessments or to demonstrate text interpretation. **\***  | After reading longer sections of text, predicts event, outcomes, problem resolutions, and character changes. **\*** | Remembers details and sustains attention to meaning through a longer text.  | Makes connections between the text read and other books.  | Goes beyond the text to make more sophisticated interpretations. **\***  |
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| **Guided Reading Level N Extending Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Fiction or non-fiction? (“How do you know?) -Intro, “This book is about…”-Schema, “What do you already know…-Picture walk -New vocabulary (pulled from text and sight words)-Make predictions | -Make predictions-Reads silently to self-Support use of expression-Support decoding and use of context clues -Prompts: Does it make sense? How do you know? Was your reading \_\_\_ or \_\_\_? -Graphic organizers http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg  | -Book talk using a discussion prompt (Characters changes) -Comprehension strategies: connections,  inferring, determining importance,  author’s message-A main idea of the story summary-Graphic organizers-synthesizing  Information-Guided writing responses |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*All endings and how they change meaning of words and spelling.\*Regular and irregular plurals\*Prefixes and suffixes\*Homophones & Homographs \*Open/Closed syllable vowels sounds\*Making words~ VVC, VVCe, VCCe, VCCC, VVCCC\*Take apart & read multisyllabic words, and the full range of contractions.  **Students** | Uses multiple sources of information to figure out words rapidly while focusing on meaning. **\***  | Demonstrates ability to interpret text while reading orally, with fluency and phrasing. **\*** | Reads silently except during assessments or to demonstrate text interpretation. | Remembers details from one section of text to the next.  | Notices how illustrations convey the author’s meaning.  | Demonstrates sophisticated interpretation of characters and plot.  | Sustains attention to a longer text, remembering details and revising interpretations as new events are encountered. **\*** | Goes beyond the text to make more sophisticated interpretations.  |
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| **Guided Reading Level O Extending Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Fiction or non-fiction? (“How do you know?) -Intro, “This book is about…”-Schema, “What do you already know…-Picture walk -New vocabulary (pulled from text and sight words)-Make predictions | -Make predictions-Reads silently to self-Support reading with expression-Support decoding and use of context clues -Prompts: Does it make sense? How do you know? Was your reading \_\_\_ or \_\_\_? -Graphic organizers http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg  | -Book talk using a discussion prompt (Characters changes) -Comprehension strategies: connections,  inferring, determining importance,  author’s message-A main idea of the story summary-Graphic organizers-synthesizing  Information-Guided writing responses |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*All endings and how they change meaning of words and spelling.\*Regular and irregular plurals\*Prefixes and suffixes\*Homophones & Homographs \*Open/Closed syllable vowels sounds\*Making words~ VVC, VVCe, VCCe, VCCC, VVCCC\*Take apart & read multisyllabic words, and the full range of contractions. \*r-controlled vowels  **Students** | Uses multiple sources of information to figure out new words rapidly while focusing on meaning.  | Flexibly applies word-solving strategies to more complex, multisyllabic words.  | Demonstrates ability to interpret text while reading orally, with fluency and phrasing. **\*** | In oral reading, figures out new words rapidly while reading smoothly and expressively. **\*** | After reading silently, demonstrates understanding and sophistication in text interpretation. **\*** | Searches to understand the subtle shade of meaning that words can convey.  | Sustains attention to a text read over several days, remembering details and revising interpretations as new events are encountered. **\*** | Makes connections among texts to enhance interpretation.  |
