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TABLE OF CONTENTS FOR EVERY LEVEL!

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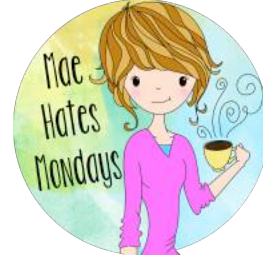
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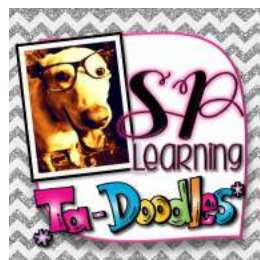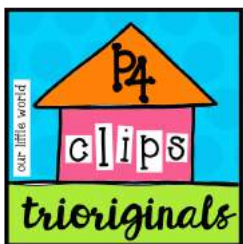
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Rationale:

This guided reading resource is full of everything you need to plan, instruct, and assess students at each ability level, from A-Z. The leveling scale is based on Fountas and Pinnell.

Included in the mega bundle for EVERY level 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 one level to the next).

•About 40 reading comprehension (fiction and nonfiction) objectives that are appropriate for
each level.

•Objective lists for fiction and nonfiction texts.

• "I Can" statements for each objective.

•Every 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 objectives.

•Guided reading table cards with 'I Can...' statements, CCSS, and prompting questions in both color and black and white.

The steps in a guided reading lesson for Every Level :

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 that level.
    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 each level 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):

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.	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 A story.	I can ask and answer questions about words that are new to me.	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.

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 realtionships 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 text.
Change rate of reading to reflect meaning.	CCSS.ELA-Literacy.RL.4.10 The end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Make connections before, during and after reading a level Q text.	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.

4

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.	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 thing 4. As readers, we should be using what we learn in nonfiction text in all areas of our lives. 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 perspectives changed a culture after reading a text.	explain how my point of view has changed about a culture after reading a nonfiction text.	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.

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."
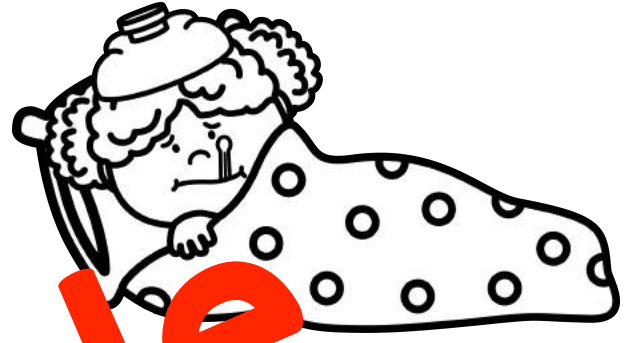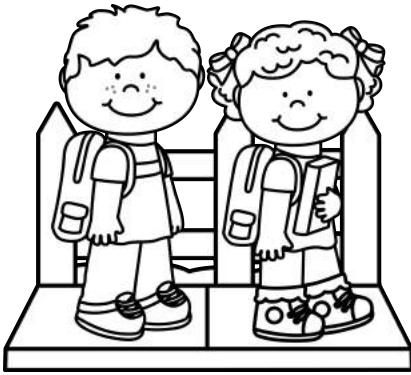
The kids get to school.	It rains all day long.
She did not go to school.	The dog jumps out.

