



Sample Guided Reading Lesson Grade Three Reading Level

N-P / Lexile 500-800/ DRA 30-38

Grade Three Equivalent



Lesson 1

Strategy: Good readers question to clarify meaning.

Before Reading: Why do good readers stop when they are confused?

Think-Aloud: (with fiction) Model reading the first couple pages of a *fiction text*. Ask

- Who's talking?
- Where is the story taking place?
- Why did the character do that?
- Did the scene change?

(or if nonfiction) Model reading the first couple of pages with a *nonfiction text*. Ask

- I don't get it. Should I re-read?
- What is this about?
- Is this section about the same thing as the last section?

During Reading: Students read the book aloud, or a book on their level, while the teacher conferences. Prompt students with the above questions.

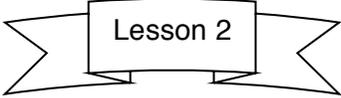
After Reading: Where did you get confused? Which question helped you find the most meaning?



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Lesson 2

Strategy: Good readers keep track of who is speaking by paying careful attention to dialogue.

Before Reading: Review vocabulary “dialogue” and “quotation marks”. Do kinesthetic activity for quotation marks.

Think-Aloud: Using [Hatchet](#) as a model, show students the pitfalls to dialogue confusion with p. 4. (Pitfalls include when the author doesn’t label who is speaking, when the author writes ‘he’ or ‘she’, when the author does rapid fire dialogue between 2-3 characters, when the author doesn’t have dialogue for several paragraphs, then returns to dialogue.)

“Ever fly in the copilot’s seat before?” He leaned over and lifted the headset off his right ear and put it on his temple, yelling to overcome the sound of the engine.

Brian shook his head. He had never been in any kind of plane, never seen the cockpit of a plane except in films or television. It was loud and confusing. “First time.”

‘It’s not as complicated as it looks. Good plane like this almost flies itself.’ The pilot shrugged. “Makes my job easy.” He took Brian’s left arm.

During Reading: Using stickies, students must identify who is speaking with dialogue that is confusing. Students do not need to mark text where the character is labeled.

After Reading: Which parts of the dialogue in your text were tricky?