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| **Guided Reading Level P Extending Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Fiction or non-fiction? (“How do you know?) -Intro, “This book is about…”-Schema, “What do you already know…-Picture walk -New vocabulary (pulled from text and sight words)-Make predictions | -Make predictions-Reads silently to self-Support reading with expression-Support decoding and use of context clues -Prompts: Does it make sense? How do you know? Was your reading \_\_\_ or \_\_\_? -Graphic organizers http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg  | -Book talk using a discussion prompt (Characters changes) -Comprehension strategies: connections,  inferring, determining importance,  author’s message, AND can justify. -Written summary-Graphic organizers-synthesizing  Information-Guided writing responses |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*Letter clusters that represent a single sound (k= ck, c ,k; f= ff, ph)\*Regular and irregular plurals\*Prefixes and suffixes\*Homophones & Homographs \*Open/Closed syllable vowels sounds\*Making words~ VVC, VVCe, VCCe, VCCC, VVCCC\*Take apart & read multisyllabic words, and the full range of contractions. \*r-controlled vowels  **Students** | While reading silently, reads rapidly and with attention to meaning. **\*** | Actively acquires new vocabulary through reading. **\***  | Demonstrates ability to interpret text while reading orally, with fluency and phrasing.  | In oral reading, figures out new words rapidly while reading smoothly and expressively.  | After reading silently, demonstrates understanding and sophistication in text interpretation. **\*** | Goes beyond the text to speculate on alternative meanings. **\*** | Sustains attention to a text read over several days, remembering details and revising interpretations as new events are encountered. **\*** | Shows the ability to summarize and extend the text in writing. **\*** |
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| **Guided Reading Level Q Fluent Reader** |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Set purpose/goal for reading-Front-load important themes-Introduce new vocabulary -Activate prior knowledge-Preview the text  -Write down questions students may have based on preview of the text -Make predictions http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg | **Students…**\*Read silently\*Make notes & track their thinking\*Check & adapt predictions\*Graphic organizers**Teacher…**\*Listens in to student read one at a time\*Models how to monitor comprehension by thinking aloud when listening in\*Supports & confirms students’ attempt and success when problem-solving\*Supports & models metacognitive and comprehension strategies being practiced | -Guide book talk discussion using  focused comprehension strategy  questions -Revisit “Before” reading questions -Students reflect personally to the text/or  share their thinking-Reread parts of the text for one or two  teaching points-Complete graphic organizer-Extend the text through writing a  summary or in a “Response to  Reading” journal entry.  |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*Letter clusters that represent a single sound (k= ck, c ,k; f= ff, ph)\*Regular and irregular plurals\*Prefixes and suffixes\*Homophones & Homographs \*Open/Closed syllable vowels sounds\*Making words~ VVC, VVCe, VCCe, VCCC, VVCCC\*Take apart & read multisyllabic words, and the full range of contractions. \*r-controlled vowels  **Students** | While reading silently, reads rapidly and with attention to meaning. **\*** | Actively acquires new vocabulary through reading. **\*** | Uses illustrations to help analyze text meaning. **\*** | Sustains attention to a text read over several days, remembering details and revising interpretations as new events are encountered. **\*** | Compares the text to other books in an analytic way.  | After reading silently, demonstrates understanding and sophistication in text interpretation. **\*** | Goes beyond the text to interpret characters’ thoughts and feelings and to speculate on alternative meanings. **\*** | Shows the ability to analyze and extend the text in writing. |
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| **Guided Reading Level R Fluent Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Set purpose/goal for reading-Front-load important themes-Introduce new vocabulary -Activate prior knowledge-Preview the text  -Write down questions students may  have based on preview of the text -Make predictions http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg | **Students…**\*Read silently\*Make notes & track their thinking\*Check & adapt predictions\*Graphic organizers**Teacher…**\*Listens in to student read one at a time\*Models how to monitor comprehension by  thinking aloud when listening in\*Supports & confirms students’ attempt and  success when problem-solving\*Supports & models metacognitive and  comprehension strategies being practiced | -Guide book talk discussion using  focused comprehension strategy  questions -Revisit “Before” reading questions -Students reflect personally to the text/or  share their thinking-Reread parts of the text for one or two  teaching points-Complete graphic organizer-Extend the text through writing a  summary or in a “Response to  Reading” journal entry.  |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*Letter clusters that represent a single sound (k= ck, c ,k; f= ff, ph)\*Regular and irregular plurals\*Prefixes and suffixes\*Homophones & Homographs \*Open/Closed syllable vowels \*Making words~ VVC, VVCe, VCCe, VCCC, VVCCC\*Take apart & read multisyllabic words\*Use knows words to read new words\*r-controlled vowels  **Students** | While reading silently, reads rapidly and with attention to meaning. **\*** | Actively acquires new vocabulary through reading. **\*** | Uses illustrations to help analyze text meaning.  | Sustains attention to a text read over several days, remembering details and revising interpretations as new events are encountered. **\*** | Demonstrates interest in reading an extended text over a longer period of time.  | After reading silently, demonstrates understanding and sophistication in interpreting meaning. **\*** | Uses comparison with other texts to assist interpretation  | Goes beyond the text to interpret characters’ thoughts and feelings and to speculate on alternate meanings. **\*** |
