

**Preparing for the Phases of Guided Reading Plus: Interactive Readings Planner
Co-Constructing Understanding of New Text/s**

<p>Prior to Guided Reading Plus First Reading of New Text</p>	<p>Theme:</p> <p>Title of Text: Lexile Level/s:</p> <p>Date/Day of Week:</p>		
<p>Before First Reading</p> <p><input type="checkbox"/> Set purpose for listening and/or reading comprehension to prepare and motivate students for the learning.</p>	<p>Purpose for Listening and/or Reading Comprehension:</p> <p><input type="checkbox"/></p>		<p>Vocabulary</p> <p>Consider addressing relevant vocabulary before and/or within the context of reading. However, <i>only</i> select vocabulary that must be understood in order for students' comprehension to be assembled during the reading.</p>
<p>During First Reading</p> <p><input type="checkbox"/> Pause at strategic stopping places to scaffold students in applying reading strategies.</p>	<p>Strategic Stopping Places:</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>		
<p>After First Reading</p> <p><input type="checkbox"/> Provide prompts to promote a discussion of key ideas and details, craft and structure, and integration of knowledge and ideas. If applicable, provide an opportunity for students to convey understanding through writing and providing evidence from the text/s.</p>	<p>Discussion Prompts:</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Prompts for Writing About Reading:</p> <p><input type="checkbox"/> Organizer (if applicable)</p> <p><input type="checkbox"/> Prompt:</p>	
<p>College and Career Anchor Standards or Grade Specific Standards Addressed During Multiple Encounters with Text/s</p>			
<p>Reading:</p>	<p>Writing:</p>	<p>Speaking/Listening:</p>	<p>Language/Vocabulary:</p>

**Preparing for the Phases of Guided Reading Plus: Revisiting Text/s
Nurturing Close Reading: Analyzing and Marinating on Critical Aspects of Text/s**

<p align="center">Prior to Guided Reading Plus Revisiting Text/s</p>	<p>Theme:</p> <p>Title of Text/s: Lexile Level/s:</p> <p>Date/Day of Week:</p>	<p>Theme:</p> <p>Title of Text/s: Lexile Level/s:</p> <p>Date/Day of Week:</p>	
<p align="center">Before Analysis</p> <p><input type="checkbox"/> Set purpose for analysis of craft, structure, language, vocabulary or integration of knowledge and ideas.</p>	<p>Purpose/s for Analysis:</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Purpose/s for Analysis:</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p align="center">During Analysis</p> <p><input type="checkbox"/> Engage and scaffold students in analyzing, craft, structure, language, vocabulary or integration of knowledge and ideas. Create verbal and nonverbal scaffolds.</p>	<p>Pages and Prompts for Analysis:</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Pages and Prompts for Analysis:</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p align="center">After Analysis</p> <p><input type="checkbox"/> Provide an opportunity for students to plan, develop and represent understanding of analysis through speaking, writing and providing examples.</p>	<p>Write About Analysis and Provide Examples:</p> <p>Organizer: (if applicable)</p> <p><input type="checkbox"/></p> <p>Prompt:</p> <p><input type="checkbox"/></p>	<p>Write About Analysis and Provide Examples:</p> <p><input type="checkbox"/> Organizer: (if applicable)</p> <p><input type="checkbox"/> Prompt:</p>	
<p align="center">College and Career Anchor Standards or Grade Specific Standards Addressed During Multiple Encounters with Text/s</p>			
<p>Reading:</p>	<p>Writing:</p>	<p>Speaking/Listening:</p>	<p>Language/Vocabulary:</p>