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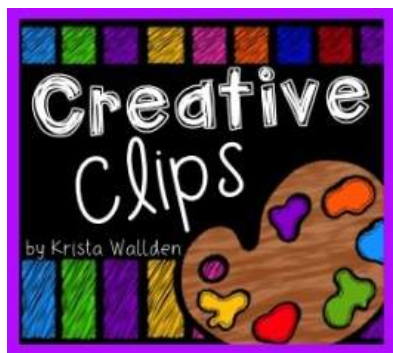
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Rationale:

This guided reading resource is full of everything you need to plan, instruct, and assess students in a level A guided reading group. The level A scale is based on Fountas and Pinnell. Included in the resource are:

- A detailed description of each of the steps in a guided reading lesson.
- A reproducible lesson plan form for guided reading.
- A list of objectives students should be able to complete independently at a level A (this is a good list to consider when deciding if a student should move from a pre primer level to level A).
- 40 reading comprehension (fiction and nonfiction) objectives that are appropriate for Level A readers.
- Objective lists for fiction and nonfiction texts.
- "I Can" statements for each objective.
- Every Kindergarten Reading Informational and Reading Literature standard is linked to an objective.
- 3-4 Suggested question prompts for each standard.
- A printable graphic organizer for all 46 objectives.
- Guided reading table cards with 'I Can...' statements, CCSS, and prompting questions in both color and black and white.

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The steps in a guided reading lesson for Level A:

- I. Introduction (2-3 minutes)
 - i. Decode and define tricky words by bringing students to those words they may struggle with.
 - ii. Give students background knowledge to better understand the text.
2. Reading the text (10 minutes)
 - i. Students read the text silently, while the teacher listens in to each student whisper read for a few minutes.
 - ii. The teacher takes notes on the types of strategies students use to solve unknown words. The teacher may quickly teach a word solving or fluency skill to an individual student.
3. Talking about the text (5 minutes)
 - i. The teacher has a conversation with students about their thinking and what they might still be wondering about what they just read.
4. Teaching objective (5 minutes)
 - i. The teacher explicitly teaches one of the learning objectives recommended for students at a level A.
 - ii. The teacher has students read the 'I Can...' statement on the table card and asks students some of the suggested questions available for that objective.
5. Word Work (3-4 minutes)
 - i. Students at a level A need continued support in word work.
 - ii. Some days the teacher may plan to work on a spelling pattern that follows weekly spelling words. Other days the teacher may want to write down a few words that students were struggling with during the guided reading lesson.
6. Assessment Assignment (optional: completed independently)
 - i. Students complete a portion of the graphic organizer as a group and then complete the rest independently.

Guided Reading Lesson Plan: Level A

Group members: _____

Date: _____ Book Title: _____

Author: _____ Genre: _____ Pages Read: _____

Assessment Assignment: _____ Date to meet next: _____

Introduction (2-3 minutes):

Reading the Text (10 minutes):

Talking about the Text (5 minutes):

Teaching Objective (5 minutes):

Word Work (3-4 minutes):

Sample

Guided Reading Teaching Objectives: **Level A Fiction Text**

The following reading comprehension strategies and word work skills are appropriate for level A guided reading instruction. Please note that, although this list is very comprehensive, it is not everything you could teach. Classroom teachers know students the best. Use this list as guide, and choose instructional objectives based on the specific needs of your students.

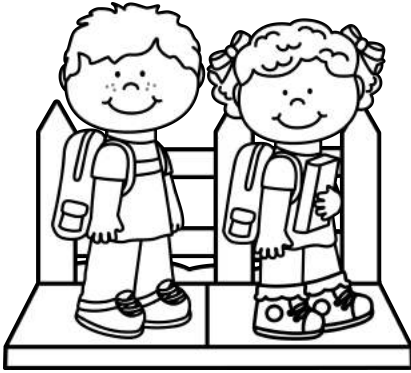
Objective	"I Can" Statement	Suggested Question Prompts	Common Core State Standard
Identify main events in a story with support.	I can tell about things that happen in a story.	<ol style="list-style-type: none"> 1. What happened at the beginning of the story? 2. What happened in the middle of the story? 3. What happened at the end of the story? 4. What was the biggest thing that happened? 	CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
Ask and answer questions about unknown words in a story.	I can ask questions about words that are new to me.	<ol style="list-style-type: none"> 1. What are some new words to you in the story? Show me. 2. What do you think the word says? 3. How can you try to learn the new word? Let's try it! 4. Why do readers think about new words when they read stories? 	CCSS.ELA-LITERACY.RL.K.4 Ask and answer questions about unknown words in a text.

