

# Emergent Guided Reading Plan (Levels A–C)

Students:				Dates:					
<b>Title/Level</b>				<b>Strategy Focus</b>		<b>Comprehension Focus</b>			
<b>DAY 1</b>				<b>DAY 2</b>					
<b>1. Sight Word Review</b> (write three familiar words) 1–2 minutes				<b>1. Sight Word Review</b> (write three familiar words) 1–2 minutes					
				New SW from Day 1					
<b>2. Book Introduction</b> 3–5 minutes				<b>2. Reread Yesterday’s Book</b> (and other familiar books)					
Synopsis:				Observations or take a running record on one student.					
New Vocabulary or Language Structures									
<b>3. Read With Prompting</b> 8–10 minutes									
<b>Monitoring and Word-Solving Prompts</b> <input type="checkbox"/> Point to each word. (Levels A & B) <input type="checkbox"/> Try it. Check the picture. What would make sense? <input type="checkbox"/> Reread the sentence and make the first sound. <input type="checkbox"/> What would make sense and look right? <input type="checkbox"/> Show me the word _____. (Locate a sight word.) <input type="checkbox"/> Check the word with your finger. <input type="checkbox"/> Could it be _____ or _____? <input type="checkbox"/> How do you know it is _____ and not _____?				<b>Fluency and Comprehension Prompts</b> <input type="checkbox"/> Don’t point. (Discourage pointing at Level C.) <input type="checkbox"/> Read it the way the character would say it. <input type="checkbox"/> What did you read? Tell me about the story. <input type="checkbox"/> Does this book remind you of something you have done? <input type="checkbox"/> How is this book like another book you have read? <input type="checkbox"/> Have you ever felt the way the character feels? When? Why? <input type="checkbox"/> What is your favorite part? Why? <input type="checkbox"/> What was the problem? How was it solved?					
<b>4. Discussion Prompt</b> 2–3 minutes									
<b>5. Teaching Points for Emergent Readers</b> (choose 1 or 2 each day) 1–2 minutes									
<input type="checkbox"/> One-to-one matching (discourage pointing at Level C) <input type="checkbox"/> Use picture clues (meaning) <input type="checkbox"/> Monitor for meaning <input type="checkbox"/> Monitor with letters and sounds				<input type="checkbox"/> Cross-check letters and sounds with pictures <input type="checkbox"/> Locate known words <input type="checkbox"/> Visually scan left to right <input type="checkbox"/> Reread to problem-solve					
<b>6. Teach One Sight Word</b> 2–3 minutes				<b>6. Reteach Same Sight Word</b> 2–3 minutes					
Word:		1. What’s Missing?		2. Mix & Fix		3. Table Writing		4. Write It (and Retrieve It)	
<b>7. Word Study</b> (choose one) 3–4 minutes				<b>7. Guided Writing</b> 5–8 minutes					
<input type="checkbox"/> Picture sorting <input type="checkbox"/> Making words <input type="checkbox"/> Sound boxes				A: 3–5 words B: 5–7 words C: 7–10 words					
<b>8. Next Steps</b>		* Text was: Hard   Appropriate   Easy Next book: _____		Next Focus:		Students to assess and analyze:			

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

## Teacher Notes—Emergent Readers (Levels A–C)

Dates:	Observations	Next Steps
Student _____		One-to-one matching Use pictures Use first letters Cross-check M, S, and V Hear and record sounds Other: _____
Student _____		One-to-one matching Use pictures Use first letters Cross-check M, S, and V Hear and record sounds Other: _____
Student _____		One-to-one matching Use pictures Use first letters Cross-check M, S, and V Hear and record sounds Other: _____
Student _____		One-to-one matching Use pictures Use first letters Cross-check M, S, and V Hear and record sounds Other: _____
Student _____		One-to-one matching Use pictures Use first letters Cross-check M, S, and V Hear and record sounds Other: _____