



## 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 L 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!

# TABLE OF CONTENTS

Book	Word Work	Page Number
<u><i>Finding Their Way</i></u>	Multisyllabic Words	pages 47-78
<u><i>Ping Pong Prize</i></u>	Multisyllabic Words	pages 80-110
<u><i>Grady the Grouch</i></u>	Multisyllabic Words	pages 112-143
Non-Fiction Texts		
<u><i>Community Workers</i></u>	Multisyllabic Words	pages 145-191
<u><i>Ben Franklin: The Inventor</i></u>	Multisyllabic Words	pages 193-228
<u><i>Taking Care of Earth</i></u>	Multisyllabic Words	pages 230-266

# UNIT COMPONENTS

- ✓ 6 leveled readers - Level L - 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
- ✓ word work workmats and letters for each book
- ✓ guided reading binder cover and spine



# LESSON PLANS

Day 1



CCSS & TEKS Aligned



TITLE: Community Workers			LEVEL: L														
<b>STRATEGY FOCUS:</b> self-monitoring word solving fluency vocabulary retelling	<b>STANDARDS ALIGNMENT:</b> <b>COMMON CORE</b> <small>Grade 2: RI.1, RI.2, RI.6, RI.9, RI.10, RF.3, RF.4, SL.1, SL.2, SL.6</small> <small>Grade 3: RI.3, RI.3.2, RI.3.6, RI.3.9, RI.3.10, RI.3.10, RF.3.3, RF.3.4, SL.3, SL.5</small> <b>TEKS</b> <small>Grade 2: 2.3, 2.10, 2.12, 2.13, 2.14, 2.15, 2.28, 2.29</small> <small>Grade 3: 3.1, 3.12, 3.13, 3.14, 3.28, 3.29</small>	<b>COMPREHENSION FOCUS:</b> <b>SKILLS</b> Compare and Contrast Character Analysis	<b>STRATEGIES</b> Making Inferences Ask and Answer Questions														
DAY 1		DAY 2															
<b>SIGHT WORD INSTRUCTION:</b>		<b>SIGHT WORD REVIEW:</b>															
group	people	some															
<b>BOOK INTRODUCTION:</b>		<b>RE-READ &amp; PROMPT:</b>															
SAY: There are many important people who help keep communities safe and healthy. Others help people learn or get from place to place. Learn all about the workers who help make our communities thrive.		Follow the procedures on the Sight Word Instruction Trifold. Review sight words from the day prior or focus on a specific sight word with which your student/s is/are having trouble.															
<b>PREVIEW &amp; PREDICT:</b>		<b>COMPREHENSION STRATEGY (Making Inferences)</b>															
After introducing the text, allow students to preview the pictures and make predictions about the book and the community workers. Help students understand difficult concepts or explain specific illustrations.		SAY: Yesterday we discussed the importance of making inferences. We practiced making inferences about the community workers using the pictures and text. Today we will practice making inferences about children in communities. What can you infer about this character? Use the pictures and text to help you.															
<b>VOCAB INTRO:</b>		<b>COMPREHENSION SKILL (Character Traits: Inside and Outside Traits)</b>															
Follow the procedure in the Vocabulary Instruction Trifold. Introduce the following words: (page numbers noted next to each word) prevent 2, elementary 6, sanitation 9, landscapers 10, departments 13		SAY: Look at the pictures of the community workers. When we are describing a person, 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. Let's start by choosing one of the community workers and identifying his/her inside and outside traits.															
<b>READ &amp; PROMPT:</b>		<b>WORD WORK INSTRUCTION:</b>															
Students will whisper-read the text independently while you listen closely. Prompt them with strategic, problem-solving questions. 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 student needs. <b>NOTE: This story lends itself well to monitor and clarify as well as inference.</b>		Make-It and Break-It activity: Choose 1-3 multisyllabic words from the book you are reading with your group. Have students build the words one at a time using magnetic letters or letter tiles. Say the word you want students to build. Have them clap out and/or tap out the syllables they hear in the word. Then build the word by using the magnetic letters and separating the syllables.															
