

Fluent Guided Reading Plan

Date:		Title:		Level:		Strategy Focus:	
		Issue Overview: Should Students Have to Wear School Uniforms		Level: 1060L (XYZ)		Reading to gain information	
Day 1		Day 2		Day 3		Day 4	
1. Before Reading (2-3 min)		1. Before Reading (1 min)		1. Before Reading (1 min)		1. Before Reading (1 min)	
<p>A.</p> <p style="text-align: center;">Preview & Predict or Question using table of contents, pictures or index. (whole book)- What do you see in this picture?</p>		<p>A. Preview & Predict or Question</p> <p style="text-align: center;">Based on what we have read thus far; how do you feel about school uniforms? (1-2 min discussion)</p>		<p>A. Preview & Predict or Question (next section)</p> <p style="text-align: center;">Have your feelings changed in regards to school uniforms? Do you still feel the same way you felt the last time we met?</p>		<p>A. Preview & Predict or Question (next section)</p> <p style="text-align: center;">Based off of the information we have read and discussed are you a proponent of school uniforms or an opponent of school uniforms? Do you believe that you could use the information in the article to support your argument?</p>	
<p>B. Gist statement: The other day I was talking to my friend who teaches 2nd grade in Michigan and she told me the students at their school do not need to wear uniforms. We had a discussion about why or why not we think students should wear uniforms. I would really like to have this discussion with you all, but, before we can have this discussion we need to become more informed on this issue. We are going to read this article and while we read focus on the main points within each of the paragraphs in the article.</p>		<p>B. Review strategy: As we continue to read about school uniforms I want us to look back on what we did the last time we met. We were working on informing ourselves as readers by focusing on the main topics in each paragraph. Remember how we read this part of the article together? We decided that this specific piece of the article focused on what proponents of school uniforms said about the issue. (Student) has written that focus right here in the margin of their article. I want us to continue reading this article focusing on identifying the main topic of each paragraph.</p>		<p>B. Review strategy: Now that we have determined the main topic of this multi-paragraph article, as well as the topics of each of the paragraphs we know that the different sections in this text introduced us as readers to important information. I want us to use this information we have collected to talk about the main purpose the author had in writing this article. What do we think the author's main purpose is? How can we find the authors main purpose?</p>		<p>B.</p> <p style="text-align: center;">Review strategy:</p> <p>Today we are going to use the information that we have learned to push ourselves to critically think about this issue. We will write an opinion piece in which we explain our opinion about this issue and showcase whether we are a proponent or an opponent. Let's look at our recording sheet from our last meeting. What do we see that we can use to support our argument</p>	
2. New Vocab (1-2 min)		2. New Vocab (1-2 min)		2. New Vocab (1-2 min)		2. New Vocab (1-2 min)	
Words:	Process:	Words:	Process:	Words:	Process:	Words:	Process:
Proponents Encourage Opponents Violate Emphasize High-poverty	<input checked="" type="checkbox"/> Brief definition <input checked="" type="checkbox"/> Relate to b.ground <input checked="" type="checkbox"/> Connect to text <input type="checkbox"/> Turn and Talk	Associated Discipline Expensive Restrict Convey	<input checked="" type="checkbox"/> Brief definition <input type="checkbox"/> Relate to b.ground <input checked="" type="checkbox"/> Connect to text <input type="checkbox"/> Turn and Talk	Opponent Proponent Disruptive Critical thinking	<input type="checkbox"/> Brief definition <input checked="" type="checkbox"/> Relate to b.ground <input type="checkbox"/> Connect to text <input type="checkbox"/> Turn and Talk	Opinion Critical thinking Opponent Proponent	<input type="checkbox"/> Brief definition <input checked="" type="checkbox"/> Relate to b.ground <input type="checkbox"/> Connect to text <input type="checkbox"/> Turn and Talk
3. Model Strategy (2 min)		3. Read and Respond (12 min)		3. Read and Respond (12 min)		3. Read and Respond (12 min)	
<p>Teacher reads paragraph 1 (3 sentences). Teacher models using context clues to find meaning of unknown words. (increasingly) Teacher stops after reading paragraph one and quick scribes important note from paragraph in</p>		<p>At small group table, teacher listens to individual students as students focus on their own reading. Students will read and annotate starting at paragraph 3, re-reading this paragraph and moving on to finishing the article.</p>		<p>Let's talk about the disagreement present in this article. There are the proponents of uniforms and the opponents of uniforms. What do the opponents say in this article that supports their belief that we should not have students</p>		<p style="text-align: center;">Model Strategy</p> <p>As I read these articles with you I found that I was more of an opponent of school uniforms. Looking at the recording sheet I</p>	

Instructions: Type in the green shaded areas as needed. Then print to use when teaching.

