

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

Grade: _____ Small Group Instructor: _____ Book/ DRA Level: _____ Word Study/Target Skill(s): _____

Day 1 Date: _____	Day 2 Date: _____	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)	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)	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): <i>This book is called...</i> (EL: Connect to students' background, allow student-to-student interaction use visuals to support vocabulary) <i>and it's about</i> _____ _____ _____ New vocabulary: _____ Text Preview/Picture Walk (1-2 min)	Continue Reading Yesterday's Book (8-10 minutes) (EL: Connect to students' background, allow student-to-student interaction use visuals to support vocabulary) COMPREHENSION Use Five-Finger Retell OR GO! Shapes to recall and retell the five story elements: characters, setting, problem/goal, events, and solution. (5-8 minutes) (EL: Allow wait time. Provide time and support to develop academic oral language. Emphasize correct grammar structure and use of vocabulary.)	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.)
TEXT READING WITH PROMPTING - DURING READING (8-10 MINUTES)		
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Cover the ending. Is there a part you know? Try that again. Does it make sense? • Chunk the word and think what makes sense. 	<ul style="list-style-type: none"> • Do you know another word that looks like this one? Use <i>analogy with rhyming word</i>. • What can you try? What can you do to help yourself?
Select ONE OR TWO TEACHING POINTS each day after reading. (2-4 minutes) (EL: Use clear and simple language, repetition, rephrasing and explicit modeling)		Day 3
Word solving strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Self-monitor w/meaning, structure, visual. <input type="checkbox"/> Reread at difficulty. <input type="checkbox"/> Attend to endings. <input type="checkbox"/> Use known parts. <input type="checkbox"/> Contractions. <input type="checkbox"/> Use analogies. <input type="checkbox"/> Chunk big words. 	Fluency, Phrasing & Expression: <ul style="list-style-type: none"> <input type="checkbox"/> Read the punctuation. Read with phrasing. <i>Make your voice go down when you see the period.</i> <i>Make your voice go up when you see the question mark.</i> <i>Take a short breath when you see the comma.</i> <i>Use emphasis when you see the exclamation point.</i> <input type="checkbox"/> Attend to bold words. <input type="checkbox"/> Reread page _____ for expression. <i>Make it sound like the characters are talking.</i> 	Making Connections Discussion Prompt: (2-4 minutes): What did this story make you think of? OR What connection did you make while reading this story? Reflections Discussion Prompt: (2-4 minutes) What part did you like best? Tell why. Revisit current book for purposeful questioning & student retrieval of answers in text. (3-5 minutes) Begin Guided Writing (EL: Scaffold with sentence stems, graphic organizers, oral practice. Emphasize correct grammar structure and use of vocabulary)
Teach 1 Sight Word: (1-2 minute/optional after Level 8) What's Missing? Mix & Fix, Table Writing,, Whiteboards (MSI: incorporate arm tapping)		Day 4 Guided Writing Date: _____
Word Study (choose 1): 3-5 minutes (MSI: incorporate finger tapping) <ul style="list-style-type: none"> • Sound sorts: _____ • Making words: _____ • Sound boxes: _____ • Analogy Chart: _____ 	Word Study (choose 1): 3-5 minutes (MSI: incorporate finger tapping) <ul style="list-style-type: none"> • Sound sots: _____ • Making words: _____ • Sound boxes: _____ • Analogy Chart: _____ 	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)