

**Guided Reading Lesson Plan – Levels 1-2  
Day 1**

<p>Text _____ Level _____</p> <p><b>Determine Lesson Focus:</b></p> <ul style="list-style-type: none"> <li>➤ One-to-one matching (V)</li> <li>➤ Directionality (KOP)</li> <li>➤ Return sweep (KOP)</li> <li>➤ Maintain language pattern (S)</li> <li>➤ Recognize sight words (V)</li> <li>➤ Use picture cues (M)</li> </ul> <p><b>Fluent writing (≤1 minute):</b></p> <p><b>Set purpose for reading:</b></p> <p><b>Before Reading (1 – 2 minutes)</b> Book Introduction (brief statement about the gist of the book):</p> <p>Picture Walk: Meaning:</p> <p>Structure:</p> <p>Visual:</p>	<p><b>During Reading (4 – 5 minutes)</b> <u>Pause</u></p> <p><u>Praise</u> an attempt.</p> <p><u>Prompts</u> to consider when students experience difficulty: M: Does it make sense? Check the picture. Think about the story. S Does it sound right? Do we say it that way? V Did it match? (Use your finger) (Frame the word) You know that word. KOP Where do you start reading? Which way do you go? Where do you go next?</p> <p><b>After Reading (1 – 2 minutes)</b> Return to purpose for reading/what is the book about? OR Oral retell OR Brief student connection to the book (i.e.: What is your favorite part of the book?)</p> <p><b>Word Work (related to text, 1 – 2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Sight words</li> </ul>	<p><b>Observations:</b></p>
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The times for each lesson component represent suggested times.

**Guided Reading Lesson Plan – Levels 1-2  
Day 2**

<p><b>Familiar Reading: Day 1 book (1-2 minutes)</b></p> <p><b>Fluent writing (≤1 minute):</b></p> <p><b>Word Work (2 – 3 minutes):</b> Select one focus:</p> <p>Phonics/Letter-sound Correspondence:</p> <ul style="list-style-type: none"> <li>• Learning letter sounds</li> <li>• Initial sounds</li> </ul> <p>Sight Words: New word or reinforce previously taught words:</p> <ul style="list-style-type: none"> <li>• Magnetic letters</li> <li>• White boards</li> <li>• Air writing</li> <li>• Rainbow writing</li> <li>• Sand/salt box</li> <li>• Locate the word in print</li> </ul>	<p><b>Interactive Writing (5-6 minutes)</b> Include the following:</p> <p>Generate Sentence: Think about:</p> <ul style="list-style-type: none"> <li>• Pattern from book</li> <li>• Concepts about print skills to reinforce</li> <li>• Sight words to reinforce</li> <li>• What students are able to write</li> <li>• What teacher needs to write</li> </ul> <p>Elkonin Boxes:</p> <ul style="list-style-type: none"> <li>• Stretch word</li> <li>• Sound boxes</li> <li>• Identify known letters corresponding to sounds</li> </ul> <p>Cut up sentence:</p>	<p><b>Observations:</b></p>
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Day 3 OPTIONAL: Utilize *Phonics Lessons* or the MCPS R/LA Kindergarten Small Group Instructional Guide for skill lessons that support student’s reading of text. The skill lesson may take the place of a guided reading lesson.

Small group skill lessons can be taught at other times during the day.

Provide opportunities throughout the day for students to reread books from his/her browsing box of familiar reading books.

The times for each lesson component represent suggested times.

**Guided Reading Lesson Plan – Levels 3-4  
Day 1**

<p>Text _____ Level _____</p> <p><b>Determine Lesson Focus:</b></p> <ul style="list-style-type: none"> <li>➤ Self-monitor with known high frequency words, read and write sight/high frequency words (V)</li> <li>➤ Use initial/beginning consonant sounds (V)</li> <li>➤ Recognize phonograms (V)</li> <li>➤ Maintain 1:1 matching without finger pointing</li> <li>➤ Read fluently, use simple punctuation</li> <li>➤ Use picture cues (M)</li> <li>➤ Crosscheck meaning (M) &amp; visual (V)</li> </ul> <p><b>Fluent writing (≤1 minute):</b></p> <p><b>Set purpose for reading:</b></p> <p><b>Before Reading (1 – 2 minutes)</b> Book Introduction (brief statement about the gist of the book):</p> <p>Picture Walk: Meaning:</p> <p>Structure:</p> <p>Visual:</p>	<p><b>During Reading (4 – 5 minutes)</b> <u>Pause</u></p> <p><u>Praise</u> an attempt.</p> <p><u>Prompts</u> to consider when students experience difficulty: M: Does it make sense? Check the picture. Think about the story. S Does it sound right? Do we say it that way? V Does it look right? (Frame the word) You know that word. Cross-check: Try that again and think what would look right and make sense?</p> <p><b>After Reading (1 – 2 minutes)</b> Return to purpose for reading/what is the book about? OR Oral retell (Literary: focus on problem &amp; characters; Informational: what did you learn?)</p> <p><b>Word Work (related to text, 1 – 2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Sight words</li> </ul>	<p><b>Observations:</b></p>
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Students need a repertoire of a minimum of 10 high-frequency words to read level 3 text and between 25–30 words to read level 4 text.

