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Reading Intervention Lesson Plan					
Time	Day 1	Day 2	Day 3	Day 4	Notes
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Key: F=Fluency, PA=Phonemic Awareness, P=Phonics, W=Word Recognition, C=Comprehension, and M=Monitoring
Activity Key: Circle program instructions, P=Picture, S=Sound, B=Book, W=Writing, M=Map, R=Read, C=Computer, I=Interactive Phonics Awareness, W=Writing, S=Sound, T=Type, M=Map, R=Read

Week of	Guided Reading Lesson Plan - Group
A	
B	
C	
D	
E	
F	
G	

Strategy Checklist

Based on Guided Reading Levels (Fountas + Pinnell)

Student: _____

A

- Identifies letters consistently
- Moves from left to right when reading
- Moves from top to bottom when reading
- Moves from left to right when a page has a second top of text
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text

B

- Identifies letters consistently
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text

C

- Identifies letters consistently
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text

D

- Identifies letters consistently
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text

E

- Identifies letters consistently
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text

F

- Identifies letters consistently
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text

G

- Identifies letters consistently
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text

H

- Identifies letters consistently
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text

I

- Identifies letters consistently
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text

J

- Identifies letters consistently
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text

K

- Identifies letters consistently
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text
- Moves from left to right when a page has a second top of text
- Moves from top to bottom when a page has a second top of text

General Component	Activities & Materials: To Use Across Grouping Formats	Center Activities
Phonological Awareness (P-A)	<ul style="list-style-type: none"> Cycle through previous skills while also introducing new skills following a scope and sequence FCRR picture sorts & pocket chart Sort objects Kinesthetic movements while practicing skills with teacher 	<ul style="list-style-type: none"> Pocket chart sorting/matching games with picture cards (FCRR has these for almost all PA skills) Whisper phone games (e.g., one student says word into whisper phone while other student listens, then this student whispers sounds of words back into phone for other student to count) Object sorts (sort by first sound, last sound, rhyming objects, etc.) Matching/memory games with picture cards (matching rhyming words, words with the same first sound, etc.)
Phonics	<ul style="list-style-type: none"> Follow scope and sequence (whole & small group) Use sound-spelling cards to scaffold student reading and spelling Connect to handwriting instruction Phoneme-grapheme mapping (in second semester) Word-building games Word/sound wall games FCRR word sorts & other games FCRR games or poem reading -- looking for letters/sounds/high-frequency words in text 	<ul style="list-style-type: none"> Pocket chart sorts with letter cards or word cards Word sorts on t-charts, magnetic boards, etc. Read/reread decodable texts Word/sound wall games with high-frequency words or word families Make/build words with plastic letters, grapheme cards, grapheme tiles, etc. Write sentences with words (high-frequency words or words with letters/letter patterns that have been taught) Games with letter/sound/word cards (e.g., Go Fish) Map-a-Word with a partner or small group (in second semester) Poem or book games looking for letters/sounds/words in text
Fluency	<ul style="list-style-type: none"> Letter names/sounds fluency games with flashcards Word fluency games at word/sound wall Word fluency games with flashcards Phrase fluency games with flashcards Partner reading with decodable texts or other texts Echo reading with decodable texts, multiple-criteria texts, etc. Timed readings (with decodable or multiple-criteria texts) 	<ul style="list-style-type: none"> Games with letter/sound/word/phrase cards (timed games, races, etc.) Word/sound wall races Poem reading and rereading Decodable or other text reading/rereading Timed reading with phrases or short sentences At listening station, listen to a text paying attention to how the person reads fluently (with expression)

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