



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

TABLE OF CONTENTS

| Book | Sight Words | Word Work | Page Number |
|---|------------------------|--|---------------|
| <u><i>Puppy in the Park</i></u> | did her has | Initial/Final Blends & Long Vowel A {Magic E Rule} | pages 56-104 |
| <u><i>The Winter Concert</i></u> | for if an | Initial/Final Blends & Long Vowel I {Magic E Rule} | pages 106-147 |
| <u><i>EEEE! Mice!</i></u> | him my am | Initial/Final Blends & Long Vowel E {Magic E Rule} | pages 149-198 |
| Non-Fiction Texts | | | |
| <u><i>Busy Beavers</i></u> | its new way | Initial/Final Blends & Long Vowel O {Magic E Rule} | pages 200-232 |
| <u><i>All These Things with Strings</i></u> | sound place with | Initial/Final Blends & Long Vowel U {Magic E Rule} | pages 234-266 |
| <u><i>The History of Ice Cream</i></u> | write know over | Initial/Final Blends & Long Vowels U, I, A {Magic E Rule} | pages 268-300 |

GETTING STARTED

Thank you so much for purchasing my
Guided Reading Curriculum

Reach, teach, & LEARN

This unit incorporates all of the research-based best practices that must take place during your Guided Reading instruction for the maximum learning to be achieved by your students. The unit includes 6 H-leveled readers to help REACH and ENGAGE your students and help teach them the essential skills and strategies that they need to LEARN to become critical readers! We have to help our students grow into students who are learning to read into students who are reading to learn.

That is the ultimate goal of guided reading; helping our students to become independent critical readers where they can utilize their reading skills and strategies to succeed in all areas of their lives inside and outside of school!

UNIT COMPONENTS

- ✓ 6 leveled readers – Level H – 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

LEVELED BOOKS

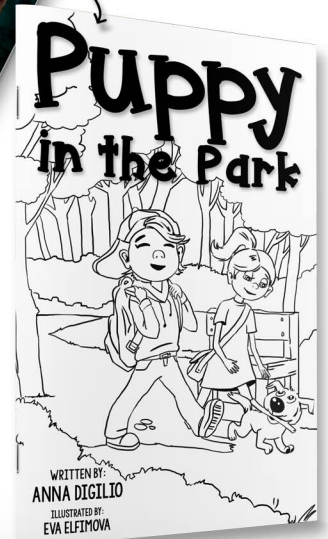
Professionally Illustrated Fiction Texts

6 texts per level

3 fiction & 3 non-fiction



printable book



Lucas pushed the branches apart. "Oh no! The dog was skinny and stuck. "Come on, boy! Come out!"
"Oh, look, he can't. He has a plastic grocery bag wrapped around his back leg. It's caught in the branches." Rona said. "People should clean up their trash!"
"People should look after their pets!" Lucas added.

"Maybe he is a stray. He has no collar. There's no tag, either," Rona whispered. The dog whimpered again. It also growled. "I think he's confused. It's like he doesn't know whether to trust humans or not."
"I hope he'll trust us soon. We'll help him get free!" Lucas promised.



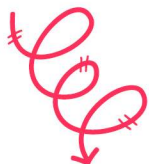
digital book on tablets or iPads via QR code scan



LESSON PLANS

Day 1

Digital Book QR Code



Teach-ITS

TITLE: Puppy in the Park **LEVEL:** H

STRATEGY FOCUS:

DIGITAL BOOK:

