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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** |
| **Before Reading** | **Word Study** *3–5 minutes* (as appropriate based on readers) |
| * Sound boxes
* Analogy charts
* Make a big word
 | * Sound boxes
* Analogy charts
* Make a big word
 |  |
| **1. Book Introduction***3–4 minutes* | **1. Introduce Next Section***1–2 minutes* | **Writing Focus** |
| Synopsis: | Synopsis: | * B-M-E
* Problem-Solution
* Five-Finger Retell
* SWBS
* Character Analysis
* Ask and answer questions
* Event—details
* Key word summary
* Compare/Contrast
* Cause-effect
* V.I.P.
* New facts you learned
* Other:
 |
| New Vocabulary | New Vocabulary  |
| Purpose: |  Purpose: | Writing Prompt: |
| **During Reading** | **2. Read With Prompting** *10–15 minutes* |
| **Monitoring Prompts*** Does that make sense?
* Does that look right?
* Does that sound right?
* Read on. What would make sense?

**Word Solving Prompts*** Break the word apart.
* Do you know a word with this part in it?
* Reread and sound the first part
* Check the middle (or end) of the word.
* How can you figure out that word?
 | **Fluency Prompts*** n Read it like the character would say it.
* Pause at punctuation.

**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?
 |
| **After Reading** | **3. Discussion Prompt** *3–5 minutes* |
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| **Teacher Notes—Transitional Readers (Levels J–P)** |
| **Group Priorities:** |
| **Dates: Observations** | **Next Steps** |
| Student  | Monitor for Meaning Word Solving FluencyComprehension **Circle one: N T P/R I**  |
| Student  | Monitor for Meaning Word Solving FluencyComprehension**Circle one: N T P/R I**  |
| Student  | Monitor for Meaning Word Solving FluencyComprehension**Circle one: N T P/R I**  |
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