



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



GUIDED READING

UNIT COMPONENTS

- ✓ 6 leveled readers – Level E – 3 fiction & 3 nonfiction texts
- ✓ professionally illustrated fiction books in color and black and white
- ✓ full-color vivid photographs in all non-fiction 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

TABLE OF CONTENTS

Book	Sight Words	Word Work	Page Number
<u><i>The Long Trip</i></u>	two would one	Blends & Short Vowels	
<u><i>Max's Big Speech</i></u>	when people about	Blends & Short Vowels	
<u><i>The Perfect Gift</i></u>	each like make	Blends & Short Vowels	
Non-Fiction Texts			
<u><i>The Arctic Fox</i></u>	them not that	Blends & Short Vowels	
<u><i>Butterfly or Moth?</i></u>	these look which	Blends & Short Vowels	
<u><i>How is Butter Made?</i></u>	many there into	Blends & Short Vowels	

LEVELED BOOKS

6 texts per level

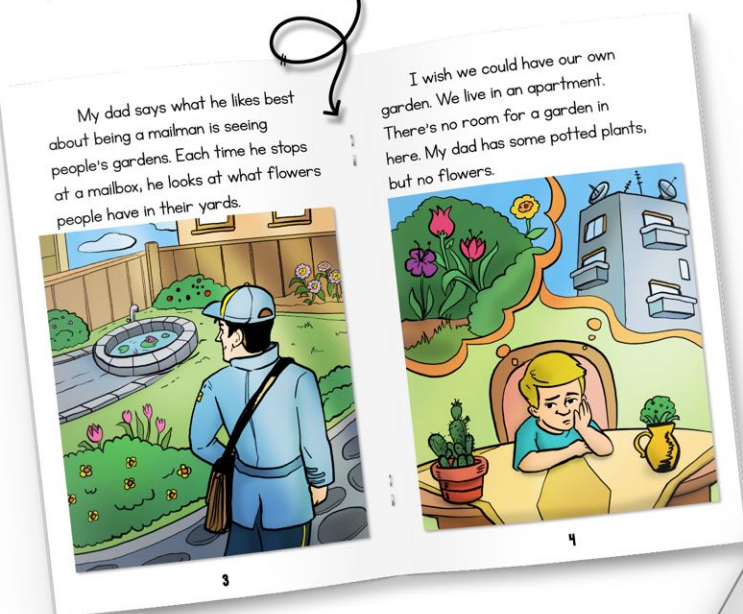
3 fiction & 3 non-fiction



color & black/white
fiction texts



printable book



digital book
on tablets
or iPads via
QR code scan



LESSON PLANS

Day 1

Digital Book QR Code



Sight Word Instruction

Book Intro

Preview & Predict

Vocab Instruction

Active Reading w/
Strategy Prompting

Discussion Prompts

Strategy Instruction

Word Work Instruction

TITLE: The Arctic Fox			LEVEL: E			
STRATEGY FOCUS: 			DIGITAL BOOK: 	COMPREHENSION FOCUS: Ask & Answer Questions Nonfiction Text Features Understanding Facts & Details		
DAY 1			DAY 2			
SIGHT WORD INSTRUCTION: Follow the procedures in the Sight Word Instruction Trifold. them not that			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.			
BOOK INTRODUCTION: This book is about the arctic fox. You will learn many different interesting facts about the Arctic fox. Read the book to learn all about Arctic foxes.			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.			
PREVIEW & PREDICT: (ASK prediction question prior to reading. See below) 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.			DISCUSSION PROMPTS: Discuss the story using open-ended questions and focus on a comprehension strategy.			
VOCAB INTRO: Follow the procedure in the Vocabulary Instruction Trifold. Introduce the following words: (The page numbers are next to each word.) cousin 1, predator 5, scraps 7, litters 8			COMPREHENSION FOCUS: Synthesizing: <i>What new information did you learn from this text?</i>			
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.			COMPREHENSION FOCUS: Making Connections: <i>What connections can you make to other books about Arctic foxes?</i>			
DISCUSSION PROMPTS: Discuss the story using open-ended questions and focus on a comprehension strategy.			COMPREHENSION FOCUS: Analyzing: <i>Look at page 7. How do the photographs on this page help you? What did you learn from them?</i>			
COMPREHENSION FOCUS: Prediction: <i>What do you think you are going to learn from this book based on what you already know about foxes?</i>			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.			
COMPREHENSION FOCUS: Analyzing: <i>Look at the Table of Contents. How does this page help you? What did you learn from this page?</i>			SENTENCE DICTATION: Prepare a Sentence Dictation Booklet or use your students' notebooks.			
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.			1 The grim man will grab the grill to cook the food. 2 The troll got stuck in the trap and had a scar on his leg.			
WORD WORK INSTRUCTION: Choose one or both Word Work activities to complete.			OPTIONAL GUIDED WRITING: If time allows, ask students to write one to three new facts that they learned about Arctic foxes. Ask the students to first write their facts in their Guided Writing booklet, and then go back to the text to find what page they learned that fact and write it next to the fact in their booklet.			
BOX-ITS Read the Box-Its Trifold to follow the process and procedures to use Sound Boxes. You need the Box-Its workmat with 4 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 grid	2 trip	3 grin	4 trot	5 skid		
		1 grim	2 trim	3 tram		
		4 scam	5 scab	6 grab		
DAY 3						
GUIDED WRITING: 1 Use the Nonfiction Text Features Trifold. If this is your students' first encounter with learning about nonfiction text features, I suggest completing the trifold together as a group. Review what a nonfiction text feature is and how these features help the reader learn more about the topic. 2 (Additional Activity) Answer the text-dependent questions.						

