

<b>Group: Red</b> <b>Students:</b>	<b>Week of:</b> <b>Book Title:</b> _____ <b>Level:</b>
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## Day 1

<b>Sight word review:</b>	<b>New Book Introduction:</b> This book is called _____ and it's about _____  <b>New Vocabulary:</b>	<b>Decoding Strategy:</b> _____ <b>Vocabulary Strategy:</b> _____  <b>Discussion Prompt:</b>  <b>New Sight Word:</b> <input type="checkbox"/> What's missing <input type="checkbox"/> Build, mix, fix <input type="checkbox"/> Table writing <input type="checkbox"/> Whiteboard
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## Day 2



<b>Sight word review:</b>	<b>Finish reading the book.</b> <b>Fluency and Phrasing:</b> _____ <b>Comprehension:</b> _____  <b>Observations:</b>	<b>Discussion Prompt:</b>  <b>Reteach sight word:</b> <b>Word Study:</b> <input type="checkbox"/> Sound Sorts <input type="checkbox"/> Making Words <input type="checkbox"/> Sound Boxes <input type="checkbox"/> Analogy Chart
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## Day 3



<b>Sight word review:</b>	<b>Reread the book with buddy.</b> <b>Teaching Points:</b> _____	<b>Guided Writing Introduction:</b> <input type="checkbox"/> BME <input type="checkbox"/> SWBS <input type="checkbox"/> 5 Finger Retell <input type="checkbox"/> Other
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## Day 4



<b>Continue Guided Writing</b> <input type="checkbox"/> BME <input type="checkbox"/> SWBS <input type="checkbox"/> 5 Finger Retell <input type="checkbox"/> Other – see above	<b>Guided Writing Notes and Observations:</b>	<b>Notes for Next Week:</b>
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## Levels A-I Teaching Points

Emergent Level (A-C)	Early Level (D-I) Decoding Strategies	Fluency & Phrasing (C-I)
<input type="checkbox"/> 1:1 matching – <i>Point to the words</i> <input type="checkbox"/> Use meaning – <i>Check the picture.</i> <input type="checkbox"/> Use known words – <i>Is there a part you know?</i> <input type="checkbox"/> Use 1 <sup>st</sup> letters – <i>Get your mouth ready.</i> <input type="checkbox"/> Cross-check picture and 1 <sup>st</sup> letter <input type="checkbox"/> Blend little words (3 sounds) & think about what would make sense. <i>Check the word with your finger. Say it slowly. What would look right and make sense?</i>	<input type="checkbox"/> Use M, S, & V – <i>Reread and get your mouth ready. What would make sense look right?</i> <input type="checkbox"/> Check the ending (-s, -ed, -ing) <input type="checkbox"/> Use known parts – <i>Is there a part you know?</i> <input type="checkbox"/> Check the middle of the word. <input type="checkbox"/> Contractions <input type="checkbox"/> Use analogies with known words. <input type="checkbox"/> Do you have another word that looks like this one? <input type="checkbox"/> Chunk big words. – <i>Break the word into parts and think about what would make sense.</i>	<input type="checkbox"/> Read it without your finger. <input type="checkbox"/> How would he (the character) say that? <input type="checkbox"/> Read these words together. <i>Teacher frames 2-3 words.</i> <input type="checkbox"/> Teacher slides fingers over text.
		Comprehension (ORAL)
		<input type="checkbox"/> Recall – <i>What did you read?</i> <input type="checkbox"/> Retell – <i>Beginning, Middle, and End</i> <input type="checkbox"/> Inference – <i>Why did the characters do (or say) that?</i> <input type="checkbox"/> Predict – <i>What might happen next?</i>

## Levels J-P Teaching Points

Monitoring and Decoding	Fluency	Retell
<input type="checkbox"/> Does that make sense? – <i>Reread and think about what would make sense and look right.</i> <input type="checkbox"/> Check the middle (or end) of the word. <input type="checkbox"/> Is there a part you know? <input type="checkbox"/> Contractions <input type="checkbox"/> Chunk the word. <input type="checkbox"/> Is there another word you know that looks like this part? <input type="checkbox"/> Now reread the word and think about what would make sense.	<input type="checkbox"/> Read it without your finger. <input type="checkbox"/> How would he (the character) say that? <input type="checkbox"/> Can you make it sound like talking? <input type="checkbox"/> Read these words together. <i>Teacher frames 2-3 words.</i> <input type="checkbox"/> Move your eyes ahead. – <i>The teacher slides her finger over the text to push the student's eyes forward.</i>	<input type="checkbox"/> <b>STP</b> – <i>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.</i> <input type="checkbox"/> Tell me what you read. <input type="checkbox"/> Predict – <i>What might happen next?</i>

## Levels J-P Teaching Points

Decoding	Vocabulary	Comprehension - fiction	Comprehension - NF
<input type="checkbox"/> Reread and sound the first part out. <input type="checkbox"/> Attend to the endings. <input type="checkbox"/> Use known parts. <input type="checkbox"/> Contractions <input type="checkbox"/> Use analogies <input type="checkbox"/> Chunk big words.	<input type="checkbox"/> Use context clues <input type="checkbox"/> Use pictures or visualize <input type="checkbox"/> Use a known part <input type="checkbox"/> Make connections to known words.	<input type="checkbox"/> STP <input type="checkbox"/> VIP <input type="checkbox"/> 5 finger retell <input type="checkbox"/> Visualize <input type="checkbox"/> Predict & support <input type="checkbox"/> Make connections <input type="checkbox"/> Character traits <input type="checkbox"/> Ask questions <input type="checkbox"/> Summarize by chapter <input type="checkbox"/> Make inferences – <i>from dialogue, action, or physical descriptions.</i>	<input type="checkbox"/> STP <input type="checkbox"/> Fact-Question <input type="checkbox"/> Summarize with key words <input type="checkbox"/> Main Idea & Details <input type="checkbox"/> Important/Interesting <input type="checkbox"/> Interpreting visual information <i>maps, charts, graphs, etc.</i> <input type="checkbox"/> Ask questions <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Cause/Effect <input type="checkbox"/> Fact/Opinion <input type="checkbox"/> Author's Point of View – PIE <input type="checkbox"/> Figurative Language <input type="checkbox"/> Other

## Guided Writing Options – Levels J and above

Options for Fiction Text	Options for Nonfiction Texts	Options for Poetry
<input type="checkbox"/> Retelling (BME or 5 finger) <input type="checkbox"/> Event/Detail – from the B, M, and E <input type="checkbox"/> Problem/Solution <input type="checkbox"/> Character Analysis – traits and changes <input type="checkbox"/> Microtheme – book's message or theme <input type="checkbox"/> Alternate ending <input type="checkbox"/> Summarize one chapter	<b>Biography</b> – character analysis, bio poem, compare & contrast, event & contribution to society <b>Descriptive Text</b> – Key idea poem, key idea summary, main idea & details, chapter summary <b>Historical Text</b> – Cause & Effect (2 paragraphs), key idea poem, key idea summary, important events & details, chapter summary <b>Scientific Text</b> – compare & contrast (2 paragraphs), main idea & details, chapter summary, cause & effect	<input type="checkbox"/> Connections – text-self, text-text, text-world <input type="checkbox"/> Microthemes – <i>explain one theme of the poem.</i> <input type="checkbox"/> Literal/figurative language meaning <i>This is what the poem says...this is what the poem means.</i> <input type="checkbox"/> Explain the meaning of some aspect of figurative language. <input type="checkbox"/> Interpreting author's bias - <i>Why did the poet write this poem?</i> <input type="checkbox"/> Other