

Reach, teach, & LEARN

- 24 leveled texts (12 fiction & 12 nonfiction)
- professionally illustrated fiction texts
- standards-based Lesson plans
- word work instruction
- running records for each text
- teaching instructional guides



level



H

level



I

level



J

level



K

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 24-leveled readers (H-K) 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!

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 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



3

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

Teach-ITS

TITLE: Rachel Runs			LEVEL: I		
STRATEGY FOCUS:			DIGITAL BOOK:		COMPREHENSION FOCUS:
      					<ul style="list-style-type: none">  Inferring  Problem and Solution  Central Message/Theme
DAY 1			DAY 2		
SIGHT WORD INSTRUCTION: Follow the procedures in the Sight Word Instruction Trifold.			SIGHT WORD REVIEW: Follow the procedures in the Sight Word Instruction Trifold.		
give	me	back	Review sight words from the day prior or focus on a specific sight word that your student/s are having difficulty with.		
BOOK INTRODUCTION:			RE-READ & PROMPT:		
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.			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.)			DISCUSSION PROMPTS:		
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.)			Discuss the story using open-ended questions and focus on a comprehension strategy.		
VOCAB INTRO: Follow the procedure in the Vocabulary Instruction Trifold.			COMPREHENSION FOCUS: Inferring: How does Rachel handle the challenge that she is faced with in this story?		
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			COMPREHENSION FOCUS: 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.		
READ & PROMPT:			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?		
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:		
DISCUSSION PROMPTS:			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.		
Discuss the story using open-ended questions and focus on a comprehension strategy.			SENTENCE DICTATION:		
COMPREHENSION FOCUS: Prediction: Based on the cover illustration and title of the story, what do you predict this story will be about?			Prepare a Guided Writing Booklet or use your students' notebooks.		
COMPREHENSION FOCUS: Retell: What was the main problem in this story? How was the problem solved?			<p>1 The brown cow rolled down the hill and landed in the town. This made him frown.</p> <p>2 The scary clown made me frown and raise my brow. Then, he did a trick and gave me a flower.</p>		
STRATEGY INSTRUCTION:			OPTIONAL GUIDED WRITING:		
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.			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.		
WORD WORK INSTRUCTION: Choose one or more Word Work activities to complete.			Example: Rachel is very passionate because on page ___ she _____		
BOX-ITS	MAKE-ITS	MATCH-ITS	DAY 3		
Read the Box-Its Trifold to follow the process and procedures to use Sound Boxes.	Read the Make-Its Trifold to follow the process and procedures to do a Making Words lesson.	Read the Match-Its Trifold to follow the process and procedures to work on word analogies.	GUIDED WRITING:		
 You need a Box-Its worksheet with the correct number of boxes.	 You need the Make-Its worksheet & the recording sheet with the letters.	 You need the Match-Its worksheet & dry-erase markers.			
1 clown	1 brown	lost cow			
2 growl	2 drown	1 cost 1 bow			
3 plow	3 town	2 shop 2 down			
4 crown	4 tower	3 moth 3 frown			
5 flower	5 shower	4 robin 4 town			
	6 flower	5 frog 5 how			
		6 cloth 6 brown			
<p>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.)</p> <p>2 (Additional Activity) Answer the text-dependent questions.</p>					

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
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															

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

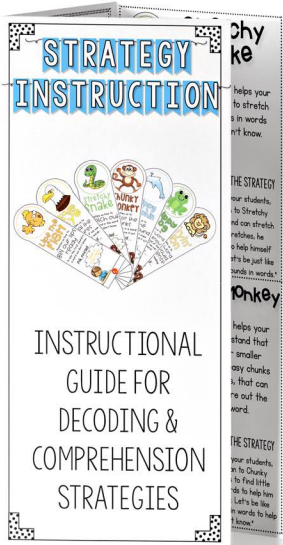
Jell Sentence Dictation

Jell Guided Writing (if time allows)