COMPREHENSION FOCUS:
 ☞ Inferring
 ☞ Describing Characters
 ☞ Problem and Solution

| DAY 1 | DAY 2 | | | | | | | | | |
|---|--|---|-----|---------|----------|-----------|--|--|---|---|
| <p>SIGHT WORD INSTRUCTION: Follow the procedures in the Sight Word Instruction Trifold.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>did</td> <td>her</td> <td>has</td> </tr> </table> <p>BOOK INTRODUCTION: This story is about a brother and a sister named Lucas and Rona. Lucas and Rona are walking through an alley when they find a stray puppy in need of some help. Read the story to find out how they help the puppy.</p> <p>PREVIEW & PREDICT: (Do the Prediction question 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.) crept 1, gasped 1, stray 3, whimpered 3, mused 4, responsible 11</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. COMPREHENSION FOCUS: Prediction: Based on the cover illustration and title of the story, what do you predict this story will be about? COMPREHENSION FOCUS: Retell: What happened in the beginning, middle and end of the story?</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 more Word Work activities to complete.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>BOX-ITS</th> <th>MAKE-ITS</th> <th>MATCH-ITS</th> </tr> </thead> <tbody> <tr> <td> Read the Box-Its Trifold to follow the process and procedures to use Sound Boxes. ☞ You need a Box-Its workmat with the correct number of boxes. 1 blame 2 plane 3 clasp 4 grace 5 grasp </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 & the recording sheet with the letters. 1 shave 2 grave 3 grade 4 trade 5 trace 6 place </td> <td> Read the Match-Its Trifold to follow the process and procedures to work on word analogies. ☞ You need the Match-Its workmat & dry-erase markers. ☞ Words for the top of the T-Chart: cat came 1 chat 1 shame 2 flag 2 blaze 3 clam 3 brave 4 slap 4 grape 5 flat 5 plate 6 snap 6 quake </td> </tr> </tbody> </table> | did | her | has | BOX-ITS | MAKE-ITS | MATCH-ITS | Read the Box-Its Trifold to follow the process and procedures to use Sound Boxes. ☞ You need a Box-Its workmat with the correct number of boxes. 1 blame 2 plane 3 clasp 4 grace 5 grasp | Read the Make-Its Trifold to follow the process and procedures to do a Making Words lesson. ☞ You need the Make-Its workmat & the recording sheet with the letters. 1 shave 2 grave 3 grade 4 trade 5 trace 6 place | Read the Match-Its Trifold to follow the process and procedures to work on word analogies. ☞ You need the Match-Its workmat & dry-erase markers. ☞ Words for the top of the T-Chart: cat came 1 chat 1 shame 2 flag 2 blaze 3 clam 3 brave 4 slap 4 grape 5 flat 5 plate 6 snap 6 quake | <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. COMPREHENSION FOCUS: Inferring: How would you describe Lucas and Rona? What have you learned about them from their actions? Provide examples from the story. COMPREHENSION FOCUS: Inferring: Based on the events of the story, how do you think their mom will react about their new family member? Explain your reasoning. COMPREHENSION FOCUS: Problem and Solution: What was the problem in the story? Describe the steps Lucas and Rona took to help free the puppy. Provide evidence from the story.</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 Guided Writing Booklet or use your students' notebooks. 1 Did Jane and her dog walk into the dark cave last night? 2 I asked Dave if he would trade his apple for my grapes. He said yes.</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 orally retell the events of the story first before writing it. Students should then write the events of the story in their notebook.</p> |
| did | her | has | | | | | | | | |
| BOX-ITS | MAKE-ITS | MATCH-ITS | | | | | | | | |
| Read the Box-Its Trifold to follow the process and procedures to use Sound Boxes. ☞ You need a Box-Its workmat with the correct number of boxes. 1 blame 2 plane 3 clasp 4 grace 5 grasp | Read the Make-Its Trifold to follow the process and procedures to do a Making Words lesson. ☞ You need the Make-Its workmat & the recording sheet with the letters. 1 shave 2 grave 3 grade 4 trade 5 trace 6 place | Read the Match-Its Trifold to follow the process and procedures to work on word analogies. ☞ You need the Match-Its workmat & dry-erase markers. ☞ Words for the top of the T-Chart: cat came 1 chat 1 shame 2 flag 2 blaze 3 clam 3 brave 4 slap 4 grape 5 flat 5 plate 6 snap 6 quake | | | | | | | | |
| <p>DAY 3</p> <p>GUIDED WRITING: 1 Use the Problem and Solution guided writing INB template. Discuss the challenge Rona and Lucas faced with the puppy and the three steps they took to help the puppy. Remind students that in most stories, characters are faced with a problem or challenge that needs to be solved. Orally discuss the problem these two characters faced in the story and discuss the steps they took to solve the problem. Allow students time to write the problem, three steps, and solution on the INB template. 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

