

Early Guided Reading Plan (Levels D-I)

Students:			Dates:		
Title/Level			Strategy Focus		Comprehension Focus
DAY 1			DAY 2		
1. Sight Word Review <i>1–2 minutes</i>			1. Sight Word Review <i>1–2 minutes</i>		
			New SW from Day 1		
2. Book Introduction <i>3–4 minutes</i>			2. Reread Yesterday's Book (and other familiar books)		
Synopsis:			Observations or take a running record on one student.		
New Vocabulary or Language Structures					
3. Read With Prompting <i>8–10 minutes</i>					
Monitoring and Word-Solving Prompts <input type="checkbox"/> Reread and make the first sound. <input type="checkbox"/> What would make sense and look right? <input type="checkbox"/> Check the middle (or end) of the word. <input type="checkbox"/> Cover the ending. Find a part you know. <input type="checkbox"/> Do you know another word that looks like this one? <input type="checkbox"/> Try the other vowel sound.			Fluency and Comprehension Prompts <input type="checkbox"/> Don't point. Read it faster. <input type="checkbox"/> Read it the way the character would say it. <input type="checkbox"/> Teacher frames 2–3 words or slides finger to support phrasing. <input type="checkbox"/> What did you just read? What happened at the beginning? <input type="checkbox"/> Why did the character do (or say) that? What are you thinking? <input type="checkbox"/> What have you learned?		
4. Discussion Prompt <i>2–4 minutes</i>					
5. Teaching Points for Early Readers (choose 1 or 2 each day) <i>1–2 minutes</i>					
Word-Solving Strategies <input type="checkbox"/> Monitor for M, S, V <input type="checkbox"/> Reread at difficulty <input type="checkbox"/> Attend to endings <input type="checkbox"/> Use known parts <input type="checkbox"/> Contractions <input type="checkbox"/> Use analogies <input type="checkbox"/> Break words		Examples:		Fluency & Expression <input type="checkbox"/> Attend to bold words <input type="checkbox"/> Reread page ____ for expression <input type="checkbox"/> Read it like the character <input type="checkbox"/> Attend to punctuation	
6. Teach One Sight Word <i>1–2 minutes</i>			6. Reteach Same Sight Word <i>1–2 minutes</i>		
Word:		1. What's Missing?	2. Mix & Fix	3. Table Writing	4. Write It (and Retrieve It)
7. Word Study (choose one) <i>3–5 minutes</i>			7. Guided Writing <i>8–10 minutes</i>		
<input type="checkbox"/> Picture sorting <input type="checkbox"/> Making words <input type="checkbox"/> Sound boxes <input type="checkbox"/> Analogy charts		<input type="checkbox"/> Dictated sentences <input type="checkbox"/> B-M-E <input type="checkbox"/> Problem-Solution <input type="checkbox"/> SWBS <input type="checkbox"/> New facts you learned <input type="checkbox"/> Other: _____			
8. Next Steps		* Text was: Hard Appropriate Easy		Next Focus: Students to assess and analyze:	

* Find the oval tool in comments/markup tools.

Complete the shaded boxes before you meet with the group. Add observations and notes during the lesson.

Teacher Notes—Early Readers (Levels D–I)

Dates:	Observations	Next Steps
Student _____		Monitor for Meaning Word Solving Fluency Retell Other: _____
Student _____		Monitor for Meaning Word Solving Fluency Retell Other: _____
Student _____		Monitor for Meaning Word Solving Fluency Retell Other: _____
Student _____		Monitor for Meaning Word Solving Fluency Retell Other: _____
Student _____		Monitor for Meaning Word Solving Fluency Retell Other: _____