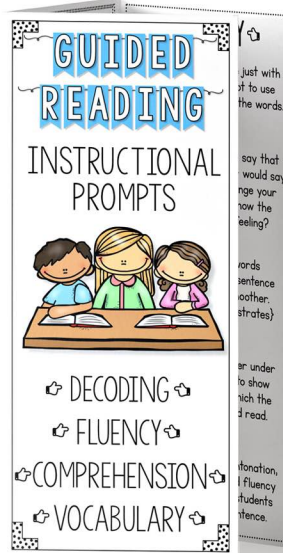
Day 3
Jell
Guided Writing

INSTRUCTIONAL TRIFOLDS

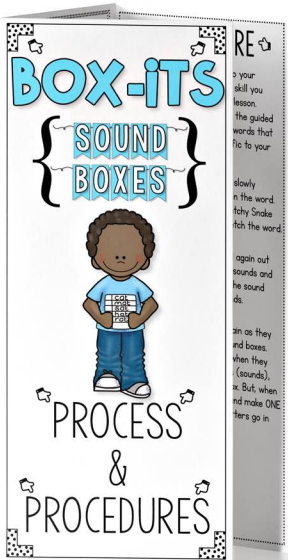
These Instructional Trifolds are your teaching guides. They provide you with the process and procedures for conducting lessons within your reading instruction.



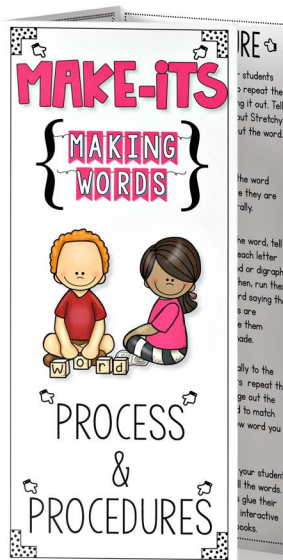
Strategy Instructional Trifold correlates to the Strategy Fans and provides detailed lessons for teaching reading strategies.



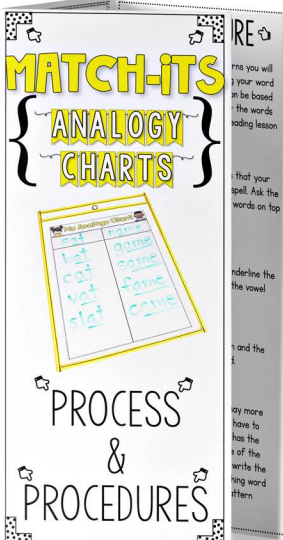
Guided Reading Instructional Trifold provides the teacher with verbal prompts for fluency, decoding, comprehension and vocabulary while students whisper read.



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

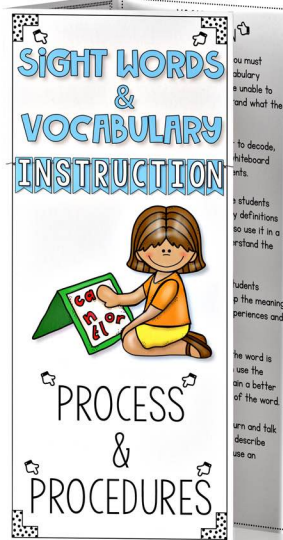


Make-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for conducting a Making Words activity.



Match-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for using Analogy Charts during word study.

(Analogy Charts Levels H and higher.)



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.