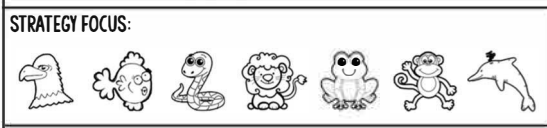
LESSON PLANS

Day 2

ell

TITLE: Puppy in the Park

LEVEL: H



DIGITAL BOOK:



COMPREHENSION FOCUS:
 • Inferring
 • Describing Characters
 • Problem and Solution

DAY 1

DAY 2

SIGHT WORD INSTRUCTION: Follow the procedures in the Sight Word Instruction Trifold.

SIGHT WORD INSTRUCTION: Follow the procedures in the Sight Word Instruction Trifold.

did her has

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 story is about a brother and a sister named Lucas and Rona. Lucas and Rona are walking through an alley when they find a stray puppy in need of some help. Read the story to find out how they help the puppy.

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: (Do the Prediction question 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 one comprehension strategy.
COMPREHENSION FOCUS: Inferring: How would you describe Lucas and Rona? What have you learned about them from their actions? Provide examples from the story.
COMPREHENSION FOCUS: Inferring: Based on the events of the story, how do you think their mom will react about their new family member? Explain your reasoning.
COMPREHENSION FOCUS: Problem and Solution: What was the problem in the story? Describe the steps Lucas and Rona took to help free the puppy. Provide evidence from the story.

VOCAB INTRO: Follow the procedure in the Vocabulary Instruction Trifold. Introduce the following words: (The page numbers are next to each word.)
 crept 1, gasped 1, stray 3, whimpered 3, mused 4, responsible 11

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.

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.

SENTENCE DICTATION:
 Prepare a Guided Writing Booklet or use your students' notebooks.
 1 Did Jane and her dog walk into the dark cave last night?
 2 I asked Dave if he would trade his apple for my grapes. He said yes.

DISCUSSION PROMPTS:
 Discuss the story using open-ended questions and focus on one comprehension strategy.
COMPREHENSION FOCUS: Prediction: Based on the cover illustration and title of the story, what do you predict this story will be about?
COMPREHENSION FOCUS: Retell: What happened in the beginning, middle and end of the story?

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 orally retell the events of the story first before writing it. Students should then write the events of the story in their notebook.

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.

GUIDED WRITING:
 1 Use the Problem and Solution guided writing INB template. Discuss the challenge Rona and Lucas faced with the puppy and the three steps they took to help the puppy. Remind students that in most stories, characters are faced with a problem or challenge that needs to be solved. Orally discuss the problem these two characters faced in the story and discuss the steps they took to solve the problem. Allow students time to write the problem, three steps, and solution on the INB template.
 2 (Additional Activity) Answer the text-dependent questions.

WORD WORK INSTRUCTION: Choose one or more Word Work activities to complete.

| BOX-ITS | MAKE-ITS | MATCH-ITS |
|---|--|---|
| Read the Box-Its Trifold to follow the process and procedures to use Sound Boxes. You need a Box-Its worksheet with the correct number of boxes. | Read the Make-Its Trifold to follow the process and procedures to do a Making Words lesson. You need the Make-Its worksheet & the recording sheet with the letters. | Read the Match-Its Trifold to follow the process and procedures to work on word analogies. You need the Match-Its worksheet & dry-erase markers. Words for the top of the T-Chart |
| 1 blame | 1 shave | 1 chat 1 came |
| 2 plane | 2 grave | 2 flag 2 blaze |
| 3 clasp | 3 grade | 3 clam 3 brave |
| 4 grace | 4 trade | 4 slap 4 grape |
| 5 grasp | 5 trace | 5 flat 5 plate |
| | 6 place | 6 snap 6 quake |

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 orally retell the events of the story first before writing it. Students should then write the events of the story in their notebook.