Adapted by Nathan Elliott from: Richardson, J. (2009). *The next step in guided reading: focused assessments and targeted lessons for helping every student become a better reader*. New York: Scholastic Inc.

margin.		Teacher and students discuss the main topic of each individual paragraph read. Stopping frequently to ask individual students what they had found as main topic, why they thought that was the main topic, noticing annotations made.		wearing uniforms? - Search, discuss, record		filled out when we worked together I found	
4. Read and Respond (8 min)		When finished reading text teacher and students will compare notes they have made regarding individual paragraph topics and discuss what the entire articles main topic is.		What do the proponents say? Do they have evidence or statistics that can support their claims?		I made a short writing piece. Something you may remember using with me before OREO.	
Read title and paragraph one as group, teacher listens to individual students as students focus on their own reading. Students will read and annotate o paragraph 3. Teacher and students discuss the main topic of each individual paragraph read.				Let's think about the way we just used this information to find out the main purpose of the author's text. What is the main purpose? Is the author trying to persuade us to be proponents or opponents? Is the author trying to teach us something or inform us?		O- In my opinion I believe students should not have uniforms. R- In the article I learned that opponents say school uniforms violate student's rights to express themselves. E- This means that uniforms do not allow students to dress in a way that shows their personality.	
						Let's try making 3 R/E's of our own directly pulling information from the article we have read	
5. Teaching points & discussion prompts (4-5)		5. Teaching points & discussion prompts (4-5)		5. Teaching points & discussion prompts (4-5)		5. Teaching points & discussion prompts (4-5)	
Use new vocabulary to identify the main topic of each paragraph in a multi paragraph text (CCSS.ELA-LITERACY.RI.2.2) What was the main topic in this specific section of the article? What evidence can you show me to support that?		Use new vocabulary to identify the main topic of each paragraph in a multi paragraph text (CCSS.ELA-LITERACY.RI.2.2) What was the main topic in this specific section of the article? What evidence can you show me to support that?		Identify main purpose of a text (CCSS.ELA-LITERACY.RI.2.6)		Write an opinion piece using the information directly from the article in order to support their opinion. (CCSS.ELA-LITERACY.W.2.1)	
6. New Word List (1 min)		5. New Word List (1 min)		5. New Word List (1 min)		5. New Word List (1 min)	
Word:	Definition:	Word:	Definition:	Word:	Definition:	Word:	Definition:
Proponent	A person who is in favor of something	Associated	Connected, to connect or bring into relation	Disruptive	Causing disorder		
Opponent	A person who is against something.	Restrict	To confine or keep within limits	Critical Thinking	Clear, Rational, open minded thinking that is supported by evidence.		

Teaching Points			Guided Writing (if appropriate)			
Vocabulary <input checked="" type="checkbox"/> Context clues <input type="checkbox"/> Visualize <input checked="" type="checkbox"/> Known part <input checked="" type="checkbox"/> Connections <input type="checkbox"/> Glossary	Comprehension (F) <input type="checkbox"/> STP <input type="checkbox"/> VIP <input type="checkbox"/> Retell (5 finger) <input type="checkbox"/> Visualize <input type="checkbox"/> Predict/Support <input type="checkbox"/> Connections <input type="checkbox"/> Character Traits <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Ask Questions <input type="checkbox"/> Chapter summary <input type="checkbox"/> Inferences Other: _____	Comprehension (NF) <input type="checkbox"/> STP <input checked="" type="checkbox"/> Fact-Question <input checked="" type="checkbox"/> Summarize <input checked="" type="checkbox"/> Main idea/Details <input type="checkbox"/> Important/Interesting <input type="checkbox"/> Interp. Visuals <input checked="" type="checkbox"/> Ask Questions <input checked="" type="checkbox"/> Compare/Contrast <input checked="" type="checkbox"/> Cause/Effect <input type="checkbox"/> Evaluate <input type="checkbox"/> Figurative Language	Fiction <input type="checkbox"/> Retell <input type="checkbox"/> Event/Detail (BME) <input type="checkbox"/> Problem/Solution <input type="checkbox"/> Character Analysis <input type="checkbox"/> Chapter summary <input type="checkbox"/> VIP summary Other: _____	Nonfiction Biography: <input type="checkbox"/> Character Analysis <input type="checkbox"/> Bio poem <input checked="" type="checkbox"/> Compare/Contrast Descriptive Text: <input type="checkbox"/> Key Idea Poem <input checked="" type="checkbox"/> Key Idea Summary <input checked="" type="checkbox"/> Main Idea/Details <input type="checkbox"/> Chapter summaries Other: _____	Historical Text: <input type="checkbox"/> Cause/Effect <input type="checkbox"/> Key Idea poem <input type="checkbox"/> Key Idea Summary <input type="checkbox"/> Important Event/Details <input type="checkbox"/> Chapter Summaries Scientific Text: <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Cause/Effect <input type="checkbox"/> Main Idea/Details <input type="checkbox"/> Chapter Summaries Other: _____	Poetry: <input type="checkbox"/> Connections <input type="checkbox"/> Ask questions <input type="checkbox"/> Summarize <input type="checkbox"/> Visualize <input type="checkbox"/> Micro themes <input type="checkbox"/> Literal/Figurative <input type="checkbox"/> Explain Figurative <input type="checkbox"/> Interpret Author's Bias <input type="checkbox"/> Infer Other: _____

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