



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

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 Level 0 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!

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Book	Word Work	Page Number
<u><i>The Pancake Plan</i></u>	Multisyllabic Words	pages 40-74
<u><i>Picky Pete</i></u> <i>Reader's Theater</i>	Multisyllabic Words	pages 75-125
<i>The Witch of Whitmore Stree</i>	Multisyllabic Words	pages 127-165
Non-Fiction Texts		
<u><i>Mammals Big and Small</i></u>	Multisyllabic Words	pages 167-212
<u><i>Maps and Globes</i></u>	Multisyllabic Words	pages 214-249
<u><i>Olympic Insects</i></u>	Multisyllabic Words	pages 251-288

UNIT COMPONENTS

- ✓ 6 leveled readers - Level 0 - 3 fiction & 3 nonfiction texts
- ✓ professionally illustrated fiction books
- ✓ 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
- ✓ guided reading binder cover and spine

LESSON PLANS

Day 1



CCSS & TEKS Aligned



TITLE: Braids, Beads, and Beauty		LEVEL: N		
STRATEGY FOCUS: word study vocabulary deeper comprehension guided writing	STANDARDS ALIGNMENT: COMMON CORE Grade 3: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10 Grade 4: RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10, RI.4.11 Grade 5: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10, RI.5.11	TEKS Grade 3: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11 Grade 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11 Grade 5: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11	COMPREHENSION FOCUS: SKILLS Character Analysis: Inside and Outside Traits Story Elements: Problem and Solution	STRATEGIES Making Inferences Ask and Answer Questions
DAY 1		DAY 2		
BOOK INTRODUCTION: SAY: Morgana loves wearing braids in her hair. All her friends at school love her fancy style, and she enjoys visiting their hair salon each weekend. One day, Morgana receives news that leaves her in a bind. She'll have to wear her hair in a different style—one her friends and teachers have never seen. Will people like her new look? Will they still want to be her friend?		RE-READ & PROMPTS: Students will read silently and stop every few pages to write down thoughts they have related to the comprehension focus. It can be a Stop & Jot or a written thought/idea in a reading notebook. At this point, you are reading the students' writing and conferring with them about what they wrote. You are asking questions to help clarify a piece of information or helping them think more deeply about the text. Use your Guided Reading Instructional Trifold to help prompt students in order to aid in deeper comprehension.		
PREVIEW & PREDICT: After introducing the text, allow students to preview the pictures and make predictions about the story and its characters. Help students understand difficult concepts or explain specific illustrations.		DISCUSSION PROMPTS: Use these prompts to guide discussion about the story. COMPREHENSION STRATEGY (Making Inferences): SAY: Yesterday we discussed the importance of making inferences to help us learn more about characters and their traits. We used pictures and text to make inferences about the main characters in this story. If we weren't able to make inferences, how would that affect our reading and comprehending experience? What do authors do to make sure their readers are actively inferring while reading their stories?		
VOCAB INTRO: Follow the procedure in the Vocabulary Instruction Trifold. Introduce any tier 3 vocabulary words in the text the students may not know. The following words are examples of some you might spend some time reviewing: (page numbers noted next to each word) <i>conversations</i> 5, <i>barber</i> 6, <i>surgery</i> 7, <i>statue</i> 8, <i>stomach</i> 11		COMPREHENSION SKILL (Story Elements: Problem and Solution): SAY: Fictional stories all have these basic elements: a setting, characters, problem, and solution. <i>The setting is where most of the story takes place. The characters are who the story is mainly about. The problem is the challenge in the story that one of the characters has to face or overcome. The solution is how the problem is resolved.</i> Let's practice identifying each of the story elements in <i>Braids, Beads, and Beauty</i> .		
COMPREHENSION STRATEGIES: Be clear and tell students what they are going to focus on while they read. Review or teach a specific comprehension strategy to focus on as they are reading. You can reference the below chart for ideas. NOTE: This story lends itself to options 2, 3, 5, 6, 7, and 8.		WORD STUDY INSTRUCTION: 		
1 Self-Monitor Comprehension 2 Annotating 3 Vocabulary Development 4 Ask and Answer Questions 5 Identify Main Idea and Central Message in Text 6 Analyzing the Structure and Organization of Text 7 Monitor and Adjust Reading Rate	8 Analyzing the Author's Purpose 9 Analyzing Cause and Effect Relationships 10 Comparing and Contrasting 11 Identifying and Describing Text Features 12 Identifying and Describing Text Features 13 Identifying and Describing Text Features 14 Analyzing Cause and Effect Relationships	1 fam/i/ly 2 to/mor/row 3 be/lieve 4 an/y/thing 5 hair/dress/er 6 nod/ded		
READ & RESPOND: Students will read silently and will stop every few pages to write down the thoughts they have related to the comprehension focus. It can be a Stop & Jot or a written thought/idea in a reading notebook. At this point, you are reading the students' writing and conferring with them about what they wrote. You are asking them questions to help clarify a piece of information or helping them think more deeply about the text. Use your Guided Reading Instructional Trifold to help you prompt your students in order to aid in deeper comprehension.		GUIDED WRITING: COMPREHENSION SKILL (Story Elements: Problem and Solution): SAY: Yesterday we discussed the four main story elements in fictional stories. Can you recall what they are? Today we will focus on the problem and solution. There were various problems that occurred in this story, but there is usually one main problem that the story is centered around. What is the main problem in this story? How was it solved? How do we know it was solved? Let's use text evidence. (Students use provided INB.)		
DISCUSSION PROMPTS: Use these prompts to guide discussion about the story. COMPREHENSION STRATEGY (Making Inferences): SAY: It is important to make inferences when we read because it helps us understand more about the story. <i>An inference is an assumption readers make when they combine what they already know with what they see or read in a text.</i> What can we infer about the main characters in this story? Use text and pictures to help. (This leads into the next discussion prompt.)		COMPREHENSION STRATEGY (Ask and Answer Questions): SAY: Good readers should be able to think about a text on a deeper level. Use these question stems to help you connect more deeply with this book. (Students use the provided question stems for this activity.)		
COMPREHENSION SKILL (Character Analysis: Inside and Outside Traits): SAY: Look at the pictures of Morgana or Aiden. When we are describing characters, we can describe their physical traits (what they look like on the outside), or we can describe their personality traits (what they are like on the inside). When we describe their traits we need to draw conclusions about them. To do that, we need to use clues from the story to help us. What are words you would use to describe Morgana and/or Aiden? Which show their outside traits? Which show their inside traits? How does this help make the story more interesting?		VOCAB INSTRUCTION: Choose 2 vocabulary words from the text. Model a vocabulary strategy and have students practice it themselves. Use the following strategies: 1) Use picture clues, 2) Read on to use context clues, 3) Look for known word parts, 4) Substitute a word that makes sense, and 5) Use the glossary.		
1 opinions 2 nervously				

