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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 |  | |  | |  | |  |
|  | | | | | | |
| **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 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.

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| **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: |

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