DAY 3

GUIDED WRITING:
 1 Use the Problem and Solution guided writing INB template. Discuss the challenge Rona and Lucas faced with the puppy and the three steps they took to help the puppy. Remind students that in most stories, characters are faced with a problem or challenge that needs to be solved. Orally discuss the problem these two characters faced in the story and discuss the steps they took to solve the problem. Allow students time to write the problem, three steps, and solution on the INB template.
 2 (Additional Activity) Answer the text-dependent questions.

ell Sight Word Review

ell Active Re-Reading w/ Strategy Prompting

ell Discussion Prompts

ell Strategy Instruction

ell Sentence Dictation

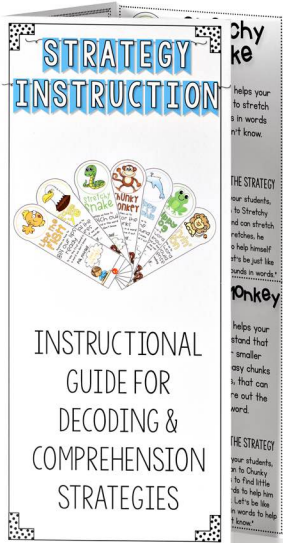
ell Guided Writing (if time allows)

Day 3

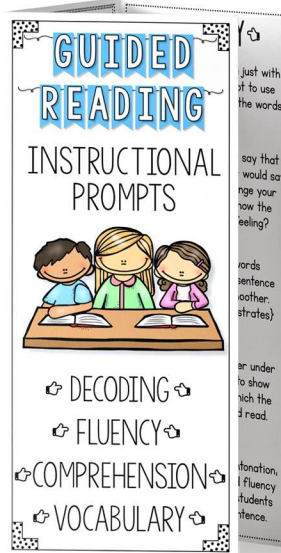
Guided Writing

INSTRUCTIONAL TRIFOLDS

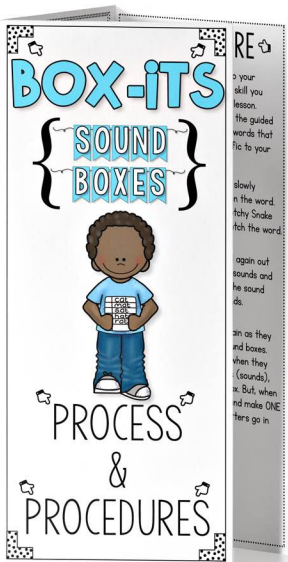
These Instructional Trifolds are your teaching guides. They provide you with the process and procedures for conducting lessons within your reading instruction.



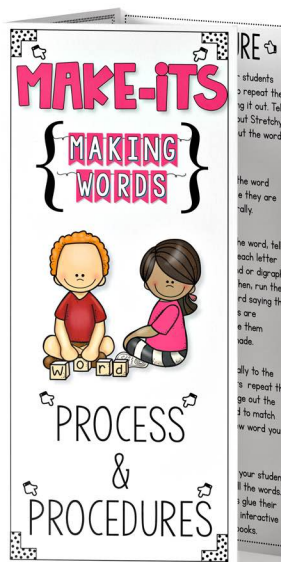
Strategy Instructional Trifold correlates to the Strategy Fans and provides detailed lessons for teaching reading strategies.



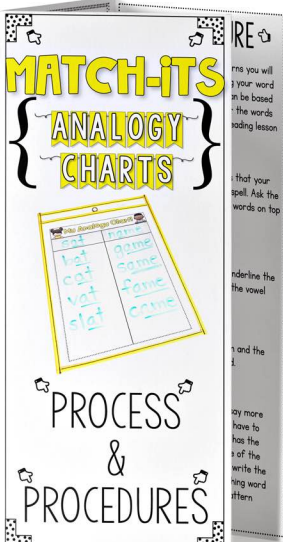
Guided Reading Instructional Trifold provides the teacher with verbal prompts for fluency, decoding, comprehension and vocabulary while students whisper read.



