



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 P-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!

TABLE OF CONTENTS

Book	Word Work	Page Number
<u><i>Extreme Weather</i></u>	Multisyllabic Words	pages 45 – 79
<u><i>The Monarch Butterfly</i></u>	Multisyllabic Words	pages 81 – 117
<u><i>Fossils</i></u>	Multisyllabic Words	pages 119 – 153
Fiction Texts		
<u><i>The Monster Under the Bed</i></u>	Multisyllabic Words	pages 155 – 209
<u><i>The Big Ego</i></u>	Multisyllabic Words	pages 211 – 263
<u><i>The Rainbow Crow</i></u>	Multisyllabic Words	pages 265 – 311

UNIT COMPONENTS

- ✓ 6 leveled readers - Level P - 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 <small>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, RI.3.11, RI.3.12, RI.3.13, RI.3.14, RI.3.15, RI.3.16, RI.3.17, RI.3.18, RI.3.19, RI.3.20, RI.3.21, RI.3.22, RI.3.23, RI.3.24, RI.3.25, RI.3.26, RI.3.27, RI.3.28, RI.3.29, RI.3.30, RI.3.31, RI.3.32, RI.3.33, RI.3.34, RI.3.35, RI.3.36, RI.3.37, RI.3.38, RI.3.39, RI.3.40, RI.3.41, RI.3.42, RI.3.43, RI.3.44, RI.3.45, RI.3.46, RI.3.47, RI.3.48, RI.3.49, RI.3.50, RI.3.51, RI.3.52, RI.3.53, RI.3.54, RI.3.55, RI.3.56, RI.3.57, RI.3.58, RI.3.59, RI.3.60</small> TEKS <small>Grade 3: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27, 3.28, 3.29, 3.30, 3.31, 3.32, 3.33, 3.34, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, 3.42, 3.43, 3.44, 3.45, 3.46, 3.47, 3.48, 3.49, 3.50, 3.51, 3.52, 3.53, 3.54, 3.55, 3.56, 3.57, 3.58, 3.59, 3.60</small>	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 & PROMPT: 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: mea bene muli the root patt the Enc are left and mag	
1	8	1	4
2	9	2	5
3	10	3	6
4	11		
5	12		
6	13		
7	14		
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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.)	
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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.		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.)	
1	2	1	4
opinions	nervously	fam/i/ly	an/y/thing
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		be/lieve	nod/ded