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
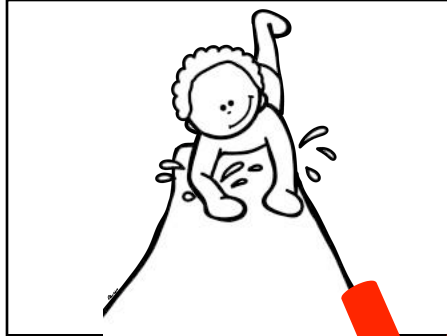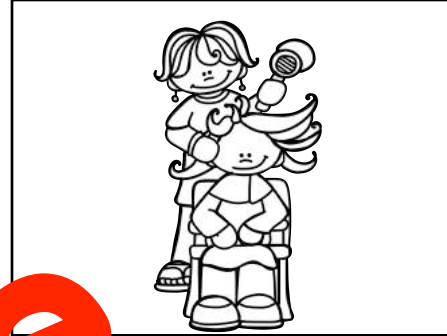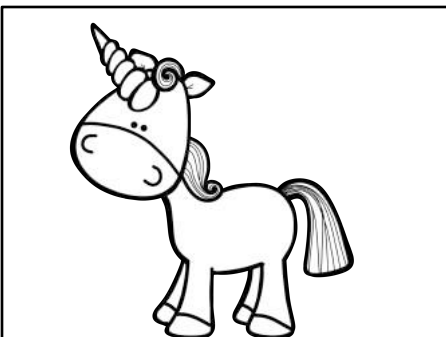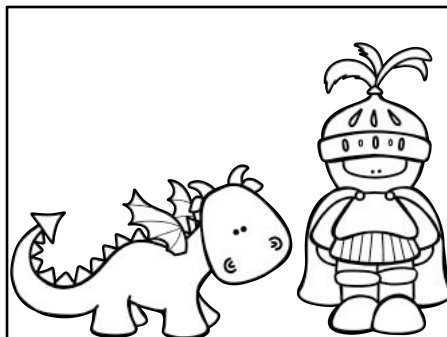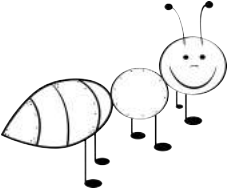
Sample

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.
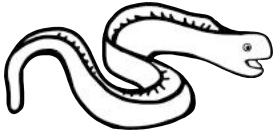
- -

__nt	__wl	__el	__corn
long short	long short	long short	long short
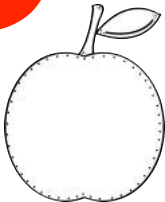
__ce	__gg	__pple	__at
long short	long short	long short	long short

__pen	__ar	__p	__ctopus
long short	long short	long short	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!"
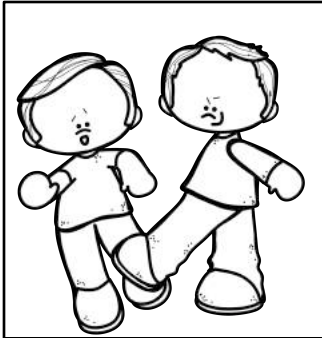
Ben put out his foot. He tripped Matt.

The sn... di... ...st... It... as ...
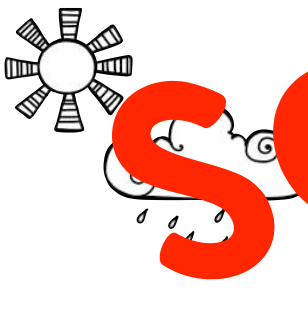
The sun was out. It did rain too.
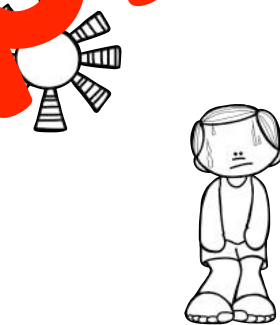
The sun was hot. It did not rain.

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.

45

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 c~~...~~ add the dat~~...~~

Details:

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

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

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.

63

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:

_____

_____
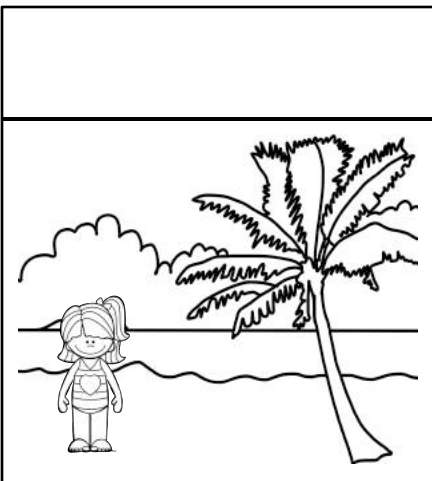
My Words:

_____

_____
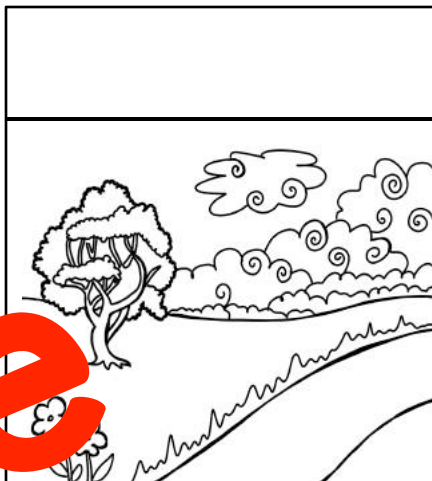
My Words:

_____

_____
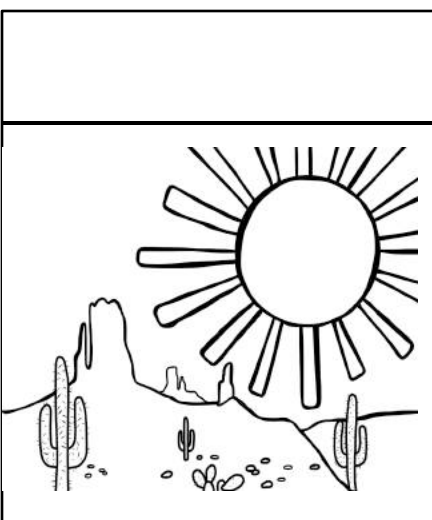
My Words:

_____

_____

_____

_____

in the city

at the beach

in the country

in the desert

35

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	5	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.
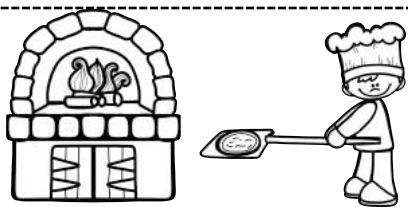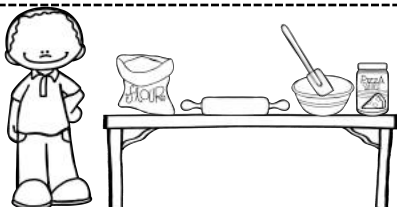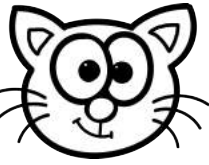
Making New Words

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!"

cat	__ at __ at __ at	fin	__ in __ in __ in	net	__ et __ et __ et

Sample
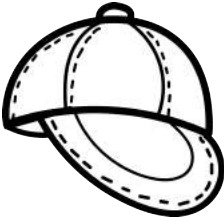
| fog | __ og
__ og
__ og | bug | __ ug
__ ug
__ ug | rag | __ ag
__ ag
__ ag |

| jam | __ am
__ am
__ am | can | __ an
__ an
__ an | sit | __ it
__ it
__ it |

| pop | __ op
__ op
__ op | cap | __ ap
__ ap
__ ap | hen | __ en
__ en
__ en |

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

28

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:

_____

_____

_____

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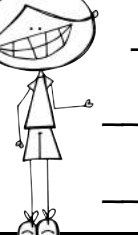
Understanding Irony in Stories

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

Name: _____ **Date:** _____

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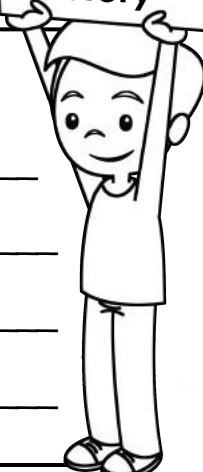
Directions: Copy a section of text that shows irony. Then explain how it is ironic.