The times for each lesson component represent suggested times.

**Guided Reading Lesson Plan – Levels 3-4  
Day 2**

<p><b>Familiar Reading: Day 1 book (1-2 minutes)</b></p> <p><b>Fluent writing (≤1 minute):</b></p> <p><b>Word Work (2 – 3 minutes):</b> Select one focus: Phonics/Letter-sound Correspondence:</p> <ul style="list-style-type: none"> <li>• Learn letter sounds</li> <li>• Initial sounds</li> <li>• Learn &amp; use initial consonant sounds to decode a word</li> <li>• Begin to use final consonant sounds</li> <li>• Add &amp; substitute initial consonants to phonograms</li> </ul> <p>Sight Words: New word or reinforce previously taught words:</p> <ul style="list-style-type: none"> <li>• Magnetic letters</li> <li>• White boards</li> <li>• Air writing</li> <li>• Rainbow writing</li> <li>• Sand/salt box</li> <li>• Locate the word in print</li> </ul>	<p><b>Interactive Writing (5-6 minutes)</b> Include the following:</p> <p>Generate Sentence: Think about:</p> <ul style="list-style-type: none"> <li>• The text</li> <li>• Sight words to reinforce</li> <li>• What students are able to write (initial consonant sounds, phonograms, sight words)</li> <li>• What teacher needs to write</li> </ul> <p>Elkonin Boxes:</p> <ul style="list-style-type: none"> <li>• Stretch word</li> <li>• Sound boxes/letter boxes</li> <li>• Identify known letters corresponding to sounds</li> </ul> <p>Cut up sentence:</p>	<p><b>Observations:</b></p>
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Day 3 OPTIONAL: Utilize *Phonics Lessons* or the MCPS R/LA Kindergarten Small Group Instructional Guide for skill lessons that support student’s reading of text. The skill lesson may take the place of a guided reading lesson.

Small group skill lessons can be taught at other times during the day.

Provide opportunities throughout the day for students to reread books from his/her browsing box of familiar reading books.

The times for each lesson component represent suggested times.

**Guided Reading Lesson Plan – Levels 5-6  
Day 1**

<p>Text _____ Level _____</p> <p><b>Determine Lesson Focus:</b></p> <ul style="list-style-type: none"> <li>➤ Read &amp; write sight/high frequency words (V)</li> <li>➤ Use digraphs &amp; short vowel sounds (V)</li> <li>➤ Recognize phonograms (V)</li> <li>➤ Use analogy strategy</li> <li>➤ Read words with endings, -s, -ed, -ing</li> <li>➤ Reread to confirm meaning</li> <li>➤ Predict, monitor, self-correct using M, S, V</li> <li>➤ Read fluently with appropriate phrasing of longer sentences</li> </ul> <p><b>Fluent writing (≤1 minute):</b></p> <p><b>Set purpose for reading:</b></p> <p><b>Before Reading (1 – 2 minutes)</b> Book Introduction (brief statement about the gist of the book):</p> <p>Picture Walk: Meaning:</p> <p>Structure:</p> <p>Visual:</p>	<p><b>During Reading (4 – 5 minutes)</b></p> <p><u>Pause</u></p> <p><u>Praise</u> an attempt.</p> <p><u>Prompts</u> to consider when students experience difficulty:  <b>M</b> Does that make sense?      Try that again and think what would make sense.      Think about the story.  <b>S</b> Does it sound right?  <b>V</b> Do you know a word that looks like that? (to use analogy strategy)      Cover the ending.  <b>Self-monitoring:</b> Try that again and think what would look right, sound right, and make sense.</p> <p><b>After Reading (1 – 2 minutes)</b>      Return to purpose for reading/what is the book about?      OR Oral retell (literary: story elements; informational: facts)      OR Locate support in text to answer questions</p> <p><b>Word Work (related to text, 1 – 2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Sight words</li> </ul>	<p><b>Observations:</b></p>
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Students need a repertoire of 30–40 sight/high frequency words to read level 5 text.

The times for each lesson component represent suggested times.

