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Transitional guided reading

“Transitional readers are able to read text above level 1. They have a larger bank of sight words, but they are still learning to decode big words, increase fluency, expand vocabulary, and improve comprehension.”

-Jan Richardson

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Guided reading lesson

Strategy FOCUS:

-  self-monitoring
-  decoding
-  fluency
-  word study
-  retell

Strategy FOCUS:

SELF-MONITORING

The student stops and tries to fix the error when meaning breaks down.

TEACHER TIP: Some transitional readers do not monitor for meaning. They make a mistake yet continue to read even though what they are reading does not make sense. To fix this problem, wait until the student finishes the sentence and ask, “Did that make sense?” When you are prompting students to monitor, ignore errors that that make sense. Focus on errors that the student can fix by monitoring for meaning. Praise a student for pausing when they realize what they have read did not make sense.

Strategy FOCUS:

● decoding

Good decoders break words into parts (chunks) and attend to all inflectional endings.

TEACHER TIP: As you prompt students to decode words, remind them to also think about the story. Good readers use phonics to get an approximate pronunciation that is confirmed with meaning. *Prompts:* What can you try to help yourself figure out that word? Reread that sentence and think about what would make sense and look right. Check all the way to the end of the word. Check the beginning, middle, or ending, of the word. Can you cover the ending? What chunks can you find? Do you know another word that looks like that?

Strategy FOCUS:

● fluency

How quickly, accurately, automatically and expressively a student reads.

TEACHER TIP: Readers at the transitional stage may still require fluency instruction. Time the student's reading and compare the reading rate (word count per minute) to grade level standards. Reading speed is not the goal, but it will tell whether fluency needs to be a focus strategy for your student. If you notice a child is not fluent, first check the text level. You should prompt for fluency when the reading is accurately but slowly, it is appropriate to prompt for fluency. Prompts: How would the character say that? Can you read it like the character? Put the words together so it sounds smooth. Slide your finger over the words to push the student's eye forward.

Strategy FOCUS:

● word study

Written words are composed of letter patterns representing the sounds of spoken words.

TEACHER TIP: The skills commonly taught at the transitional level include short vowels, digraphs, blends, vowel combinations, silent e, and endings. There are many resources for teaching these skills. Word study activities should be efficient and effective for teaching skills to transitional readers. They should be engaging and purposeful and can be completed in 3-5 minutes in your small group.

Strategy FOCUS:

● retell

The student's basic understanding of the text.

TEACHER TIP: Ask the student to retell what he or she read. Do not prompt for details, but ask the student if he or she remembers anything else. Retelling is different based on fiction or non fiction.

Fiction: retelling should include the characters, problem, solution, and important details. Major plot elements are retold completely, accurately, and in order.

Non-Fiction: Includes every main idea, supported by at least one or two details. Organization follows the scheme of the book. Use of vocabulary from book.

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Materials for Transitional guided reading LESSONS

- Leveled books
- lesson plans
- Dry erase board and marker
- word study materials
- timer
- Word wall
- assessment kit

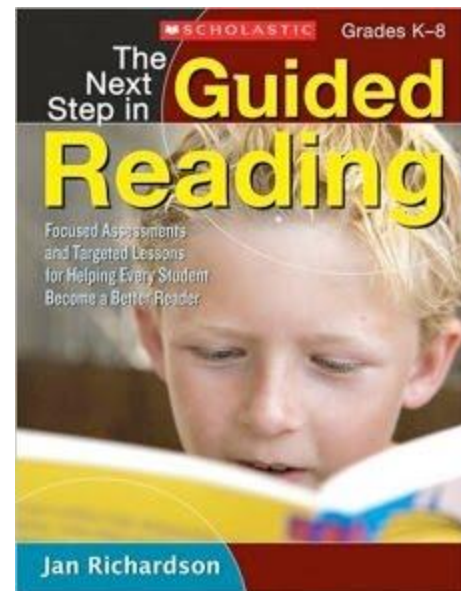
Riveting Reading Instruction

For Small Groups



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