- -

Irony in the Story

How it's Ironic:

_____

_____

_____

Irony in the Story

How it's Ironic:

_____

_____

_____

Sample

Irony in the Story

How it's Ironic:

_____

_____

_____

Irony in the Story

How it's Ironic:

_____

_____

_____

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:
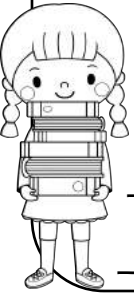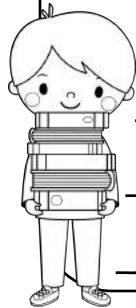
_____

_____

_____

_____

Word: _____

Implied Meanings:

_____

_____

_____

_____

Word: _____

Implied Meanings:

_____

_____

_____

_____

Word: _____

Implied Meanings:

_____

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Word: _____

Implied Meanings:

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Word: _____

Implied Meanings:

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Word: _____

Implied Meanings:

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Word: _____

Implied Meanings:

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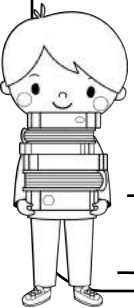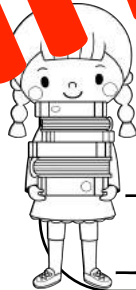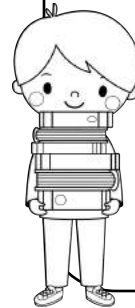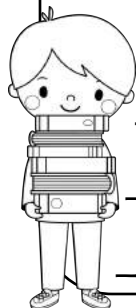
Word: _____

Implied Meanings:

_____

_____

_____

_____

Sample

59

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:
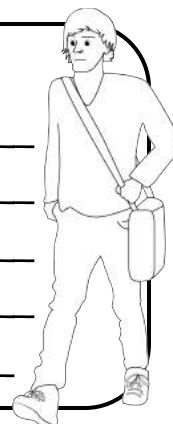
Motives:

_____
_____
_____
_____
_____

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:

_____

_____

_____

_____

_____
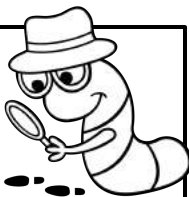
Cause:

_____

_____

_____

_____

_____

Main Problem:

Cause:

_____

_____

_____

_____

_____

Cause:

_____

_____

_____

_____

_____

Sample

34
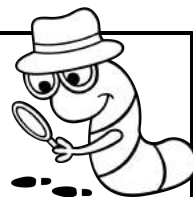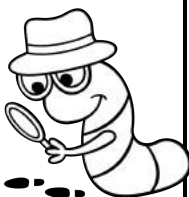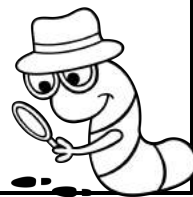
Understanding Descriptive Language

I can read long passages of descriptive language and find the main message.
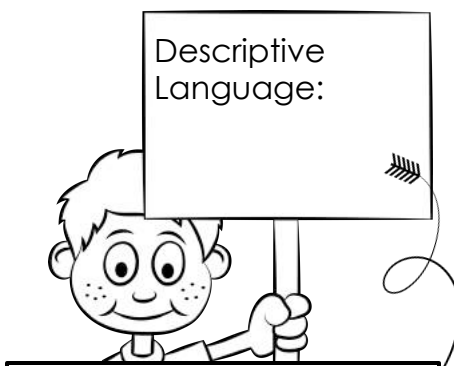
Name: _____ **Date:** _____

Title: _____ **Author:** _____
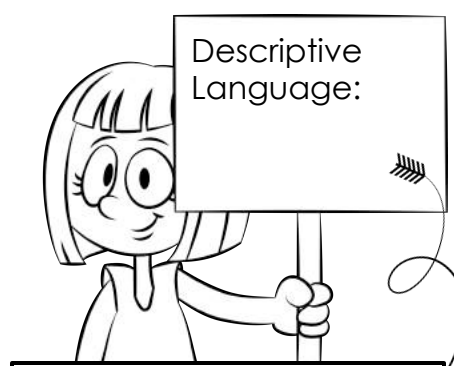
Directions: Copy some descriptive language from the story. Then describe the meaning in the story.
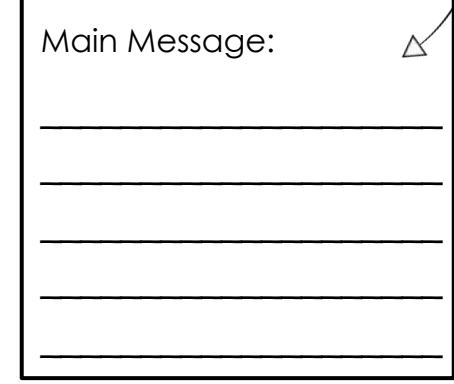

