



COMPONENTS:

- 6 leveled texts (3 fiction & 3 nonfiction)
- professionally illustrated fiction texts
- standards-based Lesson Plans
- word work instruction
- running records for each text
- teaching instructional guides



Created by:
Anna DiGilio - Simply Skilled Teaching

GUIDED READING

TABLE OF CONTENTS

Book	Sight Words	Word Work	Page Number
<u>Mom's Birthday Treat</u>	you who all	Digraphs & Short Vowels	Pages 49-80
<u>The Kwanzaa Dress</u>	she your will	Digraphs & Short Vowels	Pages 82-112
<u>Ready to Quit</u>	was but said	Digraphs & Short Vowels	Pages 114-144
Non-Fiction Texts			
<u>Let's Visit the Lighthouse</u>	have they some	Digraphs & Short Vowels	Pages 146-167
<u>Herding Dogs</u>	do are their	Digraphs & Short Vowels	Pages 169-192
<u>What is a Mule?</u>	from what more	Digraphs & Short Vowels	Pages 194-214

UNIT COMPONENTS

- ✓ 6 leveled readers – Level D – 3 fiction & 3 nonfiction texts
- ✓ professionally illustrated fiction books in color and black and white
- ✓ full-color vivid photographs in all nonfiction readers
- ✓ leveled texts in TWO printing formats: one-sided and double-sided books
- ✓ fully developed 3-day lesson plans for each book
- ✓ digital books to use on tablets/iPads via QR code
- ✓ running records for each book
- ✓ reading strategy fans in 2 orientations – portrait & landscape
- ✓ 6 instructional trifolds to help guide your reading instruction
- ✓ guided writing booklet for comprehension responses and dictation
- ✓ text-dependent interactive notebook templates
- ✓ word work workmats and letters for each book
- ✓ guided reading binder cover and spine

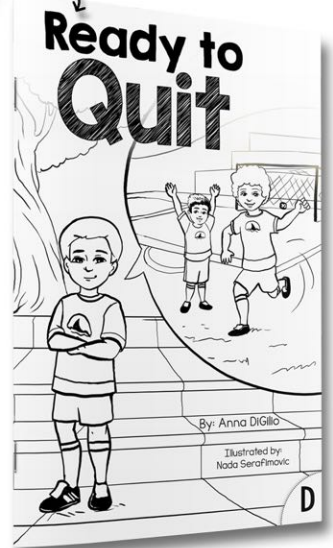
LEVELED BOOKS

6 texts per level

3 fiction & 3 non-fiction



color & black/white fiction texts



printable book

"Dylan, you can't quit just because you lose. If all teams lost players when they lost games, there would be no teams. Keep playing, you will get better."



"But I have been playing all season. I want to win a game!"
"I know. Winning comes from hard work. Are you thinking about your job on the field? Or just about winning?"
Dylan's dad asked.

digital book on tablets or iPads via QR code scan



LESSON PLANS


Day 1


Digital Book QR Code



Teach-ITS

TITLE: Ready to Quit **LEVEL:** D

STRATEGY FOCUS: 

DIGITAL BOOK: 

COMPREHENSION FOCUS:
 Ask & Answer Questions
 Describing Characters
 Problem and Solution

