## Transitional Guided Reading Plan

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Introduction</strong></td>
<td><strong>1. Continue Reading</strong></td>
<td><strong>1. Reread the book for fluency (5 min) OPTIONAL</strong></td>
</tr>
<tr>
<td>Gist statement:</td>
<td>Observations:</td>
<td>Observations:</td>
</tr>
<tr>
<td>New Vocab:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2. Teaching Points:** Choose 1 or 2 each day

**Decoding Strategies:**
- Reread & think what would make sense
- Cover (or attend to) the ending.
- Use a known part (shouted)
- Use analogies (saw – jaw)
- Chunk big words (re-mem-ber)

**Comprehension Strategies:**
- **Fiction**
  - BME
  - SWBS
  - 5-finger retell
  - Compare characters
  - Character feelings
  - Flag VIP
- **Nonfiction:**
  - Recall information
  - Write key words
  - Compare/Contrast
  - Ask questions
  - Summarize
  - Main idea/Details

**Vocabulary Strategies:**
- Reread the sentence and look for clues
- Check the picture or visualize
- Use a known part (compound words)
- Use the glossary

**Fluency & Phrasing:**
- Phrasing
- Attend to **bold** words
- Dialogue, intonation, expression
- Attend to punctuation

**2. Guided Writing** (15-20 min)

- BME
- Problem-Solution
- 5-finger retell
- Compare/Contrast
- SWBS
- Character Analysis
- Event – detail
- Key word summary
- Other:  ________________

**3. Discussion Prompt**

**4. Word Study (if appropriate)**

- Sound boxes:  
- Analogy:  
- Make a big word:  

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Instructions: Type in the green shaded areas as needed. Then print to use when teaching.

Adapted by Nathan Elliott from Richardson, J. (2009). *The next step in guided reading: focused assessments and targeted lessons for helping every student become a better reader.* New York: Scholastic Inc.