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| **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 |  |  |  |  |
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| **3. Read With Prompting** *8–10 minutes* |
| **Monitoring and Word-Solving Prompts**n Point to each word. (Levels A & B)* Try it. Check the picture. What would make sense?

nReread the sentence and make the first sound.nWhat would make sense and look right?* Show me the word \_\_\_\_\_. (Locate a sight word.)

nCheck the word with your finger.* Could it be or \_\_\_\_\_ or \_\_\_\_\_?
* How do you know it is \_\_\_\_\_ and not \_\_\_\_\_?
 | **Fluency and Comprehension Prompts*** Don’t point. (Discourage pointing at Level C.)
* Read it the way the character would say it.
* What did you read? Tell me about the story.
* Does this book remind you of something you have done?
* How is this book like another book you have read?
* Have you ever felt the way the character feels? When? Why?
* What is your favorite part? Why?

nWhat 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* |
| * One-to-one matching (discourage pointing at Level C)
* Use picture clues (meaning)
* Monitor for meaning
* Monitor with letters and sounds
 | * Cross-check letters and sounds with pictures
* Locate known words
* Visually scan left to right
* 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* |
| * Picture sorting
* Making words
* Sound boxes
 |  | A: 3–5 wordsB: 5–7 wordsC: 7–10 words |  |
| **8. Next Steps** | Text was: Hard Appropriate EasyNext 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.

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| **Teacher Notes—Emergent Readers (Levels A–C)** |
| **Dates: Observations** | **Next Steps** |
| Student  | One-to-one matching Use picturesUse first lettersCross-check M, S, and V Hear and record soundsOther:  |
| Student  | One-to-one matching Use picturesUse first lettersCross-check M, S, and V Hear and record soundsOther:  |
| Student  | One-to-one matching Use picturesUse first lettersCross-check M, S, and V Hear and record soundsOther:  |
| Student  | One-to-one matching Use picturesUse first lettersCross-check M, S, and V Hear and record soundsOther:  |
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