Teaching Points & Strategies/Focus for Transitional:

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Next Step  | Narrative | Informational | Narrative | Informational | Narrative | Informational | Narrative | Informational | Narrative | Informational |
| Guided Reading Instructional Level: |
| Page #: | H/I | J/K | L | M/N | O/P |
| Self-Monitors | Monitor for Meaning(Self-Monitor, Fix-up Strategies) | 162-163, 288 |  |  |  |  |  |  |  |  |  |  |
| Monitor for Visual Information |  |  |  |  |  |  |  |  |  |  |
| Reread/Self-correct |  |  |  |  |  |  |  |  |  |  |
| Solves Words | Word-Solving | Cover the Ending | 163 |  |  |  |  |  |  |  |  |  |  |
| Use Known Parts |  |  |  |  |  |  |  |  |  |  |
| Use an Analogy |  |  |  |  |  |  |  |  |  |  |
| Chunking/Break Big Word |  |  |  |  |  |  |  |  |  |  |
| Vocabulary Strategies | Reread for Clues | 192, 200-202 |  |  |  |  |  |  |  |  |  |  |
| Substitute a Word |  |  |  |  |  |  |  |  |  |  |
| Reads Fluently | Use Phrasing | 159-160 |  |  |  |  |  |  |  |  |  |  |
| Attend to Punctuation |  |  |  |  |  |  |  |  |  |  |

Comprehension Strategies/Focus for Transitional:

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Next Step  | Narrative | Informational | Narrative | Informational | Narrative | Informational | Narrative | Informational | Narrative | Informational |
| Guided Reading Instructional Level: |
| H/I | J/K | L | M/N | O/P |
| Strategy | Module # | Module/Strategy Name | Page #: |  |  |  |  |  |  |  |  |  |  |
| Comprehension Monitoring | 1 | Fix-Up Strategies | 162-163, 288 |  |  |  |  |  |  |  |  |  |  |
| Retelling | 2 | Stop, Think, Paraphrase (S.T.P.) | 160 |  |  |  |  |  |  |  |  |  |  |
| 3 | Beginning-Middle-End (B-M-E) | 122, 132, 160, 171 |  |  |  |  |  |  |  |  |  |  |
| 4 | Five-Finger Retell  | 164, 171-172 |  | X |  | X |  | X |  | X |  | X |
| 5 | Key Words | 222 |  |  |  |  |  |  |  |  |  |  |
| 6 | Who-What | 160, 216 |  |  |  |  |  |  |  |  |  |  |
| Developing Vocabulary | 7 | Strategies to Explain New Words | 192, 200-202 |  |  |  |  |  |  |  |  |  |  |
| Analyze Characters | 13 | Track a Character Feelings | 161-162 |  |  |  |  |  |  |  |  |  |  |