

Transitional Guided Reading Plan (Levels J–P)

Students:				Dates:	
Title/Level		Strategy Focus		Comprehension Focus	
DAY 1		DAY 2		DAY 3	
1. Book Introduction 3–4 minutes		1. Introduce Next Section 1–2 minutes		1. Writing Prompt	
Synopsis:		New Vocabulary (4 steps)		<input type="checkbox"/> B-M-E <input type="checkbox"/> Problem-Solution <input type="checkbox"/> Five-Finger Retell <input type="checkbox"/> SWBS <input type="checkbox"/> Character Analysis <input type="checkbox"/> Ask and answer questions <input type="checkbox"/> Event—details <input type="checkbox"/> Key word summary <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Cause-effect <input type="checkbox"/> V.I.P. <input type="checkbox"/> New facts you learned <input type="checkbox"/> Other: _____	
New Vocabulary		Observation/Assessments:			
1. Define					
2. Connect					
3. Relate to Book					
4. Turn & Talk					
Model Strategy:					
2. Read With Prompting 10–15 minutes				2. Plan 3–5 minutes	
Monitoring and Word-Solving Prompts <input type="checkbox"/> Does that make sense? <input type="checkbox"/> Reread and sound the first part. <input type="checkbox"/> Read on. What would make sense? <input type="checkbox"/> Check the middle (or end) of the word. <input type="checkbox"/> Break the word apart. <input type="checkbox"/> Do you know a word with this part in it? <input type="checkbox"/> How can you figure out that word?		Fluency Prompt <input type="checkbox"/> Read it like the character would say it. Comprehension Prompts <input type="checkbox"/> What did you read? <input type="checkbox"/> Why did the character say (or do) that? <input type="checkbox"/> What was important on this page? Why? <input type="checkbox"/> What caused _____? <input type="checkbox"/> What are you thinking? <input type="checkbox"/> What question do you have?			
3. Discussion Prompt 3–5 minutes					
4. Teaching Points for Transitional Readers 1–2 minutes				3. Write 15–17 minutes	
Word-Solving Strategies <input type="checkbox"/> Sound 1st part <input type="checkbox"/> Endings <input type="checkbox"/> Use known part <input type="checkbox"/> Use analogies <input type="checkbox"/> Break big word	Vocabulary Strategies <input type="checkbox"/> Look for clues <input type="checkbox"/> Check the picture <input type="checkbox"/> Use a known part <input type="checkbox"/> Make a connection <input type="checkbox"/> Substitute a word <input type="checkbox"/> Use the glossary	Fluency <input type="checkbox"/> Phrasing <input type="checkbox"/> Expression <input type="checkbox"/> Dialogue <input type="checkbox"/> Punctuation <input type="checkbox"/> Bold words	Examples:	Observations and Teaching Points:	
5. Word Study for Day 2 3–5 minutes (optional on Day 1 if time allows)					
<input type="checkbox"/> Making Words <input type="checkbox"/> Sound boxes <input type="checkbox"/> Analogy charts <input type="checkbox"/> Make a big word					
6. Next Steps		Text was: Hard Appropriate Easy		Next Focus:	
				Students to assess and analyze:	

Complete the shaded boxes before you meet with the group. Add observations and notes during the lesson.

Teacher Notes—Transitional Readers (Levels J–P)

Dates:	Observations	Next Steps
Student _____		Monitor for Meaning Word Solving Fluency Vocabulary Retell Comprehension
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