DAY 1	DAY 2						
<p>SIGHT WORD INSTRUCTION: Follow the procedures in the Sight Word Instruction Trifold.</p> <p style="text-align: center;">but was said</p> <p>BOOK INTRODUCTION: This story is about a little boy named Dylan. He wants to quit his soccer team because they never win. Read the story to find out what happens.</p> <p>PREVIEW & PREDICT: After introducing the text, allow the students to preview the pictures and make predictions. Help students understand difficult concepts or to explain specific illustrations. (Review non-fiction text features in expository texts.)</p> <p>VOCAB INTRO: Follow the procedure in the Vocabulary Instruction Trifold. Introduce the following words: (The page numbers are next to each word.) tough 1, quit 2, worried 7, spirit 8</p> <p>READ & PROMPT: Students will whisper-read the text independently while you listen in and prompt them with strategic, problem-solving actions. Use the Guided Reading Instructional Guide to help prompt your students for decoding, fluency, comprehension and/or vocabulary. This is the time to differentiate your instruction based on students' needs.</p> <p>DISCUSSION PROMPTS: Discuss the story using open-ended questions and focus on a comprehension strategy.</p> <p>COMPREHENSION FOCUS: Problem/Solution: <i>What was the problem in this story? How was the problem solved?</i></p> <p>COMPREHENSION FOCUS: Describing Characters: <i>How can you describe Dylan? What words can you think of that describe what he is like, but not how he looks? Why do you think that?</i></p> <p>STRATEGY INSTRUCTION: Choose 1 or 2 reading strategies to teach and practice. Use the Strategy Instruction fans to help you teach the skill. Choose the strategy based on your anecdotal notes from the students' reading.</p> <p>WORD WORK INSTRUCTION: Choose one or both Word Work activities to complete.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">BOX-ITS</th> <th style="width: 50%; text-align: center;">MAKE-ITS</th> </tr> </thead> <tbody> <tr> <td> Read the Box-Its Trifold to follow the process and procedures to use Sound Boxes. You need the Box-Its workmat with 3 boxes. </td> <td> Read the Make-Its Trifold to follow the process and procedures to do a Making Words lesson. You need the Make-Its workmat and the recording sheet with the large letters. </td> </tr> <tr> <td> 1 chin 2 hush 3 this 4 chap 5 bush </td> <td> 1 dish 2 dash 3 lash 4 mash 5 much 6 such </td> </tr> </tbody> </table>	BOX-ITS	MAKE-ITS	Read the Box-Its Trifold to follow the process and procedures to use Sound Boxes. You need the Box-Its workmat with 3 boxes.	Read the Make-Its Trifold to follow the process and procedures to do a Making Words lesson. You need the Make-Its workmat and the recording sheet with the large letters.	1 chin 2 hush 3 this 4 chap 5 bush	1 dish 2 dash 3 lash 4 mash 5 much 6 such	<p>SIGHT WORD REVIEW: Follow the procedures in the Sight Word Instruction Trifold. Review sight words from the day prior or focus on a specific sight word that your student/s are having difficulty with.</p> <p>RE-READ & PROMPT: Students will re-read the text by whisper-reading while you listen in and prompt them with strategic, problem-solving actions. Use the Guided Reading Instructional Guide to help prompt your students for decoding, fluency, comprehension and/or vocabulary. Continue to differentiate your instruction based on students' needs. Refer to your anecdotal notes from the day prior to review specific skills/strategies based on students' needs.</p> <p>DISCUSSION PROMPTS: Discuss the story using open-ended questions and focus on a comprehension strategy.</p> <p>COMPREHENSION FOCUS: Key Details: <i>What is the setting of this story? How do you know?</i></p> <p>COMPREHENSION FOCUS: Understanding Central Message: <i>What lesson can you learn from this story? Do you think Dylan learned a lesson?</i></p> <p>COMPREHENSION FOCUS: Describing Characters: <i>Did Dylan change in this story? If so, how?</i></p> <p>STRATEGY INSTRUCTION: Review the strategies taught yesterday or use your anecdotal notes to focus on a specific strategy that students are struggling with. Use the Strategy Instruction fans to help you teach the skill.</p> <p>SENTENCE DICTATION: Prepare a Sentence Dictation Booklet or use your students' notebooks.</p> <p>1 Dad and I like to play soccer together. He shows me new skills.</p> <p>2 Dan helps mom set the table. He puts out the dishes and forks.</p> <p>OPTIONAL GUIDED WRITING: If time allows, ask students to write about the beginning, middle, and end of the story. Have students turn and talk to a partner to share one sentence about each part of the story. Students should then write one sentence about each part of the story in their notebook.</p>
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<p>DAY 3</p> <p>GUIDED WRITING:</p> <p>1 Use the Problem and Solution guided writing interactive notebook template. Review this concept with the students and help them verbalize what the problem and solution was in the story and how to put that into words. Allow students to share their writing if time allows.</p> <p>2 {Additional Activity} Answer the text-dependent questions.</p>							