<b>DISCUSSION PROMPTS:</b>		Read the Match-Its Trifold to follow the process and procedures for word analogies. You need the Match-Its work mat. <b>Words for the top of the T-Chart are noted below.</b>															
Use these prompts to guide discussion about the story. <b>COMPREHENSION STRATEGY (Making Inferences)</b> 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 community workers in this book? Use text and pictures to help.		<table border="1"> <tr> <td>skies</td> <td>bugs</td> </tr> <tr> <td>cherries</td> <td></td> </tr> <tr> <td>bottles</td> <td></td> </tr> <tr> <td>babies</td> <td></td> </tr> <tr> <td>trays</td> <td></td> </tr> <tr> <td>spies</td> <td></td> </tr> <tr> <td>girls</td> <td></td> </tr> </table>		skies	bugs	cherries		bottles		babies		trays		spies		girls	
skies	bugs																
cherries																	
bottles																	
babies																	
trays																	
spies																	
girls																	
<b>COMPREHENSION SKILL (Compare and Contrast)</b>		<table border="1"> <tr> <td>1 com/mu/ni/ties</td> <td></td> </tr> <tr> <td>2 mo/tor/cy/cle</td> <td></td> </tr> <tr> <td>3 chil/dren</td> <td></td> </tr> <tr> <td>4 li/brar/y</td> <td></td> </tr> <tr> <td>5 beau/ti/ful</td> <td></td> </tr> <tr> <td>6 pack/age</td> <td></td> </tr> </table>		1 com/mu/ni/ties		2 mo/tor/cy/cle		3 chil/dren		4 li/brar/y		5 beau/ti/ful		6 pack/age			
1 com/mu/ni/ties																	
2 mo/tor/cy/cle																	
3 chil/dren																	
4 li/brar/y																	
5 beau/ti/ful																	
6 pack/age																	
SAY: In order to make sense of what we read, it is important to be able to <i>compare and contrast</i> to find the similarities and differences among things. Doing so helps us organize information in our minds, as well as develop our ideas more clearly. Work with a partner to think of two community workers who have some clear similarities and differences. Discuss these with your partner. How does identifying similarities and differences help you process information about these workers? How does it help you understand their role in the community better?																	
<b>SHARED RETELLING:</b>		<b>DAY 3</b>															
If retelling is a skill that your group needs to practice, have your students participate in a short oral retelling activity. Students can do a 5-finger retell, discuss words to describe the character in the beginning and if/how they changed by the end of the story, discuss the overall plot (BME) or the problem/solution, or conduct a SWBST retelling.		<b>GUIDED WRITING:</b>															
<b>STRATEGIC TEACHING:</b>		<b>COMPREHENSION SKILL (Character Analysis: Inside and Outside Traits)</b> SAY: Yesterday we practiced describing the inside and outside character traits of one community worker. Let's continue practicing today by choosing another community worker to evaluate. Remember, use evidence from the text to help support your claims.															
After you work on your discussion points and a retelling activity, choose a specific teaching point that is directly related to what you observed when your students were reading. TEACH the skill, MODEL it for your students, and allow them to PRACTICE the skill. See below for a quick reference of skills.		<b>COMPREHENSION STRATEGY (Ask and Answer Questions)</b> 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.)															
1 Monitor and clarify	5 Monitor and clarify																
2 Monitor and clarify	6 Monitor and clarify																
3 Monitor and clarify	7 Monitor and clarify																
4 Monitor and clarify	8 Monitor and clarify																