LESSON PLANS

Day 2

del

del Sight Word Review

del Active Re-Reading w/ Strategy Prompting

del Discussion Prompts

del Strategy Instruction

del Sentence Dictation

del Guided Writing (if time allows)

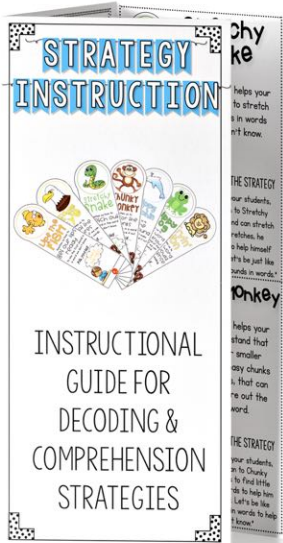
Day 3

Guided Writing

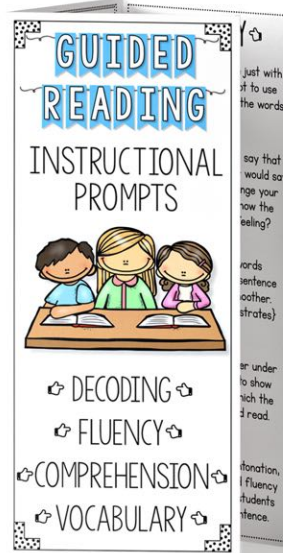
DAY 1		DAY 2	
<p>TITLE: The Arctic Fox</p> <p>LEVEL: E</p>		<p>TEACH-ITS</p>	
<p>STRATEGY FOCUS:</p>		<p>DIGITAL BOOK:</p>	<p>COMPREHENSION FOCUS:</p> <ul style="list-style-type: none"> Ask & Answer Questions Nonfiction Text Features Understanding Facts & Details
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<p>BOOK INTRODUCTION:</p> <p>This book is about the arctic fox. You will learn many different interesting facts about the Arctic fox. Read the book to learn all about Arctic foxes.</p> <p>PREVIEW & PREDICT: (ASK prediction question prior to reading. See below) 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.)</p> <p>cousin 1, predator 5, scraps 7, litters 8</p> <p>READ & PROMPT:</p> <p>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:</p> <p>Discuss the story using open-ended questions and focus on a comprehension strategy.</p> <p>COMPREHENSION FOCUS: Prediction: <i>What do you think you are going to learn from this book based on what you already know about foxes?</i></p> <p>COMPREHENSION FOCUS: Analyzing: <i>Look at the Table of Contents. How does this page help you? What did you learn from this page?</i></p> <p>STRATEGY INSTRUCTION:</p> <p>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>		<p>RE-READ & PROMPT:</p> <p>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:</p> <p>Discuss the story using open-ended questions and focus on a comprehension strategy.</p> <p>COMPREHENSION FOCUS: Synthesizing: <i>What new information did you learn from this text?</i></p> <p>COMPREHENSION FOCUS: Making Connections: <i>What connections can you make to other books about Arctic foxes?</i></p> <p>COMPREHENSION FOCUS: Analyzing: <i>Look at page 7. How do the photographs on this page help you? What did you learn from them?</i></p> <p>STRATEGY INSTRUCTION:</p> <p>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:</p> <p>Prepare a Sentence Dictation Booklet or use your students' notebooks.</p> <p>1) <i>The grim man will grab the grill to cook the food.</i></p> <p>2) <i>The troll got stuck in the trap and had a scar on his leg.</i></p> <p>OPTIONAL GUIDED WRITING:</p> <p>If time allows, ask students to write one to three new facts that they learned about Arctic foxes. Ask the students to first write their facts in their Guided Writing booklet, and then go back to the text to find what page they learned that fact and write it next to the fact in their booklet.</p>	
<p>BOX-ITS</p> <p>Read the Box-Its Trifold to follow the process and procedures to use Sound Boxes.</p> <p>You need the Box-Its workmat with 4 boxes.</p> <ol style="list-style-type: none"> grid trip grin trot skid 		<p>MAKE-ITS</p> <p>Read the Make-Its Trifold to follow the process and procedures to do a Making Words lesson.</p> <p>You need the Make-Its workmat and the recording sheet with the large letters.</p> <ol style="list-style-type: none"> grim trim tram scam scab grab 	
<p>DAY 3</p> <p>GUIDED WRITING:</p> <p>1) Use the Nonfiction Text Features Trifold. If this is your students' first encounter with learning about nonfiction text features, I suggest completing the trifold together as a group. Review what a nonfiction text feature is and how these features help the reader learn more about the topic.</p> <p>2) (Additional Activity) Answer the text-dependent questions.</p>			