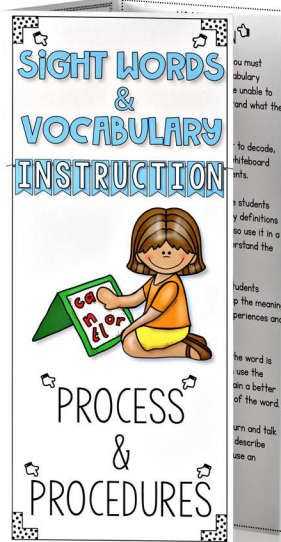
Box-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for using Sound Boxes during word study.



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.



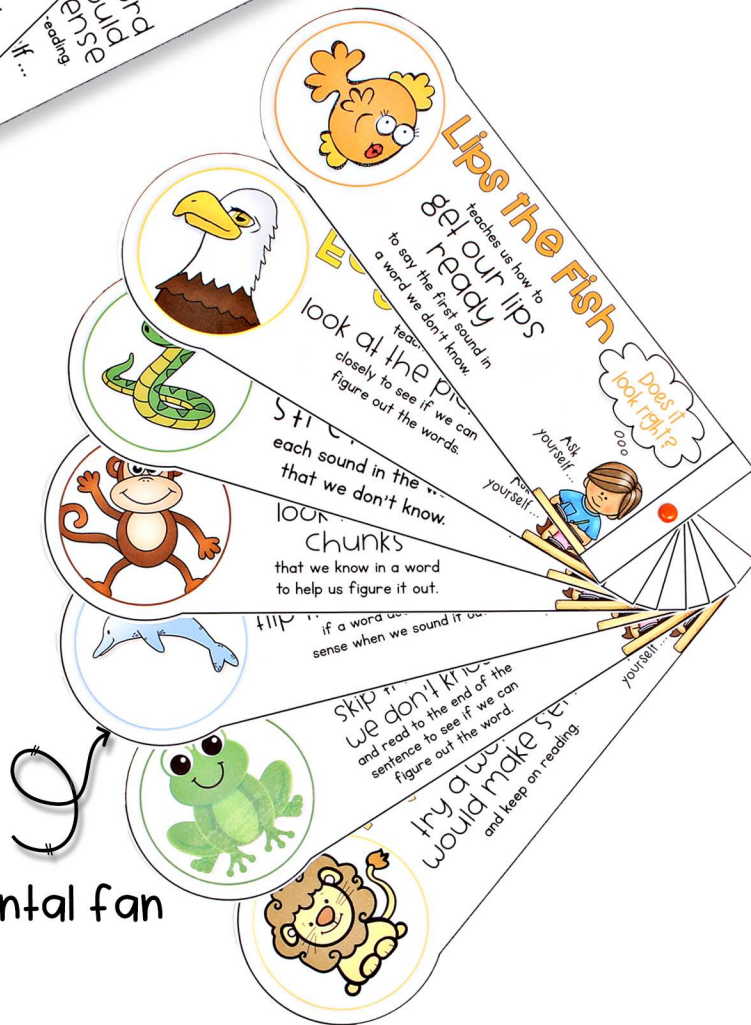
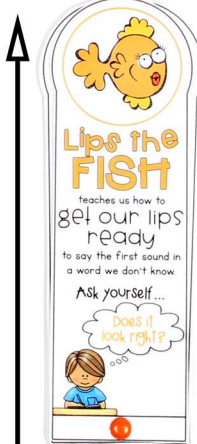
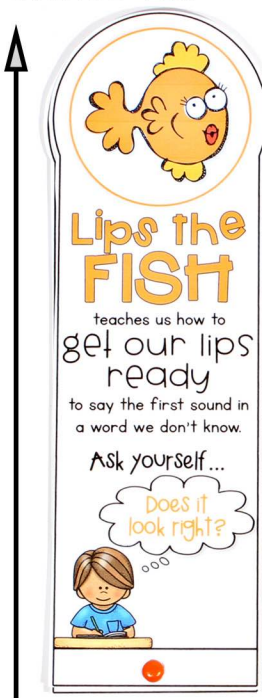
vertical fan