Sight Word Instruction

Book Intro

Preview & Predict

Vocab Instruction

Active Reading w/  
Strategy Prompting

Discussion Prompts

Shared Retelling

Strategic Teaching

# LESSON PLANS

Day 2

TITLE: Community Workers					LEVEL: L																			
<b>STRATEGY FOCUS:</b> self-monitoring word solving fluency vocabulary retelling	<b>STANDARDS ALIGNMENT COMMON CORE</b> <small>Grade 2: RI.2.1, RI.2.2, RI.2.6, RI.2.9, RI.2.10, RI.2.3, RI.2.4, SL.2.1, SL.2.6</small> <small>Grade 3: RI.3.1, RI.3.2, RI.3.6, RI.3.9, RI.3.10, RI.3.10, RI.3.3, RI.3.4, SL.3.1, SL.3.6</small>		<b>CS</b> 3, 210, 212, 1, 228, 229 <b>Grade 3:</b> 3.9, 312, 313, 3.H, 3.28, 3.29	<b>COMPREHENSION FOCUS:</b> <b>SKILLS</b> Compare and Contrast Character Analysis		<b>STRATEGIES</b> Making Inferences Ask and Answer Questions																		
	<b>DAY 1</b>		<b>DAY 2</b>																					
<b>SIGHT WORD INSTRUCTION:</b> group      people      some			<b>SIGHT WORD REVIEW:</b> Follow the procedures on the Sight Word Instruction Trifold. Review sight words from the day prior or focus on a specific sight word with which your student/s is/are having trouble.																					
<b>BOOK INTRODUCTION:</b> SAY: There are many important people who help keep communities safe and healthy. Others help people learn or get from place to place. Learn all about the workers who help make our communities thrive.			<b>RE-READ &amp; PROMPT:</b> Students will re-read the text by whisper-reading while you listen closely. Prompt them with strategic, problem-solving actions. Use the Guided Reading Instructional Guide to help prompt your students for decoding, fluency, comprehension, and vocabulary. <b>NOTE: This story lends itself to monitor and clarify as well as inference.</b> Continue to differentiate your instruction based on students' needs. Refer to your anecdotal notes from the previous day to review specific skills/strategies based on students' needs.																					
<b>PREVIEW &amp; PREDICT:</b> After introducing the text, allow students to preview the pictures and make predictions about the book and the community workers. Help students understand difficult concepts or explain specific illustrations.			<b>DISCUSSION PROMPTS:</b> Use these prompts to guide discussion about the story.																					
<b>VOCAB INTRO:</b> Follow the procedure in the Vocabulary Instruction Trifold. Introduce the following words: (page numbers noted next to each word) <b>prevent</b> 2, <b>elementary</b> 6, <b>sanitation</b> 9, <b>landscapers</b> 10, <b>departments</b> 13			<b>COMPREHENSION STRATEGY (Making Inferences)</b> SAY: Yesterday we discussed the importance of making inferences. We practiced making inferences about the community workers using the pictures and text. Today we will practice making inferences about children in communities. What can you infer about this character? Use the pictures and text to help you.																					
<b>READ &amp; PROMPT:</b> Students will whisper-read the text independently while you listen closely. Prompt them with strategic, problem-solving questions. 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 student needs. <b>NOTE: This story lends itself well to monitor and clarify as well as inference.</b>			<b>COMPREHENSION SKILL (Character Traits: Inside and Outside Traits)</b> SAY: Look at the pictures of the community workers. When we are describing a person, 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. Let's start by choosing one of the community workers and identifying his/her inside and outside traits.																					
<b>DISCUSSION PROMPTS:</b> Use these prompts to guide discussion about the story.			<b>WORD WORK INSTRUCTION:</b> Make-It and Break-It activity: Choose 1-3 multisyllabic words from the book you are reading with your group. Have students build the words one at a time using magnetic letters or letter tiles. Say the word you want students to build. Have them clap out and/or tap out the syllables they hear in the word. Then build the word by using the magnetic letters and separating the syllables.		Read the Match-Its Trifold to follow the process and procedures for word analogies. You need the Match-Its workmat. Words for the top of the T-Chart are noted below.																			