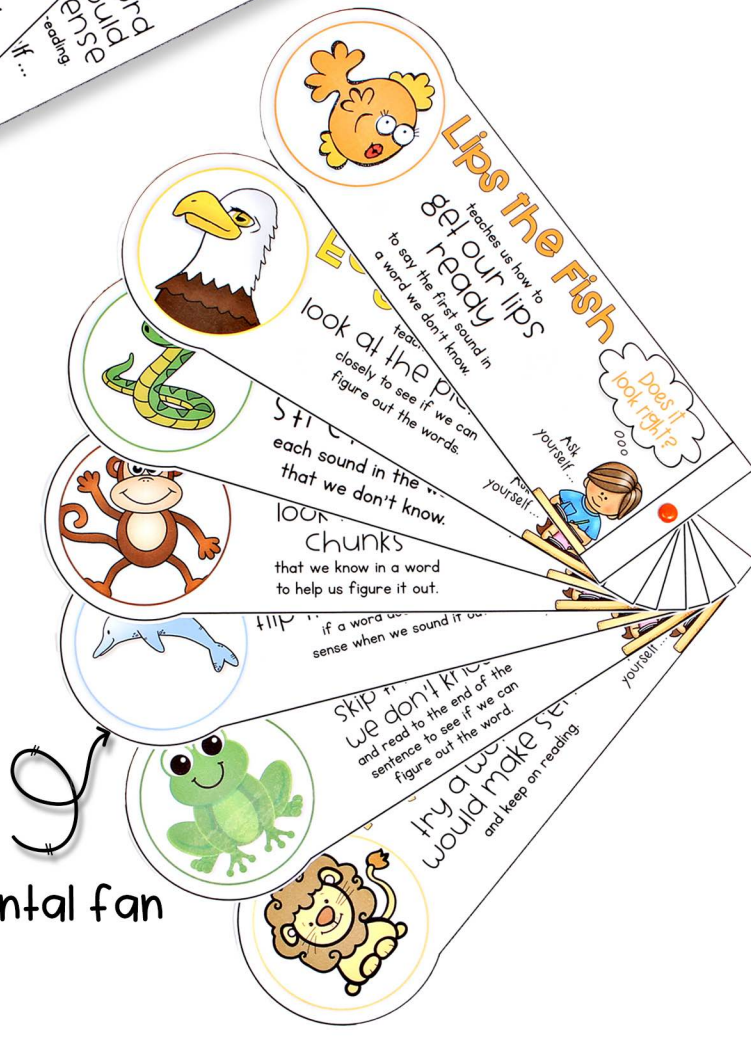
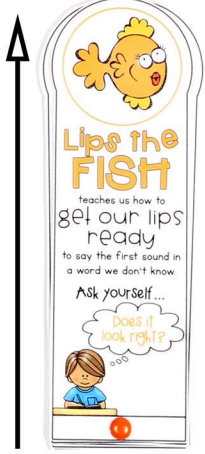
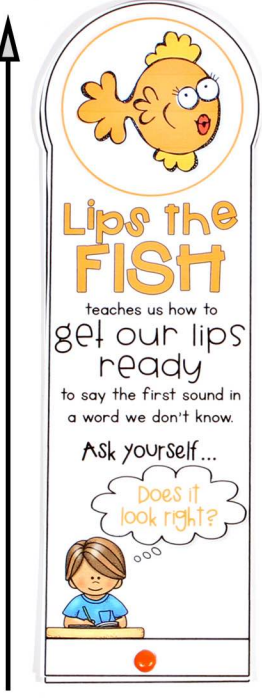
vertical fan