Using Picture to Make Predictions

I can use pictures to guess what will happen next.

My Name: _____

Teacher Directions: "Pictures in a story help readers so much! We can look carefully at pictures in a story and think about what might happen next. Look at the pictures below. Read the words on each card and decide which picture matches what might happen next. Glue each word card under the picture that matches."



sample

The kids get to school.

It rains all day long.

She did not go to school.

The dog jumps out.

How Stories are Different

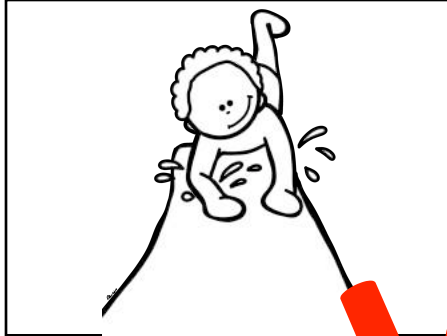
I can tell how stories are different.

My Name: _____

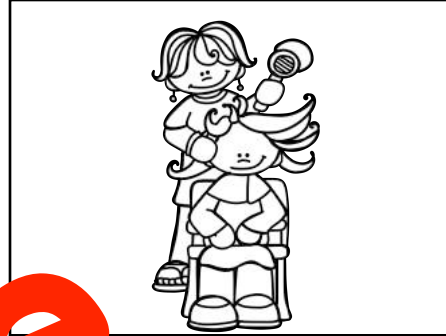
Teacher Directions: "Some stories can happen in real life. The characters and the events are things that could actually happen. Other stories are make believe and could not happen in real life. Animals that talk in stories cannot happen in real life! Take a look at each picture. Circle 'real life' if you think the picture could happen in real life or 'make believe' if the picture could not happen in real life."



Real Life Make Believe



Real Life Make Believe



Real Life Make Believe



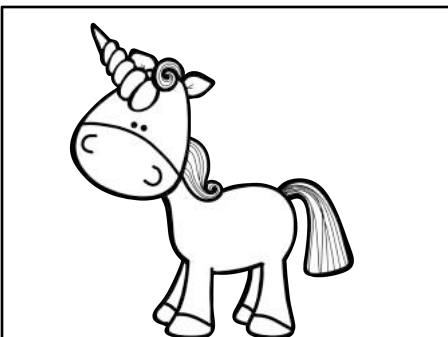
Real Life Make Believe



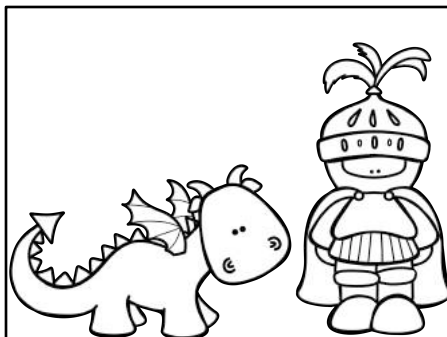
Real Life Make Believe



Real Life Make Believe



Real Life Make Believe



Real Life Make Believe



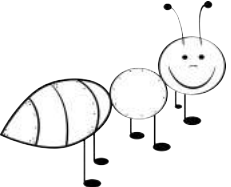
Real Life Make Believe

Words That Start With a Vowel

I can find words that start with a vowel.


My Name: _____

Teacher Directions: "Some words begin with a vowel. The vowel might make a short sound. The vowel might make a long sound. Look at the pictures below. Write the vowel on each line that begins each word. Circle the word 'long' if it makes a long sound. Circle the word 'short' if the vowel makes a short sound."



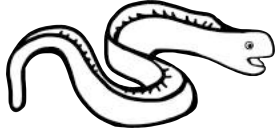
__ nt

long short



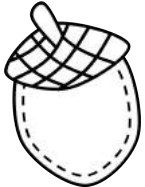
__ wl

long short



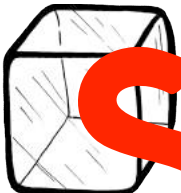
__ el

long short



__ corn

long short



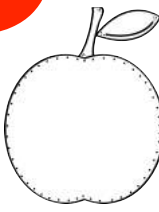
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long short




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long short




__ pple

long short




__ at

long short




__ pen

long short



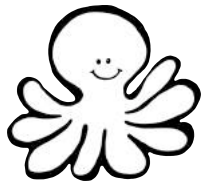
__ ar

long short



__ p

long short



__ ctopus

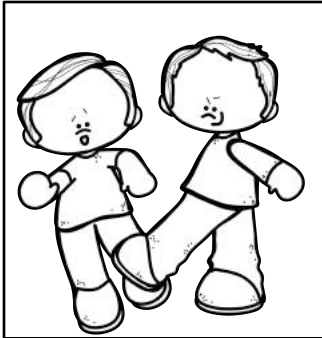
long short

After the Story Ends

I can predict what might happen after the story ends.

