

Grade 3 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. 19 of curriculum for more specific information)

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|---|--|
| __recognize a text was created for a purpose | __use variety of strategies to determine meaning of unfamiliar words |
| __identify and explain different text forms | __use common prefixes and suffixes; frequently used subject terms |
| __use knowledge of elements and organization of different texts | __recognize word play |
| __identify conventions of texts | __recognize features of words |
| __use knowledge of word order to determine meaning of sentences | __recognize and use key features in text |
| __use relationships of words in sentences to help construct meaning | |
| __use punctuation to help understand meaning | |

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