INSTRUCTIONAL TRIFOLDS

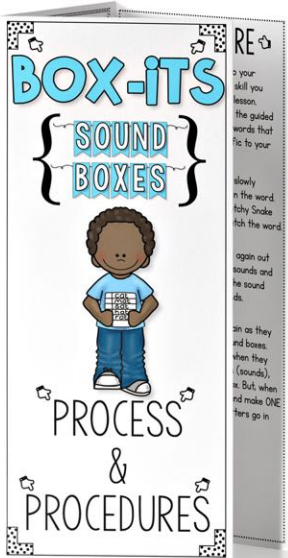
These Instructional Trifolds are your teaching guides. They provide you with the process and procedures for conducting lessons within your reading instruction.



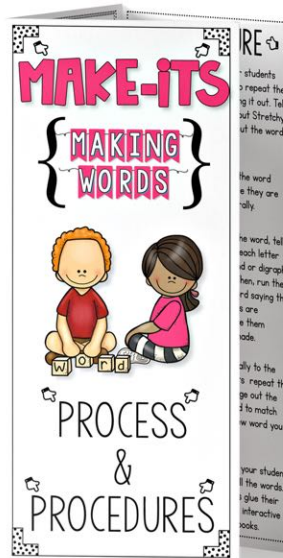
Strategy Instructional Trifold correlates to the Strategy Fans and provides detailed lessons for teaching reading strategies.



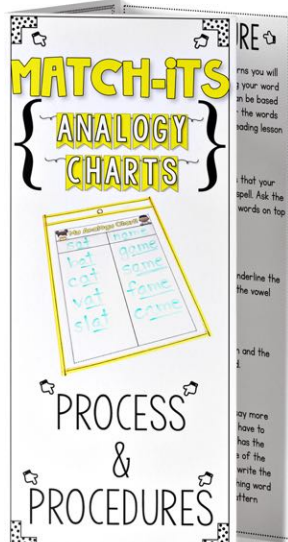
Guided Reading Instructional Trifold provides the teacher with verbal prompts for fluency, decoding, comprehension and vocabulary while students whisper read.



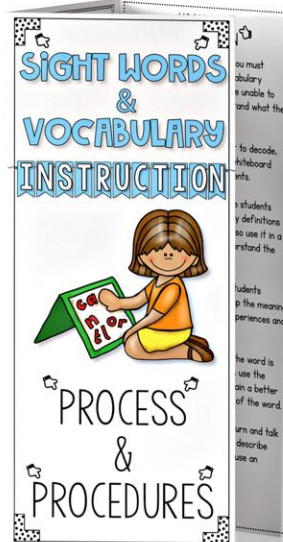
Box-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for using Sound Boxes during word study.



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.



