

	Pre-Reading: Word Work	During Reading	After Reading: Interactive writing
MON	<ul style="list-style-type: none">Alphabet Chain-Letter SoundLetter MatchingRight word build, mix, fixChainingSyllables ClappingSound Boxes/Picture Sort	<ul style="list-style-type: none">Using pictures to help understand and support the textIdentifying repeated words, phrases, or sentence structures within the storyReading to check for understandingPunctuationPointing to words while reading	<ul style="list-style-type: none">Dry Brush letter/ right word writingTeacher modeled writing with student help for sounds (B,M,E)Teacher Dictated sentence for students to writeSentence fill in the blank
TUE	<ul style="list-style-type: none">Alphabet Chain-Letter SoundLetter MatchingRight word build, mix, fixChainingSyllables ClappingSound Boxes/Picture Sort	<ul style="list-style-type: none">Using pictures to help understand and support the textIdentifying repeated words, phrases, or sentence structures within the storyReading to check for understandingPunctuationPointing to words while reading	<ul style="list-style-type: none">Dry Brush letter/ right word writingTeacher modeled writing with student help for sounds (B,M,E)Teacher Dictated sentence for students to writeSentence fill in the blank
WED	<ul style="list-style-type: none">Alphabet Chain-Letter SoundLetter MatchingRight word build, mix, fixChainingSyllables ClappingSound Boxes/Picture Sort	<ul style="list-style-type: none">Using pictures to help understand and support the textIdentifying repeated words, phrases, or sentence structures within the storyReading to check for understandingPunctuationPointing to words while reading	<ul style="list-style-type: none">Dry Brush letter/ right word writingTeacher modeled writing with student help for sounds (B,M,E)Teacher Dictated sentence for students to writeSentence fill in the blank
THU	<ul style="list-style-type: none">Alphabet Chain-Letter SoundLetter MatchingRight word build, mix, fixChainingSyllables ClappingSound Boxes/Picture Sort	<ul style="list-style-type: none">Using pictures to help understand and support the textIdentifying repeated words, phrases, or sentence structures within the storyReading to check for understandingPunctuationPointing to words while reading	<ul style="list-style-type: none">Dry Brush letter/ right word writingTeacher modeled writing with student help for sounds (B,M,E)Teacher Dictated sentence for students to writeSentence fill in the blank
FRI	<ul style="list-style-type: none">Alphabet Chain-Letter SoundLetter MatchingRight word build, mix, fixChainingSyllables ClappingSound Boxes/Picture Sort	<ul style="list-style-type: none">Using pictures to help understand and support the textIdentifying repeated words, phrases, or sentence structures within the storyReading to check for understandingPunctuationPointing to words while reading	<ul style="list-style-type: none">Dry Brush letter/ right word writingTeacher modeled writing with student help for sounds (B,M,E)Teacher Dictated sentence for students to writeSentence fill in the blank
FTT	Assessative Descriptions <ul style="list-style-type: none">Cold Read Running RecordChainingCVC/CVCs/CVCVC AssessmentLetter/SoundSyllablesComprehension	Notes:	
Sign: Words & Letter Sounds for the week			

Guided Reading Template Fountas And Pinnell

Jennifer Katz



Guided Reading Template Fountas And Pinnell:

Guided Reading Basics Lori Jamison Rog, 2003 Classroom tested strategies and model guided reading lessons for emergent early developmental and fluent readers **Assessment for Reading Instruction, Third Edition** Michael C. McKenna, Katherine A. Dougherty Stahl, 2015-06-23 This book has been replaced by *Assessment for Reading Instruction Fourth Edition* ISBN 978 1 4625 4157 7 *Literacy Assessment and Metacognitive Strategies* Stephanie L. McAndrews, 2020-07-27 Introduction to literacy assessment and instruction Building relationships learning from students families and community Language development Word analysis Reading fluency Reading listening and viewing comprehension Writing composition and visual representation *Preventing Misguided Reading* Jan Miller Burkins, Melody M. Croft, 2017 Feeling exhausted after guided reading Are you working tirelessly while your students aren't even breaking a sweat Do you ever wonder if other teachers feel the same way you do about guided reading that it's not working the way you think it should You are not alone There seems to be much confusion surrounding guided reading the term even means something different from school to school Now you can turn to the 50 years of collective experience of authors Jan Burkins and Melody Croft to prevent guided reading from going astray in your classroom Jan and Melody present personal clarifications adaptations and supports that have helped them work through their own tricky parts as they guide readers The book's six chapters each clarify a misunderstanding about guided reading instruction in the following areas The teacher's role and the gradual release of responsibility Instructional reading level Text gradients Balanced instruction Integrated processing Assessment With 27 strategies you're sure to find the help you need to work through your own challenges as you guide groups of readers *Growing Readers* Kathy Collins, 2004 Primary grade teachers face an important challenge teaching children how to read while enabling them to build good habits so they fall in love with reading Many teachers find the independent reading workshop to be the component of reading instruction that meets this challenge because it makes it possible to teach the reading skills and strategies children need and guides them toward independence intention and joy as readers In *Growing Readers* Kathy Collins helps teachers plan for independent reading workshops in their own classrooms She describes the structure of the independent reading workshop and other components of a balanced literacy program that work together to ensure young students grow into strong well rounded readers Kathy outlines a sequence of possible units of study for a yearlong curriculum Chapters are devoted to the individual units of study and include a sample curriculum as well as examples of mini lessons and reading conferences There are also four Getting Ready sections that suggest some behind the scenes work teachers can do to prepare for the units Topics explored in these units include print and comprehension strategies reading in genres such as poetry and nonfiction connecting in school reading and out of school reading developing the strategies and habits of lifelong readers A series of planning sheets and management tips are presented throughout to help ensure smooth implementation We want our students to learn to read and we want them to love to read To do this we

