

PLANNING SUPPORT & SAMPLE LESSON

TIP

The Early Guided Reading Lesson Plan found on page 190 in the Appendix is a template you can use to plan your lessons. Each component of the lesson is described in detail here and appears in brief on the template.

Early Guided Reading Lesson Plan (Levels D-I)	
Title: _____ Level: _____	
Instructional Focus: _____	
Day 1	Day 2
Date: _____	Date: _____
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.
Text Reading With Prompting (5–8 minutes) Prompt for self-monitoring, decoding, fluency, vocabulary, and comprehension as needed.	
Self-Monitoring • 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, think about the story, and what would make sense. • reread 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 • Cane the ending to them 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?
	Vocabulary • Look at the picture/text feature to help you understand that word. Fluency • Read that sentence the way the character might say it. Comprehension • 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?
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)	
Retell • 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-F) • Five-Finger Retell	Comprehension Conversation • 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/event] message/scene/idea? Why do you think that?
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) • Picture sorts • Sound boxes • Making words • Analogy charts	Guided Writing (3–10 minutes) Levels D & E: Dictated or open-ended sentence Levels F–I: Beginning-Middle-End, or Somebody-Wanted-But-So

Early Guided Reading Lesson Plan

In this section, we'll walk through the Early Guided Reading Lesson Plan; it's a two-day plan. We recommend copying a set of these templates (making a double-sided copy with the Early Guided Reading Anecdotal Notes sheet on the back) to have on hand while working with your early readers. You'll use the same text for both days; students will finish the text on the second day, rereading if they complete it early. Keep in mind that while you've pinpointed an instructional focus in your planning, you'll also want to take into account what happens during the lesson when choosing your teaching point after reading.

DAY 1 LESSON COMPONENTS

Before Reading

Sight Word Review (1 minute)

(This review is optional after Level E.)

Select from the High-Frequency Word Chart (see Appendix pages 184–185) three sight words that you have already taught. Begin by asking learners, *Are you ready for the sight word challenge for the day?* Then, dictate the words one at a time as students write them on a whiteboard. Say, *Write the word* want. *Think about what it looks like.* Support and scaffold writers as soon as they need help and before they write the word incorrectly, giving prompts and visual links like:

- Want is almost like went but has an a in it.
- The word where has the little word here in it.
The word they has the little word the in it.

Place a check on the High-Frequency Word Chart for each word students wrote correctly *without any prompts or help*. Students should have at least six check marks for each word before it is considered a known word.

Book Introduction (3–4 minutes)

- **Gist Statement:** Begin your book introduction with a focused gist statement. For early readers, name the characters in the book and briefly describe the problem. In an informational text, state the main idea and what children might learn from reading the book.
- **Picture Walk and Introduce New Vocabulary:** Before students read the text, it is essential that you provide time for them to “walk” through the text using the illustrations to construct meaning and discuss what is going to happen in the book. As children are doing this, help them notice and discuss the following:
 - » **Unfamiliar vocabulary and concepts.** Use pictures and kid-friendly definitions to explain what the word or concept means. To help children remember, invite them to repeat the word.
 - » **New words that may be difficult to decode.** As students are “walking” through the text, point out any unfamiliar words. For example, the word *special* might appear in the text. Simply say, *I see a tricky word on this page. Point to this word [show children in their book]. This is the word special. Read it with me [invite children to read the word aloud].*

During Reading

Text Reading With Prompting (5–8 minutes)

Invite early readers to read independently (and softly) while you prompt and observe individual students. It is helpful for early readers to read softly rather than silently. Reading softly enables them to monitor and recall what they’ve read. Remember that they are reading the book independently, **not chorally or as a round-robin**. As you coach individual students, remind them of the instructional focus for the lesson. Use the prompts on the lesson plan to encourage students to monitor for meaning, decode unfamiliar words, and improve fluency and comprehension. Also make note of strategies you need to bring to their attention after reading. The goal during reading is to support students as they read and to identify what they need to learn next.

After Reading

Teaching Points (1–2 minutes)

Once all the students have read the text at least one time, invite them to close their books. Use your observations and notes to select a teaching point for the group from the Early Guided Reading Prompts and Teaching Points Chart found in the Appendix on pages 192–193.

