# Emergent Guided Reading Plan

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<th>Date:</th>
<th>Title:</th>
<th>Level:</th>
<th>Strategy Focus:</th>
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## Day 1

1. **Sight Word Review**  
   (dictate 3 words, prompt for noisy writing)

## Day 2

1. **Sight Word Review**  
   (dictate 3 words, prompt for noisy writing)

## Day 1

2. **Introduction**

   A. **Gist statement:**
   Observations or running record on one student:

   B. Students talk about each page. Teacher supports oral language.

   C. Introduce new vocabulary:

   - Sight Words (predict first letter and locate)
   - Concepts (discuss-ex: path, cabbage)
   - Cross Checking (horse or pony, check first letter)

3. **Text Reading With Prompting**

   - Check the picture. What would make sense?
   - Get your mouth ready.
   - Does that make sense/look right?
   - Could it be ___ or ____?
   - Show me the word ___. (Use this prompt if stuck on a sight word.)
   - Check the word with your finger.

4. **Teaching Points After Reading**  
   (choose 1 or 2)

   - 1:1 matching (discourage pointing at Level C/DRA 3)
   - Use picture clues (meaning)
   - Monitor with known words
   - Get mouth ready for initial sound
   - Cross-check picture and first letter
   - Visual scanning (check word left to right)
   - Expression

5. **Discussion Prompt**

6. **Teach One Sight Word**  
   (use all 4 steps in order)

   - Word:
   - What’s Missing
   - Mix and Fix
   - Table Writing
   - Whiteboards

7. **Word Study**  
   (Choose One)

   - Picture Sorts:
   - Making Words:
   - Sound Boxes:

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## Day 2

2. **Reread Yesterday’s Book**  
   (and other familiar books)

   Observations or running record on one student:

3. **Teaching Points After Reading**  
   (choose 1 or 2)

   - 1:1 matching (discourage pointing at Level C/DRA 3)
   - Use picture clues (meaning)
   - Monitor with known words
   - Get mouth ready for initial sound
   - Cross-check picture and first letter
   - Visual scanning (check word left to right)
   - Expression

4. **Discussion Prompt**

5. **Teach Same Sight Word**  
   (use all 4 steps in order)

   - Word:
   - What’s Missing
   - Mix and Fix
   - Table Writing
   - Whiteboards

6. **Guided Writing**  
   (Dictated Sentence: A: 3-5 words; B: 5-7 words; C: 7-10 words)

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Instructions: Type in the green shaded areas as needed. Then print to use when teaching.  
Adapted by Nathan Elliott from Richardson, J. (2009). *The next step in guided reading: focused assessments and targeted lessons for helping every student become a better reader.* New York: Scholastic Inc.