



Sample Seven Week Guided Reading Plans

For students reading comfortably on a first grade level

Week	Tuesday	Thursday
1	When you miscue a word, see if you know a word with the same ending (spiral later).	Use pictures to figure out what's happening on the page (spiral later).
2	Retell the beginning, middle, and end.	Ask I wonder questions as you read (spiral later).
3	Keep track of all of the characters/people in the text.	Retell by going back and skimming and flipping to remind yourself what happened.
4	When you miscue a word, see if you know a word with the same ending.	Use pictures to figure out what's happening on the page.
5	See if you can read a little bit faster aloud next time.	Ask I wonder questions based on pictures, graphs, graphics, etc.
6	Ask I wonder questions as you read that can have more than one answer.	Pause at punctuation when you read aloud.
7	Match pronouns to characters.	Do another running record to see if the students moved up in reading level.



For students reading comfortably on a second grade level

Week	Tuesday	Thursday
1	When you miscue a word, find a word within the word to solve it (spiral later).	Pause at all punctuation when you read aloud.
2	Paraphrase two pages of the text at a time.	When paraphrasing bigger portions, make sure you aren't leaving out main details.
3	Keep track of characters with a list (spiral later).	Read dialogue with the mood that the character is demonstrating.
4	When you miscue a word, find a word within the word to solve it.	When you don't understand, go back to the start of the chapter and reread.
5	Figure out what you already know when figuring out a text.	Keep track of characters with a list.
6	Visualize to gain meaning.	Analyze how a character has changed.
7	Figure out how different characters are feeling and how those feelings change.	Do another running record to see if the students moved up in reading level.



For students reading comfortably on a third grade level

Week	Tuesday	Thursday
1	When you miscue a word, find a word within the word to solve it (spiral later).	Pause at all punctuation when you read aloud.
2	Figure out the meaning of unknown words using context.	When paraphrasing, directly go back to the text and reference it.
3	Analyze how characters/people remind you of people you know, and discuss the similarities and differences.	Track the plot of one side character
4	When you miscue a word, find a word within the word to solve it.	Analyze how a character has changed.
5	When you visualize, change the visualization anytime there is a change in the text.	If you get confused, go back and reread.
6	Describe the setting in depth.	Describe a character/person in depth.
7	Read faster by reading chunks of words.	Do another running record to see if the students moved up in reading level.




For students reading comfortably on a fourth grade level

Week	Tuesday	Thursday
1	When you don't understand, use a fix it strategy.	Paraphrase in order to gain a better understanding of the text.
2	Distinguish plots and subplots.	Read aloud with expression.
3	Identify a theme and track it.	Read aloud character dialogue as the character herself would.
4	When you miscue a word, find a word within the word to solve it.	Judge the actions or reactions of characters (spiral later).
5	Determine how the setting impacts the story.	Identify the mood or tone.
6	Analyze the character's obstacles.	Judge the actions or reactions of characters.
7	Analyze how characters change how they react over time.	Do another running record to see if the students moved up in reading level.



For students reading comfortably on a fifth grade level

Week	Tuesday	Thursday
1	When you miscue a word, know that you miscued by reading on and seeing that the word didn't make sense.	Distinguish between fun and important facts (spiral later).
2	Track multiple plots at the same time.	Track multiple plots at the same time.
3	Analyze how a minor character influences the plot.	Distinguish between fun and important facts.
4	When you miscue a word, find a word within the word to solve it.	When you don't understand, go back to the start of the chapter and reread.
5	Make predictions about what will happen next and support.	Keep track of characters with a list.
6	Determine language the author uses to influence the reader's mood.	Determine what the author is trying to teach you.
7	Distinguish what you want the character to do versus what the character wants	Do another running record to see if the students moved up in reading level.



For students reading comfortably on a sixth and seventh grade level

Week	Tuesday	Thursday
1	When you miscue a word, find a word within the word to solve it (spiral later).	Analyze specific words and how it affects tone.
2	Identify and track a theme.	Analyze how a theme or central idea develops.
3	Use text features like subheadings to retell.	Read dialogue with the mood that the character is demonstrating.
4	If you are confused, use a fix it strategy.	See if you can read a little faster the second time.
5	Describe the setting in detail.	Include inferences when you paraphrase (spiral later).
6	Include inferences when you paraphrase.	Determine how a paragraph fits into the wider text with nonfiction.
7	Determine how a scene fits into the wider text with fiction.	Do another running record to see if the students moved up in reading level.



For students reading comfortably on a eighth grade level

Week	Tuesday	Thursday
1	Read quickly with expression aloud (but not too quickly ☺).	Paraphrase succinctly.
2	Distinguish between fun facts and important facts.	Analyze the author's use of figurative language.
3	Analyze how the author's intention is made clearer with specific words or lines.	Determine what the author left out.
4	When you miscue a word, find a word within the word to solve it.	When you don't understand, go back to the start of the chapter and reread.
5	Figure out how themes are expressed through different characters.	Paraphrase including the author's intention.
6	Visualize to gain meaning.	Analyze how a character has changed.
7	Argue how one line/paragraph fits into the structure as a whole.	Do another running record to see if the students moved up in reading level.