CCSS Standards for Retelling

RI.K.2 With prompting and support, retell familiar stories, including key details

RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson

RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral

RI.K.2 With prompting and support, identify the main topic and retell key details of a text

RI.1.2 Identify the main topic and retell key details of a text

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Example of a Sound Box

l	a	m	p
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Retelling or Comprehension Conversation (1–2 minutes)

For early readers, you have two choices for your after-reading conversations. You will find both of these on the Early Guided Reading Prompts and Teaching Points Chart. (See Appendix, pages 192–193.) The first is to focus on retelling. Per the CCSS, retelling is an essential skill for students in grades K–2. Thus, you will want to provide time for students to practice with the different types of retelling scaffolds provided in the lesson plan. If students are adept at retelling, or if you want to dig a little deeper, you may wish to use the comprehension conversation questions provided here, which are also tied to the standards. These questions will spark conversations about readers' opinions and ask readers to compare and contrast texts, think about characters, and infer the theme or central message of a text.

Teach One Sight Word (1–2 minutes)

Note: This activity is optional after Level E. See pages 135–136 for details.

Word Study (5–7 minutes)

Early readers who are reading texts at Levels D–I are still learning how to apply phonics skills. Therefore, it is important that you spend the last 5–7 minutes of the Day 1 guided reading lesson doing *one* word study activity. The four options for word study at this level are as follows:

- **Picture Sorts:** Readers sort pictures according to their initial consonants, medial vowels, initial digraphs, or initial consonant blends.
- **Making Words:** Students use magnetic letters or letter tiles to make words that you dictate.
- **Sound Boxes:** Students who have difficulty hearing and encoding or writing short-vowel sounds, digraphs, or blends may still have poor phonemic awareness skills. Slowly articulating a word, letter by letter, while writing each letter in a box, helps children hear sounds in sequence. Use a Sound Box (see example at left) and dictate three or four phonetically regular words for students to write. Target words with short vowels, blends, and digraphs. After you dictate the word, prompt learners to say the sounds as they write the letters in the boxes. Select words that are not already memorized, so the students have to rely on hearing the sounds.
- **Analogy Charts:** Students use a T-chart or two columns to write and sort dictated words according to their respective spelling patterns. You can use this activity to teach the silent-*e* rule, vowel patterns, and word endings.

DAY 2 LESSON COMPONENTS**Before Reading**

Sight Word Review (1 minute)

This review is optional after Level E.

Book Introduction (1 minute)

Briefly reintroduce the text. *Today you will read to find out more about _____.* Introduce any new vocabulary readers might find challenging.

During Reading

Text Reading With Prompting (5–8 minutes)

Briefly review the text that students read on Day 1, and introduce any new vocabulary they will encounter in the next section of the text.

Children continue reading from where they left off on Day 1, as you confer with and prompt individual students based on your observations and focus strategy. Fast finishers can reread the book (or other books they have read in previous guided reading lessons).

After Reading

Teaching Points (1–2 minutes)

See pages 192–193 for suggestions.

Retelling or Comprehension Conversation (1–2 minutes)

Use the retelling prompts or comprehension conversation questions to strengthen students' ability to summarize a story, recount facts they have learned, and/or converse about the text they have just finished reading.

Teach Sight Word

See pages 135–136.

Guided Writing (5–7 minutes)

During guided writing, learners will write a short response to the book they have read. Next Step guided writing helps students apply the phonetic features you have taught during the word-study portion of the guided reading lesson. Guided writing occurs at the guided reading table so you can support and prompt individual students, coaching them to apply the skills and strategies you have taught. You'll be amazed at the amount of teaching that you can squeeze into one guided writing session. Depending on the ability of your students, you may choose to dictate a few sentences about the text or let students craft their own response to the reading. See Early Guided Writing Procedures on page 150.

Early Guided Writing Procedures

Dictate one or two sentences about the text, or provide students the opportunity to retell or summarize their reading. If you choose to dictate a few sentences about the text, you will want to include the following:

- New sight word taught with the book
- Other familiar sight words

If your students are reading at Levels F–I and need support in summarizing a story, teach them one of these two options. Have them practice that one before introducing the other.

