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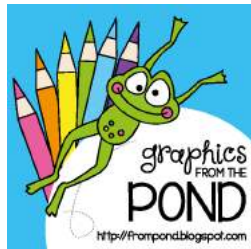
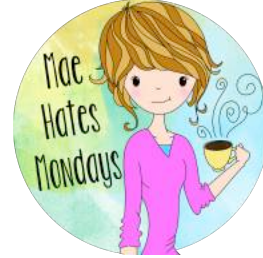
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Thank you so much to these amazing artists,
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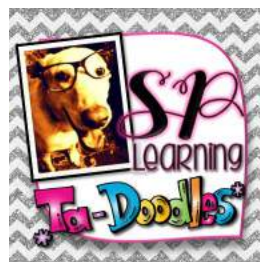
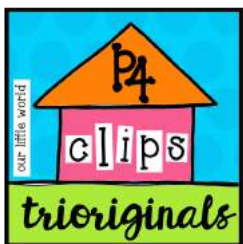


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Rationale:

This guided reading resource is full of everything you need to plan, instruct, and assess students in a level R guided reading group. The level R 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 R (this is a good list to consider when deciding if a student should move from a level Q to level R).
- 40 reading comprehension (fiction and nonfiction) and word work objectives that are appropriate for level R readers.
- Objective lists for fiction and nonfiction texts.
- "I Can" statements for each objective.
- Every grade 4 Reading Informational and Reading Literature standard is linked to an objective, as well as several Reading Foundational standards.
- 3-4 Suggested question prompts for each standard.
- A printable graphic organizer for each objective.
- Guided reading table cards with "I Can..." statements, CCSS, and prompting questions in both color and black and white.

Sample

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The steps in a guided reading lesson for Level R:

1. **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 R. The teacher has students read the 'I Can...' statement on the table and asks students some of the suggested questions available for that objective.
5. **Word Work (3-4 minutes)**
 - i. Students at a level R 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 Z

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

Skills Students at a Level R Should Accomplish Independently

If you are considering moving a student from a level Q to a R, compare this list to the student's independent reading skills.

Objective	Common Core State Standard
Use what is known from reading other similar texts to help understand new texts.	CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Infer cause and effect relationships related to characters' actions in a story.	CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Identify the main idea and key details in a level Q text.	CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the main points.
Change rate of reading to reflect meaning.	CCSS.ELA-Literacy.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Make connections between what is read and what is known from other texts.	CCSS.ELA-Literacy.RI.4.10 By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Use background knowledge to understand new ideas in nonfiction text.	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Use background knowledge to understand the events, problems/ solutions, and actions of characters in a story.	CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Use what was learned from other texts in current reading.	CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Guided Reading Teaching Objectives: **Level R Nonfiction Text**

The following reading comprehension strategies and word work skills are appropriate for level R 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
Share what was learned and new thinking from reading the text.	I can share what I learned and my new thinking from reading a nonfiction text.	<ol style="list-style-type: none"> 1. What did you learn from reading today? 2. How do you plan to use what you learned in your own life? 3. How will your new learning cause you to think differently about things? 4. As a reader, how should I be using what I learn in nonfiction text in all areas of my life? Why is this important? 	CCSS.ELA-Literacy.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Describe how perspectives changed about a culture after reading a text.	I can explain how my point of view has changed about a culture after reading a nonfiction text.	<ol style="list-style-type: none"> 1. Describe the culture(s) that were in this nonfiction text. 2. What did you already know about that culture before reading? 3. What were your opinions about that culture before reading? 4. How have your opinions changed since reading? Why? 	CCSS.ELA-Literacy.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Making Predictions While Reading

I can use personal experiences, other stories, or what makes the most sense to make predictions while I am reading.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe some predictions you made while reading. Then explain your reasons for making each prediction.

Prediction:

Reasons:

Prediction:

Reasons:

Prediction:

Reasons:

Prediction:

Reasons:

Prediction:

Reasons:

Prediction:

Reasons:

Sample

Inferring Reasons for Characters' Choices

I can infer why characters make the choices they do in a story.


