

Levels D-I Early Guided Reading Lesson (*Lesson Preparation & Delivery*)

Title: _____ Strategy Focus (*Objectives, Comprehensible Input, Strategies*):
 “I can (CO) _____ by (LO) _____” CCSS: _____ Level: _____

Day 1 Date: Sight-Word Review-Writing (<i>Practice/Application</i>) (optional) 1 min	Day 2 Date: Sight-Word Review-Writing(<i>Practice/Application</i>) 1 min _____		
Introduction of New Book (Building Background) 3-4 min: <i>This book is called ... and it's about</i> _____ _____ _____ New vocabulary: _____	Continue Reading Yesterday’s Book (and other familiar books) (<i>Practice/Application</i>) Observations (<i>Lesson Delivery</i>) 5-8 min:		
Text Reading With Prompting (<i>Strategies</i>) 8-10 min: <ul style="list-style-type: none"> • Check the picture. Does it look right and make sense? Reread the sentence. • Check the end (or middle) of the word. What would look right and make sense? • Cover the ending. Is there a part you know? • Break the word into parts. • Do you know another word that looks like this one? • What can you try? What can you do to help yourself? • Put some words together so it sounds smooth. (fluency) • Read it like the character. (expression) • What did you read? What’s the problem? How might they solve it? (comprehension) 			
Select one or two teaching points each day after reading (<i>Strategies, Comprehensible Input</i>) 1-2 min <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> Word-solving strategies: <ul style="list-style-type: none"> • Monitor • Reread at difficulty • Attend to endings • Use known parts • Contractions • Use analogies • Chunk big words </td> <td style="width: 50%; border: none; vertical-align: top;"> Fluency & Expression: <ul style="list-style-type: none"> • Attend to bold words • Reread page _____ for expression Comprehension <ul style="list-style-type: none"> • Recall information • Retell events in sequence • Five-finger retell • Discuss characters’ feelings </td> </tr> </table>		Word-solving strategies: <ul style="list-style-type: none"> • Monitor • Reread at difficulty • Attend to endings • Use known parts • Contractions • Use analogies • Chunk big words 	Fluency & Expression: <ul style="list-style-type: none"> • Attend to bold words • Reread page _____ for expression Comprehension <ul style="list-style-type: none"> • Recall information • Retell events in sequence • Five-finger retell • Discuss characters’ feelings
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Discussion Prompt (<i>Interaction</i>) 1-2 min:	Discussion Prompt (<i>Interaction</i>) 1-2 min:		
Teach 1 Sight Word (<i>Comprehensible Input, Practice/Application</i>): (optional after level E) _____ 1-2 min What’s missing? Mix & Fix Table Writing Whiteboard			
Word Study (<i>Comprehensible Input, Practice/Application</i>) (choose 1) 5-8 min: <ul style="list-style-type: none"> •Picture sorts •Making words •Sound boxes •Analogy Chart 	Guided Writing (<i>Review/Assessment</i>) 8-10 min:		