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

**Book Title:**

**Day 1 Date:** ____________________________  **Pages:** ____________________________  **DRA Level:** ______  **Strategy Focus:** ____________

<table>
<thead>
<tr>
<th>Core Vocabulary Writing (1 minute)</th>
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<tr>
<td>[EL: Teach correct pronunciation of sounds not found in first language]</td>
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**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.]

**Continue reading the book.** You will read about

[EL: Connect to students’ background, allow student-to-student interaction, use visuals to support vocabulary.]

**Observation:**

**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.

**New vocabulary:**

**Prediction Stopping Point:**

Revisiting current book for purposeful questioning & student retrieval of answers in text (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 Prompts** 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).

**Decoding strategies:**

- Reread & think what would make sense.
- Cover (or attend to) the ending.
- Use a known part. (e.g. shouted)
- Use analogies. (e.g. saw – jaw)
- Chunk big words. (re-mem-ber)
- MSI (syllabication method)

**Vocabulary Strategies**

- Reread the sentence and look for clues.
- Check the picture or visualize.
- Use a known part.(e.g. compound word)

**Fluency & Phrasing**

- Phrasing.
- Attend to bold words.
- Dialogue, intonation & expression.
- Attend to punctuation.

**Comprehension:** (oral)

- B-M-E
- GO! Shapes
- Five-finger retell
- S-W-B-S
- Describe a character’s feelings

**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: 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.]

**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:**

**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.]

**Day 4: Revisit current book for purposeful questioning & student retrieval of answers in text AND/OR Discussion Questions.** 3-5 minutes
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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.