

Emergent Guided Reading Plan (Levels A–C)

Students:				Dates:			
Title/Level				Strategy Focus		Comprehension Focus	
DAY 1				DAY 2			
1. Sight Word Review (write three familiar words) 1–2 minutes				1. Sight Word Review (write three familiar words) 1–2 minutes			
				New SW from Day 1			
2. Book Introduction 3–5 minutes				2. Reread Yesterday's Book (and other familiar books)			
Synopsis:				Observations or take a running record on one student.			
New Vocabulary or Language Structures							
3. Read With Prompting 8–10 minutes							
Monitoring and Word-Solving Prompts <ul style="list-style-type: none"> <input type="checkbox"/> Point to each word. (Levels A & B) <input type="checkbox"/> Try it. Check the picture. What would make sense? <input type="checkbox"/> Reread the sentence and make the first sound. <input type="checkbox"/> What would make sense and look right? <input type="checkbox"/> Show me the word _____. (Locate a sight word.) <input type="checkbox"/> Check the word with your finger. <input type="checkbox"/> Could it be _____ or _____? <input type="checkbox"/> How do you know it is _____ and not _____? 				Fluency and Comprehension Prompts <ul style="list-style-type: none"> <input type="checkbox"/> Don't point. (Discourage pointing at Level C.) <input type="checkbox"/> Read it the way the character would say it. <input type="checkbox"/> What did you read? Tell me about the story. <input type="checkbox"/> Does this book remind you of something you have done? <input type="checkbox"/> How is this book like another book you have read? <input type="checkbox"/> Have you ever felt the way the character feels? When? Why? <input type="checkbox"/> What is your favorite part? Why? <input type="checkbox"/> What was the problem? How was it solved? 			
4. Discussion Prompt 2–3 minutes							
5. Teaching Points for Emergent Readers (choose 1 or 2 each day) 1–2 minutes							
<input type="checkbox"/> One-to-one matching (discourage pointing at Level C) <input type="checkbox"/> Use picture clues (meaning) <input type="checkbox"/> Monitor for meaning <input type="checkbox"/> Monitor with letters and sounds				<input type="checkbox"/> Cross-check letters and sounds with pictures <input type="checkbox"/> Locate known words <input type="checkbox"/> Visually scan left to right <input type="checkbox"/> Reread to problem-solve			
6. Teach One Sight Word 2–3 minutes				6. Reteach Same Sight Word 2–3 minutes			
Word:		1. What's Missing?		2. Mix & Fix		3. Table Writing	
						4. Write It (and Retrieve It)	
7. Word Study (choose one) 3–4 minutes				7. Guided Writing 5–8 minutes			
<input type="checkbox"/> Picture sorting <input type="checkbox"/> Making words <input type="checkbox"/> Sound boxes				A: 3–5 words B: 5–7 words C: 7–10 words			
8. Next Steps		Text was: Hard Appropriate Easy Next book: _____		Next Focus:		Students to assess and analyze:	

Complete the shaded boxes before you meet with the group. Add observations and notes during the lesson.

Teacher Notes—Emergent Readers (Levels A–C)

Dates:	Observations	Next Steps
Student _____		One-to-one matching Use pictures Use first letters Cross-check M, S, and V Hear and record sounds Other: _____
Student _____		One-to-one matching Use pictures Use first letters Cross-check M, S, and V Hear and record sounds Other: _____
Student _____		One-to-one matching Use pictures Use first letters Cross-check M, S, and V Hear and record sounds Other: _____
Student _____		One-to-one matching Use pictures Use first letters Cross-check M, S, and V Hear and record sounds Other: _____
Student _____		One-to-one matching Use pictures Use first letters Cross-check M, S, and V Hear and record sounds Other: _____