Sight Word Review Writing: Whiteboard writing   (2 formerly taught and1 from previous lesson)

_____   _____   _____

Book Introduction: This book is called _____ and it is about _____

_____

_____

You will read to find out _____

New Vocabulary _____

During Reading: Prompt while students read independently   **Observations:**

Day 1 & Day 2

Teacher Prompts

Get your mouth ready.

Does that make sense?

Check the picture.

Does that sound/look right?

Could it be ____ or ____? How do you know?

Show me ____. (for sight words)

After Reading: Teaching Points

One to one matching.

Use picture clues.

Monitor with known words.

Use initial (or final) letters

Crosscheck picture & 1st letter.

Discussion Prompt (if appropriate)

Teach 1 Sight Word: _____ (do all 4 steps)

- What's missing?
- Mix & Fix
- Table Writing
- Whiteboard writing

Word Study (Choose 1):

- Sound Sorts :_____
- Making words: _____
- Sound Boxes: _____

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Sight Word Review Writing: Whiteboard writing   2 formerly taught   1 from previous lesson

_____   _____   _____

Students Reread Yesterday's Book (and other familiar books)   Record observations:

After Reading: Teaching Points

> One to one matching.
> Use picture clues.
> Monitor with known words.
> Use initial (or final) letters.
> Crosscheck picture & 1st letter
> Reread to make sense.

Discussion Prompt (if appropriate)

Teach Same Sight Word: _____
  -What's missing?
  - Mix & Fix
  -Table Writing
  - Whiteboard writing

Guided Writing: Dictated or open-ended sentence.

  -

Early Guided Reading   Day 1   **FOCUS**: _____   Levels D-I

Sight Word Review Writing: Whiteboard writing   (2 formerly taught and 1 from previous lesson) *optional after level E*

_____   _____   _____

Book Introduction: This book is called _____. It's about_____

_____

_____

You will read to find out _____

New Vocabulary _____

During Reading: Prompt while students read independently   **Observations**

> **Teacher Prompts (Use Day 1 and 2)**
> Think about the story. What would make sense?
> Check the picture.
> Does that sound/look right? Check it with your finger.
> Try that again and think what would make sense.
> Could it be _____ or _____?
> Show me the word _____. (sight word)
> Try reading w/o pointing.
> How would the character say that?
> What did you read? What's the problem?

After Reading: Teaching Points   **Discussion Prompt**

Self monitor w/ M, S, V
Reread at difficulty
Attend to endings
Use known parts/ chunk big words
Contractions

Comprehension:
Recall Information
Retell.
Make predictions
Other: _____

Teach 1 Sight Word (optional after level 8/E): _____

- What's missing?
- Mix & Fix
- Table Writing
- Whiteboard writing

Word Study (Choose 1):
- Picture sorts:_____
- Making words: _____
- Sound boxes: _____
-Analogy chart: _____

Sight Word Review Writing: Whiteboard writing   (2 formerly taught and 1 from previous lesson) *optional after level E*

_____   _____   _____

Reread Yesterday's Book (and other familiar books)	Observations

After Reading: Teaching Points

Decoding	Comprehension
Use a part you know	Recall information
Break the word apart	Retell with BME
Make an analogy	Discuss characters' feelings
	Discuss problem and solution
Fluency	Make predictions
Attend to **bold** words	Make connections
Reread page _____ for expression	Favorite part and why
	Other _____

Discussion Prompt/Observations

Teach One Sight Word: (optional after level 8/E):

_____

- What's missing?
- Mix & Fix
- Table Writing
- Whiteboard writing

Guided Writing: (2-3 sentences, BME, SWBS, problem/solution, etc.

-

Book Introduction: This book is called _____. It is about _____

_____

_____

You will read to find out _____

New Vocabulary _____

During Reading: Prompt and Observe   **Observations**

Decoding Prompts:	**Comprehension Prompts:**
Reread & sound 1st part	What has happened so far?
What makes sense?	What is most important?
Check the end (or middle).	What have your learned?
Find a part you know.	What did you notice?
Break that word apart.	What confused you?

Teaching Points (1 or 2 each day):

Decoding Strategies:
Reread & think what would make sense.
Cover (or attend to) the ending.
Use analogies.
Chunk big words.