My Name: _____

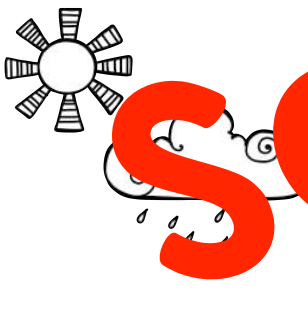
Teacher Directions: "Readers can think about what might happen after a story ends. They can use what they know about the characters and what happened in the story to think what might happen next. This is called making predictions. We can predict what might happen after a story ends. Look at the pictures and words below. Then cut out the pictures and words on the dotted lines and match them up to make predictions!"



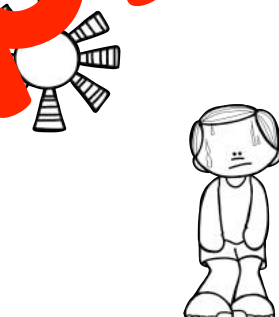
Ben put out his foot.
He tripped Matt.



The sun did not
shine. It was a



The sun was out. It
did rain too.



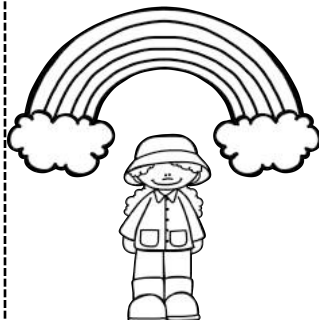
The sun was hot. It
did not rain.



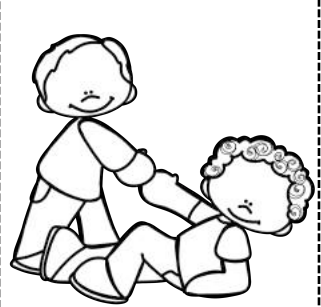
She kept the plants
safe. She fed them.



He helped get rid of
the snow.



She saw a rainbow
in the sky.



Jack helped Matt
get up.

Details in a Text

I can remember important details in a text.

My Name: _____

Teacher Directions: "Readers think about the details of a text as they read. They remember the most important details so they can learn new things! Read the short text below. Cut out all the details in the word boxes below. Only glue in the details that fit for this text. Don't get mixed up with gluing details that do not fit the text!"



Kids have jobs. They help in class. They can pick up chairs.



Kids can fix the calendar. They can add the date.



They can help pass out paper. Kids love to pass out paper.



They can help pass out pencils. Kids need pencils in school.

Details:

Kids do not have jobs.

They can pass out paper.

Kids can not do jobs.

Kids can pick up chairs.

Kids can fix the calendar.

Kids can not play at school.

They can pass out pencils.

Kids can teach the class.

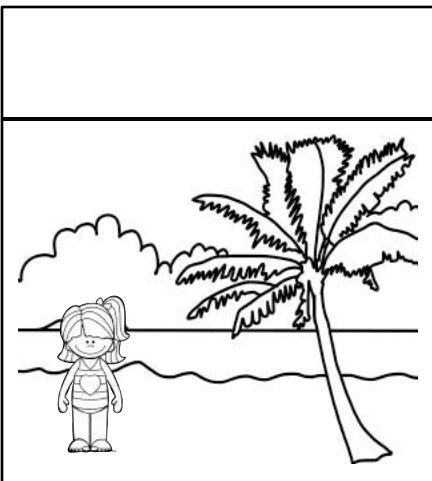
Kids have lots of jobs.

All About Settings

I can tell all I know about the settings.