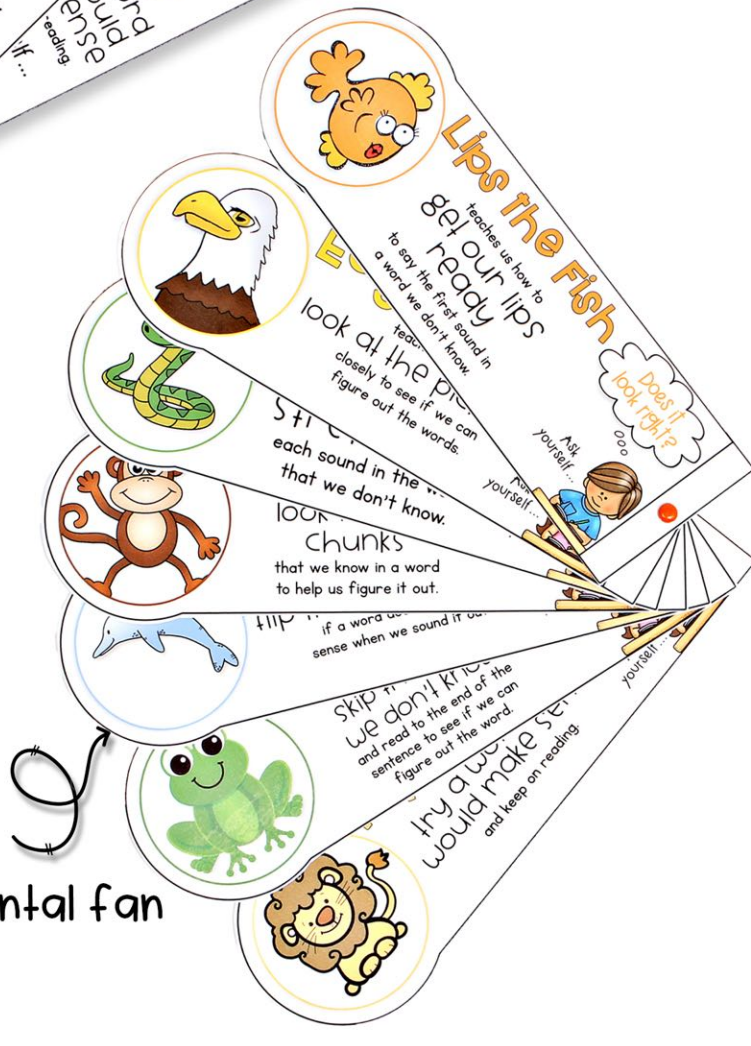
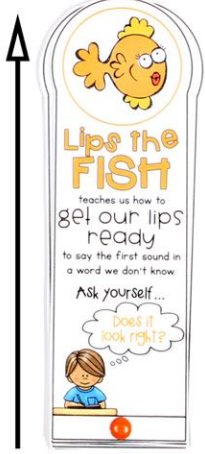
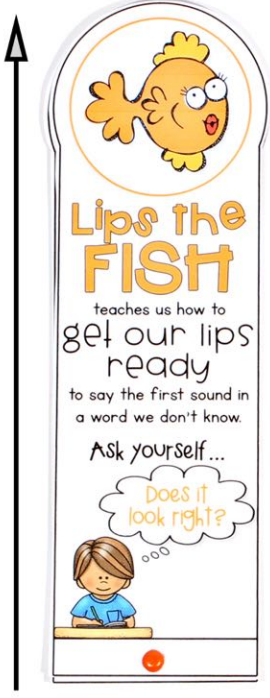
vertical fan

paper fastener

10 inches tall

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

6.5 inches tall



horizontal fan

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 _____ in the _____ you learned _____

Why is _____ important _____ you _____

Write _____ can be _____ this text _____ 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 _____ author _____ information _____ the _____

What do _____ author _____ need _____ to do a _____ the _____

What do _____ do to _____ meet _____ int _____

Nonfiction TDGs

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?