paper fastener

10 inches tall

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

6.5 inches tall

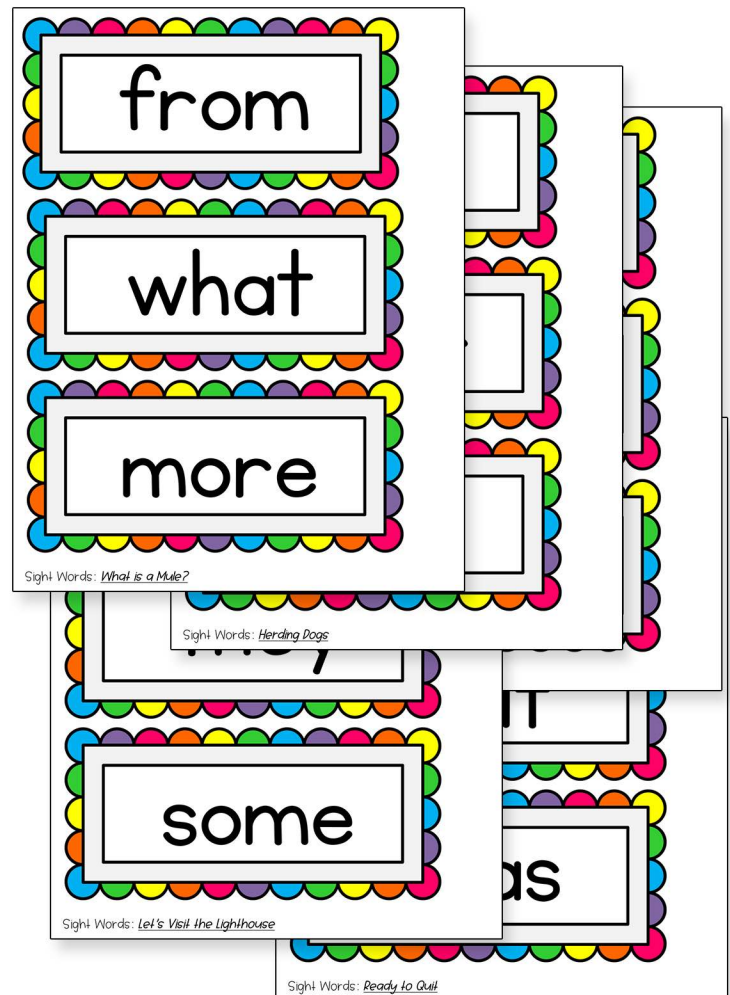


horizontal fan

Sight Words

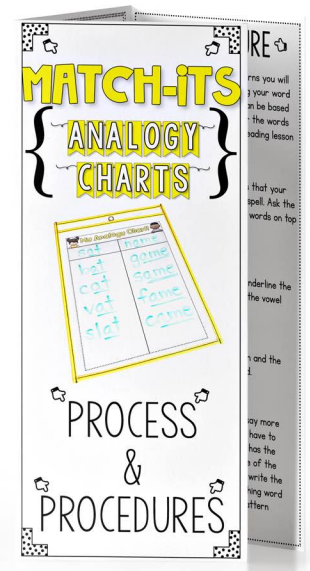
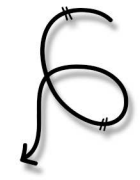
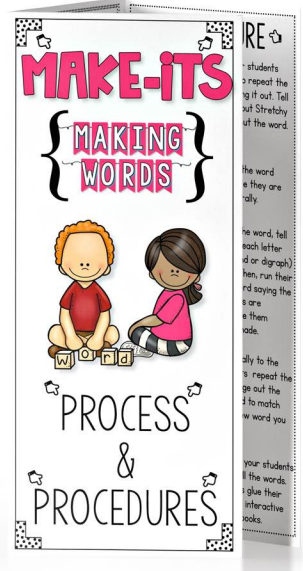
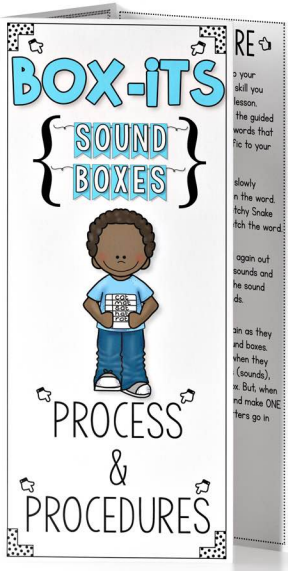
Each book within the unit expects you to teach 3 sight words. The sight words can be found in each book. I have included a Sight Word Progress Monitoring List and Sight Word cards to display after teaching the sight words for each book.

Guided Reading – Sight Word Progress Monitoring [Level D]										
Student Names										
<i>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

NAME: _____

MAKE-ITS Mom's Birthday Treat

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

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!

My Analogy Chart!

INTERACTIVE NOTEBOOKS

NOT ALL SHOWN


Directions: Read the story *Baseball Bags*. 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 answer the questions about the character to figure out a THEME of the story.

RACHEL RUNS

What did the character decide to do?

What did the character say?

I think the THEME of the story is...



Directions: Read the story *Skates and Snowmen*. 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 answer the questions about the character to figure out a THEME of the story.

SKATES AND SNOWMEN

lets summarize

MOVING AWAY? NOT OKAY!

somebody
Who is the main character?

wanted
What did the character want?

In the beginning, Carlos



In the end, Carlos




Directions: Read the book *Wolves and Coyotes*. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight along the dashed lines and stop at the solid line. Then, glue the top strip to your notebook. Compare and contrast these two wild dogs. Write facts about coyotes under the coyote flap. Write facts about the wolves under the wolf flap. Write how they are alike under the middle flap.

WOLVES and COYOTES

wolves coyotes

different

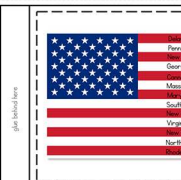


Directions: Read the book *Baseball Hat of Fame*. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight along the dashed lines and stop at the solid line. Then, glue the top half to your notebook. Tell what the main idea is of the text. The main idea is what the text is mostly about. Then write a supporting detail about the main idea under each flap.

BASEBALL

write the

DETAIL #1 DETAIL #2



TITLE: SHE'S A GRAND OLD FLAG

Why did the author write this book?

SKATES AND SNOWMEN

How was the character

Then

What was the resolution to the problem?




Directions: Read the story *Baseball Bags*. 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.

RACHEL RUNS

What is Rachel upset about in the beginning of the story?

What is the role of the Student Council?

Which two charities did the Student Council turn down? Why do you think they turned down these charities?

Why is Rachel upset about how they are for the

What do you believe best would be a different school?

Rachel said something have to do. Do you agree with that statement?

DISCUSSION CARDS

Directions: Read the story *Baseball Bags*. Answer the question about the story. Write your answer in a complete sentence. Forward your notebook(s) to make sure it makes sense, sounds right, and you have correct punctuation.

What is Rachel upset about in the beginning of the story?

What is the role of the Student Council?