Name: _____ Date: _____

Title: _____ Author: _____

Directions: Complete the graphic organizer by describing characters' actions and why you think the characters made those choices in the story.


Character:

What the Character Did:

What I Learned About this Word:
 _____


Character:

What the Character Did:

What I Learned About this Word:
 _____


Character:

What the Character Did:

What I Learned About this Word:
 _____

Character:

What the Character Did:

What I Learned About this Word:
 _____

Sample

Understanding Irony in Stories


I can identify and describe elements of irony in a story.

Name: _____ Date: _____

Title: _____ Author: _____


Directions: Copy a section of text that shows irony. Then explain how it is ironic.

Irony in the Story




How it's Ironic:

Irony in the Story




How it's Ironic:

Irony in the Story



How it's Ironic:

Irony in the Story



How it's Ironic:

Sample

Understanding the Implied Meanings of Words

I can understand implied meanings for certain words while reading.

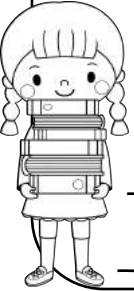
Name: _____ Date: _____

Title: _____ Author: _____

Directions: Copy words from reading and then tell what are the implied meanings for each word.

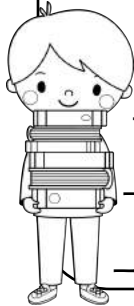
Word: _____

Implied Meanings:



Word: _____

Implied Meanings:



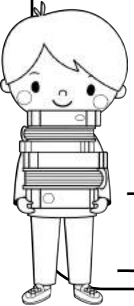
Word: _____

Implied Meanings:



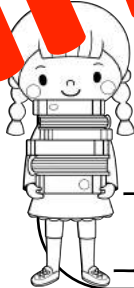
Word: _____

Implied Meanings:



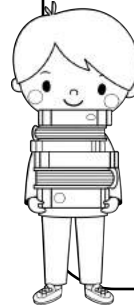
Word: _____

Implied Meanings:



Word: _____

Implied Meanings:



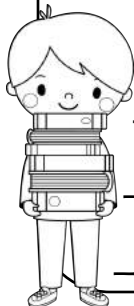
Word: _____

Implied Meanings:



Word: _____

Implied Meanings:



Word: _____

Implied Meanings:



Sample

Using Dialogue to Think About Characters' Motives

I can infer the characters' motives by thinking about what they say in the story.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Copy some some things each character says throughout the story. Then use what each character said to describe his/her motives in the story.

Dialogue:



Motives:

Dialogue:



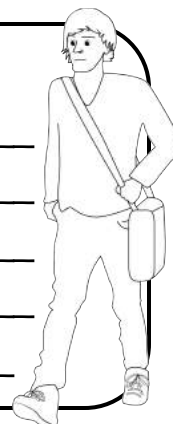
Motives:

Dialog



Motives:

Dialogue:



Motives:

Sample

Inferring Causes for the Main Problem

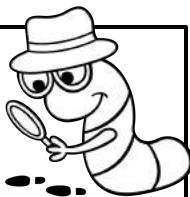
I can infer all the causes for the main problem in the story and explain my thinking.

Name: _____ Date: _____

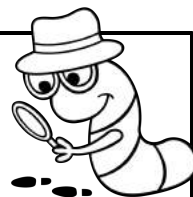
Title: _____ Author: _____

Directions: Tell about the major problem in the story. Then infer some different causes for the problem.