<b>COMPREHENSION STRATEGY (Compare and Contrast)</b> SAY: In order to make sense of what we read, it is important to be able to compare and contrast—to find the similarities and differences among things. Doing so helps us organize information in our minds, as well as develop our ideas more clearly. Work with a partner to think of two community workers who have some clear similarities and differences. Discuss these with your partner: How does identifying similarities and differences help you process information about these workers? How does it help you understand their role in the community better?			<table border="1"> <tr> <td>1</td> <td>com/mu/ni/ties</td> <td>cherries</td> </tr> <tr> <td>2</td> <td>mo/tor/cy/cle</td> <td>bottles</td> </tr> <tr> <td>3</td> <td>chil/dren</td> <td>babies</td> </tr> <tr> <td>4</td> <td>li/brar/y</td> <td>trays</td> </tr> <tr> <td>5</td> <td>beau/ti/ful</td> <td>spies</td> </tr> <tr> <td>6</td> <td>pack/age</td> <td>girls</td> </tr> </table>		1	com/mu/ni/ties	cherries	2	mo/tor/cy/cle	bottles	3	chil/dren	babies	4	li/brar/y	trays	5	beau/ti/ful	spies	6	pack/age	girls	<b>Word Work Instruction</b>	
1	com/mu/ni/ties	cherries																						
2	mo/tor/cy/cle	bottles																						
3	chil/dren	babies																						
4	li/brar/y	trays																						
5	beau/ti/ful	spies																						
6	pack/age	girls																						
<b>SHARED RETELLING:</b> If retelling is a skill that your group needs to practice, have your students participate in a short oral retelling activity. Students can do a 5-finger retell, discuss words to describe the character in the beginning and if/how they changed by the end of the story, discuss the overall plot (BME) or the problem/solution, or conduct a SWBST retelling.			<b>DAY 3</b>																					
<b>STRATEGIC TEACHING:</b> After you work on your discussion points and a retelling activity, choose a specific teaching point that is directly related to what you observed when your students were reading. TEACH the skill, MODEL it for your students, and allow them to PRACTICE the skill. See below for a quick reference of skills.			<b>GUIDED WRITING:</b> <b>COMPREHENSION SKILL (Character Analysis: Inside and Outside Traits)</b> SAY: Yesterday we practiced describing the inside and outside character traits of one community worker. Let's continue practicing today by choosing another community worker to evaluate. Remember, use evidence from the text to help support your claims.																					
<table border="1"> <tr> <td>1</td> <td>Write the name of the character you are evaluating.</td> <td>5</td> <td>Write the name of the character you are evaluating.</td> </tr> <tr> <td>2</td> <td>Write the physical traits of the character.</td> <td>6</td> <td>Write the physical traits of the character.</td> </tr> <tr> <td>3</td> <td>Write the personality traits of the character.</td> <td>7</td> <td>Write the personality traits of the character.</td> </tr> <tr> <td>4</td> <td>Write the role of the character in the community.</td> <td>8</td> <td>Write the role of the character in the community.</td> </tr> </table>		1	Write the name of the character you are evaluating.	5	Write the name of the character you are evaluating.	2	Write the physical traits of the character.	6	Write the physical traits of the character.	3	Write the personality traits of the character.	7	Write the personality traits of the character.	4	Write the role of the character in the community.	8	Write the role of the character in the community.	<b>COMPREHENSION STRATEGY (Ask and Answer Questions)</b> 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.)						
1	Write the name of the character you are evaluating.	5	Write the name of the character you are evaluating.																					
2	Write the physical traits of the character.	6	Write the physical traits of the character.																					
3	Write the personality traits of the character.	7	Write the personality traits of the character.																					
4	Write the role of the character in the community.	8	Write the role of the character in the community.																					