Book Intro

Preview & Predict

Vocab Introduction

Active Reading w/ Strategy Prompting

Read and Respond





Discussion Prompts

Strategic Teaching

Vocab Instruction

LESSON PLANS

Day 2

TITLE: Braids, Beads, and Beauty		LEVEL: N															
STRATEGY FOCUS:  word study  vocabulary  comprehension  guided writing	STANDARDS ALIGNMENT: COMMON CORE <small>Grade 3: 3.R.1, 3.R.2, 3.R.3, 3.R.4, 3.R.5, 3.R.6, 3.R.7, 3.R.8, 3.R.9, 3.R.10, 3.R.11, 3.R.12, 3.L.1, 3.L.2, 3.L.3, 3.L.4, 3.L.5, 3.L.6, 3.L.7, 3.L.8, 3.L.9, 3.L.10, 3.L.11, 3.L.12, 3.W.1, 3.W.2, 3.W.3, 3.W.4, 3.W.5, 3.W.6, 3.W.7, 3.W.8, 3.W.9, 3.W.10, 3.W.11, 3.W.12, 3.W.13, 3.W.14, 3.W.15, 3.W.16, 3.W.17, 3.W.18, 3.W.19, 3.W.20, 3.W.21, 3.W.22, 3.W.23, 3.W.24, 3.W.25, 3.W.26, 3.W.27, 3.W.28, 3.W.29, 3.W.30, 3.W.31, 3.W.32, 3.W.33, 3.W.34, 3.W.35, 3.W.36, 3.W.37, 3.W.38, 3.W.39, 3.W.40, 3.W.41, 3.W.42, 3.W.43, 3.W.44, 3.W.45, 3.W.46, 3.W.47, 3.W.48, 3.W.49, 3.W.50, 3.W.51, 3.W.52, 3.W.53, 3.W.54, 3.W.55, 3.W.56, 3.W.57, 3.W.58, 3.W.59, 3.W.60, 3.W.61, 3.W.62, 3.W.63, 3.W.64, 3.W.65, 3.W.66, 3.W.67, 3.W.68, 3.W.69, 3.W.70, 3.W.71, 3.W.72, 3.W.73, 3.W.74, 3.W.75, 3.W.76, 3.W.77, 3.W.78, 3.W.79, 3.W.80, 3.W.81, 3.W.82, 3.W.83, 3.W.84, 3.W.85, 3.W.86, 3.W.87, 3.W.88, 3.W.89, 3.W.90, 3.W.91, 3.W.92, 3.W.93, 3.W.94, 3.W.95, 3.W.96, 3.W.97, 3.W.98, 3.W.99, 3.W.100</small>		TEKS <small>Grade 3: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27, 3.28, 3.29, 3.30, 3.31, 3.32, 3.33, 3.34, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, 3.42, 3.43, 3.44, 3.45, 3.46, 3.47, 3.48, 3.49, 3.50, 3.51, 3.52, 3.53, 3.54, 3.55, 3.56, 3.57, 3.58, 3.59, 3.60, 3.61, 3.62, 3.63, 3.64, 3.65, 3.66, 3.67, 3.68, 3.69, 3.70, 3.71, 3.72, 3.73, 3.74, 3.75, 3.76, 3.77, 3.78, 3.79, 3.80, 3.81, 3.82, 3.83, 3.84, 3.85, 3.86, 3.87, 3.88, 3.89, 3.90, 3.91, 3.92, 3.93, 3.94, 3.95, 3.96, 3.97, 3.98, 3.99, 3.100</small>	COMPREHENSION FOCUS: SKILLS Character Analysis: Inside and Outside Traits Story Elements: Problem and Solution	STRATEGIES Making Inferences Ask and Answer Questions												
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<table border="1"> <tr> <td>1 opinions</td> <td>2 nervously</td> </tr> </table>	1 opinions	2 nervously	DAY 3														
1 opinions	2 nervously																

del

del Active Re-Reading w/ Strategy Prompting

del Discussion Prompts

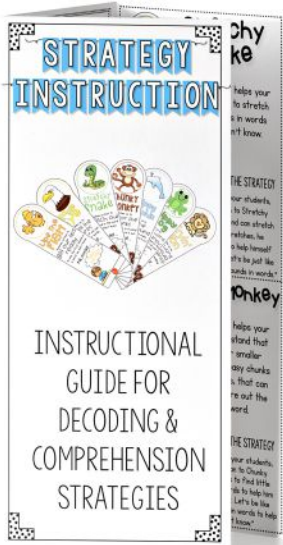
del Word Work Instruction

del Word Work Instruction

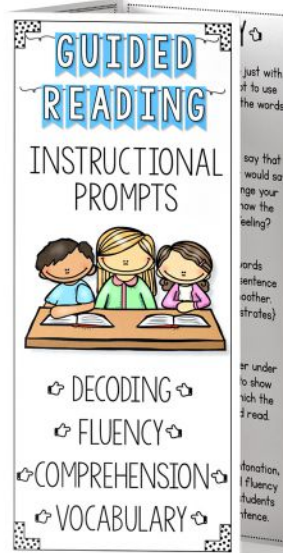
Day 3 Guided Writing

INSTRUCTIONAL TRIFOLDS

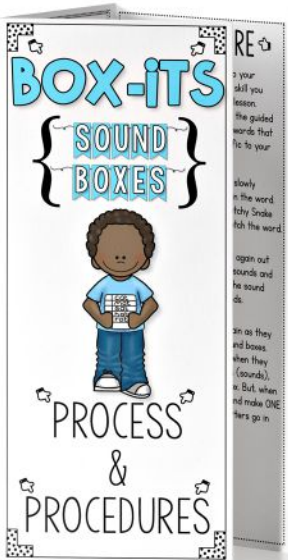
These Instructional Trifolds are your teaching guides. They provide you with the process and procedures for conducting lessons within your reading instruction.



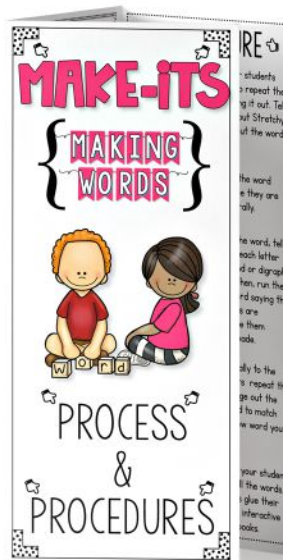
Strategy Instructional Trifold correlates to the Strategy Fans and provides detailed lessons for teaching reading strategies.



