

Transitional Guided Reading Plan (Levels J–P)

Students:				Dates:			
Title/Level			Strategy Focus			Comprehension Focus	
DAY 1			DAY 2			DAY 3	
1. Book Introduction <i>3–4 minutes</i>			1. Introduce Next Section <i>1–2 minutes</i>			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 <i>10–15 minutes</i>						2. Plan <i>3–5 minutes</i>	
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?			Observations and Teaching Points:	
3. Discussion Prompt <i>3–5 minutes</i>							
4. Teaching Points for Transitional Readers <i>1–2 minutes</i>						3. Write <i>15–17 minutes</i>	
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		Observations and Teaching Points:	
Examples:							
5. Word Study for Day 2 <i>3–5 minutes (optional on Day 1 if time allows)</i>							
<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
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
Student _____		Monitor for Meaning Word Solving Fluency Vocabulary Retell Comprehension