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| **Early Guided Reading Plan** |
| **Date:** | **Title:** | **Level:** | **Strategy Focus:** |
|  |  |  |  |
| **Day 1** | **Day 2** |
| **1. Sight Word Review (optional after level E)**(dictate 3 words, prompt for noisy writing) | **1. Sight Word Review (optional after level E)**(dictate 3 words, prompt for noisy writing) |
|  |  |  |  |  |  |
| **2. Introduction** | **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: |  |
| D. New Vocabulary: |  |  |  |  |
| **3. Text Reading With Prompting** |
| [ ]  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**(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 expression[ ]  Attend to endings[ ]  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** | **5. Discussion Prompt** |
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| **6. Teach One Sight Word (optional after level E)** | **6. Teach One Sight Word (optional after level E)** |
| Word: | [ ]  What’s Missing[ ]  Mix and Fix[ ]  Table Writing[ ]  Whiteboards | Word: | [ ]  What’s Missing[ ]  Mix and Fix[ ]  Table Writing[ ]  Whiteboards |
|  |  |
| **7. Word Study**(choose one) | **7. Guided Writing** (D-E: 2 sentences; E-F: 3 sentences; G-I: 4-5 sentences) |
| [ ]  Picture Sorts: |  |  |
| [ ]  Making Words: |
| [ ]  Sound Boxes: |
| [ ]  Analogy Chart: |