

Teacher: _____

St. Name(s): _____

Date: _____

Book Title: _____

Level: _____ F or NF

Focus/Objective:

Initial Read:

Running Record with MSV, Anecdotal Notes, Fluency, and Retell

of errors -

Retell/Notes -

total words -

% -

Daily - Read along:

Read along with me on the Kindle Fire/iPad

Before Reading:Title, Author, Illustrator,
Fiction/Nonfiction and Genre

Introduce text

Picture Walk

Word Work &**Before, During, & After Reading**

Date, Plan & Anecdotal Notes:

Word Work &**Before, During, & After Reading**

Date, Plan & Anecdotal Notes:

Word Work &**Before, During, & After Reading**

Date, Plan & Anecdotal Notes:

Word Work &**Before, During, & After Reading**

Date, Plan & Anecdotal Notes:

Word Work &**Before, During, & After Reading**

Date, Plan & Anecdotal Notes:

End of Unit:Hot Reading, Comprehension Quiz,
and Writing

of errors -

Comp Quiz -

Writing -

total words -

% -

Guided Reading Lesson Plan

Teacher: _____

Group: _____

Date: _____

Book Title: _____

GR Level: _____

Familiar Read:

Running Record with MSV, Anecdotal Notes, Fluency, and Retell

Quick Flash or Quick Write:

(High Frequency words or phrases)

Word Work: (Use magnetic letters, Dolch words/phrases, words from the new text, TPRI activities, Phonemic Awareness, prefixes/suffixes, Greek and Latin roots)

Focus/Objective:

Comprehension Strategy, Figuring Out Word Strategy, Fix-up Strategy, or Fluency

Before Reading

Title, Author, Illustrator, Genre

Introduce text: give a 2 to 3 sentence summary and/or activate prior knowledge; make predictions; make connections, author's purpose, etc:

Picture Walk: model a figuring out word, fix-up, or comprehension strategy; the lower the level, the more you rely on the pictures dip into the text with the higher reading levels

Vocabulary/Book Language:

introduce vocabulary in text, not isolated, frame words in text, and/or text features

Set Purpose: "Let's read to find out ... "

During Reading

Read new text: Stagger start, prompt to support the strategy, check predictions/fluency/comprehension, etc.

Take anecdotal records

After Reading

Check for Comprehension by asking questions, retelling the story

Ask explicit and implicit questions (use stems and text evidence)

Praise Points comment on strategies being used

Teaching Point

Follow-up Activity: rereading of the new book, artwork, dramatization, retelling, graphic organizers, written responses (The best follow-up activity is to just reread the new book.)