

Transitional Guided Reading Lesson – 5 day/30 minutes – DRA 18-38

Book Title: _____ DRA Level: _____ Strategy Focus: _____

Day 1 Date: _____ Pages: _____	Day 2 Date: _____ Pages: _____	Day 3 Date: _____
Core Vocabulary Writing (1 minute) (EL: Teach correct pronunciation of sounds not found in first language.)	Core Vocabulary Writing (1 minute) (EL: Teach correct pronunciation of sounds not found in first language.)	Core Vocabulary Writing (1 minute) (EL: Teach correct pronunciation of sounds not found in first language.)
Introduce New Book 4-5 minutes: This book is about _____ (EL: Connect to students' background, allow student-to-student interaction use visuals to support vocabulary.) <hr/> <hr/> New vocabulary: _____ Prediction Stopping Point: _____ Preparing for DRA 28+ Think about the title, the pictures, and what you have read so far. Tell me what you know about the characters.	Continue reading the book. You will read about _____ (EL: Connect to students' background, allow student-to-student interaction use visuals to support vocabulary.) <hr/> <hr/> New vocabulary: _____	Individual Student Assessment w/conference while other students reread familiar books (3-5 minutes) Reread book for fluency. 3-5 minutes Revisit current book for purposeful questioning & student retrieval of answers in text. (3-5 minutes)
Text Reading With Prompting 10-12 minutes: Use the prompts that are appropriate for each student.		
Teaching Points After Reading 3-4 minutes: Choose 1 or 2 each day (decoding, vocabulary, fluency, and/or comprehension). (EL: Use clear and simple language, repetition, rephrasing and explicit modeling.)		
Decoding strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Reread & think what would make sense. <input type="checkbox"/> Cover (or attend to) the ending. <input type="checkbox"/> Use a known part. (e.g. <i>shouted</i>) <input type="checkbox"/> Use analogies. (e.g. <i>saw – jaw</i>) <input type="checkbox"/> Chunk big words. (re-mem-ber) <input type="checkbox"/> MSI (syllabication method) 	Vocabulary Strategies <ul style="list-style-type: none"> <input type="checkbox"/> Reread the sentence and look for clues. <input type="checkbox"/> Check the picture or visualize. <input type="checkbox"/> Use a known part.(e.g. compound word) 	Fluency & Phrasing <ul style="list-style-type: none"> <input type="checkbox"/> Phrasing. <input type="checkbox"/> Attend to bold words. <input type="checkbox"/> Dialogue, intonation & expression. <input type="checkbox"/> Attend to punctuation.
Comprehension: (oral) • B-M-E • GO! Shapes • Five-finger retell • S-W-B-S • Describe a character's feelings		
Discussion Question 2-3 minutes: Prepare a question that requires students to make inferences or draw conclusions. See CCPS Essential Questions. (EL: Allow wait time, provide time and support to develop academic oral language. Emphasize correct grammar structure and use of vocabulary based on a language objective.)	Discussion Question 2-3 minutes: CCPS Essential Questions OR DRA Focus: Interpretation 18-24 What do you think the author is trying to tell you in the story? 28+ What do you think the character learned? (EL: Allow wait time, Provide time and support to develop academic oral language. Emphasize correct grammar structure and use of vocabulary.)	Oral Retelling (10-12 minutes) using connecting words, vocabulary from story, character names & important details. (EL: Allow wait time. Provide time and support to develop academic oral language. Emphasize correct grammar structure and use of vocabulary.)
Word Study 3-5 minutes (if appropriate) Sound boxes – Analogy chart – Make a big word (MSI: incorporate finger tapping when appropriate)	Word Study 3-5 minutes (if appropriate) Sound boxes – Analogy chart – Make a big word (MSI: incorporate finger tapping when appropriate)	Discussion Question 2-3 minutes: DRA Focus: Reflection What do you think was the most important thing that happened in the story? Why do you think that was important?
Day 4 and 5 Dates: _____		
Day 4: Revisit current book for purposeful questioning & student retrieval of answers in text AND/OR Discussion Questions. 3-5 minutes Guided Writing 20-25 min [planning, student writing w/support] Individual Teaching Points for Guided Writing: spelling, organization, complete sentences, mechanics, sentence variety Possible Writing Responses: Beginning-Middle-End OR Time Order Words: First, Then, Next, After that, Finally, Last OR Scaffold Summary: In the beginning, Next, Then, After that, In the end. (MSI: teacher models pounding of syllables/words; encourages finger tapping for reg. words, arm tapping for non-reg. words, COPS) (EL: Scaffold with oral practice, sentence stems, graphic organizers, word banks. Emphasize correct grammar structure and use of vocabulary.)		

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Developed for Bensley Elementary by Patricia Kelly, Reading Specialist, March 2012. Based on The Next Step in Guided Reading by Jan Richardson.