

Next Step in Guided Reading K-2

Emergent & Early Plan – levels A-I		Transitional Plan – Levels J-M		
Based on 20-minute lesson each day		Based on 20-minute lesson each day		
Day 1	Day 2	Day 1	Day 2	Day 3
Sight word review (writing) <1 min. (optional after E)	Sight word review <1 min. (optional after E)	Preview & Predict New vocabulary (3-5 min.)	New vocabulary for next section of text (2-3 min.)	Reread book for fluency, if appropriate (5 minutes)
Introduce and read new text w/prompting 8-10 min.	Finish 1 st read and/or reread familiar texts w/prompting 5-8 min.	Read w/prompting (10 min.)	Continue reading w/prompting (12-15 min.)	Guided Writing (15-20 minutes) If reading is fluent, spend entire lesson doing guided writing.
Teaching points – 2 min. • <i>crosscheck</i> • <i>endings</i> • <i>use MSV</i> • <i>known parts</i> • <i>reread</i> • <i>analogies</i>	Teaching points – 2 min. • <i>phrasing & intonation</i> • <i>recall information</i> • <i>retell story elements</i>	Teaching points: <i>Decoding, fluency, vocabulary, retell.</i> Discussion prompt	Teaching points: <i>Decoding, fluency vocabulary, retell.</i> Discussion prompt	
Teach new sight word 1-2 min. (optional after E)	Teach new sight word (optional after E)	Word Study (3-5 minutes)	Word Study (3-5 minutes)	
Word Study 5-8 min.	Guided writing 5-8 min.			

Prompts for Guided Reading

Self-monitoring & Decoding	Fluency & Phrasing	Vocabulary	Comprehension
<ul style="list-style-type: none"> • <i>Are you right?</i> • <i>What would make sense? Check the picture.</i> • <i>Think about the story.</i> • <i>Get your mouth ready.</i> • <i>Check the middle (or end) of the word.</i> • <i>Reread.</i> • <i>Cover the ending. Is there a part you know?</i> • <i>Break the word apart.</i> • <i>Do you know another word that looks like this one?</i> • <i>What can you do to help yourself?</i> 	<ul style="list-style-type: none"> • <i>Read it without pointing.</i> • <i>How would the character say that? Can you read it like the character?</i> • <i>Read it all together so it sounds smooth.</i> • The teacher uses her fingers to frame 2-3 words at a time, helping the student read in phrases. • The teacher slides his finger over the words to push the student's eye forward. • The teacher reads w/student and models intonation & expression. • <i>Why is this word in bold print?</i> 	<ul style="list-style-type: none"> • <i>Reread and look for clues.</i> • <i>Read on and look for clues.</i> • <i>Substitute another word that makes sense.</i> • <i>Check the picture.</i> • <i>Find a part you know.</i> • <i>Have you heard that word before? How can it help?</i> • <i>Does this word remind you of another word you know?</i> • <i>What would make sense?</i> 	<ul style="list-style-type: none"> • <i>Look at the picture and tell me what you read. (retell w/picture support)</i> • <i>What did you read on this page? (cover picture & prompt for retell)</i> • <i>What happened at the beginning of the story? Then what happened?</i> • <i>What's the problem in the story? (analysis)</i> • <i>What might happen next? How could they solve the problem? (predict)</i> • <i>How is the character feeling now? (inference)</i> • <i>Why do you think the character did (or said) that? (inference, cause-effect)</i>

