|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Early Guided Reading Plan (Levels D-I)** | | | | | | | | | | | | | | |
| **Date:** | | | | **Title:** | | | | | | **Level:** | | | **Strategy Focus:** | |
|  | | | |  | | | | | |  | | |  | |
| **Day 1** | | | | | | | | **Day 2** | | | | | | |
| 1. **Sight Word Review (1 min.)**   (dictate 3 words, prompt for noisy writing) | | | | | | | | **1. Sight Word Review (1 min.)**  (dictate 3 words, prompt for noisy writing) | | | | | | |
|  |  | | | | |  | | **Sight Word from Day 1** | | |  | | |  |
| **2. Introduction (3-5 min.)** | | | | | | | | **2. Continue Reading Yesterday’s Book**  (and familiar books) | | | | | | |
| A. This book is called: |  | | | | | | | Observations or take a running record on one student: | | | | | | |
| B. It is about: |  | | | | | | |
| C. New Vocabulary: |  | |  | |  | |  |
| **3. Text Reading With Prompting (8-10 min.)** | | | | | | | | | | | | | | |
| Check the picture. Does it look right and make sense? Reread the sentence.  Check the end (or middle) of the word. What would look right and makes sense?  Cover the ending. Is there a part you know?  Break the word into parts.  Do you know another word that looks like this one? (use analogy with a rhyming word)  What can you try? What can you do to help yourself?  Put some words together so it sounds smooth. (fluency)  Read it like the character. (expression)  What did you read? What’s the problem? How might the characters solve it? What are you thinking? What did you notice? (comprehension) | | | | | | | | | | | | | | |
| **4. Teaching Points After Reading (1-2 min.)** (Choose 1 or 2 each day) | | | | | | | | | | | | | | |
| **Word-Solving Strategies: Fluency & Expression:**  Monitor with M, S, & V  Attend to **bold** words  Reread at difficulty  Reread page \_\_\_\_\_\_ for  Attend to endings expression  Use known parts  Contractions  Use analogies  Chunk big words | | | | | | | | | **Comprehension:**  Shared retelling  Problem-solution  Five-finger retell  Discuss character’s feelings (B-M-E)  Key word summary  Compare/contrast ideas, characters, setting, etc.  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| **5. Discussion Prompt (2-3 min.)** | | | | | | | | | **5. Discussion Prompt (2-3 min.)** | | | | | |
|  | | | | | | | | |  | | | | | |
| **6. Teach One Sight Word (1-2 min.)**  (do all 4 steps in order) | | | | | | | | | **6. Teach One Sight Word (1-2 min.)**  (do all 4 steps in order) | | | | | |
| Word: | | 1. What’s Missing 2. Mix and Fix 3. Table Writing 4. Whiteboards | | | | | | | Word: | | | 1. What’s Missing 2. Mix and Fix 3. Table Writing 4. Whiteboards | | |
|  | |  | | |
| **7. Word Study (3-5 min.)**  (Choose one) | | | | | | | | | **7. Guided Writing (8-10 min.)**  (D-E: 2 sentences; E-F: 3 sentences; G-I: 4-5 sentences) | | | | | |
| Picture Sorts: |  | | | | | | | |  | | | | | |
| Making Words: |
| Sound Boxes: |
| Analogy Chart: |