My Name: _____

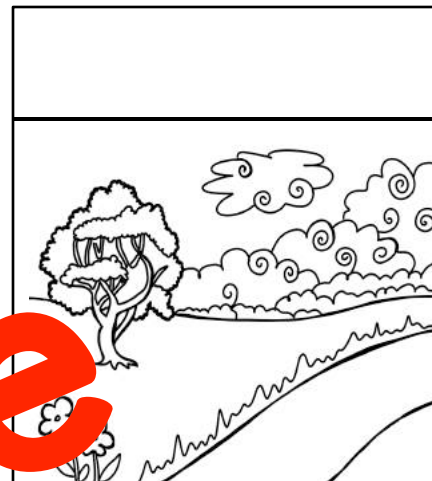
Teacher Directions: "Every story has at least one setting. A setting is the place and time in which the things are happening. Cut out the word cards below and match them to each picture of a setting. Then tell about each setting in your own words!"



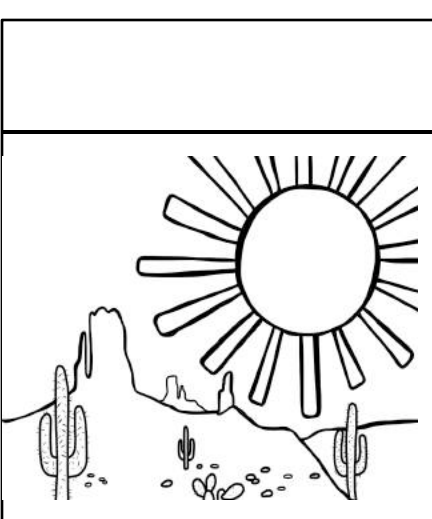
My Words:



My Words:



My Words:



My Words:

in the city

at the beach

in the country

in the desert

Order of Events

I can tell about events in a story in order.

My Name: _____

Teacher Directions: "Readers can remember the events in a story in the order they happened. When we remember what we read in the order it happened, it helps us think more about the story. Look at the pictures and words below. Cut them out and glue them in the order that makes most sense for a story to happen!"

1

2

3

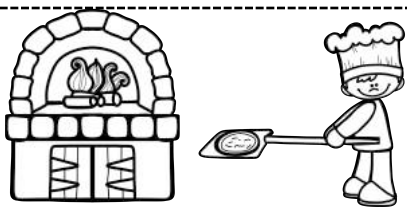
4

6

Sample



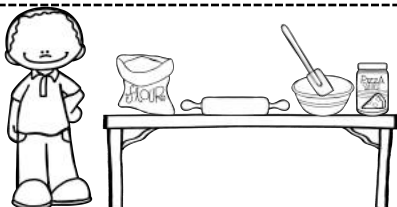
After I mix the dough I can roll the dough.



I cook the pizza. Then I eat it. Yum!!



Then I add the things on top. I add meat.



I can make pizza. First I need to get ready.



I add the sauce. I put it on top of the dough.



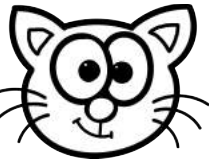
Next I mix the dough. It is hard to mix the dough.

Making New Words


I can change the first letter of a word to make a new word.

My Name: _____


Teacher Directions: "Some words have the same letters except for the first one. We can make new words by just changing the first letter! It helps us to notice when words have many of the same letters so we can read new words. Read each word below. Then make new words by adding a different letter to each of the blank spaces. Read all the words out loud when you are finished!"




___ at
___ at
cat ___ at



___ in
___ in
fin ___ in




___ et
___ et
net ___ et




___ og
___ og
fog ___ og




___ ug
___ ug
bug ___ ug




___ ag
___ ag
rag ___ ag




___ am
___ am
jam ___ am



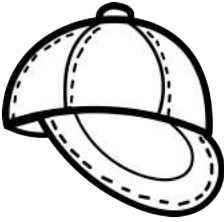
___ an
___ an
can ___ an




___ it
___ it
sit ___ it



___ op
___ op
pop ___ op



___ ap
___ ap
cap ___ ap



___ en
___ en
hen ___ en



'I Can...' Statements, Questions, and CCSS Table Cards

The following section includes all the 'I Can...' statements, questions, and CCSS on table cards. These are so great because you can keep them right at your guided reading table. On one side, students can see the 'I Can...' statements, while the other side includes the questions to prompt student learning! Students will have a visual reminder and purpose for their learning. The cards are also great for your principal to see when he/she pops into your room for a visit 😊 The CCSS is also printed at the bottom of the question side, just as a reminder of what standard your are covering.

*** This is just a reminder that some of the questions are open-ended. They include ellipses (...) for you to finish the question based on the specific details in the story you are reading. That way the questions can be used over and over again 😊 The goal of the questions is to promote student thinking. They are suggestions and certainly are not the only questions you can ask to prompt student thinking.