Summary of Word Study and Writing Activities for Each Text Level: A-M

Level	Skill focus	Picture sorts	Making words w/ mag. letters /Analogy Charts	Sound Boxes	Guided Writing								
A 1	Consonants Long vowels	Initial consonants	Making words: Exchange initial consonants. <i>cat, fat, mat, bat, hat</i>	2 boxes (consonant and long vowel) <i>me, go, he, so</i>	Dictated sentence: 3-5 words Focus: letter formation, initial sounds, Learn about 10 sight words								
B 2	Consonants Short medial vowels (a, o)	Initial & final consonants short a & o	Making words: Exchange initial & final consonants. <i>pat, pan, pad, mad, man; hat, has, ham, bam, bat</i>	2 boxes (short vowel-consonant) <i>at, an, on, am, as</i>	Dictated sentence: 5-7 words Focus: initial & final sounds, long vowels, period, 15-20 sight words								
C 3/4	Short vowels Hearing sounds in sequence (CVC)	Short vowels (e,i,u)	Making words: Exchange initial, medial, and final letters; use all short vowels. <i>pot, hot, hop, hip, hit,, sit, sat; cat, cap, cup, cut</i>	3 boxes (CVC) <i>hop, mat, did</i>	Dictated sentence: 7-10 words Focus: CVC, 30 sight words, space w/o prompting, capitalize 1st word								
D 5/6	Digraphs– <i>sh, ch, th</i> Endings: <i>-s -ing -ed</i> Simple contractions <i>can't, I'm, didn't</i>	Initial and final digraphs	Making words: Exchange first, medial, and final letters, include digraphs: <i>hot-hop-chop-chip-ship-shin-chin</i>	3 boxes – digraphs & short medial vowels <i>ship, chat, than mash, much, path</i>	Dictate two sentences Focus: digraphs, add endings (s, ing), use lowercase letters, correct letter position (j,g,y,p), 30-40 sight words, space, period and capitalize 1st letter w/o prompting								
E 7/8	Initial blends Onset/rimes Contractions	Initial blends	Making words: Add and delete initial clusters. <i>cap-clap-clip-grip-grin</i> (Break at onset and rime.)	4 boxes – initial blends, short vowels <i>slip, clan, step</i>	Dictated sentence or guided retelling (2-3 sentences) Focus: initial blends, use known parts								
F 9/10	Final blends Onsets/rimes Contractions	None	Making words: Add and delete final clusters. <i>went-wept-west-lest-list-limp</i> (Break at onset and rime)	4 boxes - final blends, short vowels <i>west, milk, sunk</i>	Guided retelling (B-M-E) 3 sentences Focus: final blends, two-syllable words, 40-50 sight words, question mark								
G 11/12	Blends Silent “e” rule	None	Making words: silent “e” rule <i>mat-mate-mane-man-pan-pane</i> Analogy charts: silent “e” rule Include blends <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>cat</td><td>came</td></tr> <tr><td>flat</td><td>blame</td></tr> <tr><td>slap</td><td>snake</td></tr> </table>	cat	came	flat	blame	slap	snake	5 boxes - initial and final blends, short vowels <i>stink, grunt, stomp</i>	Guided retelling (B-M-E) 3-4 sentences Somebody-Wanted-But-So (S-W-B-S) Focus: silent e, two-syllable words		
cat	came												
flat	blame												
slap	snake												
H 13/14	Vowel patterns <i>ee, ar, ay, oa, or, all, ow (cow), ew</i> Endings	None	Analogy charts: Vowel patterns <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>cow</td><td>day</td></tr> <tr><td>now</td><td>may</td></tr> <tr><td>plow</td><td>tray</td></tr> <tr><td>crowded</td><td>staying</td></tr> </table> Include blends & endings: -ed, -ing, -er	cow	day	now	may	plow	tray	crowded	staying	5 boxes – initial and final blends, short vowels	B-M-E (4-5 sentences) or S-W-B-S Focus: Correctly spell vowel patterns that have been taught (all, ow, ay, etc), silent e, quotation marks for dialogue, endings: er, ed,
cow	day												
now	may												
plow	tray												
crowded	staying												
I 15/16	Vowel patterns <i>ou, ew, ight, aw, ai, oi, ow (low)</i>	None	Analogy charts: vowel patterns <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>new</td><td>night</td></tr> <tr><td>few</td><td>sight</td></tr> <tr><td>blew</td><td>fright</td></tr> <tr><td>chewy</td><td>slightly</td></tr> </table> Include blends & endings: -er, -est, -ly, -y	new	night	few	sight	blew	fright	chewy	slightly	None	B-M-E, S-W-B-S or 5-finger retell 5-finger retell: 1-character, 2-setting, 3-problem, 4-events, 5-ending Focus: transition words, e drop (hike to hiking), more vowels (ight, ew, ea, etc)
new	night												
few	sight												
blew	fright												
chewy	slightly												
J-M 18-28	Vowel patterns Compound words Multisyllabic words Prefixes & suffixes Vocabulary strategies	None	Analogy charts; vowel patterns and endings Magnetic letters: make a multisyllabic word and break into syllables: <i>e-nor-mous, dis-gust-ing</i> Work with affixes: <i>un-, re-, dis-, -ful, -tion, -able.</i>	None	Guided response to the story S-W-B-S, Problem-Solution Character’ feelings at BME Main idea – details Multiple syllables, endings, vowels								

Emergent Lesson Plan Template (Levels A-C)