Write-ITS

HERD

FACT



Thinking Within the Text

Look at _____ in the _____ you learned _____

Nonfiction TDGs

Thinking About the Text

How do _____ author _____ information _____ the _____

Fiction TDGs

Thinking Beyond the Text

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

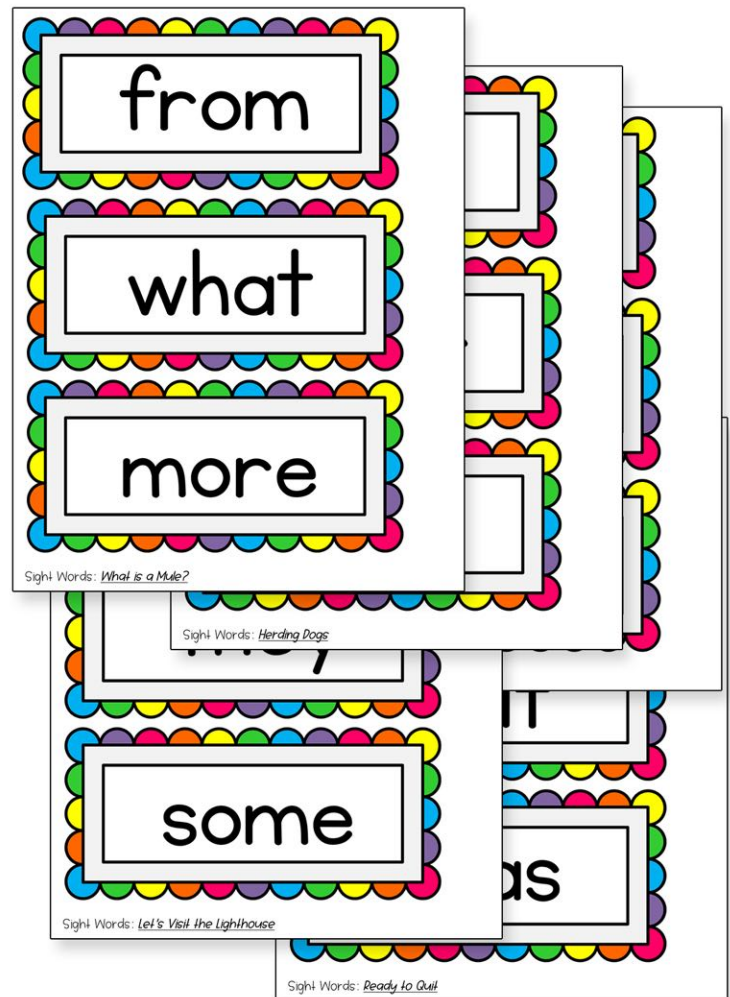
Fiction TDGs

Write-ITS

Sight Words

Each book within the unit expects you to teach 3 sight words. The sight words can be found in each book. I have included a Sight Word Progress Monitoring List and Sight Word cards to display after teaching the sight words for each book.

Guided Reading – Sight Word Progress Monitoring [Level D]										
Student Names: <i>J</i>										
<i>Ready to Quit</i>										
ready										
but										
was										
<i>Mom's Birthday Treat</i>										
who										
you										
all										
<i>The Kwanzaa Dress</i>										
she										
your										
will										
<i>Let's Visit the Lighthouse</i>										
have										
they										
some										
<i>Herding Dogs</i>										
are										
their										
do										
<i>What is a Mule?</i>										
from										
what										
more										



WORD WORK RESOURCES

Follow the process and procedures in the Instructional Trifolds to help guide your Word Work Lessons.

BOX-ITS
SOUND BOXES

PROCESS & PROCEDURES

RE →
your skill you lesson. the guided words that tie to your slowly in the word fishy Snake fish the word again out sounds and the sound ds. in as they and boxes when they (sounds), e. But, when nd make ONE here go in

MAKE-ITS
MAKING WORDS

PROCESS & PROCEDURES

RE →
students repeat the spell out. Tall out Stretch out the word e they are ally. ne word, tall each letter id or digraph) hen, run their saying the s one e them ode. ally to the s repeat the ge out the f to match w word you your students ll the words glue their interactive ooks.



MATCH-ITS
ANALOGY CHARTS

PROCESS & PROCEDURES

RE →
ms you will y your word n be based n the words oading lesson hat your spell. Ask the words on top nderline the the vowel n and the t ay more have to has the s of the writes the ing word itters.

BOX-ITS

NAME: _____
MAKE-ITS Mom's Birthday treat

h	o	s
p	t	c
n	a	i
b	e	d

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

MAKE-ITS:

h	p	t	c	p	t	c
n	a	i	n	a	i	
b	e	d	b	e	d	

My Analogy Chart!

My Analogy Chart!

My Analogy Chart!

Text-Dependent Questions

The following pages are Text-Dependent Questions. I have given you FOUR different printing options for the TDQs.

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 middle strip to your notebook. Answer each question and write the answer under each flap.

What kind of treat does mom like to have on her birthday?	MOM'S BIRTHDAY TREAT	What do they do right before giving mom her pie?
What type of pie does mom like?		What do they do after they cut the pie?
What part of the pie do they make first?		Why does the author say "Her smile was sweet as pie"?

Interactive Notebook Activity with Text-Dependent Questions

DISCUSSION CARDS

What kind of treat does mom like to have on her birthday?	What do they do right before giving mom her pie?
What type of pie does mom like?	What do they do after they cut the pie?
What part of the pie do they make first?	Why does the author say "Her smile was sweet as pie"?

