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| **10-Minute Early Guided Reading Plan (Levels D-I)** |
| Student: | Dates: |
| **Title/Level** | **Strategy Focus** | **Comprehension Focus** |
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| **DAY 1** | **DAY 2** | **DAY 3** |
| **Sight Word Review**(write three familiar words) | **Sight Word Review**(write three familiar words) | **Sight Word Review**(write three familiar words) |
|  |  |  | New SW from Day 1 |  |  | New SW from Day 1 |  |  |
| **Book Introduction – Synopsis:** | **Read with Prompting:**See Prompts BelowReread Yesterday’s Book | **Guided Writing*** Dictated Sentences
* B-M-E
* Problem-Solution
* SWBS
* New facts you learned
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| New Vocabulary or Language Structures: | **Discussion Prompt:** |
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|  |  | **Teaching Point:**See Teaching Points Below | **Sentence/s & Teaching Point:****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
|  | **Reteach Same Sight Word** |
| **Read with Prompting:**See Prompts Below | **Word Study** (choose one) |
| * Picture sorting
* Making words
* Sound boxes
 |
| **Teaching Point:**See Teaching Points Below |
| **Teach One Sight Word:** |  |
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| 1. What’s Missing? 2. Mix & Fix 3. Table Writing 4. Write It (and Retrieve It) |
| **Next Steps** | Text was: Hard Appropriate EasyNext book: | Next Focus: |

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| **Read With Prompting: Days 1 & 2** |
| **Monitoring and Word-Solving Prompts*** n Reread and make the first sound.
* n What would make sense and look right? n
* Check the middle (or end) of the word. n
* Cover the ending. Find a part you know.
* N Do you know another word that looks like this one?
* n Try the other vowel sound.
 | **Fluency and Comprehension Prompts*** Don’t point. Read it faster.
* Read it the way the character would say it.
* Teacher frames 2–3 words or slides finger to support phrasing. n
* What did you just read?
* What happened at the beginning? n
* Why did the character do (or say) that?
* What are you thinking? n
* What have you learned?
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| **Teaching Points for Early Readers: Days 1 & 2** |
| **Word-Solving Strategies*** Monitor for M, S,V
* Reread at difficulty
* nAttend to endings
* nUse known parts
* nContractions n
* Use analogies
* Break words
 | **Examples:** | **Fluency & Expression*** nAttend to bold words
* nReread page \_\_\_\_\_ for expression
* nRead it like the character
* nAttend to punctuation
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