# DEVELOPMENT Transitional GR Levels 12-17

# RESEARCH

Additional words from the Oxford Wordlist introduced in the guided reading texts for the Transitional stage of the reader:

also	shark
as	show
bit	sleep
black	snake
blue	soccer
book	that's
cat	today
computer	told
could	who
couldn't	woke
cousin	work
cousins	world
dinner	yesterday
ever	
fairy	
fish	
Friday	
friend	
funny	
girl	
lost	
monster	
named	
nice	
OK	

pool

On Friday night, Eddie, Pippa, Mum and Dad caught the bus into town. When they got to the stadium, Dad bought the tickets and they walked inside.

"Let's see," said Dad. "Area G, row G. I don't think I've been up there before. Where is it?"

Eddie looked at a map on the wall. "It's over here and up there," he said. "Follow me."

WOMBATS AREA ROV KOALAS G

#### from Tickets to the Game

higher-level concepts and more challenging ideas

Where is it?

"Follow me

page.

multiple clauses in one sentence

47

77

89

92

116

119

169

191 187

196

277 where

walked 286

here 302

short paragraphs with illustrations or other forms of visual literacy

less repetition of high frequency words

### Meaning

ASK How did the family travel to the footy? ASK Where did Dad buy the tickets inside or outside the stadium? ASK Why do you think there was a map

of the stadium on the wall? Structure

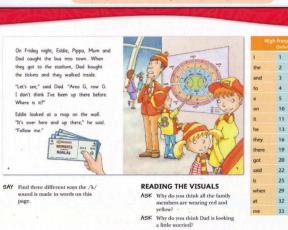
SAY Find some of the action verbs in the text. Can you replace them with other words that have a similar meaning? SAY The words 'on the wall' tell you

where the man was located. What type of phrase is this? (adverbial SAY Find words on these pages that have an /or/ sound. Which letters make

this sound? Is it always the same letters? Visual

SAY Look at the words 'Let's', 'don't', 'I've' and 'It's'. Which letter or letters have been left out to mak the contractions

SAY Find a word on this page that has three syllables.





IN PRACTICE

### STRATEGIES REQUIRED BY THE READER

- Infer meaning from pictures, photographs and a range of visual communicators
- > Read complex sentences and understand that a conjunction has been used to bind two phrases, with one being dependent on the other for meaning
- > Use organisational features in non-fiction texts to add information and gain greater meaning
- > Use punctuation to assist with fluency and phrasing, and comprehension of a range of texts
- > Reflect on story or information to help with meaning
- > Integrate all three cueing systems through questioning (e.g. "How did I work that word out?")
- > Cross-check meaning and other cues to confirm vocabulary
- Demonstrate persistence and re-read if necessary
- > Use glossary and non-fiction text features, such as indexes and headings, to retrieve information

### STRATEGY SUPPORT

The Teaching Version scaffolds and guides the teacher through the guided reading session.

Stage of reader:	Transitional
Text level:	16
Word count:	300
Text type:	Narrative
Theme:	Map reading
Key visual communicator:	illustrations including maps
Purpose of the visuals:	to enrich and support the narrative structure

from Tickets to the Game, Teaching Version