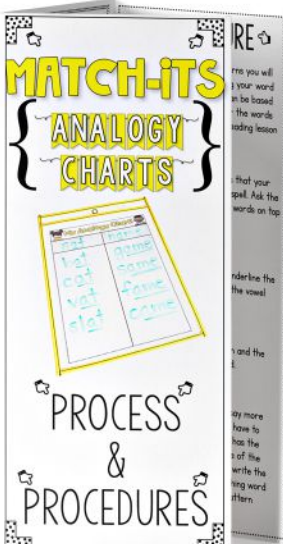
Guided Reading Instructional Trifold provides the teacher with verbal prompts for fluency, decoding, comprehension and vocabulary while students whisper read.



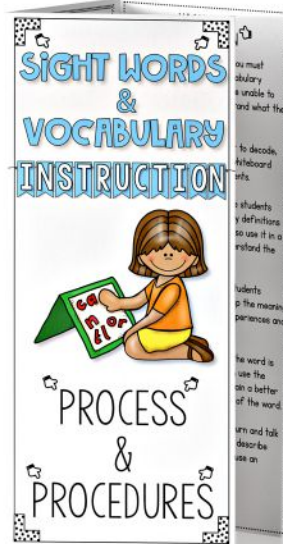
Box-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for using Sound Boxes during word study.



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.



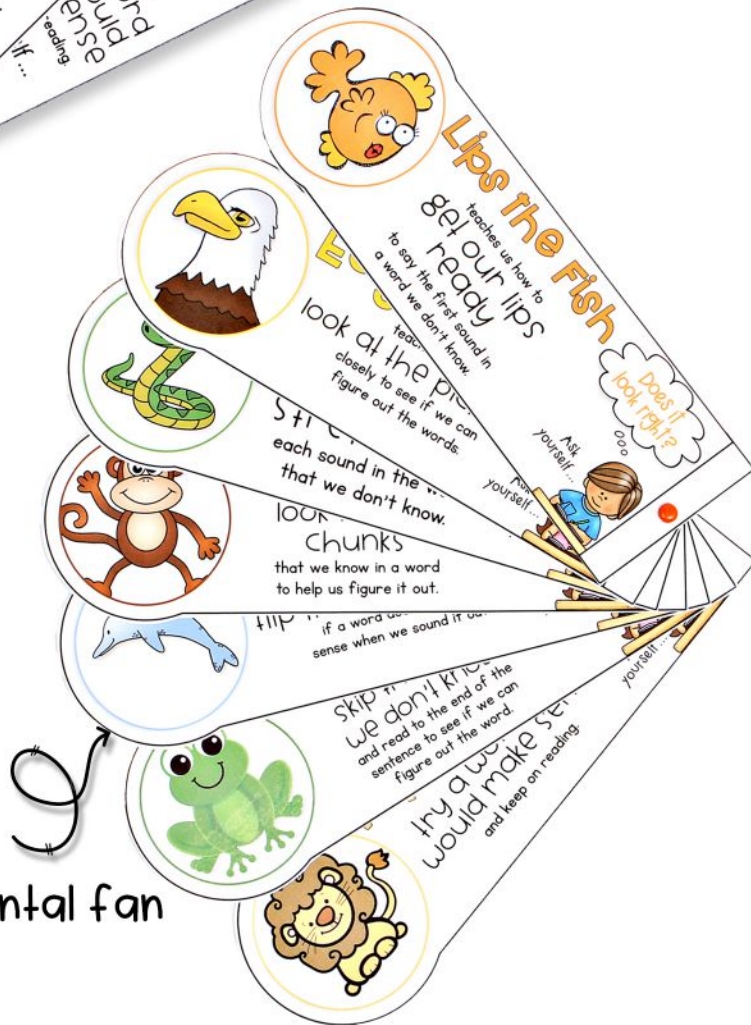
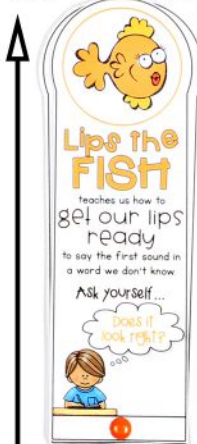
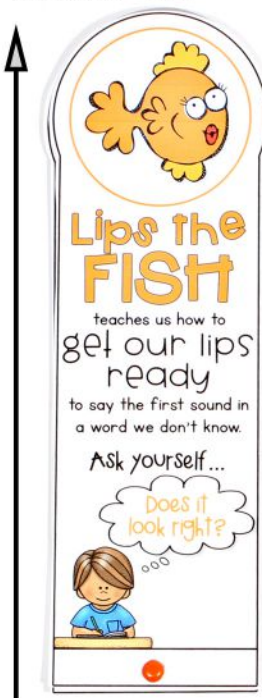
vertical fan