Text-Dependent Question Discussion Cards
Cut out and laminate. Adhere the cards to popsicle sticks.

Directions: Read the story *Mom's Birthday Treat*. Cut out the strips below. Glue the strip into your notebook at the top of the page. Answer the question about the story. Write your answer in a complete sentence. Reread your sentence(s) to make sure it makes sense, sounds right, and you have correct punctuation.

What kind of treat does mom like to have on her birthday?
What type of pie does mom like?
What part of the pie do they make first?
What do they do right before giving mom her pie?
What do they do after they cut the pie?
Why does the author say "Her smile was sweet as pie"?

Text-Dependent Question Strips
Students cut strips, glue to notebook, and answer the questions on the lines in their notebooks.

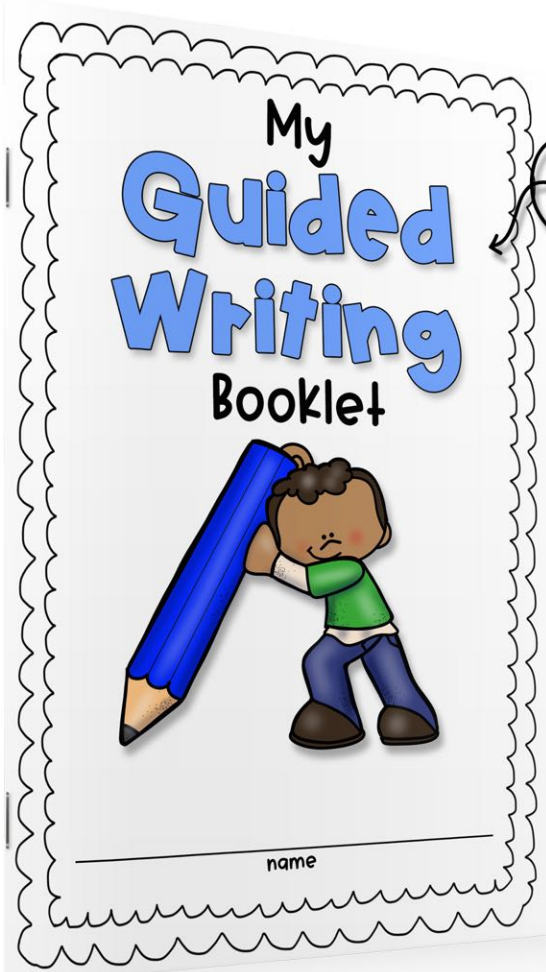
Directions: Read the story *Mom's Birthday Treat*. Cut out the strips below. Glue the strip into your notebook at the top of the page. Answer the question about the story. Write your answer in a complete sentence. Reread your sentence(s) to make sure it makes sense, sounds right, and you have correct punctuation.

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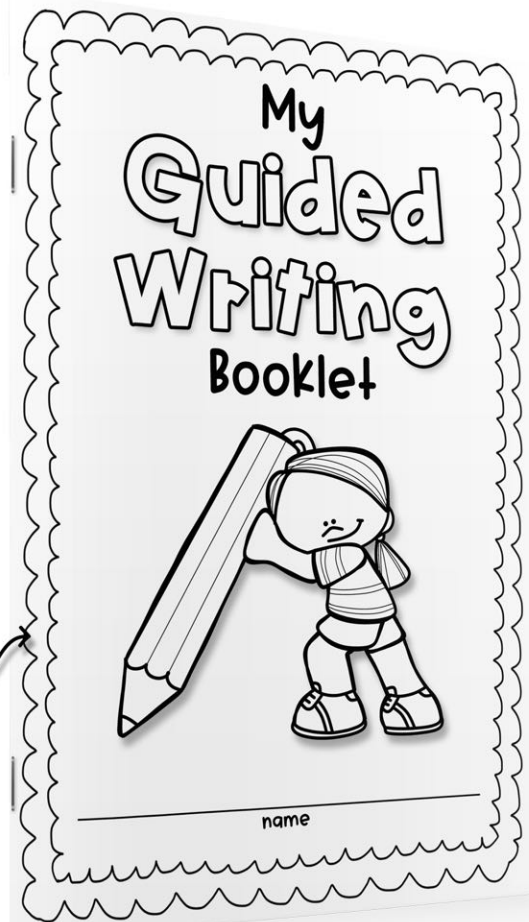
Text-Dependent Question Strips (all the same question)
Use these strips if you want your students to only answer one or more of the TDQs.

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