

# Fluent Guided Reading Plan (Levels N and Higher)

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

## Teacher Notes—Fluent Readers (N and Higher)

Dates:	Observations	Next Steps
Student _____		
Student _____		