Active Re-Reading w/ Strategy Prompting

Discussion Prompts

Word Work Instruction

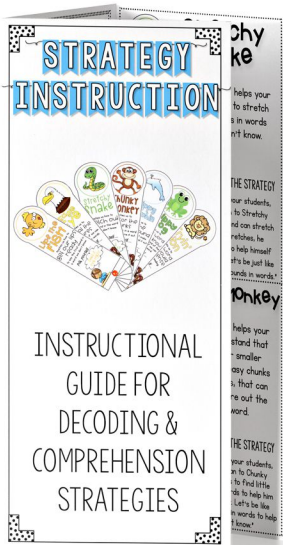
Day 3 Guided Writing



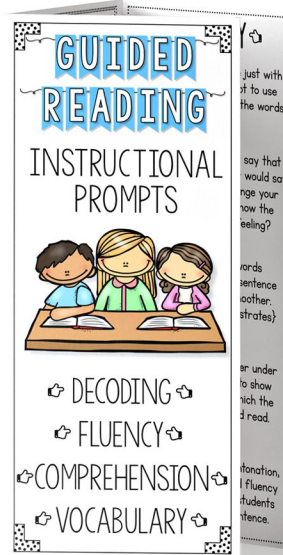


# INSTRUCTIONAL TRIFOLDS

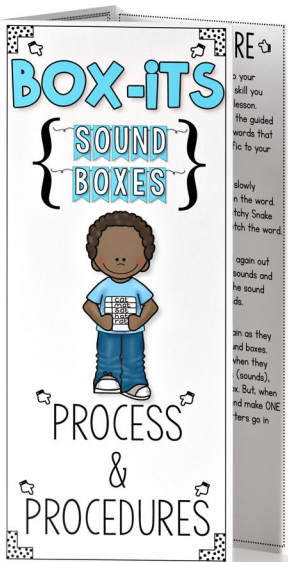
These Instructional Trifolds are your teaching guides. They provide you with the process and procedures for conducting lessons within your reading instruction.



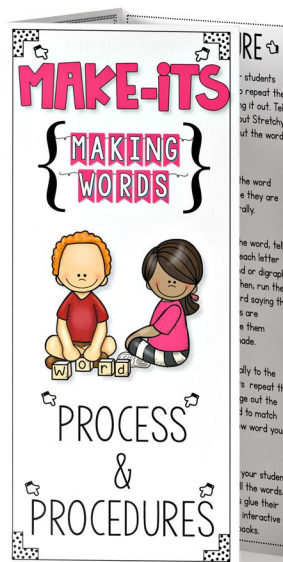
Strategy Instructional Trifold correlates to the Strategy Fans and provides detailed lessons for teaching reading strategies.



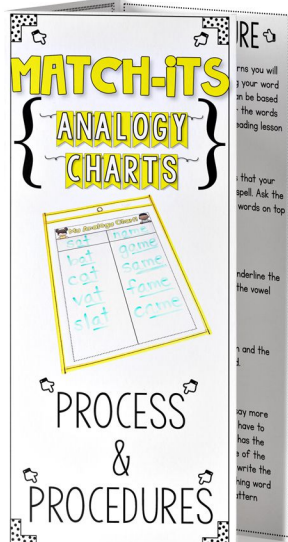
Guided Reading Instructional Trifold provides the teacher with verbal prompts for fluency, decoding, comprehension and vocabulary while students whisper read.



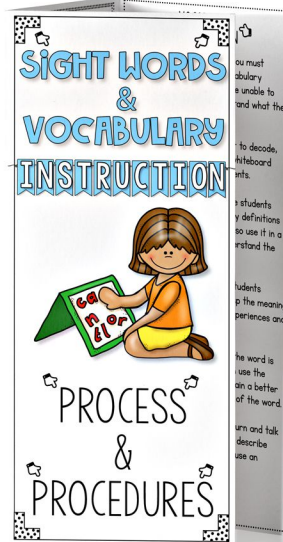
Box-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for using Sound Boxes during word study.