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| **Guided Reading Level S Fluent Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Set purpose/goal for reading-Front-load important themes-Introduce new vocabulary -Activate prior knowledge-Preview the text  -Write down questions students may  have based on preview of the text -Make predictions http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg | **Students…**\*Read silently\*Make notes & track their thinking\*Check & adapt predictions\*Graphic organizers**Teacher…**\*Listens in to student read one at a time\*Models how to monitor comprehension by  thinking aloud when listening in\*Supports & confirms students’ attempt and  success when problem-solving\*Supports & models metacognitive and  comprehension strategies being practiced | -Guide book talk discussion using  focused comprehension strategy  questions -Revisit “Before” reading questions -Students reflect personally to the text/or  share their thinking-Reread parts of the text for one or two  teaching points-Complete graphic organizer-Extend the text through writing a  summary or in a “Response to  Reading” journal entry.  |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*Letter clusters that represent a single sound (k= ck, c ,k; f= ff, ph)\*Regular and irregular plurals\*Words with several syllables \*Open/Closed syllable vowels \*Use base words to make new words using prefixes and suffixes.\*Take apart & read multisyllabic words\*Use knows words to read new words\*Frequent syllable patters in multisyllabic words.  **Students** | While reading silently, reads rapidly and with attention to meaning. **\*** | Actively acquires new vocabulary through reading.  | Demonstrates flexibility in reading texts off different styles and genres.**\***  | Sustains attention to a text read over several days, remembering details and revising interpretations as new events are encountered. **\*** | Demonstrates interest and ability in interpreting shorter selections. **\***  | After reading silently, demonstrates understanding and sophistication in interpreting meaning.  | Goes beyond the text to interpret characters’ thoughts and feelings and to speculate on alternate meanings.  | Extends text meaning through research, writing, or the arts. **\*** |
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| **Guided Reading Level T Fluent Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Set purpose/goal for reading-Front-load important themes-Introduce new vocabulary -Activate prior knowledge-Preview the text  -Write down questions students may  have based on preview of the text -Make predictions http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg | **Students…**\*Read silently\*Make notes & track their thinking\*Check & adapt predictions\*Graphic organizers**Teacher…**\*Listens in to student read one at a time\*Models how to monitor comprehension by  thinking aloud when listening in\*Supports & confirms students’ attempt and  success when problem-solving\*Supports & models metacognitive and  comprehension strategies being practiced | -Guide book talk discussion using  focused comprehension strategy  questions -Revisit “Before” reading questions -Students reflect personally to the text/or  share their thinking-Reread parts of the text for one or two  teaching points-Complete graphic organizer-Extend the text through writing a  summary or in a “Response to  Reading” journal entry.  |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*Letter clusters that represent a single sound (k= ck, c ,k; f= ff, ph)\*Regular and irregular plurals\*Use word roots (Greek and Latin) to understand new words\*Take apart multisyllabic words and use the parts for pronunciation and meaning\*Notice and use frequent vowel and syllable patterns in multisyllabic words. \*Use what is known about words to read new words.  **Students** | While reading silently, reads rapidly and with attention to meaning.  | In oral and silent reading, figures out new words automatically and easily interprets word meanings.  | Demonstrates flexibility in reading texts off different styles and genres.  | Sustains attention to a text read over several days, remembering details and revising interpretations as new events are encountered.  | Demonstrates interest and ability in interpreting shorter selections.  | Reflects knowledge of literary genre in conversation and writing.  | Extends and demonstrates understanding of the text through writing in a variety of genres.  | Extends and demonstrates understanding of the text through public speaking, research, or the arts.  |
