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| **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) |  | |  | * nB-M-E * nProblem-Solution * Five-Finger Retell * SWBS * nCharacter Analysis * nAsk and answer questions * nEvent—details * nKey word summary * Compare/Contrast * Cause-effect * nV.I.P. * nNew facts you learned * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | |  |
| New Vocabulary   1. Define 2. Connect 3. Relate to Book 4. Turn & Talk |  | |  | Observation/Assessments: | | | |
|  | |  |
| Model Strategy: | | | |
| **2. Read With Prompting** *10–15 minutes* | | | | | | | | **2. Plan** *3–5 minutes* |
| **Monitoring and**  **Word-Solving Prompts**   * nDoes that make sense? * nReread and sound the first part. * nRead on. What would make sense? * nCheck the middle (or end) of the word. * nBreak the word apart. * nDo you know a word with this part   in it?   * nHow can you figure out that word? | | | | **Fluency Prompt**   * Read it like the character would say it.   **Comprehension Prompts**   * What did you read? * Why did the character say (or do) that? * What was important on this page? Why? * What caused ? * What are you thinking? * 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**   * Sound 1st part * Endings * Use known part * Use analogies * Break big word | | **Vocabulary Strategies**   * Look for clues * Check the picture * Use a   known part   * Make a connection * Substitute a word * Use the glossary | | **Fluency**   * Phrasing * Expression * Dialogue * Punctuation * Bold words | | **Examples:** | | Observations and Teaching Points: |
| **5. Word Study for Day 2** *3–5 minutes* (optional on Day 1 if time allows) | | | | | | | |
| * Making Words * Sound boxes * Analogy charts * 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.

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| **Teacher Notes—Transitional Readers (Levels J–P)** | |
| **Dates: Observations** | **Next Steps** |
| Student | Monitor for Meaning Word Solving Fluency  Vocabulary Retell Comprehension |
| Student | Monitor for Meaning Word Solving Fluency  Vocabulary Retell Comprehension |
| Student | Monitor for Meaning Word Solving Fluency  Vocabulary Retell Comprehension |
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