**Guided Reading Lesson Plan – Levels 5-6  
Day 2**

<p><b>Familiar Reading: Day 1 book (1-2 minutes)</b></p> <p><b>Fluent writing (≤1 minute):</b></p> <p><b>Word Work (2 – 3 minutes):</b> Select one focus: Phonics/Letter-sound Correspondence:</p> <ul style="list-style-type: none"> <li>• Use final sounds</li> <li>• Manipulate phonograms (medial &amp; final)</li> <li>• Use analogies to problem-solve</li> <li>• Attend to endings (-s, -ed, -ing)</li> <li>• Read two syllable words (introduce word parts)</li> </ul> <p>Sight Words: New word or reinforce previously taught words</p>	<p><b>Interactive Writing (5-6 minutes)</b> Include the following:</p> <p>Generate Sentence: Think about:</p> <ul style="list-style-type: none"> <li>• Sight words to reinforce</li> <li>• What students are able to write words using: (initial sounds, phonograms, CVC, CCVC words, sight words)</li> <li>• What teacher needs to write</li> </ul> <p>Elkonin Boxes:</p> <ul style="list-style-type: none"> <li>• Stretch word</li> <li>• Letter boxes</li> <li>• Identify known letters corresponding to sounds</li> </ul> <p>Cut up sentence:</p>	<p><b>Observations:</b></p>
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Day 3 OPTIONAL: Utilize *Phonics Lessons* or the MCPS R/LA Kindergarten Small Group Instructional Guide for skill lessons that support student’s reading of text. The skill lesson may take the place of a guided reading lesson.

Small group skill lessons can be taught at other times during the day.

Provide opportunities throughout the day for students to reread books from his/her browsing box of familiar reading books.

The times for each lesson component represent suggested times.

**Guided Reading Lesson Plan – Levels 7-8  
Day 1**

<p>Text _____ Level _____</p> <p><b>Determine Lesson Focus:</b></p> <ul style="list-style-type: none"> <li>➤ Use analogy strategy to solve unknown words</li> <li>➤ Read words with endings, -s, -ed, -ing</li> <li>➤ Reread at point of difficulty and to confirm meaning</li> <li>➤ Attend to errors that lose meaning (cover endings, chunk big words using onset &amp; rime, use known parts to problem-solve new words)</li> <li>➤ Read/understand contractions, possessives, simple and split dialogue, pronoun referents</li> <li>➤ Learn how to break longer words apart</li> <li>➤ Predict, monitor, self-correct using M, S, V</li> <li>➤ Read fluently with appropriate phrasing of longer sentences</li> </ul> <p><b>Fluent writing (≤1 minute):</b></p> <p><b>Set purpose for reading:</b></p> <p><b>Before Reading (1 – 2 minutes)</b> Book Introduction (brief statement about the gist of the book):</p> <p>Picture Walk: Meaning:</p> <p>Structure:</p> <p>Visual:</p>	<p><b>During Reading (4 – 5 minutes)</b></p> <p><u>P</u>ause</p> <p><u>P</u>raise an attempt.</p> <p><u>P</u>rompts to consider when students experience difficulty:</p> <p>M Does it make sense and look right? Does it make sense and sound right?</p> <p>S Can you say it like that?</p> <p>V Does it look right? Does it look like a word you know? (analogy strategy) Cover the ending.</p> <p>Self-monitoring: Try that again and think what would look right, sound right, and make sense.</p> <p><b>After Reading (1 – 2 minutes)</b> Return to purpose for reading/what is the book about? OR Oral retell (literary: carry over story elements from whole group lessons, <i>character, setting, problem and solution</i>; informational: facts, identify text features and discuss importance of text feature and vocabulary) OR Locate support in text to answer questions</p> <p><b>Word Work (related to text, 1 – 2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Sight words</li> </ul>	<p><b>Observations:</b></p>
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The times for each lesson component represent suggested times.

**Guided Reading Lesson Plan – Levels 7-8  
Day 2**

<p><b>Familiar Reading: Day 1 book (1-2 minutes)</b></p> <p><b>Fluent writing (≤1 minute):</b></p> <p><b>Word Work (2 – 3 minutes):</b> Select one focus: Phonics/Letter-sound Correspondence:</p> <ul style="list-style-type: none"> <li>• Use analogies to problem-solve</li> <li>• Attend to endings (-s, -ed, -ing)</li> <li>• Read two syllable words (introduce word parts)</li> <li>• Contractions</li> <li>• Compound words</li> <li>• Exchange initial blends</li> </ul> <p>Sight Words: New word or reinforce previously taught words</p>	<p><b>Interactive Writing (5-6 minutes)</b> Include the following:</p> <p>Generate Sentence: Think about:</p> <ul style="list-style-type: none"> <li>• Sight words to reinforce</li> <li>• What students are able to write words using: (phonograms, CVC, CCVC words, sight words, analogies, plurals, contractions, compound words)</li> <li>• What teacher needs to write</li> </ul> <p>Elkonin Boxes:</p> <ul style="list-style-type: none"> <li>• Stretch word</li> <li>• Letter boxes</li> <li>• Identify letters corresponding to sounds</li> </ul> <p>Cut up sentence:</p>	<p><b>Observations:</b></p>
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