paper fastener

10 inches tall

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

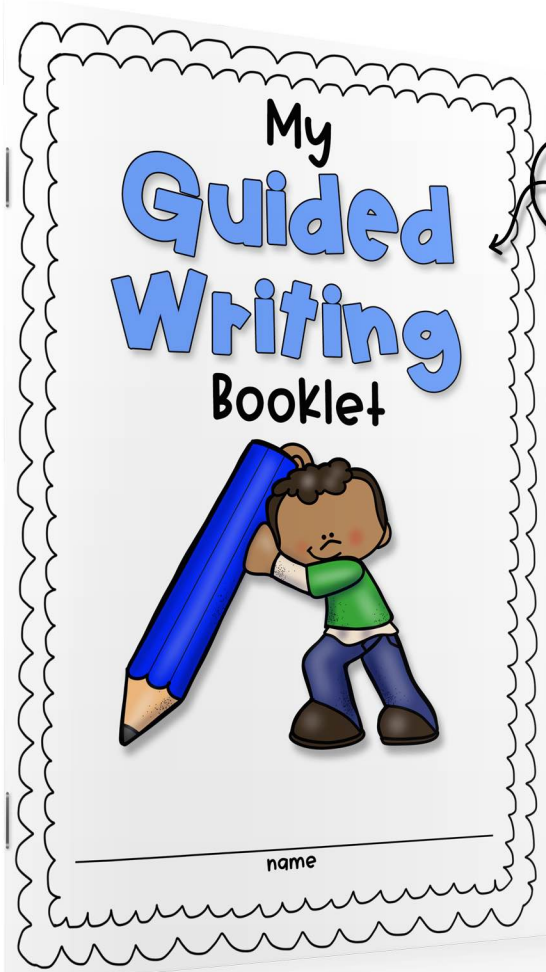
6.5 inches tall



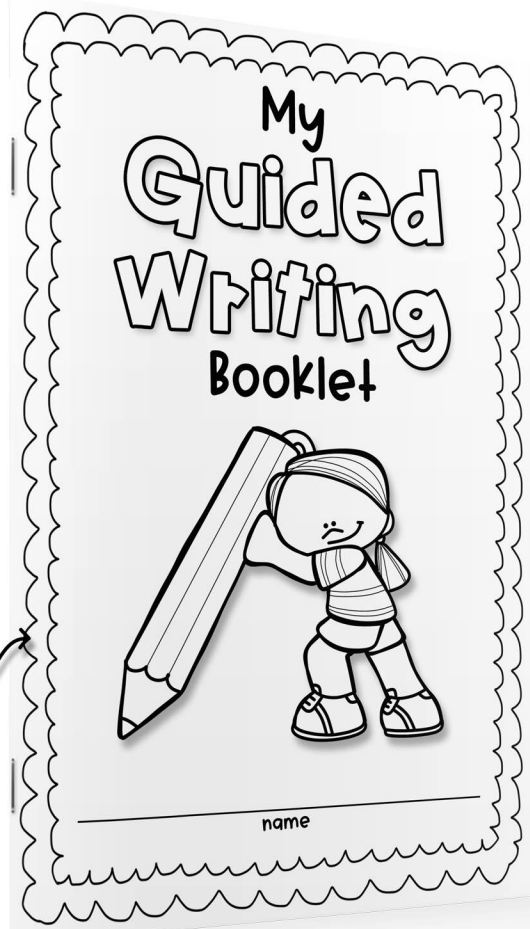
horizontal fan

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

