



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>Rachel Runs</i></u>	give me back	Vowel Teams: ow (as in cow)	pages 55-97
<u><i>Skates and Snowmen</i></u>	work very little	Vowel Teams: ay	pages 99-146
<u><i>Moving Away</i></u>	take live after	Vowel Teams: ar	pages 148-195
Non-Fiction Texts			
<u><i>Wolves and Coyotes</i></u>	just man where	Vowel Teams: oa	pages 197-229
<u><i>Baseball Hall of Fame</i></u>	most only year	Vowel Teams: or	pages 231-265
<u><i>She's a Grand Old Flag</i></u>	our think sentence	Vowel Teams: ee	pages 267-305

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 I-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 1 – 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

"You wait and see. If we all wish that Amaya will finally get her chance to make a snowman, maybe it will happen." I said, with determination in my voice. Amaya was my younger sister, and the baby of the family. Sometimes she can be annoying, but I love her bunches, and I would love to see her happy.



4

The next day was colder, but still no snow. I had skating practice with my coach, Mrs. Babenko. She was a great figure skater, and she has the trophies in the case had noticed a lot of the trophies in the case had names of places on them. They all were in cold, snowy places. Mrs. Babenko was from Ukraine. I knew they had very cold, snowy winters!



5

digital book on tablets or iPads via QR code scan



"Well, maybe this will be the year: if it happens now that I'm an ice princess, maybe to our places for a big snow!" I said, trying to cheer everyone up.
"Aasha, you started ice skating at the local 'one with the ice,' 'Tayo snapped."

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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

DAY 1			DAY 2			
TITLE: Rachel Runs LEVEL: I			TEACHER: ITS			
STRATEGY FOCUS: 			DIGITAL BOOK: 	COMPREHENSION FOCUS: ☞ Inferring ☞ Problem and Solution ☞ Central Message/Theme		
SIGHT WORD INSTRUCTION: Follow the procedures in the Sight Word Instruction Trifold. give me back			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 story is about a girl named Rachel who is frustrated about the decision the teachers and student council made at her school about a charity event and fundraiser. Read this story to find out how Rachel handles the situation.			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 a comprehension strategy. COMPREHENSION FOCUS: Inferring How does Rachel handle the challenge that she is faced with in this story? COMPREHENSION FOCUS: Inferring Based on the events of the story, why do you think <u>Rachel Runs</u> is a good title for this story? Explain your reasoning. COMPREHENSION FOCUS: Understanding Central Message/Theme: What lesson can you learn from this story? What did the author want you to think about and learn from this story?			
VOCAB INTRO: Follow the procedure in the Vocabulary Instruction Trifold. Introduce the following words: (The page numbers are next to each word.) student Council 2, fundraisers 2, charity 2, donate 3, shrugged 5, passionate 5, puzzled 6			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 The brown cow rolled down the hill and landed in the town. This made him frown. 2 The scary clown made me frown and raise my brow. Then, he did a trick and gave me a flower.			
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 was the main problem in this story? How was the problem solved?			OPTIONAL GUIDED WRITING: If time allows, ask students to write 3 words in their Guided Writing booklet that describes Rachel. They must provide evidence from the story to support their answers. Example: Rachel is very passionate because on page ___ she _____.			
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 THEME INB template-have students work independently or with a partner. First, tell students that the THEME of a story is the underlying message the author wants to convey through the text. This is the message/lesson the author wants us to think about and understand. Ask students to think about what Rachel did and said in the story, then infer the THEME of the story based on her actions and thoughts. Lead students in discussion about Rachel's statements and actions to lead them to understanding the theme of the story (If you want to see actual change happen or you want things to change, you must take action and do something about it.) 2 (Additional Activity) Answer the text-dependent questions.			
BOX-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. 1 clown 2 growl 3 plow 4 crown 5 flower	MAKE-ITS 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. 1 brown 2 drown 3 town 4 tower 5 shower 6 flower	MATCH-ITS 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: lost cow 1 cost 1 bow 2 shop 2 down 3 moth 3 frown 4 robin 4 town 5 frog 5 how 6 cloth 6 brown				

LESSON PLANS

Teach-ITS

TITLE: Rachel Runs

LEVEL: I

STRATEGY FOCUS:



DIGITAL BOOK:



COMPREHENSION FOCUS:

- ☛ Inferring
- ☛ Problem and Solution
- ☛ Central Message/Theme

Day 2
Jell

DAY 1

DAY 2

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

give me back

BOOK INTRODUCTION:

This story is about a girl named Rachel who is frustrated about the decision the teachers and student council made at her school about a charity event and fundraiser. Read this story to find out how Rachel handles the situation.

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.)

VOCAB INTRO: Follow the procedure in the Vocabulary Instruction Trifold.

