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| **10-Minute Early Guided Reading Plan (Levels D-I)** | | | | | | | | | | | | | |
| Student: | | | | | | | Dates: | | | | | | |
| **Title/Level** | | | | | | | **Strategy Focus** | | | | **Comprehension Focus** | | |
|  | | | | | | |  | | | |  | | |
| **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 Below  Reread 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:** | | | | |
|  | |  | | |
|  | |  | | | **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:** | | | | |  | | | | |
|  | | | | |
| 1. What’s Missing? 2. Mix & Fix 3. Table Writing 4. Write It (and Retrieve It) | | | | | | | | | |
| **Next Steps** | | | Text was: Hard Appropriate Easy  Next 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? | |
| **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 |