Early Guided Writing Response Options

Retelling: Beginning-Middle-End – B-M-E (fiction)

Invite learners to write on separate sticky notes, three to five key words from the story. Assist students as they group the words in sequential order under the headings B-M-E. To write their retelling response, children use the key words from the sticky notes.

Retelling: Somebody-Wanted-But-So

Students write a summary of the story using the following framework:

Somebody—Who is the story about?

Wanted—What did this character want?

But—But, what happened?

So—So, what happened next? How did the story end?

(Adapted from Macon, Bewell, and Vogt, 1991)

As students are writing, support them in the following ways:

- *If a student forgets a word*, prompt the writer to reread silently what he or she has written so far to see if he or she can remember the next word. If the student still can't remember, dictate the entire sentence and have the child repeat it. Avoid dictating the sentence word by word for students.
- *After a student has finished writing his or her own response*, prompt the child to reread for meaning. The more students get in the habit of rereading their writing, the better.
- *If a writer misspells a sight word*, erase the wrong letters and ask, *What's missing?* Provide a visual scaffold by giving a clue such as, *The word where has the word here in it.* If these prompts are not successful, write the word at the top of the page and ask the child to copy it a few times.
- *If a writer asks how to spell a word*, remind him or her that when writers want to spell a word they say it slowly, sound by sound, or “stretch out” the word and write the sounds they know. This practice encourages risk taking and independence. Again, you're promoting the “I am a writer; I can do this myself” mind-set.
- *If the writer forgets conventions such as correct letter formation, capitals, and end punctuation*, prompt the child to reread and edit his or her writing. If needed, model correct letter formation at the top of the student's guided writing booklet.

Making the Most of the Early Guided Reading Lesson Plan Template and Anecdotal Notes Sheet

To help you make the most of these two reproducible teacher resources, follow these tips for planning activities and recording students’ performance over the course of two days:

- Make two-sided copies, with the Lesson Plan template on one side and Anecdotal Notes sheet on the other.
- Jot down your plan notes before meeting with your early guided reading group as follows:
 - » **Title:** Write the title and level of the book you’ll be using.
 - » **Instructional Focus:** After pinpointing your instructional focus, write it on the top of the Lesson Plan sheet, along with the date.

Before Reading

- » **Sight Word Review:** Select three previously taught sight words from the High-Frequency Word Chart (found in the Appendix on pages 184–185). Remember that this part of the lesson is optional after Level E.
- » **Book Introduction:** Create a gist statement to introduce the book and preview any new vocabulary.

After Reading

- » **Teaching Point:** Choose a strategy to model based on your observations during the reading. Consult the Early Guided Reading Prompts and Teaching Points Chart on pages 192–193 for ideas.
 - » **Retelling or Comprehension Conversation:** Select a retelling option or comprehension conversation question to spark a discussion.
 - » **Teach One Sight Word:** Choose the new sight word to teach. If possible, select a sight word that appears in the text you are reading. Remember that this portion of the lesson is optional after Level E.
 - » **Word Study:** Select one activity and note the phonetic element(s) you will be targeting.
- Write the names of the group members on the Anecdotal Notes sheet. Record your observations during the lesson here, noting with a plus (+), check (✓), or minus (–) how well students self-monitor, use decoding strategies, read fluently, retell, and comprehend. There’s also space for you to record any observations that will help you make instructional decisions for your students.

Now let’s take a look at a sample Lesson Plan template, which Maria has annotated with her thinking about the group based on her assessment data. Evan’s assessment data is shown below; he is part of this early guided reading group. You can see his complete Reading Record on page 106.

