

Next Step in Guided Reading 3-5

Transitional Plan – levels J-M			Fluent Plan – Levels N+		
Based on 20-minute lesson each day			Based on 20-minute lesson each day		
Day 1	Day 2	Day 3	Day 1	Day 2	Day 3
Preview & Predict Introduce New vocabulary (3-5 min.)	New vocabulary for next section of text (2-3 min.)	Reread for fluency Assessment (optional) (5 min.)	Preview & Predict New vocabulary (3-5 min.)	New vocabulary for next section of text (2-3 min.)	New vocabulary for next section of text. (2-3 min.)
Read w/prompting (10 min.)	Continue reading w/prompting (12-15 min.)	Guided Writing (15-20 min.) Students write a response to the text with teacher support and prompting. Connect to CCSS .	Read w/prompting. Students write short responses related to focus. (10 min.)	Read w/prompting. Students write short responses related to focus. (10 min.)	Read w/prompting. Students write short responses related to focus. (10 min.)
Teaching points: <i>Decoding, fluency, vocabulary, retell.</i> Discussion: CCSS	Teaching points: <i>Decoding, fluency vocabulary, retell.</i> Discussion: CCSS		Students share written responses while teacher leads discussion~ CCSS	Students share written responses while teacher leads discussion~ CCSS	Students share written responses while teacher leads discussion~ CCSS
Word Study (3-5 minutes)	Word Study (3-5 minutes)		New Word List: Add two words	New Word List: Add two words	New Word List: Add two words
New Word List: Add two words	New Word List: Add two words		Day 4 Guided Writing (optional) Students write a response to the text with teacher support and prompting. Connect to CCSS .		

Prompts for Guided Reading

Decoding	Fluency	Vocabulary	Comprehension
<ul style="list-style-type: none"> • Are you right? • Reread and think about the story. • Cover the ending. Is there a part you know? • Break the word apart. • Do you know another word that looks like this one? • What can you do to help yourself? 	<ul style="list-style-type: none"> • Read the punctuation. • How would the character say that? • The teacher slides his/her finger over the words to push the student's eye forward. • The teacher reads w/student and models intonation & expression. 	<ul style="list-style-type: none"> • Reread and look for clues. • Read on and look for clues. • Substitute another word that makes sense. • Check the picture. • Find a part you know. • Have you heard that word before? How can it help? • Does this word remind you of another word you know? How can it help? • What would make sense? 	<p>NARRATIVE</p> <ul style="list-style-type: none"> • What have you read? (retell) • What's the problem in the story? • Why do you think the character did (or said) that? • How are the characters similar (or different)? • What caused the character to change? • What is the main idea/theme? <p>INFORMATIONAL</p> <ul style="list-style-type: none"> • What was most important? • Why did the author include that diagram, etc.? • What is the main idea/theme? Author's purpose? • Summarize what you've read. • What caused...? What was the effect of...? • How is this text similar to (or different from) another?

Selecting the Word Study Activity to Match the Skill Focus

Skill Focus	Word Study Activity	Examples														
Short vowels	Making words/Sound boxes	jog, jag, rag, rat, rot, got, get <i>Prompt students to say word slowly and listen to vowel.</i>														
Digraphs and Blends	Making words or Sound boxes	chat-chap-chip-ship-shop clap-clip-grip-grin-spin-spun wept-west-lest-list-last-lamp <i>Prompt students to check the word to make sure the letters and sounds match.</i>														
Silent “e” feature	Making words or Analogy chart	mat-mate-mane-man-pan-pane <i>Prompt students to attend to vowel sound.</i> <table><tr><td>hop</td><td>hope</td></tr><tr><td>chop</td><td>slope</td></tr><tr><td>flop</td><td>grope</td></tr></table> <table><tr><td>hop</td><td>hope</td></tr><tr><td>jog</td><td>spine</td></tr><tr><td>flip</td><td>spoke</td></tr><tr><td>strip</td><td>stripe</td></tr></table>	hop	hope	chop	slope	flop	grope	hop	hope	jog	spine	flip	spoke	strip	stripe
hop	hope															
chop	slope															
flop	grope															
hop	hope															
jog	spine															
flip	spoke															
strip	stripe															
Vowel Patterns	Analogy charts	<i>Prompt students to listen for the vowel pattern.</i> <table><tr><td>new</td><td>night</td></tr><tr><td>flew</td><td>flight</td></tr><tr><td>chewed</td><td>slightly</td></tr><tr><td>chewy</td><td>frightful</td></tr></table>	new	night	flew	flight	chewed	slightly	chewy	frightful						
new	night															
flew	flight															
chewed	slightly															
chewy	frightful															
Multisyllabic words	Make a big word	1. Select a 2-3 syllable word from the story. 2. Clap the syllables in the word. 3. Give students the letters for the word. 4. Student say each part to make the word. 5. Break the word in parts and remake.														
Spelling/meaning connections Greek/Latin stems	Select a word from the text that can be connected to other words in meaningful ways. Explain the meaning of stems.	Text word: exhibit Connections: exhibition, exhibitor Text word: intercontinental; discuss meaning of “inter” Connections: intercom, interception, interchange, etc.														

Scaffolds for Teaching Comprehension

RETELL ~ STOP



STOP - at the end of a page

THINK - "What did I read?"

PARAPHRASE - Retell in your own words (use illustrations, if necessary)

ASK & ANSWER QUESTIONS



1. Flag a fact from the text.
2. Turn the fact into a question.
What... How... Why...
3. Write your question in your notebook with the page #.
4. Share your question with your groupmates.
5. Use the text to support

MAIN IDEA/DETAILS



1. Turn heading into a question.
2. Take notes on facts that answer the question. If necessary, revise question.
3. Use heading and important details to form main idea statement.

CHARACTER ANALYSIS - INFERENCE



Flag a character's action or dialogue.

Ask yourself...

Why did the character do that?

Why did the character say that?

Transitional Lesson Plan Template (Levels J-M)

Book Title: _____

Level: _____

Focus: _____

Day 1 Date: _____		Day 2 Date: _____	
Introduce New Book: This book is about _____ _____ _____ Preview & Predict New vocabulary: _____		Continue reading the book. Today you will read about _____ _____ New vocabulary: _____ Observations and individual teaching points: _____	
Text Reading With Prompting: See “Prompts for Guided Reading” (10-12 minutes)			
Teaching Points After Reading: Choose 1 or 2 (decoding, vocabulary, fluency, and/or comprehension).			
Decoding strategies: p. _____ • Reread & think what would make sense. • Cover (or attend to) the ending. • Use analogies. • Chunk big words.	Fluency & Phrasing p. _____ • Phrasing. • Attend to bold words. • Dialogue, intonation & expression.	Vocabulary Strategies p. _____ • Reread the sentence and look for clues. • Check the picture. • Use a known part. • Use the glossary.	Retelling • Shared retelling w/transition words • 5-finger retell • B-M-E • S-W-B-S • Describe character’s feelings BME
Discussion Question: _____		Discussion Question: _____	
Word Study 3-5 minutes (if appropriate) Sound boxes – Analogy chart – Make a big word		Word Study 3-5 minutes (if appropriate) Sound boxes – Analogy chart – Make a big word	
DAY 3: Date: _____ Individual Student Assessment _____ ; Other students reread book (3-5 minutes)			
Guided Writing BME; 5-finger retell; SWBS; Events & Details; Character analysis, Other: _____			

Fluent Lesson Plan Template (Levels N+)

Title: _____

Level: _____

Focus: _____

Day 1 Date:		Day 2 Date:		Day 3 Date:	
Introduce text: This text is about ... _____ _____ Preview & Predict: _____ New Vocabulary: _____ _____		Continue reading text. Today you will read about... Preview & Predict next chapter/section: _____ New vocabulary: _____ _____		Continue reading text. Today you will read about... Preview & Predict next chapter/section: _____ New vocabulary: _____ _____	
Text Reading and Writing w/Prompting: See “Prompts for Guided Reading” (10-12 minutes)					
Teaching Points After Reading: Choose 1 or 2 each day (decoding~fluency~vocabulary~comprehension).					
Decoding strategies: p. _____ • Reread & think what would make sense * Cover (or attend to) the ending. • Use analogies. • Chunk big words.		Fluency p. _____ • Phrasing. • Attend to bold words. • Dialogue, intonation & expression.		Vocabulary Strategies p. _____ • Reread the sentence and look for clues. • Check the picture. • Use a known part. • Use the glossary.	
				Retelling • Shared retelling • 5-finger retell • B-M-E • S-W-B-S • Describe character’s feelings	
Discussion Question:		Discussion Question:			
Word Study 3-5 minutes (if appropriate) Sound boxes – Analogy chart – Make a big word		Word Study 3-5 minutes (if appropriate) Sound boxes – Analogy chart – Make a big word			
DAY 3: Date: _____ Individual Student Assessment _____; Other students reread book (3-5 minutes)					
Guided Writing BME; 5-finger retell; SWBS; Events & Details; Character analysis, Other: _____					