

A stack of several books with colorful covers (red, green, blue, yellow) is shown in the background. The books are slightly out of focus, creating a sense of depth.

pals[™] Phonological Awareness Literacy Screening

INTERMEDIATE/ ADVANCED READER Lesson Plan

Teacher:

Group:

Date:

Get Started...



Clear Lesson Plan



INTERMEDIATE / ADV. Lesson Plan


[Fluency/Rereading](#)
[Before Reading](#)
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Fluency/Rereading

Title of poem, speech or passage:

Pages:

1 PRACTICE FOR FLUENCY

DIRECTIONS

Students practice a poem or speech, using one of the following activities.

[Poetry Read Aloud](#)

[Speech Recitation](#)

Download: [Fluency Self-Monitoring Chart](#)

OPTIONAL


SEATWORK OR LITERACY WORKSTATIONS

[Performance Reading](#)
[Poetry Club](#)
[Radio Reading](#)

Teacher:

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INTERMEDIATE / ADV. Lesson Plan



Fluency/
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Reading

During
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Before Reading

Title of new book or passage:

Level:

1 PREVIEW MATERIAL

DIRECTIONS

Follow the instructions listed below to preview the material.

- 1) Discuss the title and cover
 - 2) Discuss essential concepts and vocabulary
 - 3) Describe the text structure (non-fiction) or story structure (fiction)
 - 4) Make a prediction about what will happen in the book (fiction), or what will be learned (non-fiction)
-

2 PREPARE FOR READING

COMPREHENSION FOCUS

- Activating Prior Knowledge
- Predicting

DIRECTIONS

Choose an activity below to prepare students for reading.

- Making Connections (Text-to-Text, Text-to-Self, Text-to-World) [D](#)
- Anticipation Guide [D](#)
- KWL Chart [D](#)
- Four Square Concept Map [D](#)
- Possible Sentences [D](#)
- Concept of Definition [D](#)

Teacher: _____

Group: _____

Date: _____



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**During
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During Reading

1

SET PURPOSE

DIRECTIONS

Choose one of the purposes for reading below to motivate your students. The purpose should relate back to the prereading activity.

Tell students they should read to find out:

- if their prediction was correct.
- if their opinion changed.
- how the featured vocabulary word is used.
- ways the text reminds them of something in their lives, the world, or another book.
- new information about the topic.
- if their understanding of the topic changed.

2




SUPPORT COMPREHENSION

COMPREHENSION FOCUS

- Monitoring Comprehension
- Drawing Inferences
- Asking Questions
- Visualizing

DIRECTIONS

Choose an activity below to guide students as they are reading.

- DR-TA 
- Reciprocal Teaching 
- Induced Imagery 

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After Reading

1 REVIEW

DIRECTIONS

- 1) Review words that were difficult to read.
- 2) Review new vocabulary words and tie them to words they already know.

2 COMPLETE ACTIVITIES

DIRECTIONS

Return to any before reading activities by revising predictions, revisiting anticipation guides, or completing graphic organizers.

3 ORGANIZE INFORMATION

COMPREHENSION FOCUS

- Summarizing
- Recognizing Story Structure
- Question Answering

DIRECTIONS

These after reading activities can be completed as a group, or introduced and completed as seatwork.

GIST (Generating Interaction between Schemata and Text) [▢](#)

Inquiry Chart (I-Chart) [▢](#)

Questions Into Paragraphs (QuIP) [▢](#)

Story Maps [▢](#)

Sequencing Graphic Organizers [▢](#)

Cause and Effect Graphic Organizers [▢](#)

Compare and Contrast Graphic Organizers [▢](#)

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Word Study

1 CHOOSE FEATURES

DIRECTIONS

Choose phonics/spelling features for instruction.

2 features 3 features 4 features

2 INTRODUCE AND MODEL

DIRECTIONS

- 1) Introduce pictures or words, exclude words that children cannot read.
- 2) Model how to sort:
 - First by sound (e.g., separate words with long vowel sounds from short vowel sounds)
 - Then by pattern (e.g., sort long vowel sounds by pattern, e.g., CVCe vs. CVVC)

3 SORT AND CHECK

DIRECTIONS

- 1) Students identify each picture or read each word aloud.
- 2) Place header cards of identified features at the top of each column.
- 3) Students sort independently or with a partner.
- 4) Students compare each picture/word card back to header.
- 5) Students check work and explain choices.

4 REFLECT

DIRECTIONS

- 1) Move around group to check work.
- 2) Ask students to reflect on their sort by having them complete statements such as, "These words are alike because..." or "I sorted words in this column because..."

OPTIONAL

SEATWORK

Have students sort a second time at their seat and write the sort in their Word Study notebook.

- 1) Reflect - Students explain their sorts, describing similarities and differences in sound, pattern, and meaning among the pictures and/or words.
- 2) Extend - Students look in a text they have already read to find two more words that have the same spelling/phonics feature.

LITERACY WORKSTATIONS

Go Fish

More Than One

Crazy Compounds

Board Games

Paddle Prefix

Double, Drop, Keep

LEXICON

Homophone Concentration

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Lesson Plan Summary

1 FLUENCY/ REREADING

Title:

Pages:

- 1) Practice for Fluency:
- Optional Seatwork or Workstations:

2 BEFORE READING

Title:

Level:

- 1) Preview Material
- 2) Prepare For Reading:

3 DURING READING

- 1) Set Purpose—Find Out:

- 2) Support Comprehension:

4 AFTER READING

- 1) Review
- 2) Complete Activities
- 3) Organize Information:

5 WORD STUDY

- 1) Choose Features:
- 2) Directions
- 3) Sort And Check
- 4) Reflect
- Optional Seatwork or Workstations:

NOTES

Teacher:

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Print Options

The buttons on this page allow you to print various combinations of your Lesson Plan tabs and documents. After clicking "Print..." you will see your computer's standard print dialog box. If you are printing multiple documents in the "Documents" section below, the print dialog box will appear once for each document.

COVER

This prints the cover (home tab) of this document.

[Print...](#)

MAIN TABS

This prints all of the tabs between the cover and the Lesson Plan Summary.

[Print...](#)

LESSON PLAN SUMMARY

This prints only the Lesson Plan Summary tab.

[Print...](#)

DOCUMENTS

The two sections below show the documents that you selected in previous tabs with the radio buttons and check boxes. If you wish to add or remove any from this list, simply go back to the appropriate tab and change your selection.

ACTIVITIES

[Print...](#)

SEATWORK OR LITERACY WORKSTATIONS

[Print...](#)

Teacher:

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