



Sample Guided Reading Lesson Grade Eight Reading Level

Z-Z+ / Lexile 900-1200

Grade Eight Equivalent



Lesson 1

Strategy: Question if an event hadn't happened and how that would have impacted the sequence of events.

Before Reading: Do a book walk/picture walk and make predictions about the sequence of events in the text.

Mini Lesson: As a group recall a favorite nursery rhyme, like Humpty Dumpty.

Let's imagine that Humpty Dumpty didn't have a great fall. How would that immediately impact the story? (Humpty Dumpty wouldn't have broken). But, there's another event that wouldn't have occurred (All the king's horses and all the king's men wouldn't have had to put HD back together again).

If a big event hasn't occurred, it impacts the story greatly. Why? Can you think of another nursery rhyme or story where that's the case?

What about a small event? Do those have the same lasting impact?

Recall a shared story. Look at a small event. Is the impact as dramatic?

During Reading: As the students read aloud, they analyze two major events and the impact if they hadn't occurred and two minor events.

Share: Create a comic strip representing today's strategy.



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Lesson 2

Strategy: Analyze the author's use of convincing language.

Before Reading: Create quick thought bubbles about what students know regarding The Gettysburg Address, Lincoln, and the Civil War.

Think-Aloud: The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. ***The language that stands out as the most persuasive "all men are created equal". It's the last words in the paragraph, they are incredibly meaningful, and it's not too academic- it's easily understood. What other language pops out to you in that short excerpt above?***

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. ***Continue looking at language- analyze why it's the most convincing together.***

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth. ***Continue looking at language- analyze why it's the most convincing together.***

Source: *Collected Works of Abraham Lincoln*, edited by Roy P. Basler.

During Reading: Give students another political speech to analyze.

Share: What do great speech writers have to consider?