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<th>Day 1</th>
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<tr>
<td><strong>Sight word review:</strong></td>
<td>Finish reading the book.</td>
<td><strong>Reread the book with buddy.</strong></td>
<td><strong>Continue Guided Writing</strong></td>
<td><strong>Read Naturally Fluency Passages</strong></td>
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<td><strong>New Book Introduction:</strong></td>
<td>Fluency and Phrasing:</td>
<td><strong>Teaching Points:</strong></td>
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<td>This book is called ____ and it’s about</td>
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<td><strong>New Vocabulary:</strong></td>
<td><strong>Comprehension:</strong></td>
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<td><strong>Decoding Strategy:</strong></td>
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<td><strong>New Sight Word:</strong></td>
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<td>What’s missing</td>
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<td>Build, mix, fix</td>
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Levels A-I Teaching Points

**Emergent Level (A-C)**
- 1:1 matching – Point to the words
- Use meaning – Check the picture.
- Use known words – Is there a part you know?
- Use 1st letters – Get your mouth ready.
- Cross-check picture and 1st letter
- Blend little words (3 sounds) & think about what would make sense.
  - Check the word with your finger.
  - Say it slowly.
  - What would look right and make sense?

**Early Level (D-I)**
- Use M, S, & V – Reread and get your mouth ready. What would make sense look right?
- Check the ending (-s, -ed, -ing)
- Use known parts – Is there a part you know?
- Check the middle of the word.
- Contractions
- Use analogies with known words.
- Do you have another word that looks like this one?
- Chunk big words. – Break the word into parts and think about what would make sense.

**Fluency & Phrasing (C-I)**
- Read it without your finger.
- How would he (the character) say that?
- Read these words together.
  - Teacher frames 2-3 words.
  - Teacher slides fingers over text.

**Comprehension (ORAL)**
- Recall - What did you read?
- Retell – Beginning, Middle, and End
- Inference – Why did the characters do (or say) that?
- Predict – What might happen next?

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Levels J-P Teaching Points

**Monitoring and Decoding**
- Does that make sense? – Reread and think about what would make sense and look right.
- Check the middle (or end) of the word.
- Is there a part you know?
- Contractions
- Chunk the word.
- Is there another word you know that looks like this part?
- Now reread the word and think about what would make sense.

**Fluency**
- Read it without your finger.
- How would he (the character) say that?
- Can you make it sound like talking?
- Read these words together.
  - Teacher frames 2-3 words.
- Move your eyes ahead. – The teacher slides her finger over the text to push the student’s eyes forward.

**Retell**
- STP – The student stops after reading a page (or paragraph). The student covers the page and thinks about the story. The student paraphrases the text. If the student has trouble, prompt them to look at the picture.
- Tell me what you read.
- Predict – What might happen next?

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Levels J-P Teaching Points

**Decoding**
- Reread and sound the first part out.
- Attend to the endings.
- Use known parts.
- Contractions
- Use analogies
- Chunk big words.

**Vocabulary**
- Use context clues
- Use pictures or visualize
- Use a known part
- Make connections to known words.

**Comprehension – fiction**
- STP
- 5 finger retell
- VIP
- Visualize
- Predict & support
- Make connections
- Character traits
- Ask questions
- Summarize by chapter
- Make inferences – from dialogue, action, or physical descriptions.

**Comprehension – NF**
- STP
- Fact-Question
- Summarize with key words
- Main Idea & Details
- Important/Interesting
- Interpreting visual information – maps, charts, graphs, etc.
- Ask questions
- Compare/Contrast
- Cause/Effect
- Fact/Opinion
- Author’s Point of View – PIE
- Figurative Language
- Other

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Guided Writing Options – Levels J and above

**Options for Fiction Text**
- Retelling (BME or 5 finger)
- Event/Detail – from the B, M, and E
- Problem/Solution
- Character Analysis – traits and changes
- Microtheme – book’s message or theme
- Alternate ending
- Summarize one chapter

**Options for Nonfiction Texts**
- Biography – character analysis, bio poem, compare & contrast, event & contribution to society
- Descriptive Text – Key idea poem, key idea summary, main idea & details, chapter summary
- Historical Text – Cause & Effect (2 paragraphs), key idea poem, key idea summary, important events & details, chapter summary
- Scientific Text – compare & contrast (2 paragraphs), main idea & details, chapter summary, cause & effect

**Options for Poetry**
- Connections – text-self, text-text, text-world
- Microthemes – explain one theme of the poem
- Literal/figurative language meaning
  - This is what the poem says...this is what the poem means.
- Explain the meaning of some aspect of figurative language.
- Interpreting author’s bias - Why did the poet write this poem?
- Other