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 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.



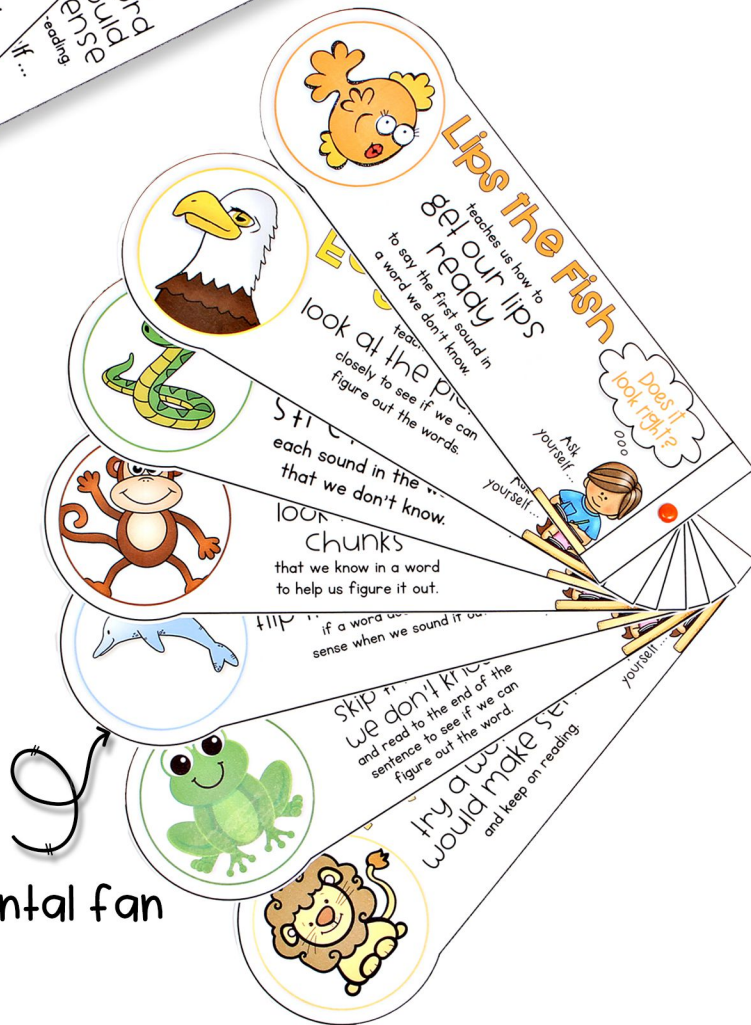
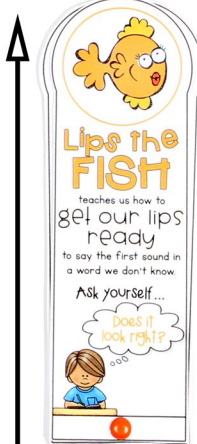
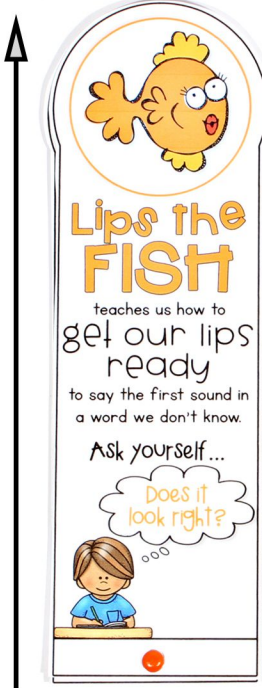
vertical fan

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

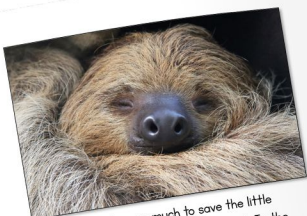
Professionally Illustrated Fiction Texts

6 texts per level

3 fiction & 3 non-fiction



printable book



Sloths sleep so much to save the little energy they get from their simple diet. In the wild, sloths sleep about nine hours a day. That's only a little more than humans. But in captivity, they may sleep closer to twenty hours a day!