Cause:



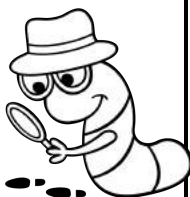
Cause:



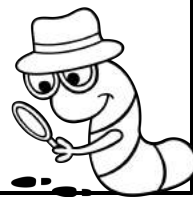
Main Problem:

Sample

Cause:



Cause:



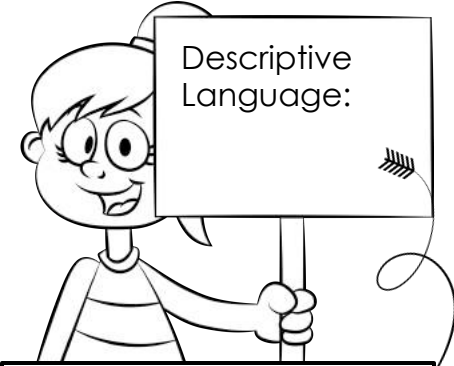
Understanding Descriptive Language

I can read long passages of descriptive language and find the main message.

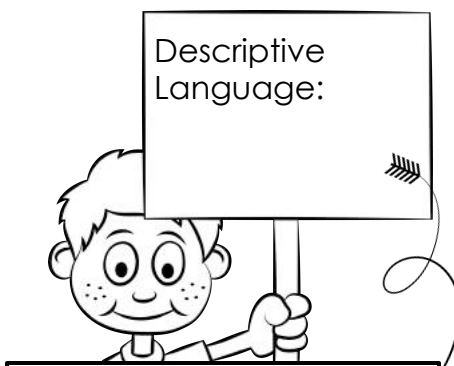
Name: _____ Date: _____

Title: _____ Author: _____

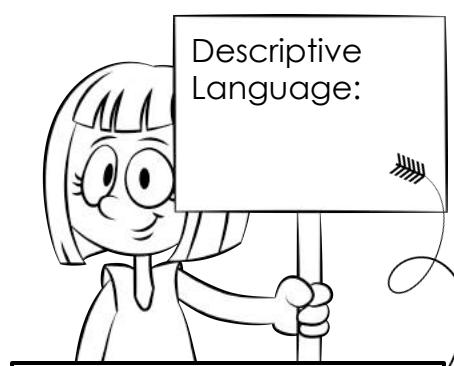
Directions: Copy some descriptive language from the story. Then describe the meaning in the story.



Descriptive Language:



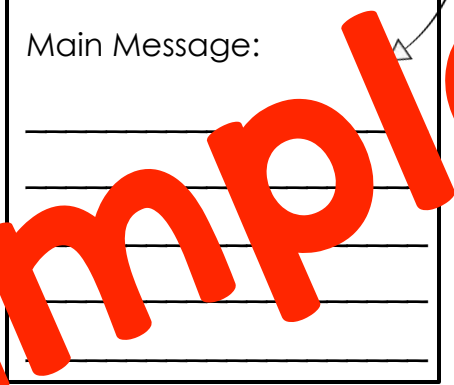
Descriptive Language:



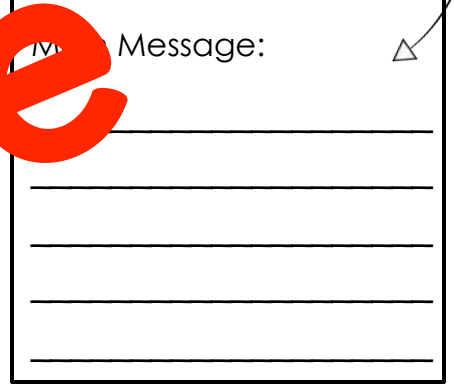
Descriptive Language:



Main Message:



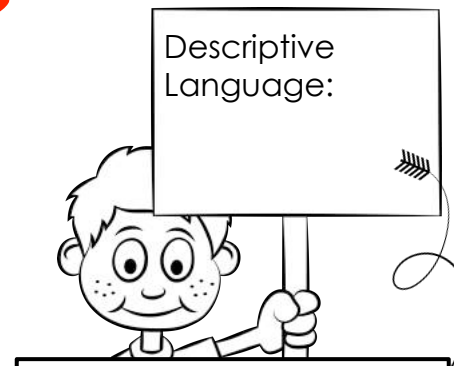
Main Message:



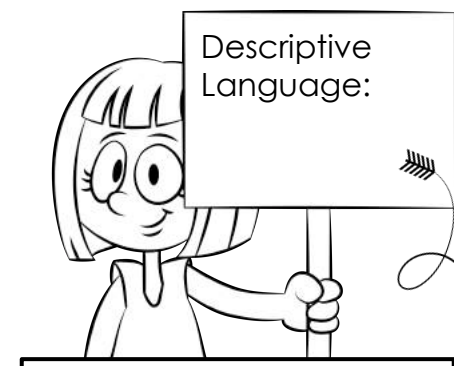
Main Message:



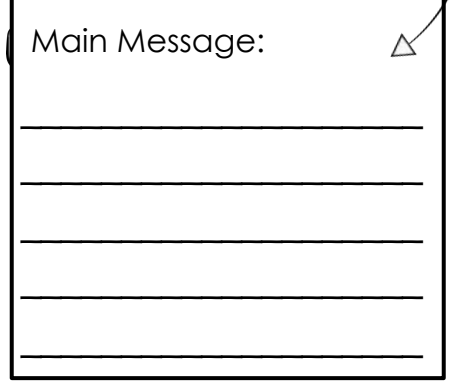
Descriptive Language:



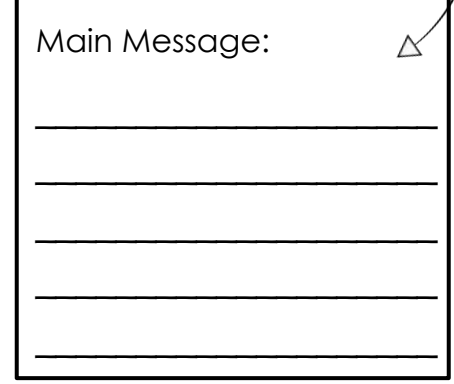
Descriptive Language:



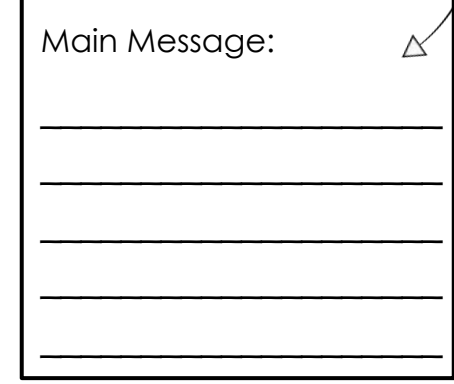
Descriptive Language:



Main Message:



Main Message:



Main Message:

Sample

Adding or Removing Clusters to Make New Words

I can add or remove clusters to make new words.

Name: _____ Date: _____

Title: _____ Author: _____


Directions: Copy words from the story. Take letter clusters away or add letter clusters to make a new word. Then write the new word.

Word: _____

Word Parts:

--	--	--

New Word: _____




Word: _____

Word Parts:

--	--	--

New Word: _____




Word: _____

Word Parts:

--	--	--

New Word: _____




Word: _____

Word Parts:

--	--	--

New Word: _____




Word: _____

Word Parts:

--	--	--

New Word: _____




Word: _____

Word Parts:

--	--	--

New Word: _____




Word: _____

Word Parts:

--	--	--

New Word: _____




Word: _____

Word Parts:

--	--	--

New Word: _____




Word: _____

Word Parts:

--	--	--

New Word: _____



Sample

Thinking About What Characters Say and Do

I can consider how characters influence each other by thinking carefully about what they say and do in the story.

Name: _____ Date: _____

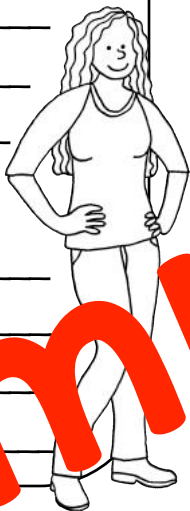
Title: _____ Author: _____

Directions: Describe what some of the character said and did in the story. Then describe how the characters influence each other through their words and actions.

