

## Increasing the Power of Guided Reading with Transitional and Fluent Readers

<p><b>Session Overview</b></p> <p><b>ASSESS: Use assessments to select a focus for Guided Reading</b></p> <p><b>DECIDE: Group students and select texts for Guided Reading</b></p> <p><b>GUIDE: Plan and teach the Lesson</b></p>
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### Assessment Summary Chart for Transitional Readers (J-P)

Name	Instr range	Monitors for Meaning	Decoding - √ +	Fluency 1 2 3 4	Retell - √ +	Infer - √ +	Word Study	Writing Skill

#### Joel –Level J (18) – Pets’ Corner, *Rigby*

“Rex needs a bath,” said Mom. She looked at his long coat and dirty paws. “But he’s too big for his bathtub,” said Jacob. “And he runs away as soon as we get it out.”

“We could take him to *Pets’ Corner* in town,” said Mom. “They could give him a trim, as well. His hair is too long. He can’t see where he’s going.”

### Assessment Summary Chart for Fluent Readers (P+)

Name	Level range	Retell	Ask questions	Main Idea/ Details	Summarize	Infer	Character Analysis	Cause/ effect	Analyze Relationships	Vocab. Strategies

### Next Step Guided Reading Lesson Framework (J+)

Day 1	Day 2	Day 3
Quickly preview text & discuss new vocabulary (3-5 min) Read w/prompting (10-12 min.) Fluent readers write short responses	Continue reading w/prompting Fluent readers write short responses (15 min.)	<b>Guided Writing</b> Students respond to the text. Teacher supports writing skills. (20 min.)
Teach & Discuss (5 min.) • Comprehension conversation • Guided Word Study	Teach & Discuss (5 min.) • Comprehension conversation • Guided Word Study	

Text Considerations	Match the Text to Your Focus	
<ul style="list-style-type: none"> <li>• Level Range</li> <li>• Interest</li> <li>• Background Knowledge</li> <li>• Genre</li> <li>• Vocabulary Challenges</li> <li>• Depth of Comprehension</li> <li>• Opportunity to practice focus strategy</li> </ul>	<i>Decoding</i>	<i>Some challenging words to decode</i>
	<i>Fluency</i>	<i>Few decoding challenges, dialogue</i>
	<i>Retell</i>	<i>Storyline, supportive illustrations</i>
	<i>Vocabulary</i>	<i>Unfamiliar words with text clues</i>
	<i>Main Idea</i>	<i>Headings, text features</i>
	<i>Infer/Character analysis</i>	<i>Fables, short stories, texts with dynamic characters</i>

**Prompts for Transitional Readers (J-M)**

<b>Behavior</b>	<b>Strategy</b>	<b>Prompt</b>
Stops & Appeals	Take risks	<i>Try it. What can you try?</i>
Error doesn't make sense	Monitor for meaning	<i>Does that make sense? Try that again and think about the story.</i>
Ignores part of the word	Use visual cues	<i>Check the middle (or end) of the word. What would make sense and look right?</i>
Stops or misses big words	Chunk big words	<i>Cover the ending. Find a part you know. Sound the first part and think about the story.</i>
Accurate but slow	Fluency	<i>Don't point. Read it like the character. Teacher slides finger to push student's eye forward.</i>
Accurate and fluent	Comprehension	<i>What happened on this page? (retell) Why did he do (or say) that? (infer) What are you thinking? (probe)</i>

**Prompts for Deeper Comprehension (M+)**

General Prompts:

What are you thinking? What did you notice? What makes you say that?  
What are you wondering? What puzzles you? Why are you stuck?

<b>Vocabulary</b>	<b>Main Idea/Key Details</b>	<b>Character Analysis (Narrative)</b>	<b>Analyze Relationships (Informational)</b>
Reread (or read on) and look for clues. Check the picture. Find a part you know. Have you heard that word before? How can it help? Substitute another word that makes sense. Does this word remind you of another word you know? Use the glossary.	Turn the heading into a question. What part answers that question? Use the title, heading and/or illustrations. Choose one or two important words for this section. What is the most important idea? Summarize the passage using your key words.	How does the character feel now? Why? Why did the character say (or do) that? What is the character thinking? What are you thinking? How has the character changed? How are the characters, ideas, different (same)?	Find two important ideas to analyze. Can you ask a question about those ideas? How are they similar? How are they different? What causes...? What was the effect of...? What can you learn from this diagram (map, chart, etc.)? How are the ideas related?