Book Intro

Preview & Predict

Vocab Introduction

Active Reading w/ Strategy Prompting

Read and Respond

Discussion Prompts

Strategic Teaching

Vocab Instruction

INTERACTIVE NOTEBOOKS

ACTIVITIES VARY IN EACH UNIT

CAUSE & EFFECT: Students will cut along the thick black lines, stopping at the middle title box in order to make six tabs. They will glue down the center so the tabs lift up. Students respond to the prompt on front of each tab by writing their response underneath it. In some cases, they are writing a cause to go with an effect and in other cases, they are writing an effect to go with a cause.

The **CAUSE** is: Eric had a sore throat.

Write the **EFFECT**: Eric took antibiotics.

Time to Get Those Tonsils Out!

The **EFFECT** is: Eric only and...

Making Inferences: Leading

Male Peacocks and Their Feathers

FACT & OPINION: Students cut out the fact and opinion tabs, as well as a cover. Then they look through the book Sloths to find facts to write down, as well as add their own opinions about sloths.

FACTS

My Sloth Facts & Opinions

My Sloth Facts & Opinions

DETERMINING THEME: Students will cut out the soap bubbles below. They will glue underneath the header so the soap bubbles float up. They will write underneath the flap what they think the theme of the story is, and what Sloth made them think so.

Determining Theme with STONE SOUP

DETERMINING IMPORTANT INFORMATION: Students will cut around the outside of the below shape. When done, it folds in half to make a pocket. They glue back. Students can glue one side down, then add the related pages so that when the book is open, the responses can be written top to bottom. The headings on the book inform pages point to a specific part of the book. They will reread that part and write the key takeaway from that section.

FACT & OPINION: Students cut out the fact and opinion cover and two inside flaps (next page). Then they look through the book Sloths to find facts to write down, as well as add their own opinions about sloths.

My Sloth Facts & Opinions

My Sloth Facts & Opinions

AUTHOR Based on what you know about Author's Purpose, think back to the text you read this week. **The Running Club**

Is this **persuasive, informative, or entertaining?** What clues make you think so?