need to lay a foundation on which children build rich and purposeful reading lives that extend beyond the school day The ideas found in *Growing Readers* create the kind of primary classrooms where that happens *Assessment for Reading Instruction* Katherine A. Dougherty Stahl, Kevin Flanigan, Michael C. McKenna, 2019-12-09 This book provides a comprehensive conceptual framework and hands on practical tools for reading assessment The authors present a clear roadmap for evaluating K 8 students strengths and weaknesses in each of the basic competencies that good readers need to master Teachers learn how to select administer and interpret a wide range of formal and informal assessments and how to use the results to improve instruction In a large size format for easy photocopying the book includes 30 reproducible assessment tools Provided by publisher **Balancing Reading and Language Learning** Mary Cappellini, 2024-11-01 Teaching reading to children in a language that is not their own is a daunting task *Balancing Reading and Language Learning* A Resource for Teaching English Language Learners K 5 provides the strategies proven to be effective in a balanced reading program while at the same time valuing the native culture and first language skills of the English language learner Combining the best classroom practices and research on teaching reading and language acquisition author Mary Cappellini integrates effective reading instruction with effective language instruction Through the framework of a balanced reading program she emphasizes the importance of constantly listening for and assessing children s language and reading strategies during read aloud shared reading guided reading and independent reading including literature circles Included in this text are How to set up an environment that will allow all English language learners to succeed Stages of English language proficiency and stages of reading development how they compare and how to use them to assess and plan for individual children A focus on tapping into children s prior knowledge in their primary language while teaching reading in English and using Spanish English cognates to help develop academic language A collection of in depth lessons and mini lessons based on children s language proficiency and reading strategy needs with ongoing assessment teacher reflection and with an emphasis on choosing the right books to match their reading and language level How to manage numerous guided reading groups with children of all stages of reading and language proficiency Thematic planning with sample units for primary and upper grades to support academic language and meet content standards Ideas for literacy evenings school tours and other events to involve parents with the learning community Extensive resources numerous forms and checklists observation sheets planning sheets literature response sheets focus sheets for shared and guided reading and more Regardless of how many or how few ELL students a teacher has this invaluable resource helps them meet the challenges and reap the rewards of teaching children to read as they learn the language **Comprehensive Literacy Basics: An Anthology by Capstone Professional** Timothy Rasinski, Barbara A. Nelson, Michael P. Ford, Nancy Boyles, Sharon Vaughn, Margaret Mary Policastro, Kathy Brown, Sarah Martino, Shari Frost, Charlene Cobb, Chase Young, Hillary Wolfe, Michelle J. Kelley, Nicki Clausen-Grace, Adele T. Macula, Connie Campbell Dierking, Becky McTague, Mary C.

McMackin, Nancy Witherell, Kristin Lems, Elaine Weber, 2017-06-06 Teaching English language arts at grades K 5 is both a science and an art Educators must teach literacy skills and content with best practices while also keeping focus on each student s individual needs They are challenged to monitor students working independently while also conducting small group instruction And they must focus on providing differentiated support with a rather complicated text With increased attention to rigor requirements and personalized instruction it can be a challenge to make sure all students are receiving instruction that is just right Comprehensive Literacy Basics An Anthology by Capstone Professional contains useful tips to support educators Chapters focus on each part of the literacy and language arts block including whole group small group writing and differentiation A collection of expert authors specializing in literacy and language arts instruction contributed chapters to the book The quick tips and suggestions within will reinforce current practices while providing an invaluable go to reference FAMIS 902792539

Reading and Writing with English Learners Valentina Gonzalez, Dr. Melinda Miller, 2020-09-15 Reading Writing with English Learners offers kindergarten through fifth grade reading and writing educators a user friendly guide and framework for supporting English learners in balanced literacy classrooms Authors Valentina Gonzalez and Melinda Miller lead readers in exploring the components of Reading Writing with English Learners with a special eye for increasing the effectiveness of instructional methods and quality of instruction to serve English learners This book shares practical and effective techniques for accommodating reading and writing instruction to design learning that simultaneously increases literacy and language development Reading Writing with English Learners was written for K 5 Classroom Teachers ESL Teachers Reading and Writing Instructional Coaches District Leaders Reading Writing with English Learners includes the components of Reading Writing Workshop accommodations that support English Learners high yield practices for Reading Writing Workshop during remote teaching the role of phonics a culturally inclusive booklist activities that support Reading Writing Workshop And more

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