**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.
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| 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**
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| 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**
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| 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)**
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