Introduce the following words: (The page numbers are next to each word.) student Council 2, Fundraisers 2, charity 2, donate 3, shrugged 5, passionate 5, puzzled 6

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.

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 was the main problem in this story? How was the problem solved?

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.

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

BOX-ITS	MAKE-ITS	MATCH-ITS														
<p>Read the Box-Its Trifold to follow the process and procedures to use Sound Boxes.</p> <p>☛ You need a Box-Its workmat with the correct number of boxes.</p> <p>1 clown</p> <p>2 growl</p> <p>3 plow</p> <p>4 crown</p> <p>5 flower</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 & the recording sheet with the letters.</p> <p>1 brown</p> <p>2 drown</p> <p>3 town</p> <p>4 tower</p> <p>5 shower</p> <p>6 flower</p>	<p>Read the Match-Its Trifold to follow the process and procedures to work on word analogies.</p> <p>☛ You need the Match-Its workmat & dry-erase markers.</p> <p>☛ Words for the top of the T-Chart:</p> <table border="1"> <tr> <td>lost</td> <td>cow</td> </tr> <tr> <td>1 cost</td> <td>1 bow</td> </tr> <tr> <td>2 shop</td> <td>2 down</td> </tr> <tr> <td>3 moth</td> <td>3 frown</td> </tr> <tr> <td>4 robin</td> <td>4 town</td> </tr> <tr> <td>5 frog</td> <td>5 how</td> </tr> <tr> <td>6 cloth</td> <td>6 brown</td> </tr> </table>	lost	cow	1 cost	1 bow	2 shop	2 down	3 moth	3 frown	4 robin	4 town	5 frog	5 how	6 cloth	6 brown
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1 cost	1 bow															
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3 moth	3 frown															
4 robin	4 town															
5 frog	5 how															
6 cloth	6 brown															

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.

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.

DISCUSSION PROMPTS:

Discuss the story using open-ended questions and focus on a comprehension strategy.

COMPREHENSION FOCUS: Inferring: How does Rachel handle the challenge that she is faced with in this story?

COMPREHENSION FOCUS: Inferring: Based on the events of the story, why do you think Rachel Runs is a good title for this story? Explain your reasoning.

COMPREHENSION FOCUS: Understanding Central Message/Theme: What lesson can you learn from this story? What did the author want you to think about and learn from this story?

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.

SENTENCE DICTATION:

Prepare a Guided Writing Booklet or use your students' notebooks.

- 1 The brown cow rolled down the hill and landed in the town. This made him frown.
- 2 The scary clown made me frown and raise my brow. Then, he did a trick and gave me a flower.

OPTIONAL GUIDED WRITING:

If time allows, ask students to write 3 words in their Guided Writing booklet that describes Rachel. They must provide evidence from the story to support their answers.

Example: Rachel is very passionate because on page ____ she _____

DAY 3

GUIDED WRITING:

- 1 Use the THEME INB template-have students work independently or with a partner. First, tell students that the THEME of a story is the underlying message the author wants to convey through the text. This is the message/lesson the author wants us to think about and understand. Ask students to think about what Rachel did and said in the story, then infer the THEME of the story based on her actions and thoughts. Lead students in discussion about Rachel's statements and actions to lead them to understanding the theme of the story. (If you want to see actual change happen or you want things to change, you must take action and do something about it.)
- 2 (Additional Activity) Answer the text-dependent questions.

Jell Sight Word Review

Jell Active Re-Reading w/ Strategy Prompting

Jell Discussion Prompts

Jell Strategy Instruction

Jell Sentence Dictation

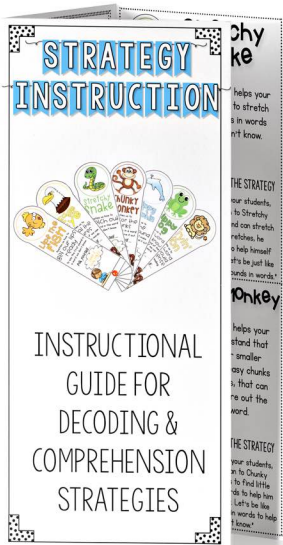
Jell Guided Writing (if time allows)

Day 3

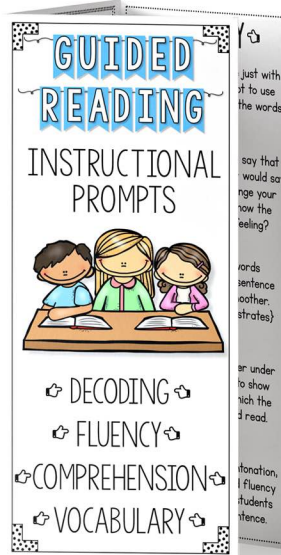
Guided Writing

INSTRUCTIONAL TRIFOLDS

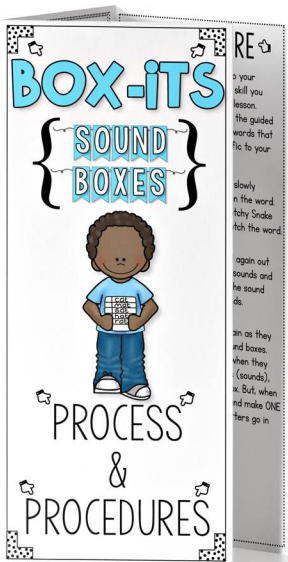
These Instructional Trifolds are your teaching guides. They provide you with the process and procedures for conducting lessons within your reading instruction.



