**Three-Phase Plan for Learning**

Adapted from *Next Step Forward in Guided Reading* (Richardson, 2016) & *Close Reading of Informational Sources* (Cummins, 2019)

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| **Phase 1 Meet the Source** | | | | |
| Title/Level: | | | | |
| **1. Text Introduction (3-4 minutes)** | | | | |
| Synopsis (if needed): | | | | |
| New Vocabulary (teach one word using all four steps; see handout **“Steps for Introducing Vocab.”** handout):   1. Define: 2. Connect: 3. Turn & Talk: 4. Relate to Text: | | | | |
| Preview & Predict (“What do you notice?” & “So what do you think you’ll be reading about?”): | | | | |
| Set Purpose for Reading (“Read to find out…” based on predictions or student- or teacher-determined purpose): | | | | |
| **2. Read with Prompting (10-15 minutes)** | | | | |
| **Monitoring & Word Solving Prompts**  *\*always reread for meaning*   * What can you do? How can you figure out the word? * Are you right? Does that make sense and look right? * Reread and try the first syllable. What would make sense? * Read on. What would make sense? * Check the middle (or end) of the word. * Break the word apart. * Do you know a word with this part in it?   **Fluency Prompts**   * Read it like the character would say it. * (Slide your finger from left to right to cover the word as the student reads. This pushes the student’s eye forward at a faster pace.) | | | **Comprehension Prompts**  *Within Text*   * What just happened in the story? * What did you learn about \_\_\_ on this page?   *Beyond the Text*   * Why did the character say (or do) that? * What was important on this page? Why? * What caused \_\_\_\_\_\_\_\_\_\_\_? * What do you think this word \_\_\_\_\_\_ means?   *About the Text*   * Why did the author use this word\_\_\_\_ to describe \_\_\_\_\_? * Why do you think the author chose this title (heading, illustration, graphic, etc.)? | |
| **3. Discussion Question (3-5 minutes)** | | | | |
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| **4.Teaching Point (choose 1-2; 1-2 minutes)** | | | | |
| **Word Solving Strategies**  \*Always reread for meaning   * Monitor for meaning * Reread & try the first syllable * Use known part * Use analogies * Break/chunk big word | **Fluency**   * Phrasing * Expression * Rate * Punctuation | **Vocabulary Strategies**   * Look for clues * Check photo, illustration or diagram * Use a known part (affixes, root words) * Substitute a word * Use glossary & reread | | **Comprehension (See “Comp. Lessons”)**   * Stop-Think-Paraphrase (*Within*) * Making an inference about what the character did/said/thought (*Beyond*) * Making sense of figurative lang. (idiom, simile, metaphor, etc.) (*Beyond*) * Evaluating the author’s choice of a word, text feature, or \_\_\_\_\_\_\_\_\_\_\_\_\_ (*About*) * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Phase 2 Meet the Strategies** | | |
| **1. Reread Text and/or Review (2-3 minutes)** | | |
| **2. New Vocabulary (optional) (2-3 minutes)** | | |
| 1. Define: 2. Connect: 3. Turn & Talk: 4. Relate to Book: | | |
| **3. Comprehension Focus (10-15 minutes)** | | |
| * Text features * Monitoring for meaning using “coding strategy” * Synthesis & main ideas with text evidence | * Identifying key details * Author’s purpose (P.R.I.D.E.) * Using context clues to figure out unfamiliar vocabulary * Explaining key details with “explode to explain” | * Using “fix up” strategies * Five-finger retell * Making inferences * Asking & answering questions * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| * Introduce strategy – *What, Why, How* (See “Comprehension Lessons” handout) * State purpose for reading (as needed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Think aloud or model using strategy with clear purpose in mind. * Provide opportunity for guided & independent practice. * *Close w/ discussion about use of strategy and what was learned from the text as a result. (This leads into Phase 3.)*   Notes: | | |
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| **4. Word Study (3-5 minutes)** | | |
| * Sound Boxes (for words with digraphs/blends; see *NSF p. 134*) * Make a Big Word (*NSF*, p. 188) | * Breaking Big Words * Analogy Charts (Easy, Harder, Hardest) | * Affix: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Phase 3 Meet the Response** |
| **1. Present Writing Prompt (connected to comp. lesson, text closely read, notes/annotations taken during Phase 2)** |
| Prompt: |
| **2. Plan & Orally Rehearse (as needed)** |
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| **3. Write (15-17 minutes)** |
| **4. Affirm Problem Solving as Writers (1-2 minutes)** |

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| **Anecdotal Notes** |
| Name: |
| Name: |
| Name: |
| Name: |
| Name: |
| Name: |