

Early Guided Reading Lesson Plan (Levels D–I)

Title: _____ Level: _____

Instructional Focus: _____

	Day 1 Date: _____	Day 2 Date: _____		
Before Reading	Sight Word Review (optional after Level E) (1 minute) _____	Sight Word Review (optional after Level E) (1 minute) _____		
	Book Introduction (3–4 minutes) This book is about _____ _____ New vocabulary: _____	Book Introduction (1 minute) Briefly review reading from Day 1 and invite students to continue reading the text from Day 1.		
During Reading	Text Reading With Prompting (5–8 minutes) Prompt for self-monitoring, decoding, fluency, vocabulary, and comprehension as needed.			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> Self-Monitoring <ul style="list-style-type: none"> Something didn't make sense, did it? What can you do? Are you right? Does that make sense and look right? Read that sentence again, thinking about the story and what would make sense. I noticed that you self-corrected. That's what readers do! Think about the story and try something that looks right. You figured out that tricky word by yourself. How did you figure that out? </td> <td style="width: 33%; vertical-align: top;"> Decoding <ul style="list-style-type: none"> Cover the ending. Is there a part you know? Try that again and think, "What would make sense?" Do you know another word that looks like this one? Break the word into parts and think about what would make sense. Think about the two words that make up that contraction. Can you think of a word that has the same part in it? </td> <td style="width: 33%; vertical-align: top;"> Vocabulary <ul style="list-style-type: none"> Look at the picture/text feature to help you understand that word. Fluency <ul style="list-style-type: none"> Reread that sentence the way the character might say it. Put these words together so your reading sounds smooth. Comprehension <ul style="list-style-type: none"> Tell me about what you just read. What happened at the beginning? How does the character feel now? Why do you think that character did that? What might the character do next? </td> </tr> </table>		Self-Monitoring <ul style="list-style-type: none"> Something didn't make sense, did it? What can you do? Are you right? Does that make sense and look right? Read that sentence again, thinking about the story and what would make sense. I noticed that you self-corrected. That's what readers do! Think about the story and try something that looks right. You figured out that tricky word by yourself. How did you figure that out? 	Decoding <ul style="list-style-type: none"> Cover the ending. Is there a part you know? Try that again and think, "What would make sense?" Do you know another word that looks like this one? Break the word into parts and think about what would make sense. Think about the two words that make up that contraction. Can you think of a word that has the same part in it?
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After Reading	Teaching Points (1–2 minutes) From your quick observations, select a decoding, self-monitoring, fluency, vocabulary, or comprehension strategy to quickly demonstrate and teach. See Early Guided Reading Prompts and Teaching Points Chart on page 192.			
	Retell or Comprehension Conversation (1–2 minutes)			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Retell <ul style="list-style-type: none"> Can you retell the story or recount important facts that you learned? Beginning-Middle-End (B-M-E) Somebody-Wanted-But-So-Finally (S-W-B-S) Five-Finger Retell </td> <td style="width: 50%; vertical-align: top;"> Comprehension Conversation <ul style="list-style-type: none"> What are you thinking? What did you notice? Do you have any questions about what you've read? What was your opinion of that book? Does anyone have a different opinion? What kind of text is this? Have you read any other texts like this? How are _____ books different from _____ books? How do you think (character) feels about that? What was the big idea/central message/lesson/moral? Why do you think that? </td> </tr> </table>		Retell <ul style="list-style-type: none"> Can you retell the story or recount important facts that you learned? Beginning-Middle-End (B-M-E) Somebody-Wanted-But-So-Finally (S-W-B-S) Five-Finger Retell 	Comprehension Conversation <ul style="list-style-type: none"> What are you thinking? What did you notice? Do you have any questions about what you've read? What was your opinion of that book? Does anyone have a different opinion? What kind of text is this? Have you read any other texts like this? How are _____ books different from _____ books? How do you think (character) feels about that? What was the big idea/central message/lesson/moral? Why do you think that?
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Teach Sight Word (1–2 minutes) (optional after Level E) _____	Teach Sight Word (1–2 minutes) (optional after Level E) _____			
Word Study (choose one; 5–7 minutes) <ul style="list-style-type: none"> Picture sorts Sound boxes Making words Analogy charts 	Guided Writing (8–10 minutes) Levels D & E: Dictated or open-ended sentence Levels F–I: Beginning-Middle-End, or Somebody-Wanted-But-So			