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| **Fluent Guided Reading Plan (Levels N and Higher)** |
| **Dates** | **Title/Level** | **Comprehension Focus** |
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| **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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