<p style="text-align: center;"><b>S-T-P</b></p> <p><b>Stop</b> - at the end of the page and cover the text.</p> <p><b>Think</b> - what did I read?</p> <p><b>Paraphrase</b> - tell yourself what you just read.</p>	<p style="text-align: center;"><b>V.I.P.</b> Very Important Part</p> <ol style="list-style-type: none"> <li>1. Flag the most important sentence.</li> <li>2. Why do you think it is important?</li> </ol> <p>(adapted from Linda Hoyt, 1999)</p>	<p style="text-align: center;"><b>Key Details</b></p> <ol style="list-style-type: none"> <li>1. Turn the heading into a question.</li> <li>2. Find key words or ideas that answer that question.</li> <li>3. Use the key words to summarize the text.</li> </ol>
<p style="text-align: center;"><b>Character Feelings</b></p> <ol style="list-style-type: none"> <li>1. How does the character feel now?</li> <li>2. Write one word that describes his/her feelings.</li> <li>3. Why does the character feel that way?</li> </ol>	<p style="text-align: center;"><b>Infer (fiction)</b></p> <ol style="list-style-type: none"> <li>1. Mark an important or surprising dialogue or action.</li> <li>2. Why did the character say or do that?</li> <li>3. What was the character thinking?</li> </ol>	<p style="text-align: center;"><b>Analyze Relationships</b></p> <ol style="list-style-type: none"> <li>1. Choose two important ideas or concepts.</li> <li>2. Write a question. <i>How are ___ &amp; ___ similar?</i> <i>How are ___ &amp; ___ different?</i> <i>What caused...?</i></li> <li>3. Answer your question.</li> </ol>

## Transitional Guided Reading Lesson Plan

For students reading at levels J-P who need to improve decoding, fluency and retell.

Title: \_\_\_\_\_ Level: \_\_\_\_\_ Strategy Focus: \_\_\_\_\_

<p><b>Day 1</b> Date _____</p> <p><b>Introduce New Book:</b> <i>This book is about</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>New vocabulary:</p> <p>_____</p> <p>_____</p>	<p><b>Day 2</b> Date _____</p> <p>(Continue first reading) Notes/Observations</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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**Teaching Points: Choose 1 or 2 each day.**

<p><b>Decoding strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reread &amp; think what would make sense.</li> <li><input type="checkbox"/> Cover (or attend to) the ending.</li> <li><input type="checkbox"/> Use analogies.</li> <li><input type="checkbox"/> Chunk big words.</li> </ul>	<p><b>Fluency &amp; Phrasing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Phrasing.</li> <li><input type="checkbox"/> Attend to bold words.</li> <li><input type="checkbox"/> Dialogue, intonation &amp; expression.</li> <li><input type="checkbox"/> Attend to punctuation.</li> </ul>
<p><b>Vocabulary Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reread the sentence and look for clues.</li> <li><input type="checkbox"/> Check the picture.</li> <li><input type="checkbox"/> Use a known part.</li> <li><input type="checkbox"/> Use the glossary.</li> </ul>	<p><b>Comprehension: (oral)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> B-M-E    <input type="checkbox"/> STP    <input type="checkbox"/> Who-What</li> <li><input type="checkbox"/> SWBS    <input type="checkbox"/> Track a character's feelings</li> <li><input type="checkbox"/> VIP       <input type="checkbox"/> Ask Questions</li> </ul> <p>Other: _____</p>
<p><b>Discussion Prompt:</b> comprehension conversation</p> <p>_____</p>	<p><b>Discussion Prompt:</b> comprehension conversation</p> <p>_____</p>
<p><b>Word Study (choose one)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sound boxes</li> <li><input type="checkbox"/> Analogy chart</li> <li><input type="checkbox"/> Make a big word</li> </ul>	<p><b>Word Study (choose one)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sound boxes</li> <li><input type="checkbox"/> Analogy chart</li> <li><input type="checkbox"/> Make a big word</li> </ul>

**Day 3 Guided Writing (20 min.)**

Beginning-Middle-End     Key-Word Summary     SWBS     Character Analysis  
 Problem - Solution     Compare or Contrast     Other: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## The Lobster and the Crab

On a stormy day, the Crab went strolling along the beach. He was surprised to see the Lobster preparing to set sail in his boat.

“Lobster,” said the Crab, “it is foolhardy to venture out on a day like this.”

“Perhaps so,” said the Lobster, “but I love a squall at sea!”

“I will come with you,” said the Crab. “I will not let you face such danger alone.”

The Lobster and the Crab began their voyage. Soon they found themselves far from shore. Their boat was tossed and buffeted by the turbulent waters.

“Crab!” shouted the Lobster above the roar of the wind. “For me, the splashing of the salt spray is thrilling! The crashing of every wave takes my breath away!”

“Lobster,” I think we are sinking!” cried the Crab.

“Yes, of course, we are sinking,” said the Lobster. “This old boat is full of holes.

Have courage, my friend. Remember, we are both creatures of the sea.”

The little boat capsized and sank.

“Horrors!” cried the Crab.

“Down we go!” shouted the Lobster.

The Crab was shaken and upset. The Lobster took him for a relaxing walk along the ocean floor.

“How brave we are,” said the Lobster. “What a wonderful adventure we have had!”

The Crab began to feel somewhat better. Although he usually enjoyed a quieter existence, he had to admit that the day had been pleasantly out of the ordinary.

The Moral of the story is:

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Excerpt from *Fables* by Arnold Lobel, Scholastic

Lobster Trait	Evidence	Crab Trait	Evidence