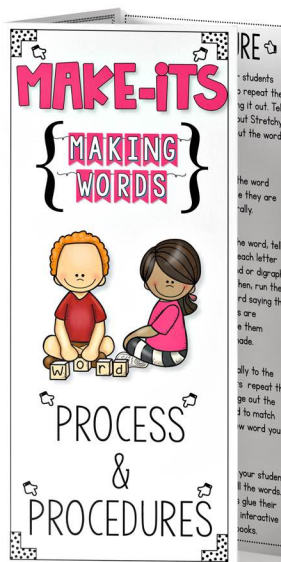
Strategy Instructional Trifold correlates to the Strategy Fans and provides detailed lessons for teaching reading strategies.



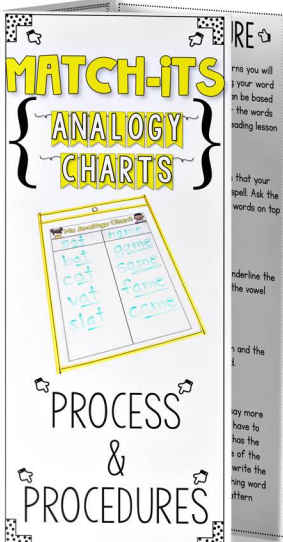
Guided Reading Instructional Trifold provides the teacher with verbal prompts for fluency, decoding, comprehension and vocabulary while students whisper read.



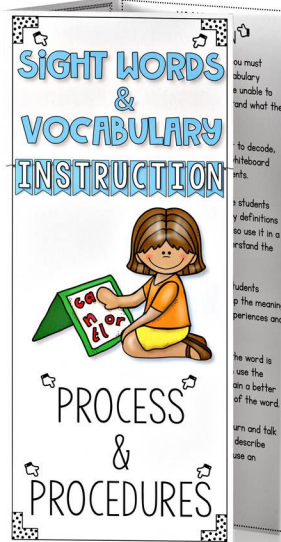
Box-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for using Sound Boxes during word study.



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.



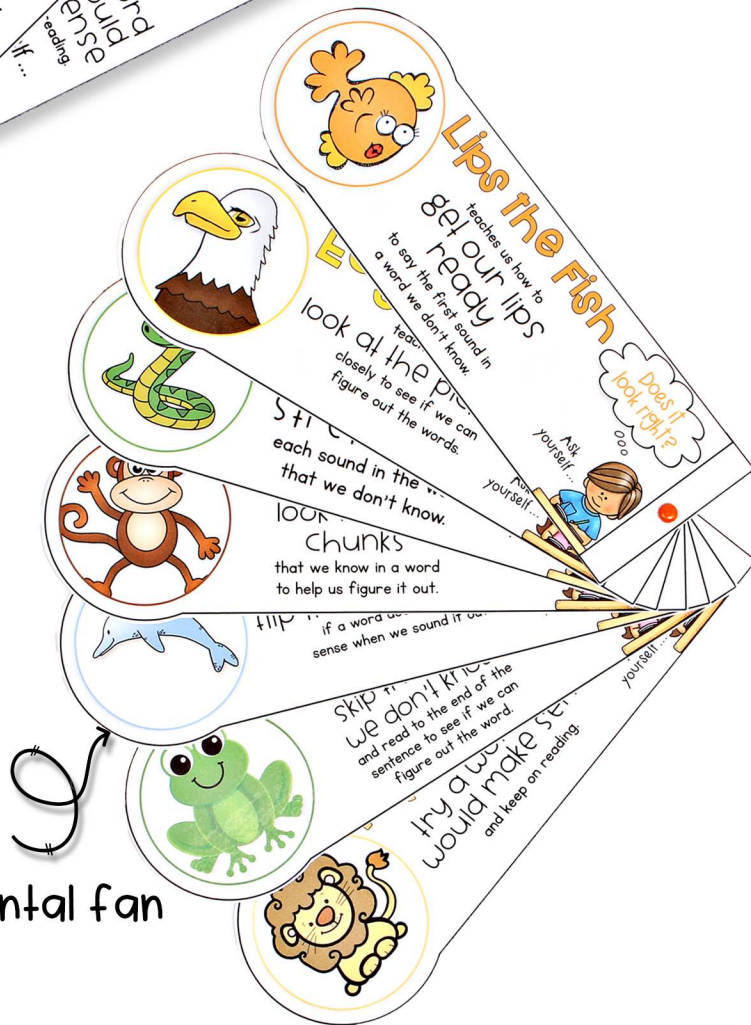
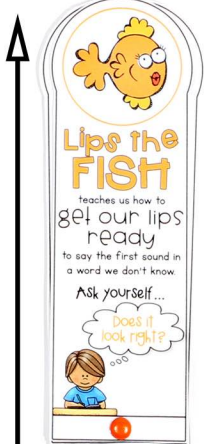
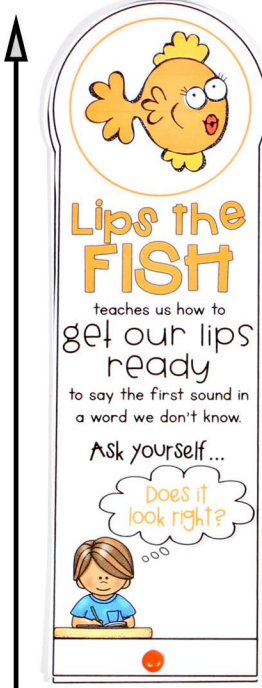
vertical fan