Fluency and Phrasing Strategies:
Phrasing.
Attend to bold words.
Dialogue, intonation, & expression.
Monitor using punctuation.

Comprehension Strategies:
B-M-E
SWBS
Retell
Describe character's feelings
Other_____

Vocabulary Strategies:
Reread the sentence and look for clues.
Check the picture.
Use a known part.

Discussion Prompt:

Word Study (If appropriate):
- Making a big word: _____
- Sound boxes: _____
-Analogy chart: _____

Day 2 Pages _____ **Focus:** _____   **Observations**

Teaching Points (1 or 2 each day):

| **Decoding Strategies:** |
| Reread & think what would make sense. |
| Cover (or attend to) the ending. |
| Use analogies. |
| Chunk big words. |

| **Fluency and Phrasing Strategies:** |
| Phrasing. |
| Attend to bold words. |
| Dialogue, intonation, & expression. |
| Monitor using punctuation. |

| **Comprehension Strategies:** |
| B-M-E |
| SWBS |
| Retell |
| Describe character's feelings |
| Other_____ |

| **Vocabulary Strategies:** |
| Reread the sentence and look for clues. |
| Check the picture. |
| Use a known part. |

Discussion Prompt:

Word Study (If appropriate):
- Making a big word: _____
- Sound boxes: _____
- Analogy chart: _____

| **Teacher Prompts:** |
| B-M-E |
| SWBS |
| Retell |
| Character Analysis |
| Problem/Solution |
| Compare/Contrast |

Day 3:
Reread the book for fluency (5-10 min.) Then Guided Writing (10-15 min.)

_____
_____
_____
_____
_____

Fluent Readers

Group _____

Level _____

Title _____

Strategy Focus

_____

Teaching Points

Decoding Strategies:	**Vocabulary Strategies:**
Reread & sound 1st part & make sense	Use context clues
Attend to endings	Use pictures/visualize
Use known parts	Use a known part
Contractions	Make connections to known words
Use analogies	
Chunk big words	

Comprehension-Fiction:	**Comp-Nonfiction:**
STP	STP
VIP	Ask & answer questions
5-finger Retell	Summarize w/ key words
Ask & answer questions	Main idea/details
Character analysis	Ask questions
Summarize by chapter	Compare/contrast
Cause/effect	Cause/Effect
Make inferences	Evaluate
Reciprocal teaching	Reciprocal teaching

Day One	**Day Two**
Book Intro (5min)	***Book Intro (3 min)***
This book is about _____	Review Previous Section/Preview New Text Portion– Today you will read: _____
Preview & Predict _____	_____
New Vocab _____	New Vocab _____
_____	_____
Read & Respond (10 min.)	***Read & Respond (12 min.)***
Model Strategy _____	
Observations	**Observations**
Discussion and Teaching Points (5 min)	***Discussion and Teaching Points (5 min)***
_____	_____
_____	_____
_____	_____

Fluent Readers

Group_____
Level _____
Title _____
Strategy Focus
_____

Decoding Strategies:
Reread & sound 1st part
   & make sense
Attend to endings
Use known parts
Contractions
Use analogies
Chunk big words

Vocabulary Strategies:
Use context clues
Use pictures/visualize
Use a known part
Make connections to
  known words

Comprehension-Fiction:
STP
VIP
5-finger retell
Ask & answer questions
Character analysis
Summarize by chapter
Cause & effect
Make inferences
Reciprocal teaching

Comp-Nonfiction:
STP
Fact-Question
Summarize w/ key words
Main idea/details
Ask questions
Compare/contrast
Cause/Effect
Evaluate
Reciprocal teaching

Day Three

Book Intro (5min)
Preview New Text Portion– Today you will read:
_____
New Vocab _____
_____

Read & Respond (10 min.)
Model Strategy _____
Observations

Discussion and Teaching Points (5 min)
_____
_____
_____
_____

Day Four

Book Intro (5min)
Preview New Text Portion– Today you will read:
_____
New Vocab _____
_____

Read & Respond (10 min.)
Observations

Discussion and Teaching Points (5 min)
_____
_____
_____
_____

Guided Writing after Reading (optional) (20 min)
_____
_____
_____
_____

Modified by Bridget Gerrity