Descriptive Language:
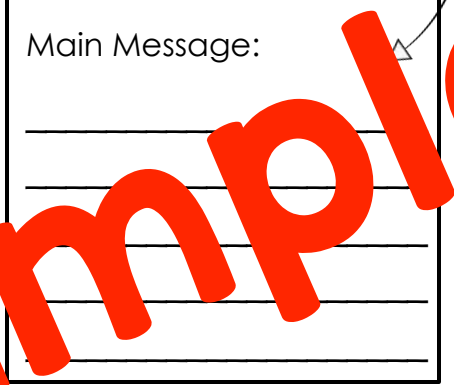
Descriptive Language:
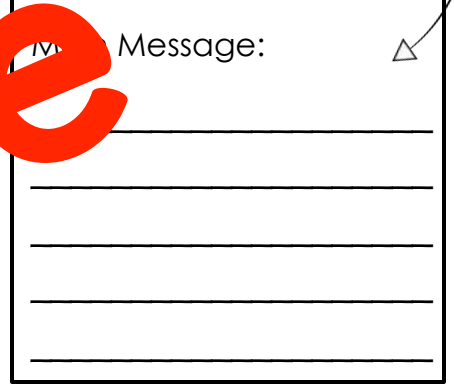
Descriptive Language:
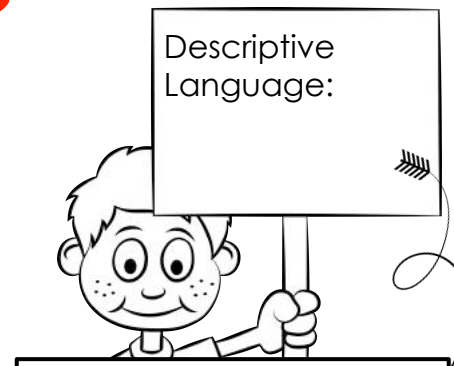
Main Message: _____ _____ _____ _____ _____
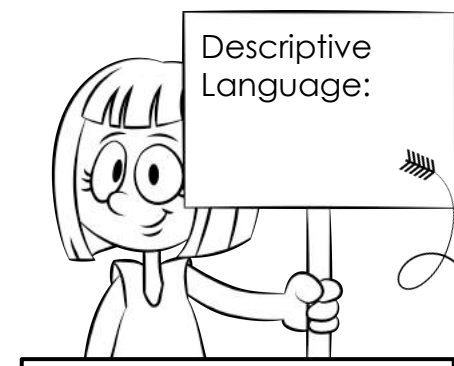
Main Message: _____ _____ _____ _____ _____
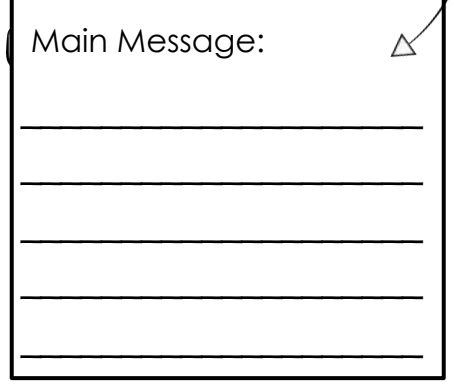
Main Message: _____ _____ _____ _____ _____

Descriptive Language:
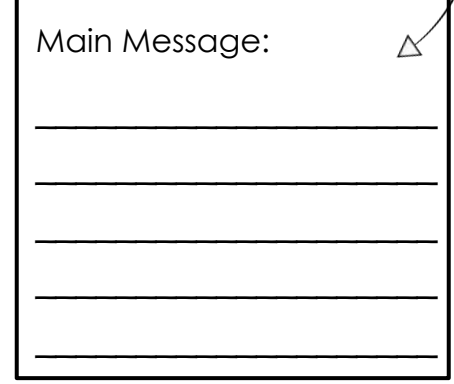
Descriptive Language:

