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| **Transitional Guided Reading Plan (Levels J–P)** | | | | |
| Students: | | | Dates: | |
| **Title/Level** | | **Strategy Focus** | | **Comprehension Focus** |
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|  | **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 Fluency  Comprehension  **Circle one: N T P/R I** |
| Student | Monitor for Meaning Word Solving Fluency  Comprehension  **Circle one: N T P/R I** |
| Student | Monitor for Meaning Word Solving Fluency  Comprehension  **Circle one: N T P/R I** |
| Student | Monitor for Meaning Word Solving Fluency  Comprehension  **Circle one: N T P/R I** |
| Student | Monitor for Meaning Word Solving Fluency  Comprehension  **Circle one: N T P/R I** |

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