Character: _____

What the Character Said:

What the Character Did:



Character: _____

What the Character Said:

What the Character Did:



Character: _____

What the Character Said:

What the Character Did:



How the Characters Influence Each Other




Determining Meanings for Unknown Words or Phrases

I can determine the meaning of unknown words or phrases in the story.

Name: _____ Date: _____

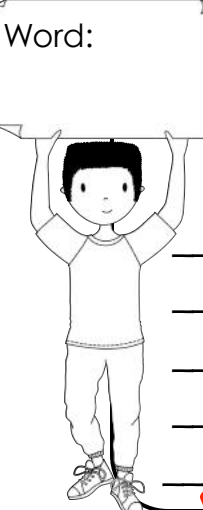
Title: _____ Author: _____

Directions: Copy unknown words or phrases from the story. Then try to define what they mean.




Meaning: _____

Word: _____



Word: _____

Meaning: _____




Meaning: _____

Word: _____




Meaning: _____

Word: _____



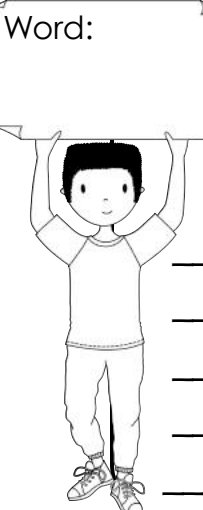
Meaning: _____

Word: _____




Meaning: _____

Word: _____



Word: _____

Meaning: _____



Meaning: _____

Word: _____

Sample

Using Phrases as Clues for New Words

I can find phrases in stories that are clues to understanding new words.

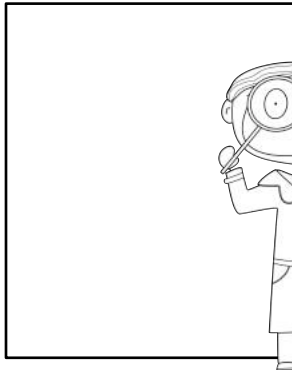
Name: _____ Date: _____

Author: _____

Directions: Write the unknown word in the magnifying glass. Then copy the phrase from the story that has clues to the meaning of the word. Finally, write what you think the word means.

New Word:

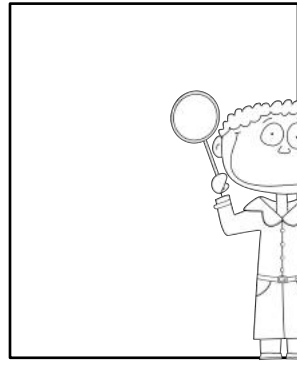
What the Word Means:



Phrase:

New Word:

What the Word Means:



Phrase:

New Word:

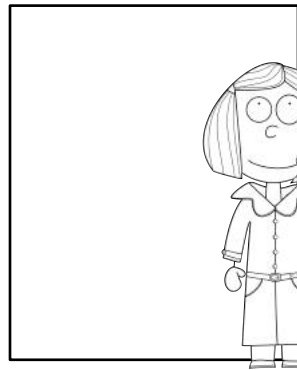
What the Word Means:



Phrase:

New Word:

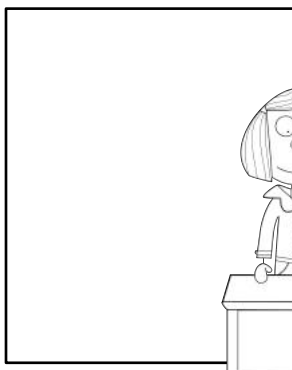
What the Word Means:



Phrase:

New Word:

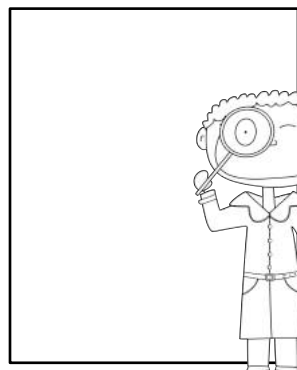
What the Word Means:



Phrase:

New Word:

What the Word Means:



Phrase:

Sample

Recognizing and Understanding Idioms

I can recognize and understand common idioms.