6



### How Do Sloths Survive?

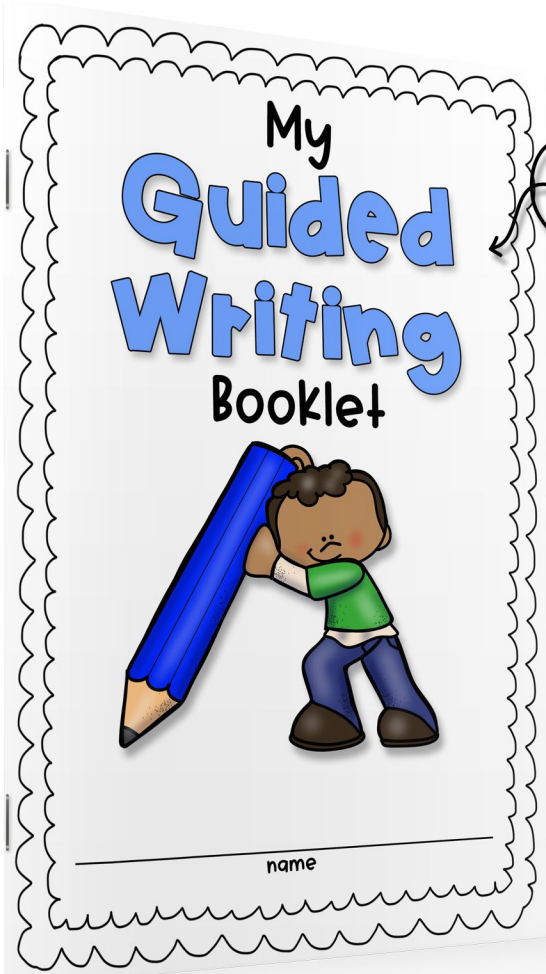
Sloths are not fast. They are not very alert. So how do they survive in the wild? They spend most of their time in trees. They hang from branches, sleep on branches, and play on branches. They eat leaves off branches.



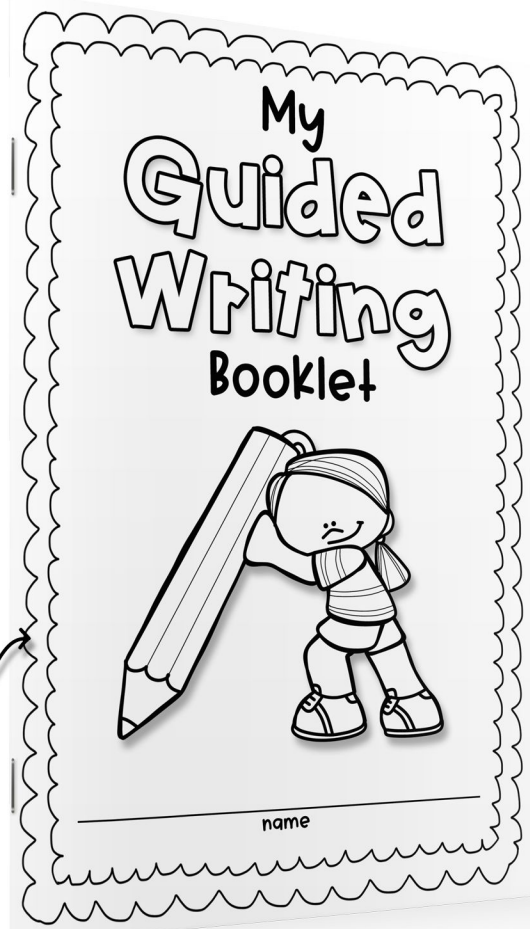
digital book  
on tablets  
or iPads via  
QR code scan

# 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.

