**Transitional-Fluent Guided Reading Plan for Remote 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. **Check in** (1 min.) Ask students to hold up each of the materials they will need. | | | | |
| Materials: | | | | |
| 1. **Text Introduction** (3-4 mins.) *NSF* p.176, 235; see “Comprehension Modules” handout | | | | |
| 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:   Screen share | | | | |
| **Preview & Predict** (“What do you notice?” & “So what do you think you’ll be reading about?”): Screen share the text. | | | | |
| Set Purpose for Reading (“Read to find out…” based on predictions or student- or teacher-determined purpose): | | | | |
| 1. **Read with Prompting** (10-15 minutes) See “Stages of Reading Prompts” handout | | | | |
| **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.)? | |
| 1. **Discussion Question** (3-5 minutes) *NSF* p.181-182, 240 | | | | |
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| 1. **Teaching Point** (choose 1-2; 1-2 minutes) See “Teaching Points” handout | | | | |
| **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. **Check in** | | |
| Materials: | | |
| * + - 1. **Reread Text** (Students access their own copies) **and/or Review** (2-3 minutes) | | |
| * + - 1. **New Vocabulary (optional)** (2-3 minutes)See “Steps for Intro Vocab.” handout | | |
| 1. Define: 2. Connect: 3. Turn & Talk: 4. Relate to Book: | | |
| **4. Comprehension Focus** (10-15 minutes) See “Comprehension Lessons” handout | | |
| * 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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| 1. **Word Study** (3-5 minutes) See “Word Study” handouts | | |
| * Sound Boxes (for words with digraphs/blends; see *NSF p. 134*) * Make & Break Big Word (*NSF*, p. 188) | * Breaking Big Words * Analogy Charts (Easy, Harder, Hardest) | * Affix: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Phase 3 Meet the Response** |
| * + - 1. **Check in** |
| Materials: |
| * + - 1. **Present Writing Prompt (connected to comp. lesson, text closely read, notes/annotations taken during Phase 2)**   See “Guided Writing Prompts” handout |
| Prompt: |
| * + - 1. **Plan & Orally Rehearse (as needed**) |
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| * + - 1. **Write (15-17 minutes)** See “Guided Writing Conferring” handout |
| * + - 1. **Affirm Problem Solving as Writers (1-2 minutes)** |