Which two charities did the Student Council turn down? Why do you think they turned down these charities?

What is Rachel upset about in the beginning of the story?

What is Rachel beginning

What is Rachel beginning

What is Rachel beginning

What is Rachel beginning

What is Rachel beginning

What is Rachel beginning

What did Rachel believe was way to make a difference in h

Rachel said, "If you want something have to do it yourself!" Do you agree with that statement? Why or why not?

Which two charities did the Student Council turn down? Why do you think they turned down these charities?

Why is Rachel upset about making everyone dress for the fun

Why is Rachel upset about making everyone dress for the fun

Why is Rachel upset about making everyone dress for the fun

Why is Rachel upset about making everyone dress for the fun

Why is Rachel upset about making everyone dress for the fun

Why is Rachel upset about how they making everyone dress for the fun

What did Rachel believe was the best way to make a difference in h

Why is Rachel upset about how they making everyone dress for the fun

Rachel said, "If you want something done, you have to do it yourself!" Do you agree with this statement? Why or why not?

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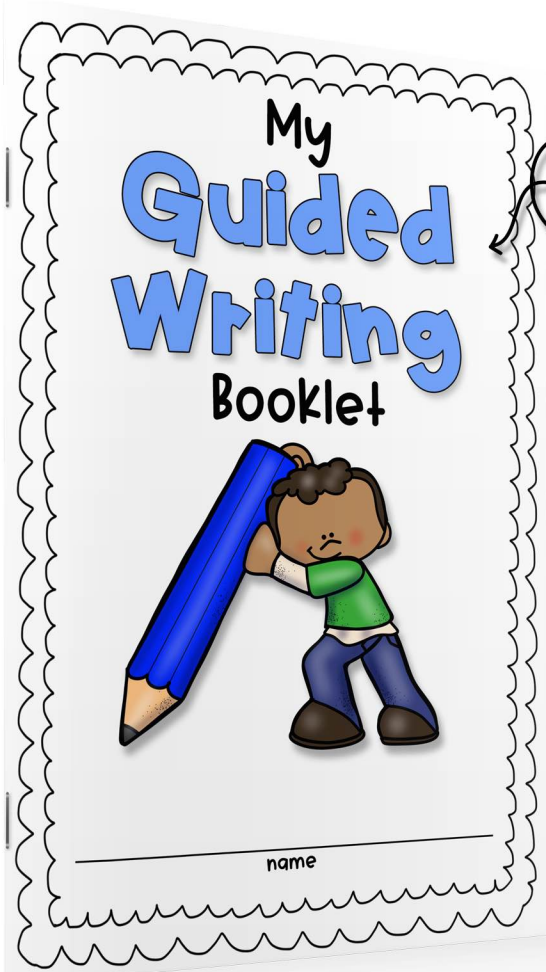
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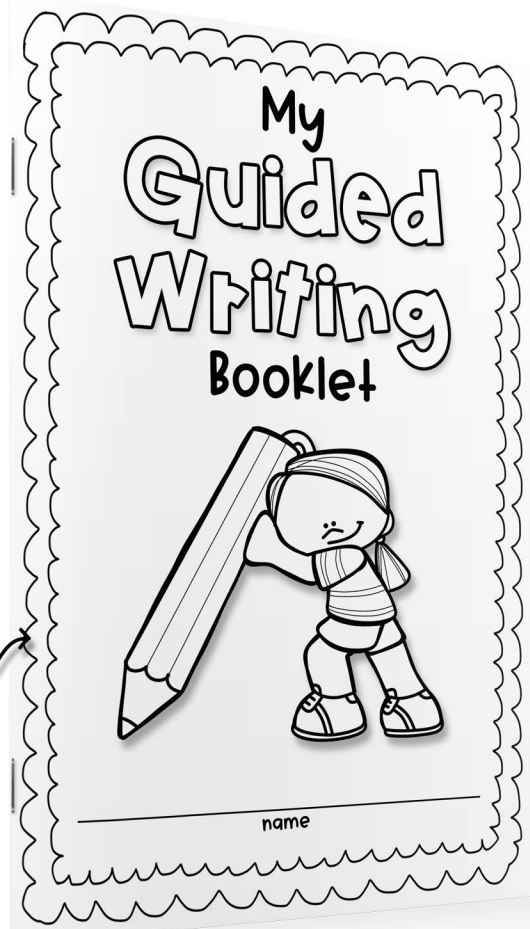
Rachel said, "If you want something done, you have to do it yourself!" Do you agree with this statement? Why or why not?

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.

