

# ELA UNIT 4, ASSIGNMENT 5

## ANALYSIS OF GUIDED READING LESSON: WOW! LOOK AT THIS!

Teacher \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

<p><b>What was your intended student learning?</b> The learner will use sight words as a way to monitor their reading, which will lead to self-correcting behaviors.</p> <p><b>Did students reach the intended student learning? How do you know?</b> Two students showed evidence of using the newly introduced word, “look,” to self-correct.</p> <p><b>How did your language objective support the intended student learning?</b> More discussion before the reading with practicing the language structure “Look at the...” might have provided more support for students who showed some difficulty with the structure in their reading.</p>	
<b>Questions</b>	<b>What is your evidence?</b>
<p><b>How did your book selection work for students?</b> The book worked well.</p>	<p>All students in the group read the book after introduction at 90% accuracy or higher.</p>
<p><b>What ELL supports were effective for students?</b> The realia—beetle and magnifying glass—for concept and vocabulary development.</p>	<p>No students miscued on “beetle.” Discussion about little things to look at through glass was animated—generated lots of oral language.</p>
<p><b>What difficulties did students have?</b> There was some confusion with the oral language structure of “Look at the _____.” Some students struggled.</p>	<p>Running record and observation notes taken during the reading showed evidence of some difficulties.</p>
<p><b>What might you do differently in your next guided reading lesson with this group, based on your reflection on this lesson?</b> In preparing for this lesson, I felt that the concepts and vocabulary (other than “beetle”) were supportive. I realize now that for all the students, it was their first experience with looking through a magnifying glass—I think I would allow even more exploration next time.</p>	
<p><b>How does guided reading support ELLs move forward in their literacy and language development?</b> The patterned language of the text supports students in learning common English-language structures as they read and write using the pattern. Having students in a small group gives them the opportunity to use their oral language and to develop their reading strategies, with careful attention from the teacher toward their individual needs. Using realia supports their concept and vocabulary development.</p>	