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| **Fluent Guided Reading Plan (Levels N and Higher)** | | | | | | | | | | |
| **Dates** | | | | **Title/Level** | | | **Comprehension Focus** | | | |
|  | | | |  | | |  | | | |
| **DAY 1** | | | | **DAY 2** | | | **DAY 3** | | | **DAY 4** |
| **1. Introduce New Book**  *2–3 minutes* | | | | **1. Before Reading**  *1 minute* | | | | | | **1. Writing Prompt** |
| Synopsis: | | | | Review strategy: | | | Review strategy: | | |  |
| **2. New Vocabulary** *1–2 minutes* | | | | | | | | | | **2. Plan** *3–5 minutes* |
| Steps: 1. Define 2. Connect 3. Relate to Book 4. Turn and Talk | | | | | | | | | |  |
| p. | Word-Synonym | | | p. | Word-Synonym | | p. | Word-Synonym | |
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| **3. Read and Respond** *10–12 minutes* | | | | | | | | | | **3. Write With Prompting**  *15–17 minutes* |
| **Model Strategy**  *(if necessary)* | | | | **Prompts for Fluent Readers**  *Explain what you just read.*  *Were there any confusing parts (words, sentences)? How can you help yourself?*  *What are you thinking? Why do you think that?*  *What questions do you have? What are you wondering? Summarize what you read. What’s most important?*  *What motivated the character to do (or say) that? How is the character feeling (changing)?*  *What caused ? What was the effect of ? What is the theme/author’s message?*  *Why did the author include this text feature? Explain it.* | | | | | | *Observations and Teaching Points:* |
|  | | | |
| **4. Discuss and Teach** *4–5 minutes* | | | | | | | | | |
|  | | | |  | | |  | | |
| **5. New Word List** *1–2 minutes* | | | | | | | | | |
| Word | | Definition | | Word | | Definition | Word | | Definition |
|  | |  | |  | |  |  | |  |
|  | |  | |  | |  |  | |  |
|  | |  | |  | |  |  | |  |
| **6. Next Steps** | | | Text was: Hard Appropriate Easy | | | | Next Focus: | | | Students to assess and analyze: |

Complete the shaded boxes before you meet with the group. Add observations and notes during the lesson.

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| **Teacher Notes—Fluent Readers (N and Higher)** | |
| **Dates: Observations** | **Next Steps** |
| Student |  |
| Student |  |
| Student |  |
| Student |  |
| Student |  |

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