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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 Vocabulary1. 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 FluencyVocabulary Retell Comprehension |
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