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| **Guided Reading Level U Advanced Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Set purpose/goal for reading-Front-load important themes-Introduce new vocabulary -Activate prior knowledge-Preview the text  -Write down questions students may  have based on preview of the text -Make predictions http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg | **Students…**\*Read silently\*Make notes & track their thinking\*Check & adapt predictions\*Graphic organizers**Teacher…**\*Listens in to student read one at a time\*Models how to use text features to enhance  comprehension of the text. \*Develops and guides students through deep  questions and higher level thinking\*Supports & models metacognitive and  comprehension strategies being practiced | -Guide book talk discussion using  focused comprehension strategy  questions -Revisit “Before” reading questions -Students reflect personally to the text/or  share their thinking-Reread parts of the text for one or two  teaching points-Complete graphic organizer-Extend the text through writing a  summary or in a “Response to  Reading” journal entry.  |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*Regular and irregular plurals\*Use word roots (Greek and Latin) to understand new words\*Take apart long multisyllabic words with ease\*Notice and use frequent vowel and syllable patterns in multisyllabic words. \*Use base words, prefixes, and suffixes in the deriving meaning of words \*Multisyllabic word patterns including r-controlled vowels  **Students** | Notices graphic illustrations and gets information from them.  | Synthesizes information from graphic information with the body of the text.  | Learns technical words from reading. **\*** | Uses the table of contents to help in the understanding of the organization of the text.  | Grasps “layers” of meaning in a story. For example, specific understandings plus the “bigger picture.” | Reads, understands, and appreciates literary language.  | Interprets illustrations and their connections to the text.  | Keeps up with several different themes and many characters.  | Interprets characters’ motives and the influences on their development.  | Recognizes and appreciates a wide range of genres, both fiction and non-fiction.  | Notices and uses a full range of punctuation, including more rarely used forms such as dashes.  | Uses reading to learn about self and others.  |
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| **Guided Reading Level V Advanced Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Set purpose/goal for reading-Front-load important themes-Introduce new vocabulary -Activate prior knowledge-Preview the text  -Write down questions students may  have based on preview of the text -Make predictions http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg | **Students…**\*Read silently\*Make notes & track their thinking\*Check & adapt predictions\*Graphic organizers**Teacher…**\*Listens in to student read one at a time\*Models how to use text features to enhance  comprehension of the text. \*Develops and guides students through deep  questions and higher level thinking\*Supports & models metacognitive and  comprehension strategies being practiced | -Guide book talk discussion using  focused comprehension strategy  questions -Revisit “Before” reading questions -Students reflect personally to the text/or  share their thinking-React to text through the author’s point  of view and discuss the author’s purpose-Reread parts of the text for one or two  teaching points-Complete graphic organizer-Extend the text through writing a  summary or in a “Response to  Reading” journal entry.  |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Suggested Word Work Focus**\*Add a variety of endings to words and discuss changes in spelling and meaning. \*Use base words to make new words\*Use words roots to take apart words \*Derive meaning from words that have the same base/root word\*Read multisyllabic words with a variety of patterns including r-controlled vowels.  **Students** | Learns technical language and concepts through reading.  | Understands and talks about complex themes, analyzing them and applying them to current life situations.  | Understands many different perspectives that are encountered in fiction and non-fictions texts.  | Evaluates both fiction and non-fiction texts for their authenticity and accuracy.  | Deals with mature topics such as death, war, prejudice and courage. **\*** | Thinks critically about and discusses the content of a literary work or the quality of writing.  | Notices aspects of the writer’s craft and looks at the text from a writer’s point of view.  | Sustains attention and thinking over the reading of texts that are long and have small fonts.  | Tries new genre, topics, and authors, and is able to compare them with known genres, topics and authors.  | Makes connections across texts to notice an author’s style or technique.  | Understands symbolism in both realistic fiction and fantasy; discusses what symbols mean in terms of today’s society.  | Brings prior knowledge to aid in understanding of literary references.  | Learns about self and others through reading, especially about societies that are different from one’s own. **\*** |