Name: _____ Date: _____


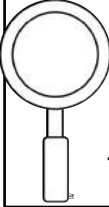
Title: _____ Author: _____

Directions: Copy idioms below. Tell what they might mean literally. Then tell what they really mean when they are used.

Literal Meaning: _____

Idiom: _____


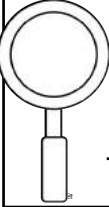
What it Really Means: _____



Literal Meaning: _____

Idiom: _____


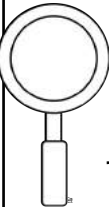
What it Really Means: _____



Literal Meaning: _____

Idiom: _____


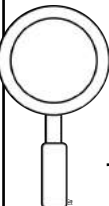
What it Really Means: _____



Literal Meaning: _____

Idiom: _____

What it Really Means: _____



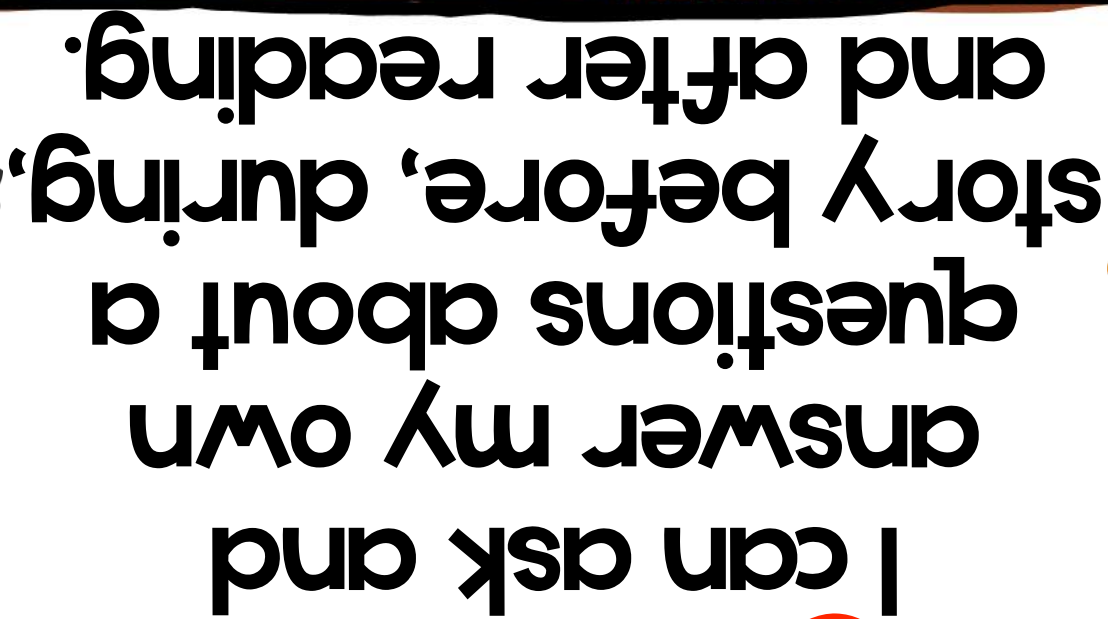
Sample

I can ask and answer my own questions about a story before, during, and after reading.

Sample

Level R

1. What are some questions you had as you were reading the story today?
2. Where did you find new clues in the story to help answer your questions?
3. What do you think are the answers to your questions?
4. What other questions do you still have? How do you think you could try to answer them?



I can ask and
answer my own
questions about a
story before, during,
and after reading.

Level R

1. What are some questions you had as you were reading the story today?
2. Where did you find new clues in the story to help answer your questions?
3. What do you think are the answers to your questions?
4. What other questions do you still have? How do you think you could try to answer them?

[CCSS.ELA-Literacy.RL.4.1](#) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.