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?

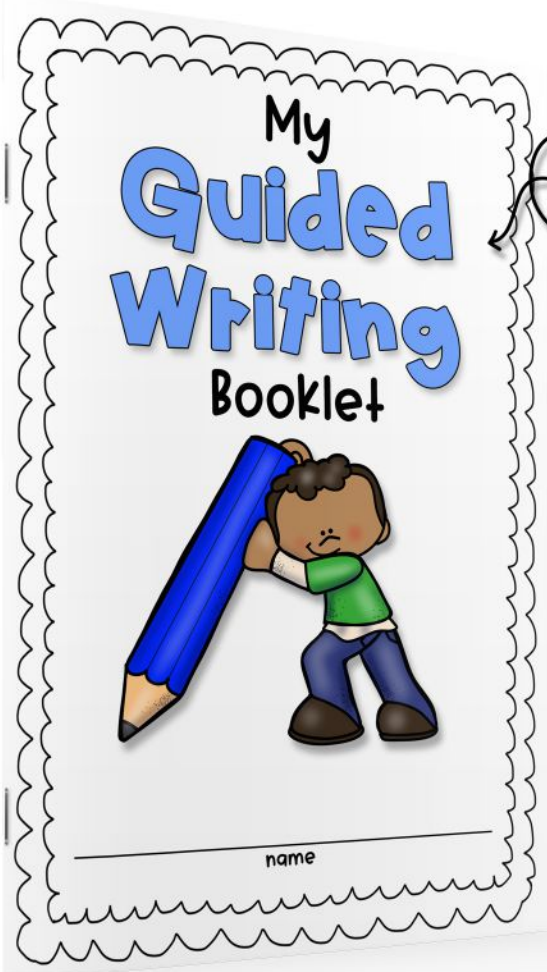
Sloths are not fast. They are not very alert. So how do they survive in the wild? They spend most of their time in trees. They hang from branches, sleep on branches, and play on branches. They eat leaves off branches.



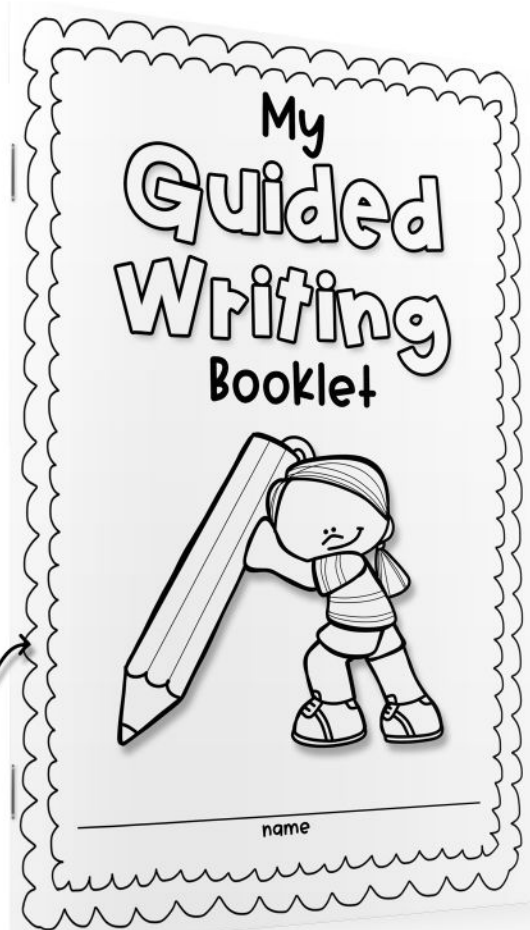
digital book on tablets or iPads via QR code scan

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.