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| **Guided Reading Level W Advanced Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Set purpose/goal for reading-Front-load important themes-Introduce new vocabulary -Activate prior knowledge-Preview the text  -Write down questions students may  have based on preview of the text -Make predictions http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg | **Students…**\*Read silently\*Make notes & track their thinking\*Check & adapt predictions\*Graphic organizers**Teacher…**\*Listens in to student read one at a time\*Models how to use text features to enhance  comprehension of the text. \*Develops and guides students through deep  questions and higher level thinking\*Supports & models metacognitive and  comprehension strategies being practiced | -Guide book talk discussion using  focused comprehension strategy  questions -Revisit “Before” reading questions -Students reflect personally to the text/or  share their thinking-Reread parts of the text for one or two  teaching points-Complete graphic organizer-Extend the text through writing a  summary or in a “Response to  Reading” journal entry.  |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Students** | Flexibly and automatically uses tools such as the glossary, references, index, credentials for authors, legends, charts, and diagrams. **\*** | Sustains reading over longer and more complex texts; is not intimidated by varying layouts and styles of print.  | Builds understanding of a wide variety of human problems.  | Uses reading to expand awareness of people who are different from oneself. | Understands and learns from character’s experiences.  | Learns about self and others through reading; actively seeks understanding of people different from oneself by culture, etc. | Deals with mature themes such as prejudice, war, death, survival, and poverty, and is able to discuss them in relations to oneself. **\*** | Understands the complexities of human characters as they develop and change; discusses one’s own point of view and relations hip to characters.  | Integrates understandings derived from graphic illustrations and the text.  | Expands world knowledge through reading.  |
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| **Guided Reading Level X Advanced Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Set purpose/goal for reading-Front-load important themes-Introduce new vocabulary -Activate prior knowledge-Preview the text  -Write down questions students may  have based on preview of the text -Make predictions http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg | **Students…**\*Read silently\*Make notes & track their thinking\*Check & adapt predictions\*Graphic organizers**Teacher…**\*Listens in to student read one at a time\*Models how to use text features to enhance  comprehension of the text. \*Develops and guides students through deep  questions and higher level thinking\*Supports & models metacognitive and  comprehension strategies being practiced | -Guide book talk discussion using  focused comprehension strategy  questions -Revisit “Before” reading questions -Students reflect personally to the text/or  share their thinking-React to text through the author’s point  of view and discuss the author’s craft-Reread parts of the text for one or two  teaching points (author’s style) -Complete graphic organizer-Extend the text through writing a  summary or in a “Response to  Reading” journal entry. (Focused on  irony and satire)  |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Students** | Understands and is able to use the sophisticated, scholarly, technical language that is found in informational texts.  | Flexibly and automatically uses tools such as glossary, references, index, credentials for authors, legends, charts and diagrams. **\*** | Sustains attention over longer texts with more abstract, mature, and complex themes.  | Notices, understands and discusses a wide range of literary devices, such as flashbacks and stories within stories.  | Deals with mature themes, such as family relationships, death, social injustice, and the supernatural.  | Uses descriptive text as a way to understand settings and their importance to the plot of character development.  | Discusses the setting as an element of the text, deciding whether it is important or unimportant.  | Notices aspects of author’s craft, including the ways characters are described and presented as “real.” | Talks about the text in an analytic way, including finding specific evidence of the author’s style.  | Appreciates, understands and discusses irony and satire.  |
