

Planning for Guided Reading and Taking Observational Notes

Group: _____

New Text and Level: _____

Introduce the Text

- Engage student interest.
- Establish the overall meaning of the text.
- Talk about the meaning.
- Introduce new language structures.
- Call attention to a few new and important words if needed.
- Point out aspects that are new or may cause confusion.

Students Read the Text

- Notice the behaviors of individual readers.
- Prompt for problem solving actions.

Discuss and Revisit the Text

- Begin in an open-ended way.
- Have students talk about their thinking (within, beyond, and about the text).
- Revisit to clarify, locate information, or provide evidence for statements.

Teaching Points

- Teach for one or two aspects of the reading process—
- within, beyond, about the text.
- Ground teaching in text.

Work with Letters/Words

- Provide 2-3 minutes active, inquiry-based word work.
- Focus on any aspect of word solving.
- Help readers develop quick recognition and flexibility

Write about Reading

- Talk/write about the text.
- Use interactive, shared, independent, or dictated writing.



Planning for a Strategy Group Using a Decodable Text

Group: _____

Focus Phonics Skill/Pattern: _____

Text: _____

Review target phonics skill

Preteach tricky &/or
high-frequency words

Make predictions, activate prior
knowledge

Read the text (coach and prompt
as needed)

Find the target skill/pattern in the
text (highlight or make a list)

Comprehension focus

Fluency

Word work (word chains, sorts,
etc.)

Guided writing or cut up
sentences



Planning for a Strategy Group Lesson

Students: _____

Strategy Focus: _____

Connect and compliment - tell students what they are doing well and why you have brought them together

Teach (demonstration, shared
practice, example and explanation)

Student practice strategy in own
book while teacher coaches

Closure