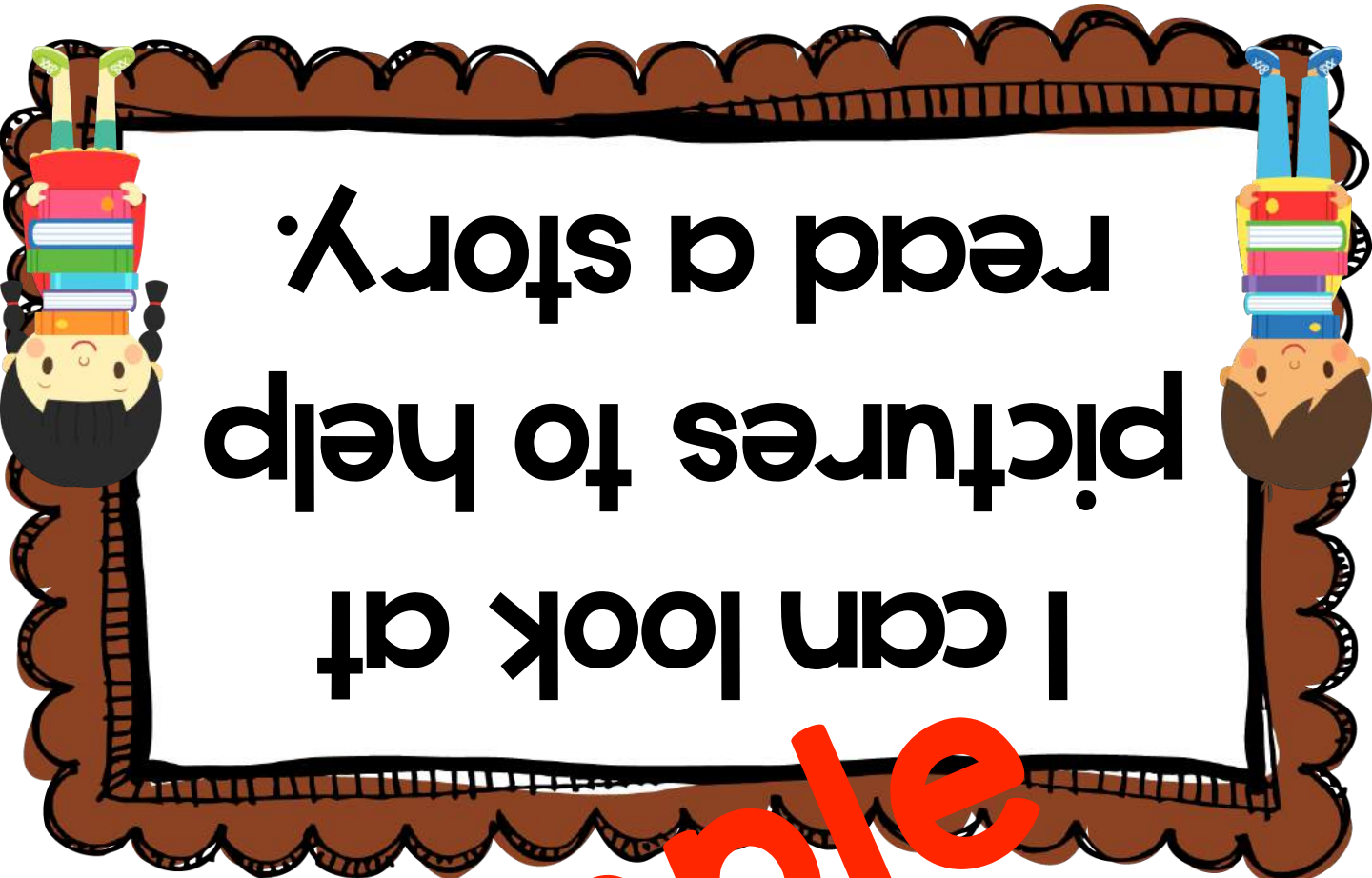
I can think about
the author and
illustrator of the
story.

Level 1

1. Who do we call the person who wrote the story?
2. Do you think the author did a good job telling the story? Tell me why.
3. What do we call the person who made pictures for the story?
4. Do you think the illustrator did a good job? Tell me why.

[CCSS.ELA-LITERACY.RL.K.6](#)

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.



I can look at
pictures to help
read a story.

Level 1

1. What does the picture show us on this page?
2. What is happening in the picture on this page?
3. What do you think about this picture?
4. How do pictures help you think about a story?

[CCSS.ELA-LITERACY.RL.K.7](#)

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).