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| **Guided Reading Level Y Advanced Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Set purpose/goal for reading-Front-load important themes-Introduce new vocabulary -Activate prior knowledge-Preview the text  -Write down questions students may  have based on preview of the text -Make predictions http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg | **Students…**\*Read silently\*Make notes & track their thinking\*Check & adapt predictions\*Graphic organizers**Teacher…**\*Listens in to student read one at a time\*Models how to use text features to enhance  comprehension of the text. \*Develops and guides students through deep  questions and higher level thinking\*Supports & models metacognitive and  comprehension strategies being practiced | -Guide book talk discussion using  focused comprehension strategy  questions -Revisit “Before” reading questions -Students reflect personally to the text/or  share their thinking-React to text through the author’s point  of view and discuss the author’s craft-Reread parts of the text for one or two  teaching points (author’s style) -Complete graphic organizer-Extend the text through writing, drawing  or more reading.  |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Students** | Understands and discusses the fact that words can have multiple meanings in relation to the context in which they are used.  | Flexibly and automatically uses tools such as glossary, references, index, credentials for authors, legends, charts, and diagrams. **\***  | Understands and discusses subtle and complex plots and themes.  | Understands, discusses, and deals in a mature way with a wide range of social problems, including social injustice and tragedy.  | Understands and discusses in a mature way texts that present explicit details of social problems.  | Understands literary irony and satire as they are used to communicate big ideas.  | Understands complex fantasy, entering into whole new worlds, and understands concepts in relation to the imagined setting.  | Interprets events in light of the setting-time, place, and culture.  | Engages in critical thinking about fiction and nonfiction texts.  | Critically evaluates nonfiction text for accuracy and presentation of information.  |
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| **Guided Reading Level Z Advanced Reader**  |
| **Lesson Framework** |
| **Before** | **During** | **After** |
| -Set purpose/goal for reading-Front-load important themes-Introduce new vocabulary -Activate prior knowledge-Preview the text  -Write down questions students may  have based on preview of the text -Make predictions http://drralph.pbworks.com/f/1393597106/S14H%20read%20pic.jpg | **Students…**\*Read silently\*Make notes & track their thinking\*Check & adapt predictions\*Graphic organizers**Teacher…**\*Listens in to student read one at a time\*Models how to use text features to enhance  comprehension of the text. \*Develops and guides students through deep  questions and higher level thinking\*Supports & models metacognitive and  comprehension strategies being practiced | -Guide book talk discussion using  focused comprehension strategy  questions -Revisit “Before” reading questions -Students reflect personally to the text/or  share their thinking-React to text through the author’s point  of view and discuss the author’s craft-Reread parts of the text for one or two  teaching points (author’s style) -Complete graphic organizer-Extend the text through writing, drawing  or more reading.  |
| **Reading Behavior Look-For: \*Marks behaviors that repeat in the next level.** |
| **Students** | Switches easily from one genre to another, accessing knowledge of the structure and nature of the text while beginning to read.  | Flexibly and automatically uses tools such as glossary, references, index, credentials for authors, legends, charts and diagrams.  | Sustains reading and understand over much longer texts.  | Understands and discusses how a text “works” in terms of the writer’s organization.  | Deals with controversial social and political issues, seeing multiple perspectives.  | Uses reading to gain technical knowledge in a wide variety of areas.  | Understands the symbolism in heroic quests; applies concepts encountered in fantasy to today’s life.  | Deals with and discusses in a mature way graphic details such as accounts of brutality, hardship or violence.  | Notices, understands, appreciates complex language, archaic language, and cultural motifs.  | Learns about epilogues, bibliographies and forewords.  | Builds information across text, even when very unusual formats are used (ex. Brief interview with many characters) | Deals with a great range of texts –from diaries to narrative to plays. | Fully understands the subtle differences between fiction and nonfiction.  |
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