<table>
<thead>
<tr>
<th>Date:</th>
<th>Title:</th>
<th>Level:</th>
<th>Strategy Focus:</th>
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</thead>
</table>

**Day 1**

1. **Before Reading** (2-3 min)
   - A. Preview & Predict or Question using table of contents, pictures or index. (whole book)
   - B. Gist statement:

2. **New Vocab** (1-2 min)
   - Words: ________ Process: ________
     - Brief definition
     - Relate to b.ground
     - Connect to text
     - Turn and Talk

3. **Model Strategy** (2 min)

4. **Read and Respond** (8 min)

5. **Teaching points & discussion prompts** (4-5)

6. **New Word List** (1 min)
   - Word: ________ Definition: ________

**Day 2**

1. **Before Reading** (1 min)
   - A. Preview & Predict or Question (next section)
   - B. Review strategy:

2. **New Vocab** (1-2 min)
   - Words: ________ Process: ________
     - Brief definition
     - Relate to b.ground
     - Connect to text
     - Turn and Talk

3. **Read and Respond** (12 min)

4. **Teaching points & discussion prompts** (4-5)

5. **New Word List** (1 min)
   - Word: ________ Definition: ________

**Day 3**

1. **Before Reading** (1 min)
   - A. Preview & Predict or Question (next section)
   - B. Review strategy:

2. **New Vocab** (1-2 min)
   - Words: ________ Process: ________
     - Brief definition
     - Relate to b.ground
     - Connect to text
     - Turn and Talk

3. **Read and Respond** (12 min)

4. **Teaching points & discussion prompts** (4-5)

5. **New Word List** (1 min)
   - Word: ________ Definition: ________

**Day 4**

1. **Before Reading** (1 min)
   - A. Preview & Predict or Question (next section)
   - B. Review strategy:

2. **New Vocab** (1-2 min)
   - Words: ________ Process: ________
     - Brief definition
     - Relate to b.ground
     - Connect to text
     - Turn and Talk

3. **Read and Respond** (12 min)

4. **Teaching points & discussion prompts** (4-5)

5. **New Word List** (1 min)
   - Word: ________ Definition: ________

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**Teaching Points**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Comprehension (F)</th>
<th>Comprehension (NF)</th>
<th>Fiction</th>
<th>Nonfiction</th>
<th>Historical Text</th>
<th>Poetry</th>
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</thead>
<tbody>
<tr>
<td>Context clues</td>
<td>STP</td>
<td>Fact-Question</td>
<td>Retell</td>
<td>Biography</td>
<td>Cause/Effect</td>
<td>Connections</td>
</tr>
<tr>
<td>Visualize</td>
<td>SIP</td>
<td>Summarize</td>
<td>Event/Detail (BME)</td>
<td>Key Idea poem</td>
<td>Key Idea poem</td>
<td>Ask questions</td>
</tr>
<tr>
<td>Known part</td>
<td>Cause/Effect</td>
<td>Main Idea/Details</td>
<td>Problem/Solution</td>
<td>Important Event/Details</td>
<td>Important Event/Details</td>
<td>Ask questions</td>
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<tr>
<td>Connections</td>
<td>Interpret. Visuals</td>
<td>Important/Interesting</td>
<td>Character Analysis</td>
<td>Chapter Summaries</td>
<td>Chapter Summaries</td>
<td>Ask questions</td>
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<tr>
<td>Glossary</td>
<td>Ask Questions</td>
<td>Key Idea Analysis</td>
<td>VIP summary</td>
<td>Descriptive Text</td>
<td>Descriptive Text</td>
<td>Ask questions</td>
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</tbody>
</table>

**Guided Writing (if appropriate)**

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<thead>
<tr>
<th>Poetry</th>
<th>Historical Text</th>
<th>Nonfiction</th>
<th>Fiction</th>
<th>Comprehension (F)</th>
<th>Comprehension (NF)</th>
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</thead>
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<tr>
<td>Connections</td>
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<td>Retell</td>
<td>Biography</td>
<td>Character Analysis</td>
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<tr>
<td>Ask questions</td>
<td>SIP</td>
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<td>Key Idea poem</td>
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<tr>
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<td>Cause/Effect</td>
<td>Main Idea/Details</td>
<td>Problem/Solution</td>
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<tr>
<td>Visualize</td>
<td>Interpretation</td>
<td>Chapter summary</td>
<td>Character Analysis</td>
<td>Descriptive Text</td>
<td>Descriptive Text</td>
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<tr>
<td>Microthemes</td>
<td>Key Idea Summary</td>
<td>Chapter summaries</td>
<td>VIP summary</td>
<td>Key Idea Summary</td>
<td>Key Idea Summary</td>
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<tr>
<td>Literal/Figurative</td>
<td>Key Idea Summary</td>
<td>Chapter summaries</td>
<td>Other:</td>
<td>Key Idea Summary</td>
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<tr>
<td>Explain Figurative</td>
<td>Other:</td>
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<td>Other:</td>
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<tr>
<td>Interpret Author’s Bias</td>
<td>Other:</td>
<td>Chapter summaries</td>
<td>Other:</td>
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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.