

Pre A Guided Reading Plan

Students:

Date:

Activity Options*

Observations/Notes

Working with Letters

Letter Activity (choose one):

- Match the letters in the bag
- Match letters to an alphabet chart
- Match caps with lowercase letters
- Sort by color
- Name letters left to right
- Name a word that begins with that letter
- Name a letter that begins a word
- Find the letter that makes the sound

Letter Formation:

Working with Names (optional after students write their first names without a model)

Choose one:

- Name puzzles
- Make names out of magnetic letters
- Rainbow writing with names

Working with Sounds

Choose one:

- Clapping syllables: 1 2 3
- Rhyming words:
- Picture Sorts:

Working with Books

(Shared reading with level A book; encourage oral language & teach Concepts about Print)

Title:

Choose one or two:

- Concept of a word (frame word or count words in a sentence)
- Concept of a letter (frame a letter or count letters in a word)
- Identify first letter/word
- Identify last letter/word
- Identify period
- Identify capital/lowercase letters
- One to one matching

Interactive Writing and Cut-up Sentence

*Select activities that teach needed skills. Limit lesson to 15-20 minutes.

Instructions: Type in the green shaded areas as needed. Then print to use when teaching.

Adapted by Nathan Elliott from: Richardson, J. (2009). *The next step in guided reading : focused assessments and targeted lessons for helping every student become a better reader*. New York: Scholastic Inc.

Emergent Guided Reading Plan

Date:	Title:	Level:	Strategy Focus:
Day 1		Day 2	
1. Sight Word Review (dictate 3 words, prompt for noisy writing)		1. Sight Word Review (dictate 3 words, prompt for noisy writing)	
2. Introduction		2. Reread Book from Day 1 (and other familiar books) Optional: Take a running record on one student for 2-3 minutes	
A. Gist statement:		Running record student: _____	Observations:
B. Students talk about each page. Teach supports oral language.			
C. Introduce new vocabulary			
Sight Words (predict first letter and locate)	Concepts (Use pictures and discuss- ex: path, cabbage)		
3. Text Reading With Prompting			
<input type="checkbox"/> Check the picture. What would make sense? <input type="checkbox"/> Get your mouth ready <input type="checkbox"/> Does that make sense/look right? <input type="checkbox"/> Could it be ___ or ___? <input type="checkbox"/> Show me the word ___ (if stuck on st word) <input type="checkbox"/> Check the word with your finger			
4. Teaching Points After Reading (choose 1 or 2)		4. Teaching Points After Reading (choose 1 or 2)	
<input type="checkbox"/> 1:1 matching (discourage pointing at level C (DRA3)) <input type="checkbox"/> Use picture clues (meaning) <input type="checkbox"/> Monitor with known words <input type="checkbox"/> Get mouth ready for initial sound <input type="checkbox"/> Cross-check picture and first letter <input type="checkbox"/> Visual scanning (check word left to right) <input type="checkbox"/> Expression		<input type="checkbox"/> 1:1 matching (discourage pointing at level C (DRA 3)) <input type="checkbox"/> Use picture clues (meaning) <input type="checkbox"/> Monitor with known words <input type="checkbox"/> Get mouth ready for initial sound <input type="checkbox"/> Cross-check picture and first letter <input type="checkbox"/> Visual scanning (check word left to right) <input type="checkbox"/> Expression	
5. Discussion Prompt (day 1)		5. Discussion Prompt (day 2)	
6. Teach One Sight Word (use all 4 steps in order)		6. Teach Same Sight Word (use all 4 steps in order)	
Word:	<input type="checkbox"/> What's Missing <input type="checkbox"/> Mix and Fix <input type="checkbox"/> Table Writing <input type="checkbox"/> Whiteboards	Word:	<input type="checkbox"/> What's Missing <input type="checkbox"/> Mix and Fix <input type="checkbox"/> Table Writing <input type="checkbox"/> Whiteboards
7. Word Study (Choose One)		7. Guided Writing (Dictated Sentence: A: 3-5 words; B: 5-7 words; C: 7-10 words)	
<input type="checkbox"/> Picture Sorts: <input type="checkbox"/> Making Words: <input type="checkbox"/> Sound Boxes:			

