

## My Guided Reading Outline for Transitional & Fluent Readers

### To prepare for each group I:

- Select a focus strategy and teaching points for the lesson. The focus strategy is the same that we have been using in our reader's workshop mini-lessons. Teaching points are selected based on assessment data along with anecdotal observations I've made in previous meetings with the group. (See commonly used teaching points on my printable guided reading lesson plan below.)
- Choose a text that works well with the focus strategy and goals I've selected. I keep each group's needs and interests in mind when selecting text. Our district has supplied guided reading books that can be finished in 15 minutes or less by most readers.
- Fill out a lesson plan that will guide each day's session, including discussion prompts.

Day 1	Day 2
<p><b>Introduction (2-3 min.)</b></p> <ul style="list-style-type: none"> <li>• Pass out the books and read the title</li> <li>• Give a one-sentence gist statement about the story.</li> <li>• Allow students time to preview story and discuss predictions and observations with turn-and-talk partners</li> </ul>	<p><b>Revisit and Review (5 min.)</b></p> <ul style="list-style-type: none"> <li>• I remind students what their goal and focus was during their reading.</li> <li>• Next students share the final thoughts they had written about the story on Day 1 along with any notes they took while reading on Day 1.</li> </ul>
<p><b>Introduce New Vocabulary (2 min.)</b></p> <ul style="list-style-type: none"> <li>• Share unfamiliar words with the group and along with a simple definition</li> <li>• Ask students how they think the words may be related text</li> </ul> <p>Note: Word work for my transitional and fluent readers is done in small strategy groups outside of guided reading based on students' needs.</p>	<p><b>Close Reading (5-8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Students are directed back to the text to look for text-based evidence of a specific teaching point, for example, <i>Find a place in the story where the author let you know how Lauren was feeling.</i></li> <li>• Mini-conference with each student while they are looking for evidence.</li> <li>• Students discuss their findings and evidence with each other</li> </ul>
<p><b>Introduce and Model Focus Strategy (2-3 min.)</b></p> <ul style="list-style-type: none"> <li>• Tell students exactly what they should learn and focus on during while reading.</li> <li>• Use a pre-selected portion of the text to model the strategy with the group.</li> </ul>	<p><b>Closing (2 min.)</b></p> <ul style="list-style-type: none"> <li>• Stress lesson/close reading teaching focus and ask students to share how they are going to use the lesson's goal in their everyday reading.</li> <li>• Collect the books</li> </ul>
<p><b>Read with 3-4 Individual Students (6-8 min.)</b></p> <ul style="list-style-type: none"> <li>• Students read the text to themselves while I ask one student to whisper read a page aloud for me.</li> <li>• Provide 1-2 specific compliments for what student did well. For example, <i>I like the way you read (repeat sentence) differently because it ended in an exclamation mark. I noticed the tone of your voice went up at the end and that's exactly what a good reader does when they see an exclamation mark.</i></li> </ul>	<p><b>Day 3</b></p>
<p><b>Bring Group to a Close (2 min.)</b></p> <ul style="list-style-type: none"> <li>• Check on progress of each child's reading</li> <li>• I close by asking the group a discussion question and giving them 90 seconds to write their answer in what we call a <i>mad writing dash</i>. My students write on paper I have put over the guided reading table.</li> <li>• Before students leave I tell them to make sure they have completed the book before our next meeting.</li> </ul>	<p>If time allows, I meet with my lowest groups a third time to reinforce the day's mini-lesson focus or preview the next book they'll be reading.</p>