Sight Word Instruction

Book Intro

Preview & Predict

Vocab Instruction

Active Reading w/ Strategy Prompting

Discussion Prompts

Strategy Instruction

Word Work Instruction

LESSON PLANS

Day 2

Teach-ITS

TITLE: Ready to Quit			LEVEL: D		
STRATEGY FOCUS: 			DIGITAL BOOK: 	COMPREHENSION FOCUS: Ask & Answer Questions Describing Characters Problem and Solution	
DAY 1			DAY 2		
SIGHT WORD INSTRUCTION: Follow the procedures in the Sight Word Instruction Trifold. but was said			SIGHT WORD REVIEW: Follow the procedures in the Sight Word Instruction Trifold. Review sight words from the day prior or focus on a specific sight word that your student/s are having difficulty with.		
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COMPREHENSION FOCUS: Describing Characters: <i>How can you describe Dylan? What words can you think of that describe what he is like, but not how he looks? Why do you think that?</i>			OPTIONAL GUIDED WRITING: If time allows, ask students to write about the beginning, middle, and end of the story. Have students turn and talk to a partner to share one sentence about each part of the story. Students should then write one sentence about each part of the story in their notebook.		
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BOX-ITS Read the Box-Its Trifold to follow the process and procedures to use Sound Boxes. You need the Box-Its workmat with 3 boxes.		MAKE-ITS Read the Make-Its Trifold to follow the process and procedures to do a Making Words lesson. You need the Make-Its workmat and the recording sheet with the large letters.			
1 chin 2 hush 3 this 4 chap 5 bush		1 dish 2 dash 3 lash 4 mash 5 much 6 such			

Sight Word Review

Active Re-Reading w/ Strategy Prompting

Discussion Prompts

Strategy Instruction

Sentence Dictation

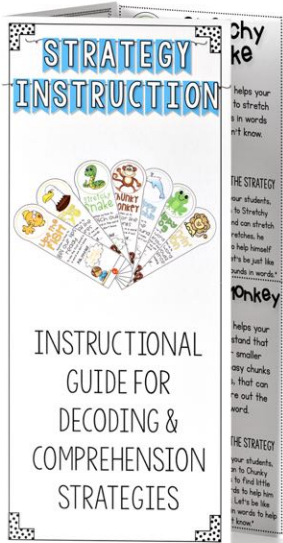
Guided Writing (if time allows)

Day 3

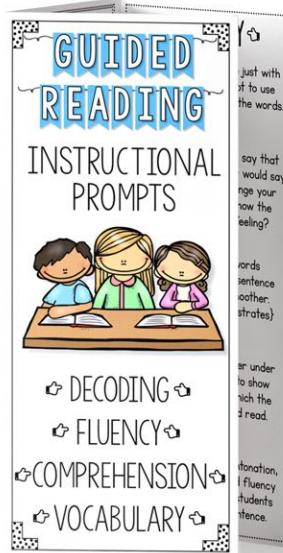
 Guided Writing

INSTRUCTIONAL TRIFOLDS

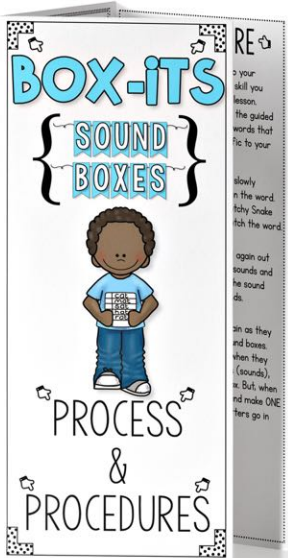
These Instructional Trifolds are your teaching guides. They provide you with the process and procedures for conducting lessons within your reading instruction.



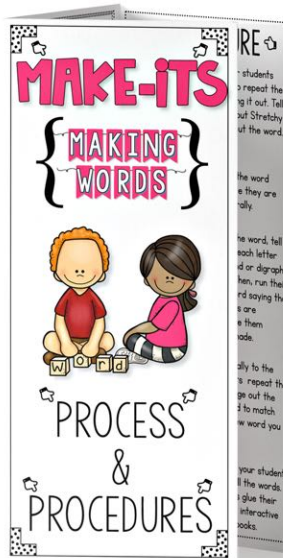
Strategy Instructional Trifold correlates to the Strategy Fans and provides detailed lessons for teaching reading strategies.