5	Here is a larva. The larva is black and orange. It is also very ^{happy} hungry. It eats a lot of tiny insects.	1			S	V		
6	The larva eats and eats and eats. The more the larva eats, the more it grows.							
Word Count: 108		Total Errors: 6						
<p>Have the student read the rest of the text silently. Begin analyzing the student’s errors and strategy use while he or she finishes.</p> <p><i>Evan continued to make mainly visual errors as he kept reading. Had difficulty with: surprise hours spread</i></p>								

letter-sound clues
 no observable strategies

Is the reader self-monitoring?
 yes sometimes no

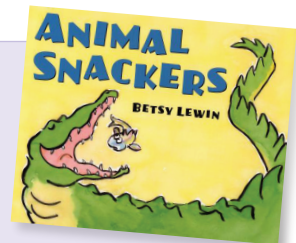
3 FLUENCY RUBRIC

- word-by-word reading 1
- no expression 1
- moderately slow reading in two- or three-word phrases 2
- some expression 2
- phrased but some rough spots 3
- appropriate expression most of the time 3
- smooth reading with a few pauses 4
- consistent appropriate expression 4

Evan’s assessment data from a Reading Record of a Level I text

Assess–Decide–Guide: Putting the Three-Part Framework Into Action

Page 106 shows Maria’s analysis of Evan’s Reading Record; she transferred his data to the Reading Assessment Conference Class Profile. Then, she grouped him with other readers who were at a similar level and had similar needs. Now it is time to use all of the data to plan an early guided reading lesson for Evan and his groupmates. Take a peek at Maria’s thinking as she prepares to teach Evan’s group.



1

Since Evan and the other members of his group need work on fluency, I chose the Level I book *Animal Snackers* by Betsy Lewin because the book contains rhyming four-line poems that I knew the children would enjoy reading, rereading, and possibly sharing in a readers theater style with the class.

2

Some of the poems in this book had challenging vocabulary for a Level I text. Since I previewed the book before reading it with the group, I knew I would have to introduce and discuss the words *carnivorous*, from the poem “Gorilla,” and *indigestion*, found in the poem “Ostrich.”

3

Knowing that Evan is relying mainly on visual cues, I know that the prompt I will be using the most often is, “Does that make sense and look right?”

4

One of the CCSS standards for first grade is that children should be able to explain the differences between books that tell stories and books that give information (RL.1.5). We’ve been having these discussions throughout the year, but I chose this discussion question for Evan’s group about this particular text because it is not as easy to categorize as some. The book has cartoon-like illustrations and includes rhyming poems. I thought this would give students an opportunity to share their opinions and give evidence from the text to support those opinions.

5

I chose to use the Analogy Chart with Evan and his group because although Evan was relying on visual cues to figure out words, his miscues indicated that he was mainly using the beginning sounds of the words and not looking through words to the end. The Analogy Chart would encourage the children to look at the end of the word to determine whether it is a short- or long-vowel/silent-*e* word. Also, I know from the Word Knowledge Inventory that Evan and the other members of his group still need a little extra practice with consonant blends, so when I was thinking of words to dictate for the Analogy Chart, I included words with consonant blends to reinforce that skill.

Tracking Progress of Evan's Group of Early Readers

Each time this group reads and rereads the guided reading book, Maria observes and records (with a +, ✓, or –) whether each child is self-monitoring, decoding, and reading with fluency and expression. After reading, she notes in the same fashion whether each child is able to retell and participate in the comprehension conversation. Then, she jots down any other observations and her next steps on the Early Guided Reading Anecdotal Notes sheet found in Appendix on page 191. She keeps track of their known sight words on the High-Frequency Word Chart found in Appendix on pages 184–185. After two or three weeks, she looks over her notes to determine whether or not the group, or a child in the group, is ready to move to the next level of books. She considers whether or not they are consistent (receiving a lot of plus marks) on the focus strategies she's taught and prompted. If she's unsure whether or not they are ready to move on to the next level, she can do a quick reading record before moving them to that level.

When Do You Take Early Readers to the Next Step—Transitional Guided Reading?

You can consider moving students to the Transitional Guided Reading Lesson Plan when they can:

- Achieve an instructional reading level of J or above
- Read and write a large bank of sight words
- Monitor by using meaning and visual cues
- Decode new words by *integrating* a variety of strategies
- Reread at point of difficulty to access meaning and structure
- Reread for fluency, phrasing, and expression
- Remember and retell what they have read
- Apply phonic elements such as blends, vowel combinations, silent-*e* rule, and endings to both reading and writing