TEXT-DEPENDENT QUESTIONS

Directions: Read the story Sloths. 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 does this phrase mean? <i>A sloth always wears a smile.</i>	Where do sloths spend most of their time?
Why do sloths move slowly?	How does a sloth's camouflage help them?
Describe a sloth's diet.	Do you think the life of a sloth would be fun? Why or why not?

SLOTHS

Directions: Read the story Sloths. 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 does this phrase mean?
A sloth always wears a smile.

Where do sloths spend most of their time?

How does a sloth's camouflage help them?

Do you think the life of a sloth would be fun? Why or why not?

Describe a sloth's diet.

How does a sloth's camouflage help it?

Do you think the life of a sloth would be fun? Why or why not?

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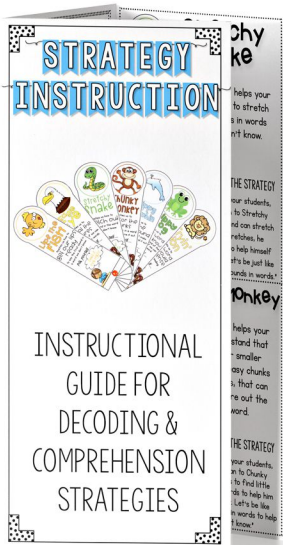
Do you think the life of a sloth would be fun? Why or why not?

Describe a sloth's diet.

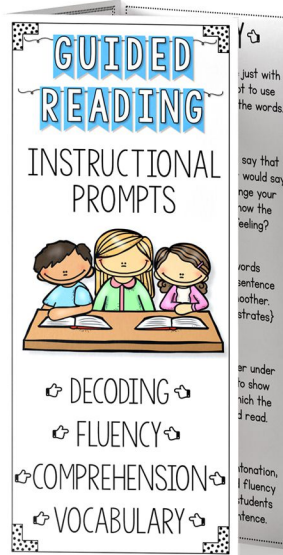
Do you think the life of a sloth would be fun? Why or why not?

INSTRUCTIONAL TRIFOLDS

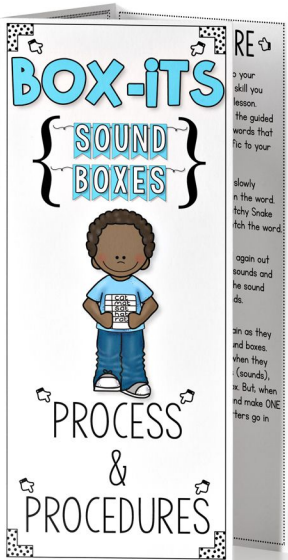
These Instructional Trifolds are your teaching guides. They provide you with the process and procedures for conducting lessons within your reading instruction.



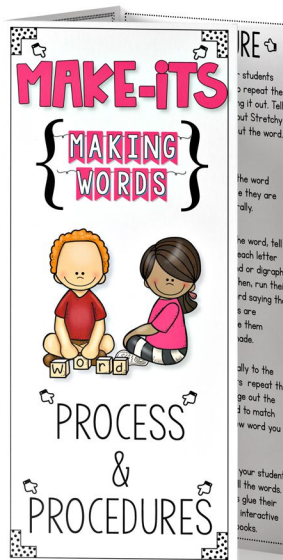
Strategy Instructional Trifold correlates to the Strategy Fans and provides detailed lessons for teaching reading strategies.



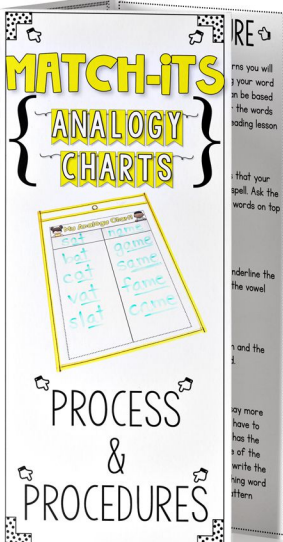
Guided Reading Instructional Trifold provides the teacher with verbal prompts for fluency, decoding, comprehension and vocabulary while students whisper read.



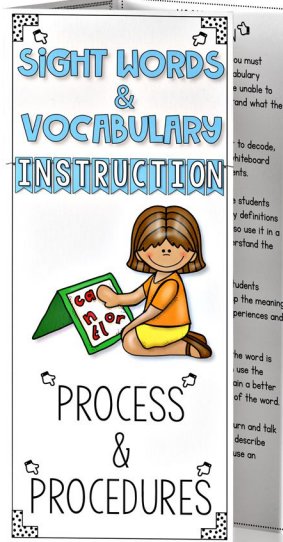
Box-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for using Sound Boxes during word study.