Group: _____

Book Title: _____

Level: _____

Day 1 Date: _____	Day 2 Date: _____
Sight-Word Review-Writing (1 min.)	Sight-Word Review-Writing (1 min)
Introduce New Book: <i>This book is called... and it's about</i> Discuss pictures and introduce new vocabulary:	Continue Reading Yesterday's Book and other familiar stories. Use prompts listed under Day 1. (8-10 minutes) Record observations and individual teaching points:
<p style="text-align: center;">TEXT READING WITH PROMPTING (5-8 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check your picture. What would make sense? <input type="checkbox"/> Get your mouth ready for the first sound. <input type="checkbox"/> Could it be _____ or _____. <input type="checkbox"/> Show me the word _____. <input type="checkbox"/> Check the word with your finger. Are you right? <input type="checkbox"/> Try reading without pointing (at level C). <input type="checkbox"/> How would the character say that? 	
Teaching Points after Reading: Demonstrate a strategy for self-monitoring and decoding (1-2 minutes) <ul style="list-style-type: none"> <li style="width: 50%;">• One-to-one matching (At level C, discourage pointing.) <li style="width: 50%;">• Get mouth ready for initial sound <li style="width: 50%;">• Use picture clues (Meaning) <li style="width: 50%;">• Cross-check picture & 1st letter <li style="width: 50%;">• Monitor with known words <li style="width: 50%;">• Visual scanning (check the word left to right) <li style="width: 50%;">• Fluency and expression 	
Shared retelling or Comprehension Conversation (2 minutes) Prompt: _____	Shared retelling or Comprehension Conversation (2 minutes) Prompt: _____
Teach One Sight Word: What's Missing? Mix & Fix, Table Writing, Whiteboards	Teach Same Sight Word: What's Missing? Mix & Fix, Table Writing, Whiteboards
Word Study - choose one: (3-5 minutes) <ul style="list-style-type: none"> • Sound sorts • Making words • Sound boxes 	Guided Writing (5-8 minutes) Dictate 1 or 2 sentences that include the new sight word for this lesson and other familiar sight words.

Early Lesson Plan Template (Levels D-I)

Group: _____

Book Title: _____

Level: _____

Day 1 Date: _____	Day 2 Date: _____
Sight-Word Review-Writing (1 min/optional after Level E)	Sight-Word Review-Writing (1 min/optional after Level E)
<p>Introduce New Book: <i>This book is called... and it's about</i></p> <p>Preview & Predict/Picture Walk New vocabulary: _____</p>	<p>Continue Reading Yesterday's Book and other familiar stories. (8-10 minutes) Record observations and individual teaching points:</p>
TEXT READING WITH INDIVIDUAL CONFERENCES - - See "Prompts for Guided Reading" (8-10 minutes)	
Teaching Points: Demonstrate a strategy for self-monitoring, decoding, or fluency. (1-2 minutes)	
<p>Self-monitoring and Decoding Strategies p. _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reread at difficulty and think what makes sense. <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. 	<p>Fluency, Phrasing & Expression p. _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read w/o pointing. <input type="checkbox"/> Read the punctuation. <input type="checkbox"/> Attend to bold words. <input type="checkbox"/> Reread page _____ for expression. <input type="checkbox"/> Make it sound like the characters are talking. <input type="checkbox"/> Read a paragraph using intonation that reflects the author's intent
Shared retelling or Comprehension Conversation (2 minutes) Prompt: _____	Shared retelling or Comprehension Conversation (2 minutes) Prompt: _____
Teach One Sight Word: (1-2 minute/optional after Level 8) What's Missing? Mix & Fix, Table Writing, Whiteboards	Teach Same Sight Word: (1-2 minute/optional after Level 8) What's Missing? Mix & Fix, Table Writing, Whiteboards
<p>Word Study - choose 1: (3-5 minutes)</p> <ul style="list-style-type: none"> • Sound sorts • Making words • Sound boxes • Analogy Chart 	<p>Guided Writing (5-8 minutes) Dictated Sentences or Guided Response BME – Beginning, Middle End SWBS – Somebody, Wanted, But, So Problem-solution Character comparisons</p> <hr/> <hr/>

Transitional Lesson Plan Template (Levels J-M)

Book Title: _____

Level: _____

Focus: _____

Day 1 Date: _____	Day 2 Date: _____
Introduce New Book: This book is about _____ _____ Preview & Predict New vocabulary: _____	Continue reading the book. Today you will read about _____ New vocabulary: _____ Observations and individual teaching points: _____
Text Reading With Prompting: See "Prompts for Guided Reading" (10-12 minutes)	
Teaching Points After Reading: Choose 1 or 2 (decoding, vocabulary, fluency, and/or comprehension).	
Decoding strategies: p. _____ <ul style="list-style-type: none"> • Reread & think what would make sense. • Cover (or attend to) the ending. • Use analogies. • Chunk big words. 	Fluency & Phrasing p. _____ <ul style="list-style-type: none"> • Phrasing. • Attend to bold words. • Dialogue, intonation & expression.
Vocabulary Strategies p. _____ <ul style="list-style-type: none"> • Reread the sentence and look for clues. • Check the picture. • Use a known part. • Use the glossary. 	Retelling <ul style="list-style-type: none"> • Shared retelling w/transition words • 5-finger retell • B-M-E • S-W-B-S • Describe character's feelings BME
Discussion Question	Discussion Question
Word Study 3-5 minutes (if appropriate) Sound boxes – Analogy chart – Make a big word	Word Study 3-5 minutes (if appropriate) Sound boxes – Analogy chart – Make a big word
DAY 3: Date: _____ Individual Student Assessment _____ ; Other students reread book (3-5 minutes)	
Guided Writing BME; 5-finger retell; SWBS; Events & Details; Character analysis, Other: _____	