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			
<input type="checkbox"/> Check the picture. Does it look right and make sense? Reread the sentence. <input type="checkbox"/> Check the end (or middle) of the word. What would look right and makes sense? <input type="checkbox"/> Cover the ending. Is there a part you know? <input type="checkbox"/> Break the word into parts. <input type="checkbox"/> Do you know another word that looks like this one? (use analogy with a rhyming word) <input type="checkbox"/> What can you try? What can you do to help yourself? <input type="checkbox"/> Put some words together so it sounds smooth. (fluency) <input type="checkbox"/> Read it like the character. (expression) <input type="checkbox"/> 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: <input type="checkbox"/> Monitor with M, S, & V <input type="checkbox"/> Reread at difficulty <input type="checkbox"/> Attend to endings <input type="checkbox"/> Use known parts <input type="checkbox"/> Contractions <input type="checkbox"/> Use analogies <input type="checkbox"/> Chunk big words		Fluency & Expression: <input type="checkbox"/> Attend to bold words <input type="checkbox"/> Reread page _____ for expression	
Comprehension: <input type="checkbox"/> Shared retelling <input type="checkbox"/> Problem-solution <input type="checkbox"/> Five-finger retell <input type="checkbox"/> Discuss character's feelings (B-M-E) <input type="checkbox"/> Key word summary <input type="checkbox"/> Compare/contrast ideas, characters, setting, etc. <input type="checkbox"/> Other: _____			
5. Discussion Prompt		5. Discussion Prompt	
6. Teach One Sight Word (optional after level E)		6. Teach One Sight Word (optional after level E)	
Word:	<input type="checkbox"/> What's Missing <input type="checkbox"/> Mix and Fix <input type="checkbox"/> Table Writing <input type="checkbox"/> Whiteboards	Word:	<input type="checkbox"/> What's Missing <input type="checkbox"/> Mix and Fix <input type="checkbox"/> Table Writing <input type="checkbox"/> Whiteboards
7. Word Study (choose one)		7. Guided Writing (D-E: 2 sentences; E-F: 3 sentences; G-I: 4-5 sentences)	
<input type="checkbox"/> Picture Sorts:			
<input type="checkbox"/> Making Words:			
<input type="checkbox"/> Sound Boxes:			
<input type="checkbox"/> Analogy Chart:			

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Transitional Guided Reading Plan

Date:	Title:	Level:	Strategy Focus:

Day 1		Day 2		Day 3															
1. Introduction		1. Continue Reading		1. Reread the book for fluency (5 min) OPTIONAL															
Gist statement:		Observations:		Observations:															
New Vocab:																			
2. Teaching Points: Choose 1 or 2 each day				2. Guided Writing (15-20 min)															
Decoding Strategies: <input type="checkbox"/> Reread & think what would make sense <input type="checkbox"/> Cover (or attend to) the ending. <input type="checkbox"/> Use a known part (shouted) <input type="checkbox"/> Use analogies (saw – jaw) <input type="checkbox"/> Chunk big words (re-mem-ber)		Comprehension Strategies: <table border="0"> <tr> <td>Fiction</td> <td>Nonfiction:</td> </tr> <tr> <td><input type="checkbox"/> BME</td> <td><input type="checkbox"/> Recall information</td> </tr> <tr> <td><input type="checkbox"/> SWBS</td> <td><input type="checkbox"/> Write key words</td> </tr> <tr> <td><input type="checkbox"/> 5-finger retell</td> <td><input type="checkbox"/> Compare/Contrast</td> </tr> <tr> <td><input type="checkbox"/> Compare characters</td> <td><input type="checkbox"/> Ask questions</td> </tr> <tr> <td><input type="checkbox"/> Character feelings</td> <td><input type="checkbox"/> Summarize</td> </tr> <tr> <td><input type="checkbox"/> Flag VIP</td> <td><input type="checkbox"/> Main idea/Details</td> </tr> </table>		Fiction	Nonfiction:	<input type="checkbox"/> BME	<input type="checkbox"/> Recall information	<input type="checkbox"/> SWBS	<input type="checkbox"/> Write key words	<input type="checkbox"/> 5-finger retell	<input type="checkbox"/> Compare/Contrast	<input type="checkbox"/> Compare characters	<input type="checkbox"/> Ask questions	<input type="checkbox"/> Character feelings	<input type="checkbox"/> Summarize	<input type="checkbox"/> Flag VIP	<input type="checkbox"/> Main idea/Details	<input type="checkbox"/> BME <input type="checkbox"/> Problem-Solution <input type="checkbox"/> 5-finger retell <input type="checkbox"/> Compare/ Contrast <input type="checkbox"/> SWBS <input type="checkbox"/> Character Analysis <input type="checkbox"/> Event – detail <input type="checkbox"/> Key word summary <input type="checkbox"/> Other: _____	
Fiction	Nonfiction:																		
<input type="checkbox"/> BME	<input type="checkbox"/> Recall information																		
<input type="checkbox"/> SWBS	<input type="checkbox"/> Write key words																		
<input type="checkbox"/> 5-finger retell	<input type="checkbox"/> Compare/Contrast																		
<input type="checkbox"/> Compare characters	<input type="checkbox"/> Ask questions																		
<input type="checkbox"/> Character feelings	<input type="checkbox"/> Summarize																		
<input type="checkbox"/> Flag VIP	<input type="checkbox"/> Main idea/Details																		
Vocabulary Strategies: <input type="checkbox"/> Reread the sentence and look for clues <input type="checkbox"/> Check the picture or visualize <input type="checkbox"/> Use a known part (compound words) <input type="checkbox"/> Use the glossary		Fluency & Phrasing: <input type="checkbox"/> Phrasing <input type="checkbox"/> Attend to bold words <input type="checkbox"/> Dialogue, intonation, expression <input type="checkbox"/> Attend to punctuation		Observations:															
3. Discussion Prompt		3. Discussion Prompt																	
4. Word Study (if appropriate)		4. Word Study (if appropriate)																	
<input type="checkbox"/> Sound boxes:		<input type="checkbox"/> Sound boxes:																	
<input type="checkbox"/> Analogy:		<input type="checkbox"/> Analogy:																	
<input type="checkbox"/> Make a big word:		<input type="checkbox"/> Make a big word:																	

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