

Grade 2 Guided (Flexible) Reading Template - SRPSD

Teacher:			Week of:			
Students:						
Book/Genre:					Level:	
High Frequency Words:			Vocabulary:			
Day 1: (focus, questions related to learning goal)			Must Do:			
Day 2: (focus, questions related to learning goal)			Must Do:			
Day 3: (focus, questions related to learning goal)			Must Do:			
Ways to Read With Kids: __whisper __echo __choral __partner __silent independent __whisper phone						

Language Cues and Conventions (refer to p. 18 of curriculum for more specific information)

- | | |
|---|--|
| <input type="checkbox"/> identify and state reason for reading | <input type="checkbox"/> use knowledge of simple prefixes and suffixes |
| <input type="checkbox"/> recognize different text forms, features, and elements | <input type="checkbox"/> recognize same words in different forms |
| <input type="checkbox"/> recognize and comprehend simple, compound, and complex sentences and their related punctuation including quotation marks | <input type="checkbox"/> use individual words to predict meaning of compound words |
| <input type="checkbox"/> use knowledge of sentence structure to determine meaning | <input type="checkbox"/> recognize word play |
| <input type="checkbox"/> use punctuation to help understand what is read | <input type="checkbox"/> use phonics to decode words |
| <input type="checkbox"/> recognize basic sight words | <input type="checkbox"/> segment all sounds of a word |
| <input type="checkbox"/> use context clues | <input type="checkbox"/> decode words and sounds in multi-syllable words |
| <input type="checkbox"/> use and interpret conventions of texts | <input type="checkbox"/> recognize features of words |
| | <input type="checkbox"/> recognize and use discernable text features |

Before Reading

- activate/build prior knowledge
- preview text
- set a purpose
- anticipate author's intention

During Reading

- make connections
- use cuing systems to make meaning
- make, confirm, adjust predictions and inferences
- construct mental images
- interpret visuals
- identify key ideas and supporting ideas
- self-question, self-monitor, self-correct
- draw conclusions
- adjust rate or strategy to purpose of difficulty of text

After Reading

- recall, paraphrase, summarize, synthesize
- identify new knowledge and insights
- evaluate author's message
- evaluate author's craft and technique
- respond personally with text support
- read again to deepen understanding or for pleasure