Descriptive Language:

Main Message: _____ _____ _____ _____ _____

Main Message: _____ _____ _____ _____ _____

Main Message: _____ _____ _____ _____ _____

Sample

38

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

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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.
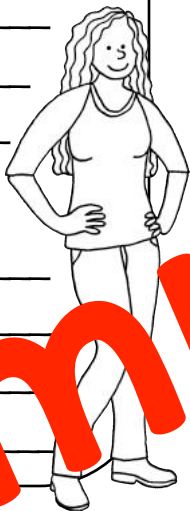
Name: _____ **Date:** _____

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:

_____
_____
_____

Who the Character Did:

_____
_____
_____
_____

Character: _____

What the Character Said:

_____
_____
_____

What the Character Did:

_____
_____
_____
_____

How the Characters Influence Each Other

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Sample

Determining Meanings for Unknown Words or Phrases

I can determine the meaning of unknown words or phrases in the story.
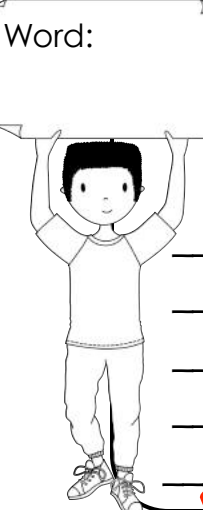
Name: _____ **Date:** _____

Title: _____ **Author:** _____

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

- -

Word: _____

Meaning:
_____
_____
_____
_____

Word: _____

Meaning:
_____
_____
_____
_____

Word: _____

Meaning:
_____
_____
_____
_____
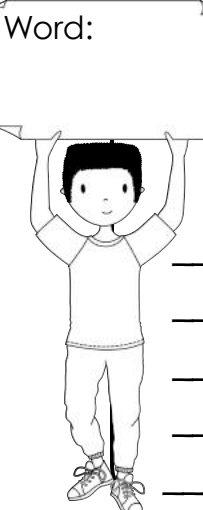
Word: _____

Meaning:
_____
_____
_____
_____

Word: _____

Meaning:
_____
_____
_____
_____

Word: _____

Meaning:
_____
_____
_____
_____

Word: _____

Meaning:
_____
_____
_____
_____

Word: _____

Meaning:
_____
_____
_____
_____

Word: _____

Meaning:
_____
_____
_____
_____

Using Phrases as Clues for New Words

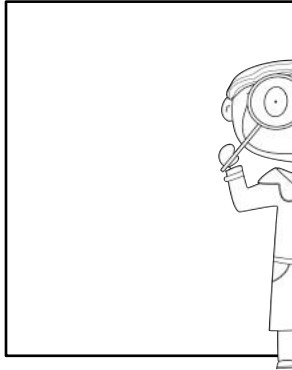I can find phrases in stories that are clues to understanding new words.

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.

- -
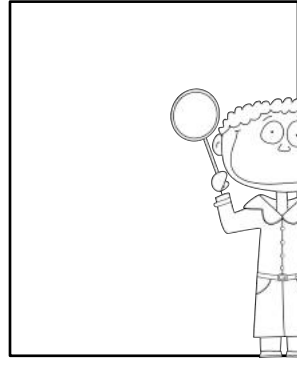
New Word:

What the Word Means:

Phrase:

New Word:

What the Word Means:

Phrase:

New Word:

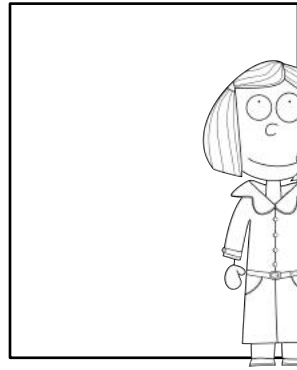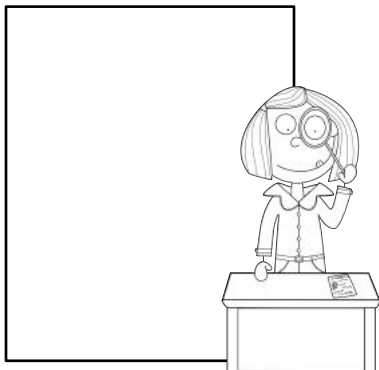What the Word Means:

Phrase:

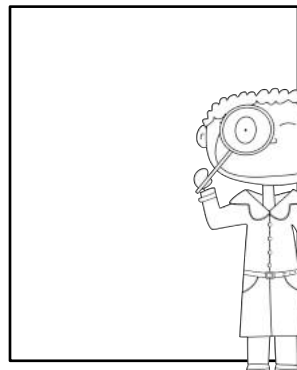New Word:

What the Word Means:

Phrase:

New Word:

What the Word Means:

Phrase:

New Word:

What the Word Means:

Phrase:

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Recognizing and Understanding Idioms

I can recognize and understand common idioms.
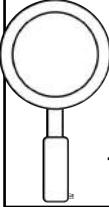
Name: _____ Date: _____

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:
_____
_____
_____
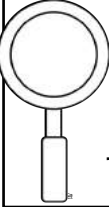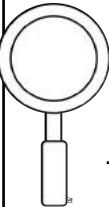
What it Really Means:
_____
_____
_____

Literal Meaning:
_____
_____
_____

Idiom:
_____
_____
_____

What it Really Means:
_____
_____
_____

Literal Meaning:
_____
_____
_____

Idiom:
_____
_____
_____

What it Really Means:
_____
_____
_____

Literal Meaning:
_____
_____
_____

Idiom:
_____
_____
_____

What it Really Means:
_____
_____
_____

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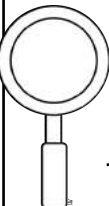
'I Can...' Statements, Questions, and CCSS Table Cards

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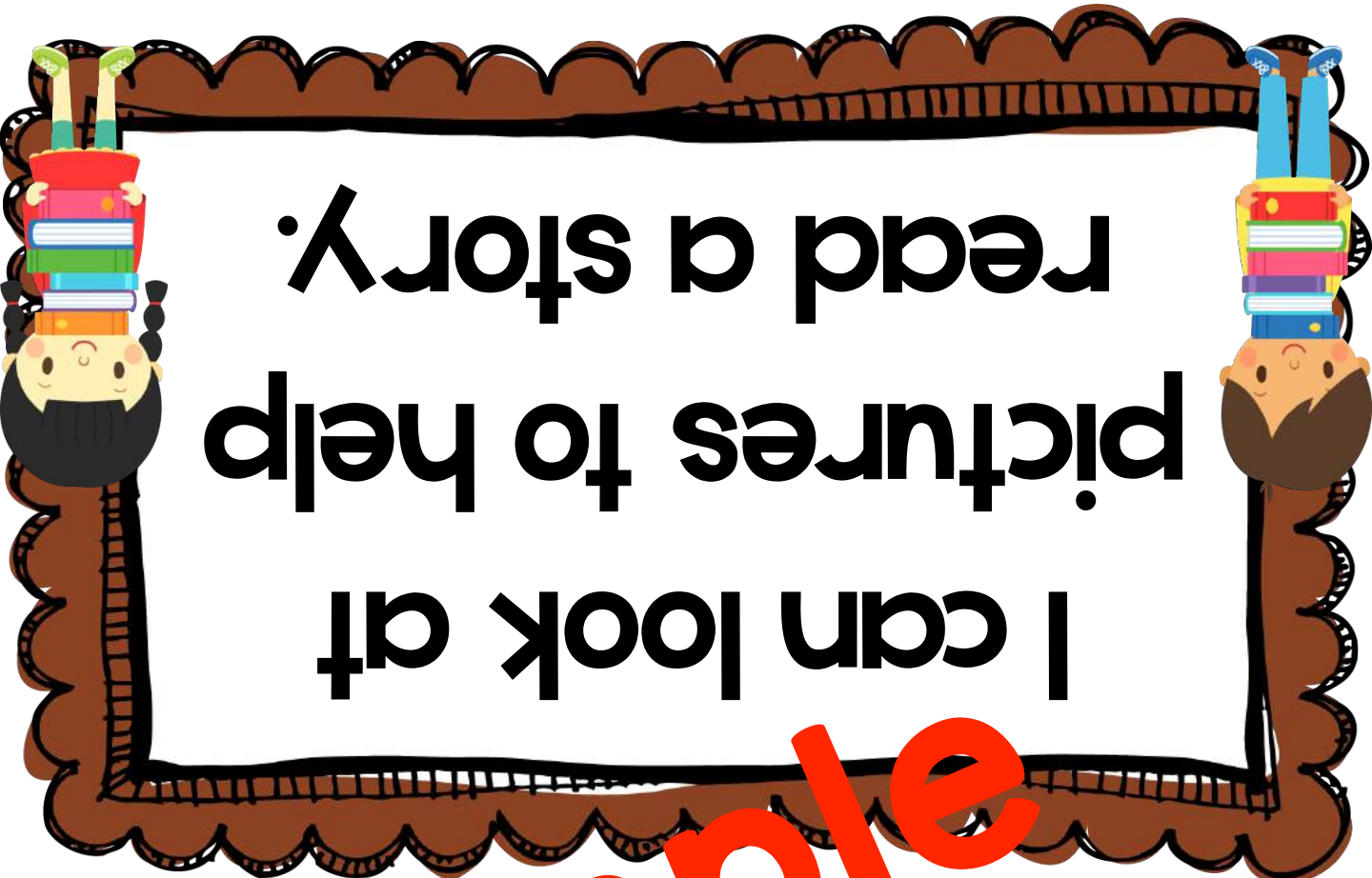
I can think about the author and the illustrator of the story.