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 for 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.



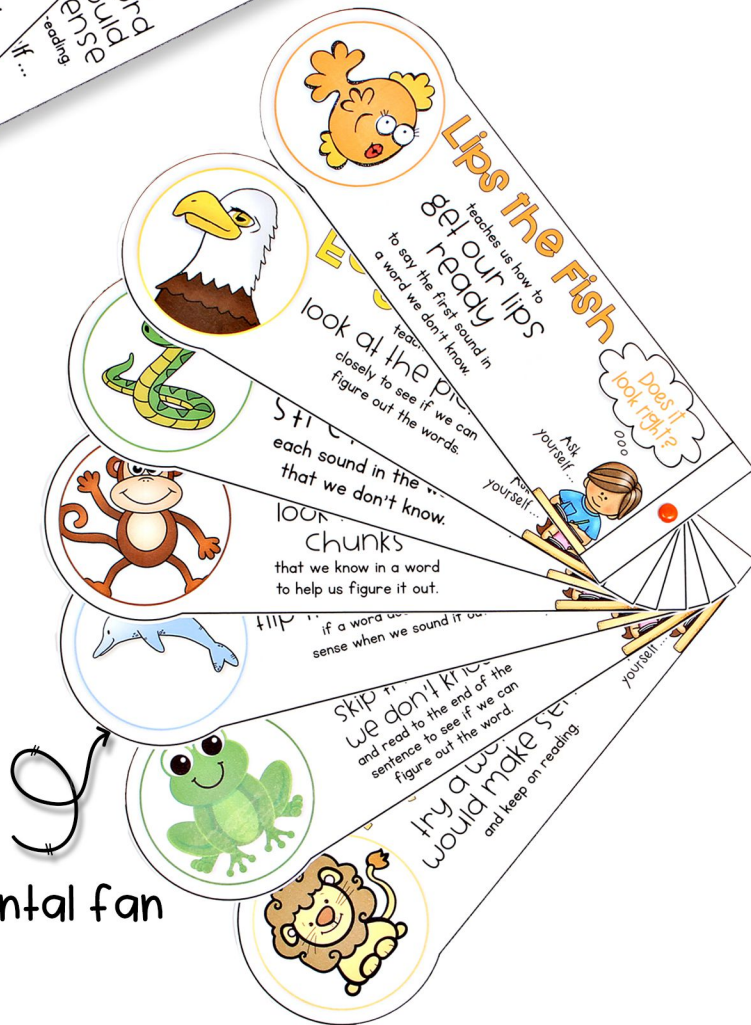
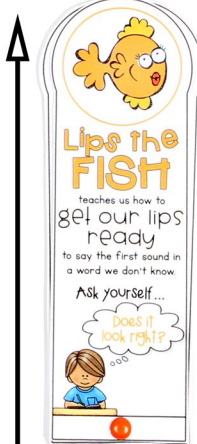
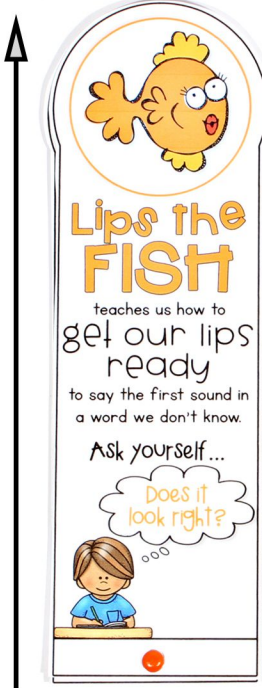
vertical fan

paper fastener

10 inches tall

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

6.5 inches tall



horizontal fan

LEVELED BOOKS

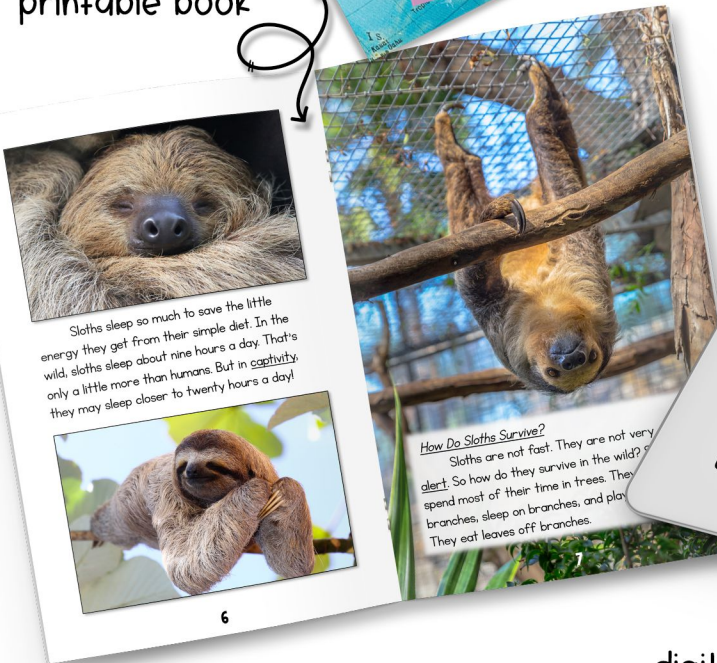
Professionally Illustrated Fiction Texts

6 texts per level

3 fiction & 3 non-fiction



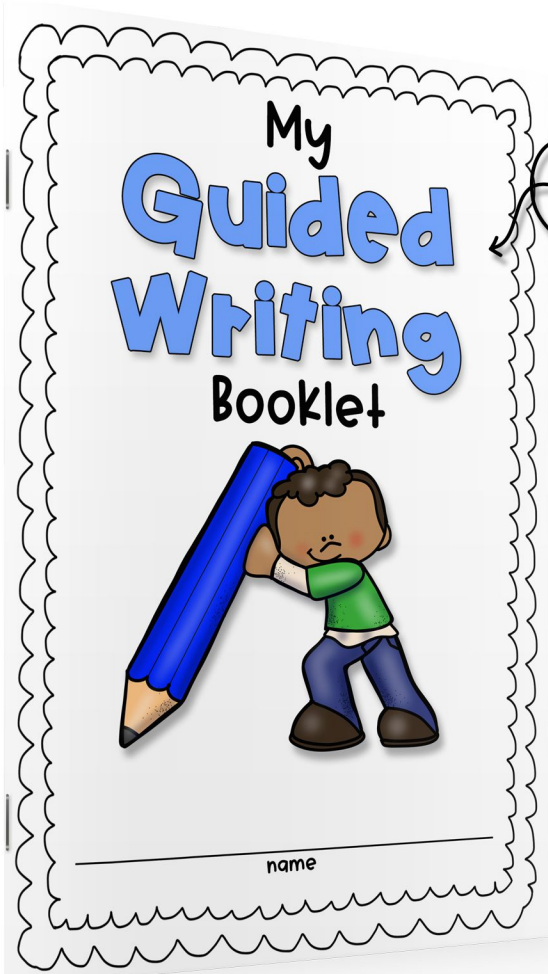
printable book



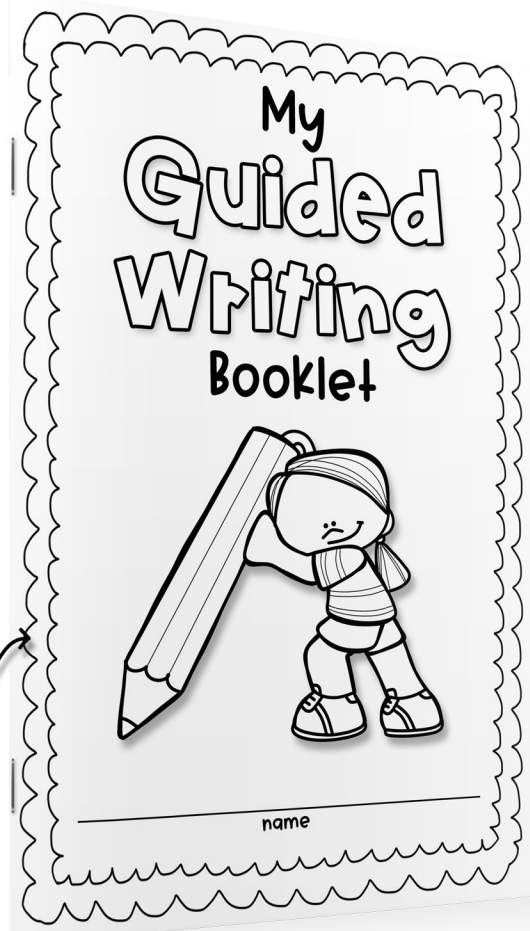
digital book
on tablets
or iPads via
QR code scan

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

ORGANIZATION

Binder Covers and Spines for your Guided Reading Units.

