

Description of the Transitional Guided Reading Lesson Plan Levels H-M

Guided reading instruction should consist of a group no larger than 6 students. The lesson should last approximately 20 minutes.

Materials for Early Guided Reading Lesson:

- Dry erase boards, markers and erasers for each student in the group
- Leveled books
- Writing Journal for responding to text (may also be done electronically)
- Timer
- magnetic letters (optional)

Component	Explanation
Familiar Word Review -Write 2-3 familiar words -You should use this time to review a few words previously taught. The goal is fast recall of the words to build visual memory.	Have white boards, markers and erasers available for each student. Tell the students to write a word (this should be a known word). Say, "Write 'what'. Think about what it looks like." If students cannot write the word, provide a scaffold to get them started. For ideas of words to write, look at students' writing or use high frequency word lists.
Introduction to the Text Introduce the text and discuss new vocabulary and tricky words	Select a text at the students' instructional level. Main Idea Statement: Always state the title and give a "gist" statement about the text (one or two sentences), including characters' names. Introduce New Vocabulary and/or Concepts: Discuss any new vocabulary or concepts in the text that may be unknown or difficult to students. When you introduce a new concept, draw attention to the picture (if available). This is especially important for students learning English. Tricky Words: If a word has unusual phonetic elements, have the students locate the word in text. For example, the word "special" may be too difficult at this stage for students to decode without support so you could have them locate the word in the text. Purpose for Reading: Before the students begin reading, help them to set a purpose for reading. This might include revealing an unusual text structure and asking the students to think about how that structure

	affects their reading. This is a great time to get the students thinking beyond and about the text.
Reading the Text (with teacher prompting) -Teacher should preselect the strategy to give a focus for the initial reading. -This is the time to take informal running records.	<p>Before students begin, remind them of a previously taught strategy that they should use while reading. The students read the book independently. (Note: Students should begin to transition to silent reading at Level H.)</p> <p>While students read (NOT CHORALLY OR ROUND ROBIN), the teacher “listens in” to individual students and prompts for strategic behaviors. If some students finish reading before others, they should reread the text to improve their fluency. Take notes on individual students and use them to plan your teaching point.</p>
Discussion (Comprehension Conversation)	After the reading, ask a question that will require the students to dig a little deeper into the text. This is a good time to refer back to the purpose set for reading during the introduction.
Teaching for Processing (Teaching Point)	<p>Use the notes taken on individual students to select your whole group teaching point. Tell the students that you have something to show them that will help them as readers. Then model for them the strategic action you intend for them to apply on their next reading. Teaching points may be preplanned based on previous observations. You should teach something in every guided reading lesson. If there is nothing to teach, the book is too easy and you may want to consider the book selection and/or text level.</p>
Word Work (from the text)	<p>Carefully choose an opportunity to teach about the way words work from the text. This is often preplanned and may include:</p> <ul style="list-style-type: none"> • Making/Taking compound words apart (everyone) • Contractions • Making Possessives with Apostrophes • Inflectional Endings (-ed, -ing) • Making Plurals with -es

	<ul style="list-style-type: none"> • Using known words to read new words (but, butter, in, spin, spinach) • Take apart words (ch-air, spr-ing) <p>**See Continuum of Literacy Learning for more ideas.</p>
Extend	<p>Extend the thinking from the guided reading lesson. This might include writing in response to the text. Writing may be done in journals or electronically. This may be completed individually after students leave the guided reading table.</p> <p>Ideas for written extension:</p> <ul style="list-style-type: none"> • Infer characters' feelings or motivations and include evidence from the text • Predict what will happen next, using evidence from the text • Interpret or respond to illustrations or graphics • Describe implications of factual information • Write about the organization of the text and how it is/is not helpful to the reader, including specific examples • Select examples of the writer's use of language and write opinions about or responses to the language • Compare two or more works by an author • Compare two or more written works about a similar topic (by different authors) <p>**See Continuum of Literacy Learning for more ideas.</p>