

**Guided Writing for Emergent & Early Readers ~ Levels A-J**

<b>Pre-A</b>	<b>Level A</b>	<b>Level B</b>	<b>Level C</b>	<b>Level D</b>
Interactive Writing: Cut-apart sentence	Dictated or open-ended simple sentence (3-5 words) that contains the targeted sight words.	Dictated or open-ended sentence (5-7 words) that relates to the story. It should contain the targeted sight words and other words that have been previously taught.	Dictated or open-ended sentence with 7-10 words. Gradually extend the length of the sentence to increase auditory memory.	Dictated or open-ended 2 sentences related to the story. Include many sight words, digraphs, and endings (-ing, -ed, -s).
<b>Level E</b>	<b>Level F</b>	<b>Level G</b>	<b>Level H &amp; I</b>	<b>Level J+</b>
Dictate 2 sentences that relate to the story and contain many sight words. ~OR~ 3 Sentences: Beginning-Middle-End <b>(B-M-E)</b> After students orally retell the story as a group, have them write 3 sentences: One about the beginning, the middle, and the end. These sentences are not dictate by the teacher.	3 Sentences: Beginning-Middle-End First, do an oral retell, then have students write 3 sentences about the story. Do not dictate the sentences. Support students who need to orally rehearse their sentence ideas. Beginning (1 sent.) Middle (1 sent.) End (1 sent.)	4 Sentences: Beginning-Middle-End Students construct their own sentences about the story. Prompt students to orally rehearse each sentence before writing it. Beginning (1 sent.) Middle (2 sent.) End (1 sent.) ~OR~ Somebody-Wanted-But-So <b>(S-W-B-S)</b> Ex: The <u>lion</u> (somebody) <u>wanted</u> to eat the rabbit, <u>but</u> a deer came by, <u>so</u> the lion let the rabbit go.	5 Sentences: Beginning-Middle-End Students write 5 sentences about the story. Beginning (1 sent.) Middle (3 sent.) End (1 sent.) Students should not copy out of the book. ~OR~ Somebody-Wanted-But-So <b>(S-W-B-S)</b> Students can extend their writing by separating the sentences using transitional words (then, next, last, finally).	Students should be able to write a summary for fiction with little teacher support. As stories become more complex, students might connect S-W-B-S statements with transitional words <b>Other possible reading responses:</b> <ul style="list-style-type: none"> <li>• Problem/solution</li> <li>• Character's actions (B-M-E)</li> <li>• Character's feelings (B-M-E)</li> <li>• Main Idea and Details</li> <li>• Chapter summaries</li> <li>• Microthemes</li> <li>• New knowledge or understandings</li> <li>• Reflections and wonderings</li> </ul>

Shaded Levels = Dictated Sentences