paper fastener

10 inches tall

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

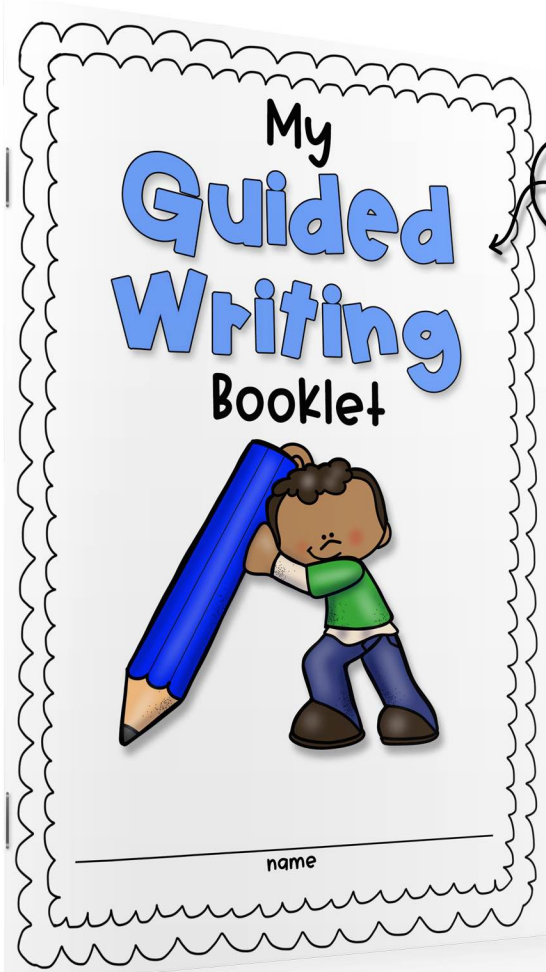
6.5 inches tall



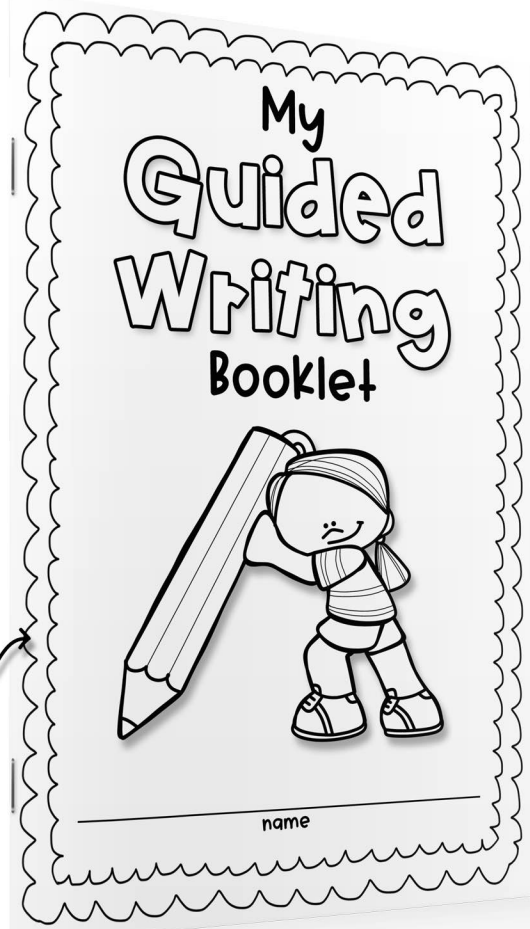
horizontal fan

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