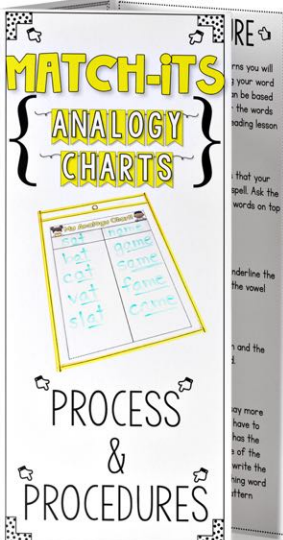
Guided Reading Instructional Trifold provides the teacher with verbal prompts for fluency, decoding, comprehension and vocabulary while students whisper read.



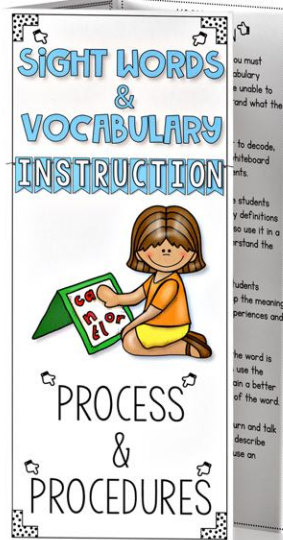
Box-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for using Sound Boxes during word study.



Make-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for conducting a Making Words activity.



Match-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for using Analogy Charts during word study.



Sight Words & Vocabulary Instructional Trifold provides the teacher with step-by-step lesson procedures sight word instruction and vocabulary acquisition.

STRATEGY FANS

These Strategy Fans will give your students the support they need as they begin to learn and use their decoding and comprehension strategies while they read.



vertical fan

paper fastener

10 inches tall

If you print 2-sets to a page, they will print smaller

6.5 inches tall

horizontal fan

Lips the FISH
 teaches us how to get our lips ready to say the first sound in a word we don't know.
 Ask yourself...
 Does it look right?

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 teaches us how to get our lips ready to say the first sound in a word we don't know.
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Lips the Fish
 teaches us how to get our lips ready to say the first sound in a word we don't know.
 Ask yourself...
 Does it look right?

Eagle Eye
 teaches us how to look at the picture closely to see if we can figure out the words.

Stretchy Snake
 teaches us how to stretch each sound in the word that we don't know. Look for chunks that we know in a word to help us figure it out.

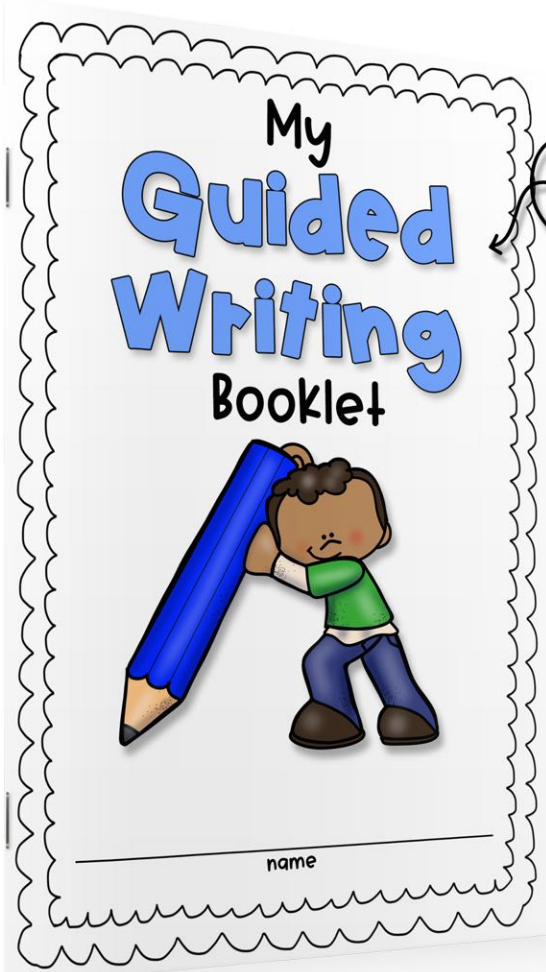
Hunky Monkey
 teaches us how to look for the links in a word to help us figure it out.

