**Guided Reading Planning Template: Transitional Readers**

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level: \_\_\_\_\_\_\_\_\_\_\_ Lesson # \_\_\_\_\_\_

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| **Day 1** Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pages \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **BEFORE READING** | | | | | | |
| **Introduction to Book:** | | | **New Vocabulary:** | | | |
| **Learning Target Review/Model:**  **Guided Practice (if needed):** | | | **Read to Find Out:**  **Read and Think About:**  **If you finish early:** | | | |
| **DURING READING** | | | | | | |
| **Teaching Prompts/Observations** | | | | | | |
| **Decoding Strategies:**   * Reread and think what would make sense * Cover (or attend to) the ending * Use Analogies * Chunk big Words | | **Monitor for Meaning:**   * Does that make sense? * Does it look right? | | | | |
| **Comprehension:**   * S-W-B-S * Five finger retell * Describe a character’s feelings * Stop and think * Problem and solution | | **Vocabulary:**   * Reread the sense and look for clues * Check the picture * Use a known part | | | | |
| **Monitoring Notes** | | | | | | |
| **Belle:** | | **Kwame:** | | | | |
| **Troy:** | | **Dogmawi:** | | | | |
| **AFTER READING** | | | | | | |
| **Discussion Question(s):** | | **Teaching Point(s):** | | | | |
| **Belle:** | **Troy:** | **Kwame:** | | | **Dogmawi:** | |
| **WORD STUDY** | | | | | | |
| **Focus:** | **Lesson Sequence:** | | | **Kwame:** | | **Dogmawi:** |
| **Activity:** |
| **Belle:** | | **Troy:** |
| **Day 2** Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pages \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **BEFORE READING** | | | | | | |
| **Continue reading the book (you will read about):** | | | **New Vocabulary:** | | | |
| **Learning Target Review/Model:**  **Guided Practice (if needed):** | | | **Read to Find Out:**  **Read and Think About:**  **If you finish early:** | | | |
| **DURING READING** | | | | | | |
| **Teaching Prompts/Observations** | | | | | | |
| **Decoding Strategies:**   * Reread and think what would make sense * Cover (or attend to) the ending * Use Analogies * Chunk big Words | | **Monitor for Meaning:**   * Does that make sense? * Does it look right? | | | | |
| **Comprehension:**   * S-W-B-S * Five finger retell * Describe a character’s feelings * Stop and think * Problem and solution | | **Vocabulary:**   * Reread the sense and look for clues * Check the picture * Use a known part | | | | |
| **Monitoring Notes** | | | | | | |
| **Belle:** | | **Kwame:** | | | | |
| **Troy:** | | **Dogmawi:** | | | | |
| **AFTER READING** | | | | | | |
| **Discussion Question(s):** | | **Teaching Point(s):** | | | | |
| **Belle:** | **Troy:** | **Kwame:** | | | **Dogmawi:** | |
| **WORD STUDY** | | | | | | |
| **Focus:** | **Lesson Sequence:** | | | **Kwame:** | | **Dogmawi:** |
| **Activity:** |
| **Belle:** | | **Troy:** |

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| **Day 3** Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pages \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **REREAD THE BOOK FOR FLUENCY AND OR GUIDED WRITING** |
| **Options for Guided Writing:**   * Beginning-Middle-End * Problem/Solution * Five finger retell * Compare or contrast * SWBS * Character Analysis * Main Idea * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |