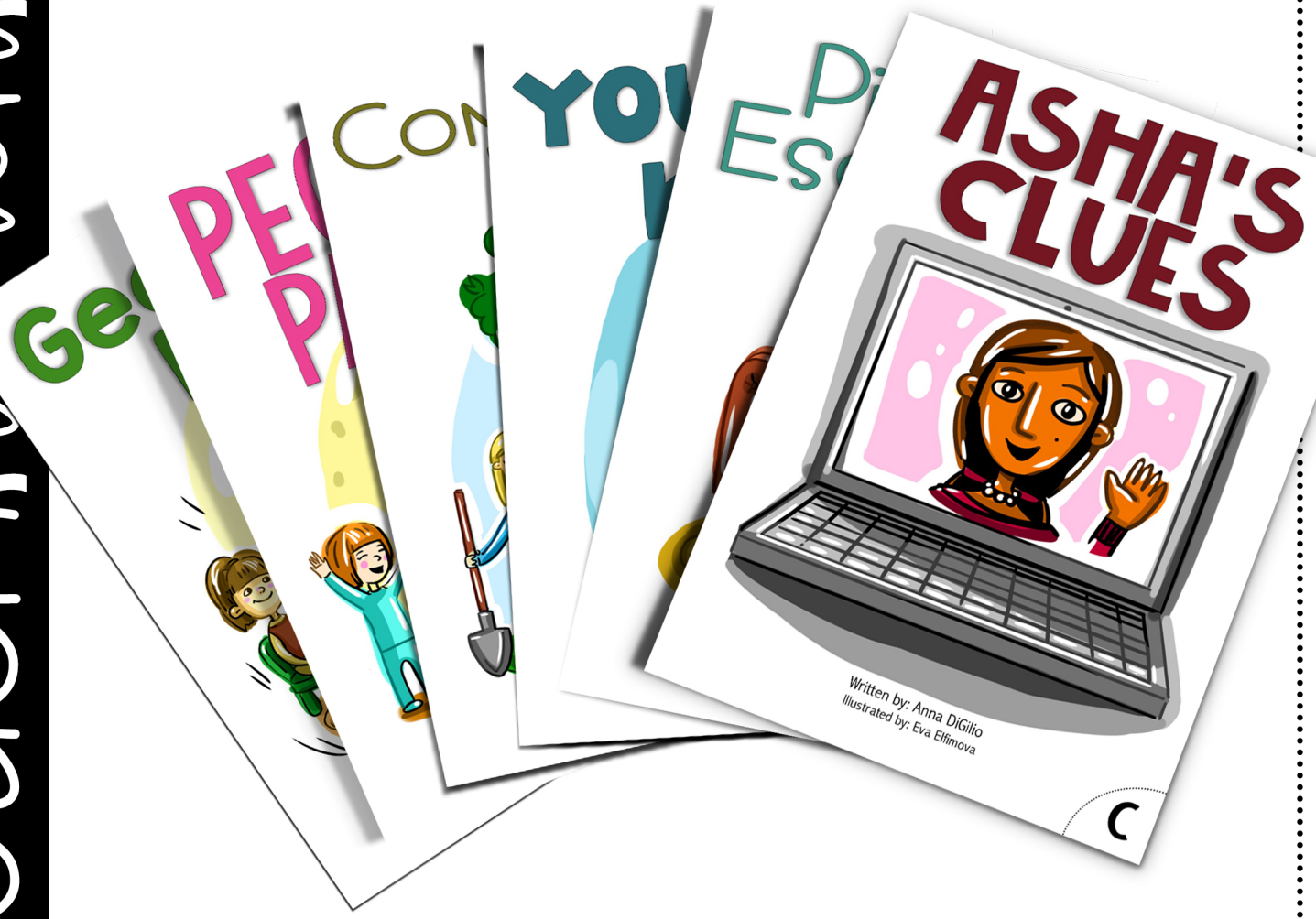




COMPONENTS:

- 7 leveled texts
- 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 7 C-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

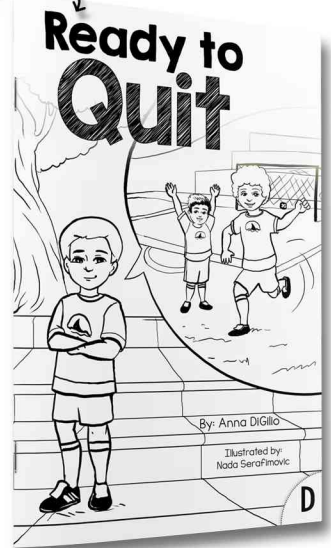
- ✓ 7 leveled readers for level C
- ✓ professionally illustrated fiction books in color and black and white
- ✓ full-color vivid photographs in all non-fiction readers (Level D and up)
- ✓ leveled texts in TWO printing formats: one-sided and double-sided books
- ✓ fully developed 3-day lesson plans for 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

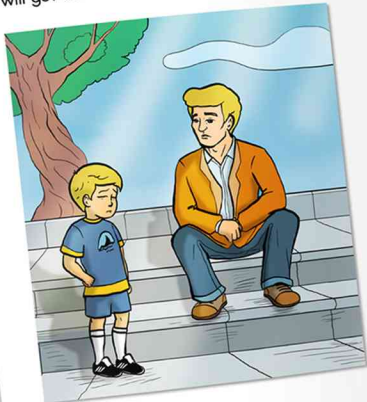


color & black/white fiction texts

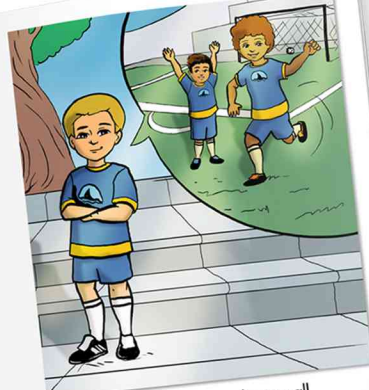


printable book

"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."



4



"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.

5

digital book on tablets or iPads via QR code scan



LESSON PLANS

Day 1

Digital Book QR Code



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.		
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.			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: 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.) tough 1, quit 2, worried 7, spirit 8			COMPREHENSION FOCUS: Key Details: <i>What is the setting of this story? How do you know?</i> COMPREHENSION FOCUS: Understanding Central Message: <i>What lesson can you learn from this story? Do you think Dylan learned a lesson?</i> COMPREHENSION FOCUS: Describing Characters: <i>Did Dylan change in this story? If so, how?</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.			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.		
DISCUSSION PROMPTS: Discuss the story using open-ended questions and focus on a comprehension strategy.			SENTENCE DICTATION: Prepare a Sentence Dictation Booklet or use your students' notebooks.		
COMPREHENSION FOCUS: Problem/Solution: <i>What was the problem in this story? How was the problem solved?</i> 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>			1 <i>Dad and I like to play soccer together. He shows me new skills.</i> 2 <i>Dan helps mom set the table. He puts out the dishes and forks.</i>		
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.			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.		
WORD WORK INSTRUCTION: Choose one or both Word Work activities to complete.			DAY 3 GUIDED WRITING:		
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 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. 2 {Additional Activity} Answer the text-dependent questions.	
1 chin	2 hush	3 this	4 chap	5 bush	1 dish
					2 dash
					3 lash
					4 mash
					5 much
					6 such

Sight Word Instruction

Book Intro

Preview & Predict

Vocab Instruction

Active Reading w/ Strategy Prompting

Discussion Prompts

Strategy Instruction

Word Work Instruction

LESSON PLANS

Teach-ITS

TITLE: Ready to Quit

LEVEL: D

STRATEGY FOCUS:



DIGITAL BOOK:



COMPREHENSION FOCUS:

- 👉 Ask & Answer Questions
- 👉 Describing Characters
- 👉 Problem and Solution

DAY 1

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

but was said

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.

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.)

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

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: Problem/Solution: *What was the problem in this story? How was the problem solved?*

COMPREHENSION FOCUS: Describing Characters: *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?*

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 both Word Work activities to complete.

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.

1 chin

2 hush

3 this

4 chap

5 bush

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 dish

2 dash

3 lash

4 mash

5 much

6 such

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: Key Details: *What is the setting of this story? How do you know?*

COMPREHENSION FOCUS: Understanding Central Message: *What lesson can you learn from this story? Do you think Dylan learned a lesson?*

COMPREHENSION FOCUS: Describing Characters: *Did Dylan change in this story? If so, how?*

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 Sentence Dictation Booklet or use your students' notebooks.

1 *Dad and I like to play soccer together. He shows me new skills.*

2 *Dan helps mom set the table. He puts out the dishes and forks.*

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.

DAY 3

GUIDED WRITING:

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.

2 {Additional Activity} Answer the text-dependent questions.

Day 2

Sight Word Review

Active Re-Reading w/ Strategy Prompting

Discussion Prompts

Strategy Instruction

Sentence Dictation

Guided Writing (if time allows)

Day 3

Guided Writing

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.



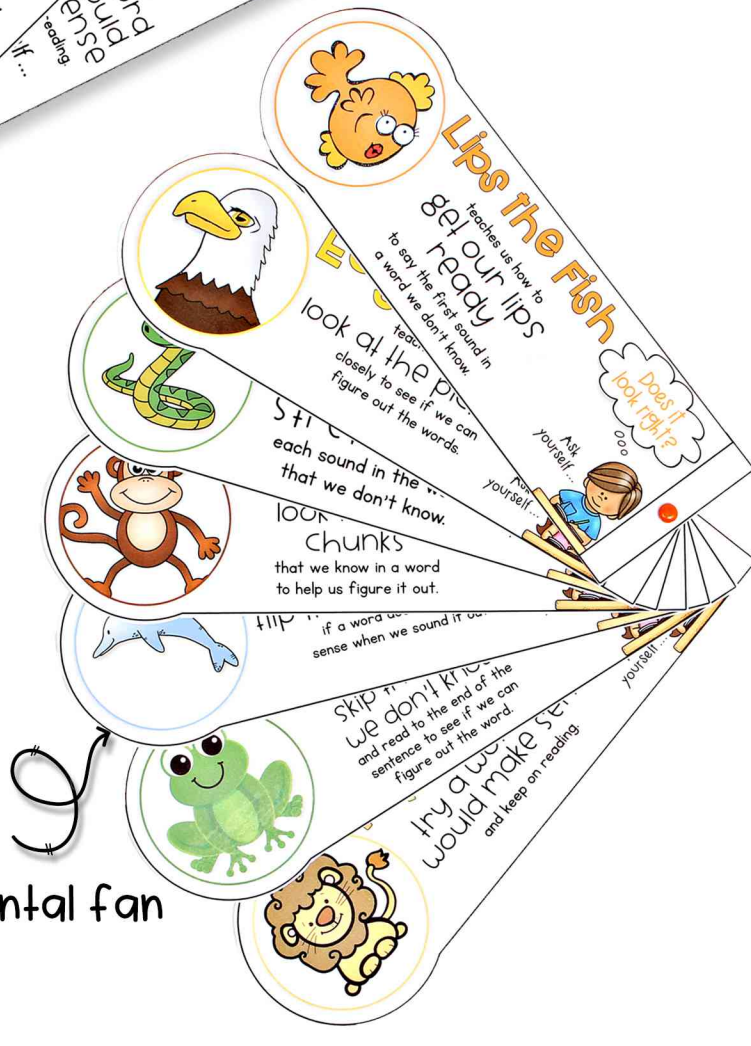
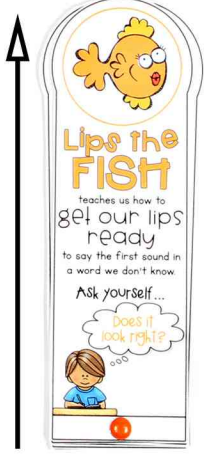
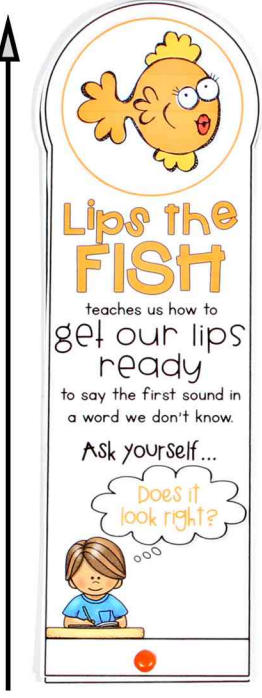
vertical fan

paper fastener

10 inches tall

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

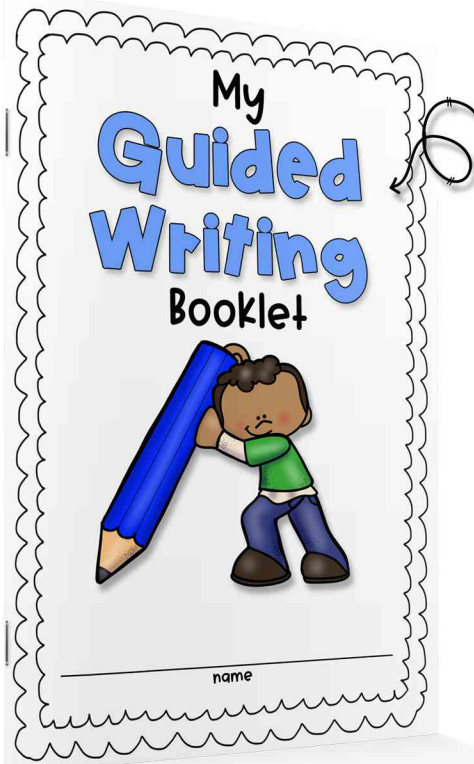
6.5 inches tall



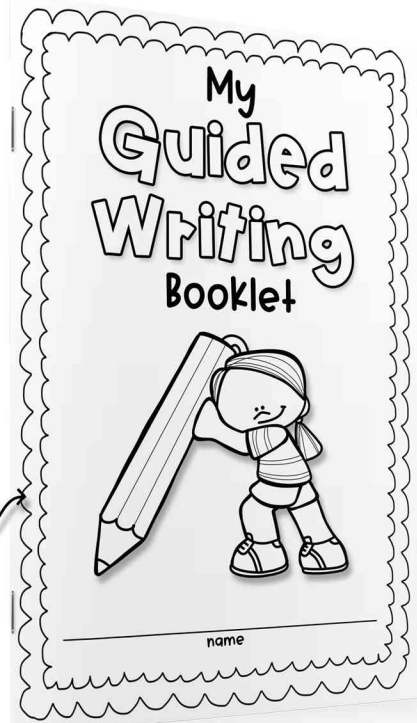
horizontal fan

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.



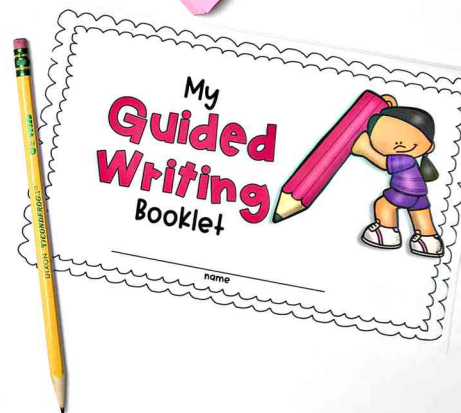
full color
booklet covers



black and white
booklet covers

During guided writing, Emergent Writers should write on unlined paper.

Draw lines for the students to write their words on so they know how many words are in the sentences and have proper spacing.



TDQs INTERACTIVE NOTEBOOKS

AT THE BEACH (LEVEL A)

Directions: Read the story At the Beach. 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.

<p>On page 2, what does the boy see at the beach?</p>	AT THE BEACH	<p>Do you think it is a windy day at the beach? Why or why not?</p>
<p>On page 4, the boy sees fish. How is the boy able to breathe underwater?</p>		<p>What are three different beach activities you see on page 10?</p>

DISCUSSION CARDS

AT THE BEACH (LEVEL A)

<p>On page 2, what does the boy see at the beach?</p>	<p>Do you think it is a windy day at the beach? Why or why not?</p>
<p>On page 4, the boy sees fish. How is the boy able to breathe underwater?</p>	<p>What are three different beach activities you see on page 10?</p>

AT THE BEACH (LEVEL A)

Directions: Read the story At the Beach. 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.

<p>On page 2, what does the boy see at the beach?</p>	<p>Do you think it is a windy day at the beach? Why or why not?</p>
<p>On page 4, the boy sees fish. How is the boy able to breathe underwater?</p>	<p>What are three different beach activities you see on page 10?</p>

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<p>On page 4, the boy sees fish. How is the boy able to breathe underwater?</p>	<p>What are three different beach activities you see on page 10?</p>