Dippy Dolphin
 teaches us how to skip to the end of the sentence to see if we can figure out the word.

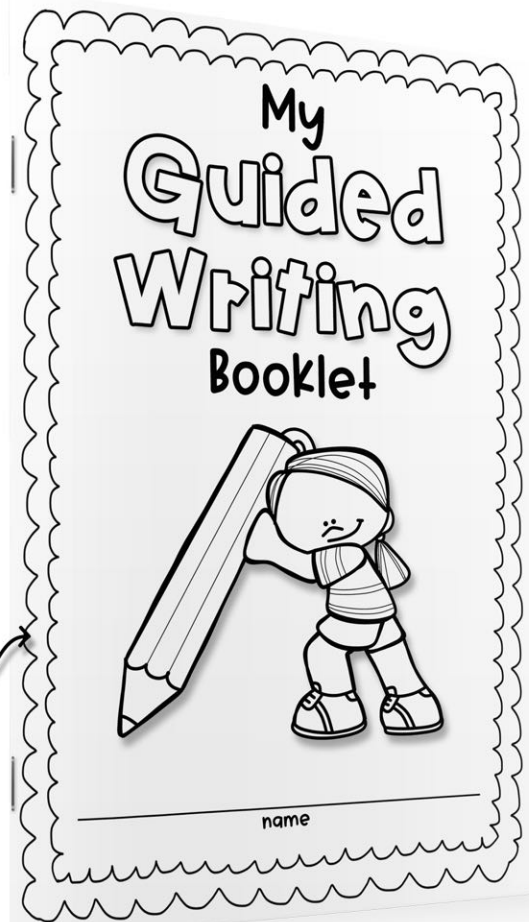
Lippy Lion
 teaches us how to know what word would make sense when we sound it out.

GUIDED WRITING

These Guided Writing Booklets provide a place for your students to respond to the books they are reading. They can also be used for the sentence dictation practice that the students will do while working through Reading Levels D-G.



full color
booklet covers



black and white
booklet covers

INTERACTIVE NOTEBOOKS

NOT ALL SHOWN

Directions: Read the story *Mom's Birthday Treat*. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap write about that part of the story.

Mom's Birthday Treat

BEGINNING

Write-ITS

First, cut out the whole rectangle. Then, cut straight across the dotted lines and stop at the solid line. Last, write about the story under the flaps. Follow the sentence frame to write about what the little boy in the story wanted.

MOM'S BIRTHDAY TREAT

SOMEBODY

WANTED

BUT

SO

THEN

Directions: Read the story *Ready to Quit*. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap write about that part of the story.

Ready to Quit

BEGINNING

MIDDLE

END

Directions: Read the story *Ready to Quit*. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap write about that part of the story.

READY TO QUIT

PROBLEM

SOLUTION

Write-ITS

Directions: Read the book *Let's Visit the Lighthouse*. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap write about that part of the story.

LET'S VISIT THE LIGHTHOUSE

BIG IDEA

FACT

FACT

FACT



Interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap write about that part of the story.

Directions: Read the book. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap write about that part of the story.

Thinking Within the Text

Look at the text in the story. Write down what you learned.

Why is this important to you?

Write down what you can be sure about from this text. Provide answers.

Nonfiction TDGs

Directions: Read the text book. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap write about that part of the story.

Thinking About the Text

How do you think the author is trying to inform the reader?

What do you think the author wants the reader to do or think?

What do you think the author wants the reader to do or think?

Nonfiction TDGs

Directions: Read the book. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap, answer the questions based on the text.

Thinking Beyond the Text

What is one of the most important ideas in this text?

What did you learn that was new information to you?

Can you think of another book that is similar to this one? If so, how are they similar?

Nonfiction TDGs

Write-ITS

HERD

FACT



Thinking Within the Text

Nonfiction TDGs

Thinking About the Text

How do you think the author is trying to inform the reader?

Fiction TDGs

Thinking Beyond the Text

What can you infer about the main character? Provide evidence from the story.

Fiction TDGs

Write-ITS