**Guided Reading- September**

**Schedule**

* September 3, 2012
  + Given a text at their instructional reading level, students will demonstrate metacognition by checking for understanding after each page with support 100% of the time.
  + Fourth Grade- [Where Plants Grow](http://www.readinga-z.com/book.php?id=59)
  + Fifth and Sixth Grade- [Earthquakes, Volcanoes, and Tsunamis](http://www.readinga-z.com/book.php?id=714)
* September 10, 2012
  + Given a text at their instructional reading level, students will demonstrate metacognition by checking for understanding after each page independently 100% of the time.
  + Fourth Grade- [Grow Vegetables Grow](http://www.readinga-z.com/book.php?id=1203)
  + Fifth and Sixth Grade- [Sharks](http://www.readinga-z.com/book.php?id=202)
* September 17, 2012
  + Given a text at their instructional reading level, students will develop a one sentence summary after each page with support with 100% accuracy.
  + Fourth Grade- [The Busy Pond](http://www.readinga-z.com/book.php?id=951)
  + Fifth and Sixth Grade- [Extreme Animals](http://www.readinga-z.com/book.php?id=1247)
* September 24, 2012
  + Given a text at their instructional reading level, students will develop a one sentence summary after each page independently with 100% accuracy.
  + Fourth Grade- [Animal Tongues](http://www.readinga-z.com/book.php?id=1539)
  + Fifth and Sixth Grade- [Salmon](http://www.readinga-z.com/book.php?id=715)

**Guided Reading- October**

**Schedule**

* October 1, 2012
  + Given a text at their instructional reading level, students will demonstrate phonics skills by finding the vowel sounds, chunking, and blending unknown words with support 100% of the time.
  + Fourth Grade- [Space](http://www.readinga-z.com/book.php?id=1553)
  + Fifth and Sixth Grade- [I Am the Hope Diamond](http://www.readinga-z.com/book.php?id=952)
* October 8, 2012
  + Given a text at their instructional reading level, students will demonstrate phonics skills by finding the vowel sounds, chunking, and blending unknown words independently 100% of the time.
  + Fourth Grade- [Different Kinds of Sharks](http://www.readinga-z.com/book.php?id=1642)
  + Fifth and Sixth Grade- [History to Chew On](http://www.readinga-z.com/book.php?id=963)
* October 15, 2012
  + Given a text at their instructional reading level, students will ask questions about their reading with support and be active readers 100% of the time.
  + Fourth Grade- [Rocks](http://www.readinga-z.com/book.php?id=786)
  + Fifth and Sixth Grade- [A Nation on Wheels](http://www.readinga-z.com/book.php?id=1157)
* October 22, 2012
  + Given a text at their instructional reading level, students will ask questions about their reading independently and be active readers 100% of the time.
  + Fourth Grade- [How Frogs Grow](http://www.readinga-z.com/book.php?id=1521)
  + Fifth and Sixth Grade- [Breeds of Dogs](http://www.readinga-z.com/book.php?id=626)
* October 29, 2012
  + Given a text at their instructional reading level, students will take note of literary elements by completing a [story map](http://www.teacherspayteachers.com/Product/Story-Map-Printable) that includes characters, setting, problem, and solution with 100% accuracy.
  + Fourth Grade- [Maria’s Halloween](http://www.readinga-z.com/book.php?id=827)
  + Fifth and Sixth Grade- [Tommy’s Halloween Adventure](http://www.readinga-z.com/book.php?id=617)

**Monday**

* Review all comprehension strategies we know (found on CAFÉ board).
* Walk through table of contents or take a picture walk if no table of contents is present.
* Teacher introduces the new strategy and adds it to the CAFÉ board.
* Teacher starts reading and models the strategy.
* Teacher has the students start to read and provides support to students in using the strategy. Stop after each page to use the strategy, discuss key vocabulary, and ask high level questions about the text to students.
* At the end of the guided reading session, ask students what strategy they practiced today.

**Tuesday through Thursday**

* Review all comprehension strategies we know (found on CAFÉ board).
* Teacher has the students start to read and provides support to students in using the strategy. Stop after each page to use the strategy, discuss key vocabulary, and ask high level questions about the text to students.
* At the end of the guided reading session, ask students what strategy they practiced today.

**Friday**

* Review all comprehension strategies we know (found on CAFÉ board).
* Have students independently take a test on the book.
* If time, grade the test together and review all questions. Students may change their scores but please record the original grade on the attached form.
* At the end of the guided reading session, ask students what they did well on this week and what they will do to be more successful next week.