Sample ELA/History/Science Guided Reading Lessons to Do During Independent Work

(from Gretchen Hanser, 3/14/16)

Distinction: Guided reading is different than shared reading. Choose type of reading based on text and concepts.
*Shared reading: interaction/discussion throughout book. Lots of explanation/connections.
*Guided reading: no interaction/discussion. Focus on thinking. Focus is more on structured instruction to increase his listening comprehension abilities by grade level.

AAC : Can use the AAC device on questions page, reading page, directions page, write that down or writing page. OR can use the light tech pages, including the light tech academic board (this will be easier and less motor/vision demands)

Anchor-Read-Apply Lesson Format
Anchor: Anchor the elements of the task in the thinking you need him to have for purpose
           Set purpose: "Listen so you can _____."
Read: Student listens. Adult can remind student about purpose a few times.
Apply: Do the purpose set for the reading. Give instructional feedback.

Teacher Planning Before Reading
1. Teacher reviews potential text
2. Selects unfamiliar vocabulary, figurative language and world knowledge that requires instruction
3. Selects appropriate purposes for re-reading target text—start with purposes that are more general/easier/big picture and move to more difficult ones.
4. Plans and creates materials for how student will do the apply step.

Sample Purposes for Reading
**These are ideas-there are MANY more; it depends on text and up to teacher based on goals
**These all work on his IEP goals, they lends themselves to easy data collection and they all work on test taking skills.

1. Listen to identify the central idea (or theme)
2. Listen to identify the point of view of the author/narrator (e.g. author's opinion)
3. Listen to identify the claim(s)
4. Listen to identify 2-3 details to support central idea (or claim)
5. Listen to identify supporting quotes (can use for writing)
6. Listen to identify the elements of a cycle
7. Listen to sequence the elements of a cycle
8. Listen to identify the problem(s)
9. Listen to identify solution(s)
10. Listen to make a list of 5 words that *describe* the character
11. Listen to make a list of 5 words that say what the character is *doing*
12. Listen to compare 2 characters the things that are the same about 2 characters.
13. Listen to make a list of words that describe the *setting*
14. Listen to sequence the key events
15. Listen to add a different ending

Planning *HOW* the Student is Going to Do the Apply Task

Purpose for Reading	How?
1. Read to identify the central idea (or theme)	Present with 4 pre-written VERY plausible choices from the text. Present text and/or appropriate pictures with a, b, c, d multiple choice letters on black velcro board.
2. Read to identify the point of view of the author/narrator (e.g. author's opinion)	Read thru text once in entirety (or as many times as he wants), then go back through to each spot in text and have identify 1st, 2nd, 3rd person…using 4 pre-written the choices. Can use light tech academic board or AAC device ("write that down") for Student to decide if there is a place that shows author's POV using . Once he has identified a spot, need to present the POV choices; present text and/or appropriate pictures with a, b, c, d multiple choice letters on black velcro board.
3. Read to identify the claim(s)	Present with 4 pre-written VERY plausible choices from the text. Present text and/or appropriate pictures with a, b, c, d multiple choice letters on black velcro board.
4. Read to identify 2-3 details to support central idea (or claim)	Read thru text once in entirety (or as many times as he wants), then go back through and read one paragraph at a time and have him indicate where they are. (Do not start by going sentence by sentence, because there is less context and more memory demands). Can use light tech academic board or AAC device for Student to decide if there was a detail in that paragraph. "Write that down." **OR** can write down choices of things from the story and offer in field of
5. Listen to identify supporting quotes (can use for writing)	Read thru text once in entirety (or as many times as he wants), then go back through and read one paragraph at a time and have him indicate where they are. (Do not start by going sentence by sentence, because there is less context and more memory demands). Can use light tech academic board or AAC device for Student to decide if there was a detail in that paragraph. "Write that down." **OR** can write down choices of things from the story and offer in field of
6. Listen to identify the elements of a cycle	Present with 4-8 pre-written VERY plausible choices from the text. Present text and/or appropriate pictures on with a, b, c, d multiple choice letters on black velcro board.
7. Listen to sequence the elements of a cycle	Present with elements selected above. Present text and/or appropriate pictures on black velcro board with light tech arrows or organizational elements that makes cycle.
8. Listen to identify the problem(s)	Present with 4 pre-written VERY plausible choices from the text. Present text and/or appropriate pictures with a, b, c, d multiple choice letters on black velcro board.

9. Listen to identify solution(s)	Present with 4 pre-written VERY plausible choices from the text. Present text and/or appropriate pictures with a, b, c, d multiple choice letters on black velcro board.
10. Listen to make a list of 5 words that _describe_ the character	Before reading make a list of traits/qualities that could describe character. Use AAC device or light tech pages of descriptors/verbs to generate. Other people should contribute too. Not all of the correct answers will be on the device—so be sure to include them verbally. Setup list up into yes/no chart. After reading, go through the list and decide if that word describes the character.
11. Listen to make a list of 5 words that say what the character is _doing_	Before reading make a list of verbs about what the character could be doing. Use AAC device or light tech pages of descriptors/verbs to generate. Other people should contribute too. Not all of the correct answers will be on the device—so be sure to include them verbally. Setup list up into yes/no chart. After reading, go through the list and decide if that word describes the character.
12. Listen to compare 2 characters the things that are the same about 2 characters.	Will need to have it read 1 time to make yes/no chart of 1st character. Will use this list and add onto it. Can add more items on list if needed using AAC device or light tech pages of descriptors/verbs to generate. Add yes/no columns for the next character. After reading, go through the list and decide if that word describes the character. Then decide if that is the same or different than first character.
13. Listen to make a list of words that describe the _setting_	Before reading make a list of traits/qualities that could describe setting. Use AAC device or light tech pages of descriptors/verbs to generate. Other people should contribute too. Not all of the correct answers will be on the device—so be sure to include them verbally. Setup list up into yes/no chart. After reading, go through the list and decide if that word describes the setting.
14. Listen to sequence the key events	Present with 4-8 pre-written VERY plausible choices from the text. Present text and/or appropriate pictures on black velcro board. Student will need to sequence them.
15. Listen to add write a different ending	Limited: Present with 4-6 very plausible choices and use AAC device or light tech pages of descriptors/verbs. More generative: Before reading make 2 lists of traits/qualities that could describe characters and setting. Use AAC device or light tech pages of descriptors/verbs to generate. Other people should contribute too. Not all of the correct answers will be on the device—so be sure to include them verbally. Setup list up into yes/no chart. After reading, go through the list and decide if that word that set topic/provide direction for story. Can add step of turning into complete sentence—however, that will take much longer.