Early Guided Reading Lesson Plan (25 minute) - DRA Level 4 -16

<table>
<thead>
<tr>
<th>Grade: ___</th>
<th>Small Group Instructor: ___</th>
<th>Book/ DRA Level: ___</th>
<th>Word Study/Target Skill(s): ___</th>
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</thead>
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**Day 1 Date: ___**

Sight-Word /Core Vocabulary Review Writing 1 min  
[EL: Teach correct pronunciation of sounds not found in first language; (MSI: incorporate arm tapping as appropriate for review)]

Introduction of New Book (1-2 min): *This book is called...*  
[EL: Connect to students’ background, allow student-to-student interaction use visuals to support vocabulary]

Continue Reading Yesterday’s Book (8-10 minutes)  
[EL: Connect to students’ background, allow student-to-student interaction use visuals to support vocabulary]

TEXT READING WITH PROMPTING - DURING READING (8-10 MINUTES)

- Check the picture and think what would make sense.  
- 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?

Select ONE OR TWO TEACHING POINTS each day after reading. (2-4 minutes)

- **Fluency, Phrasing & Expression:**  
  - Read the punctuation. Read with phrasing.  
  - Make your voice go down when you see the period.  
  - Make your voice go up when you see the question mark.  
  - Take a short breath when you see the comma.  
  - Use emphasis when you see the exclamation point.  
  - **Attend to bold** words.  
  - Reread page _____ for expression.  
  - Make it sound like the characters are talking.

- **Word Study:** Choose 1; 3-5 minutes  
  - Sound sorts:  
  - Making words:  
  - Sound boxes:  
  - Analogy Chart:

**Day 2 Date: ___**

Sight-Word /Core Vocabulary Review Writing 1 min  
[EL: Teach correct pronunciation of sounds not found in first language; (MSI: incorporate arm tapping as appropriate for review)]

**Day 3 Date: ___**

Sight-Word /Core Vocabulary Review Writing 1 min  
[EL: Teach correct pronunciation of sounds not found in first language; (MSI: incorporate arm tapping as appropriate for review)]

Individual Student Assessment w/conference while other students reread familiar books (3-5 minutes)

Name: ___

Reread book for fluency. (3-5 minutes)

COMPREHENSION

Oral Retelling using connecting words, vocabulary from story, character names & important details. Choose either framework:  
- **Beginning-Middle-End OR Time Order Words** 8-10 minutes  
  - (EL: Allow wait time. Provide time and support to develop academic oral language. Emphasize correct grammar structure and use of vocabulary)

**Day 4 Guiding Writing Date: ___**

Individual Student Assessment w/conference while other students reread familiar books (3-5 minutes)

Name: ___

Guided Writing:  
- DRA 4 & 6: Dictate 2 sentences related to the story.
- DRA 8-10: B-M-E (3 sentences)
- DRA 12 : B-M-E (4 sentences)
- DRA 14-16: B-M-E (5 sentences)
  - (MSI teacher models pounding of syllables/words; encourage finger tapping to spell regular words, arm tapping for irregular words, COPS)

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Developed for Bensley Elementary by Patricia Kelly, Reading Specialist, February 2012. Based on *The Next Step in Guided Reading* by Jan Richardson.