Sample

1. What 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 A

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?
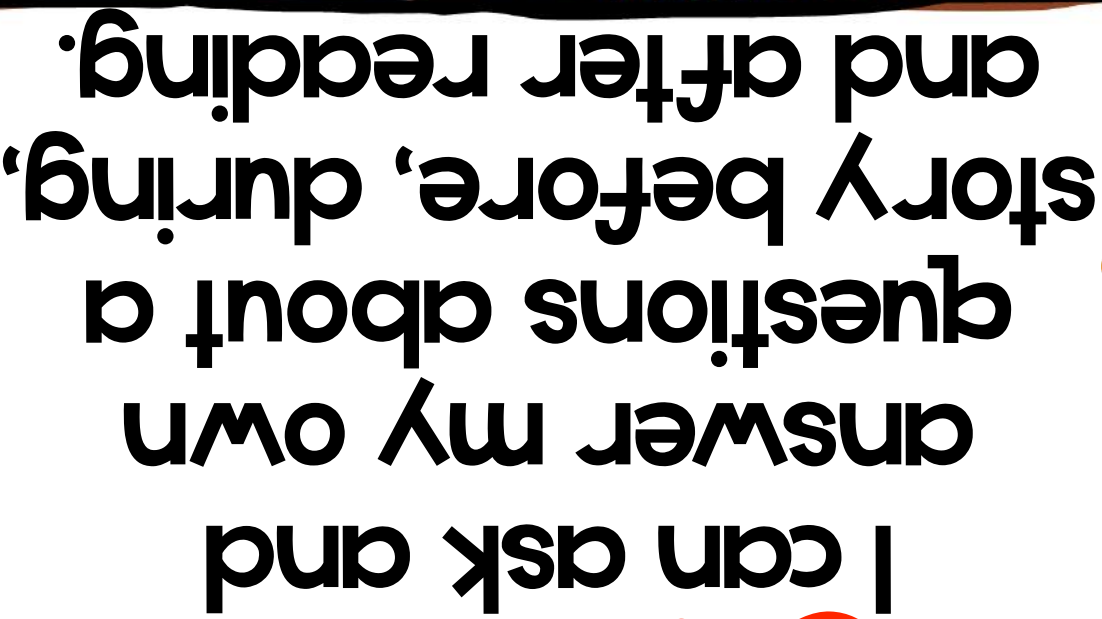
CCSS.ELA-LITERACY.RL.K.7

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).

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 anwers to your questions?

4. What other questions do you still have? How do you think you could try to answer them?

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

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 anwers 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.