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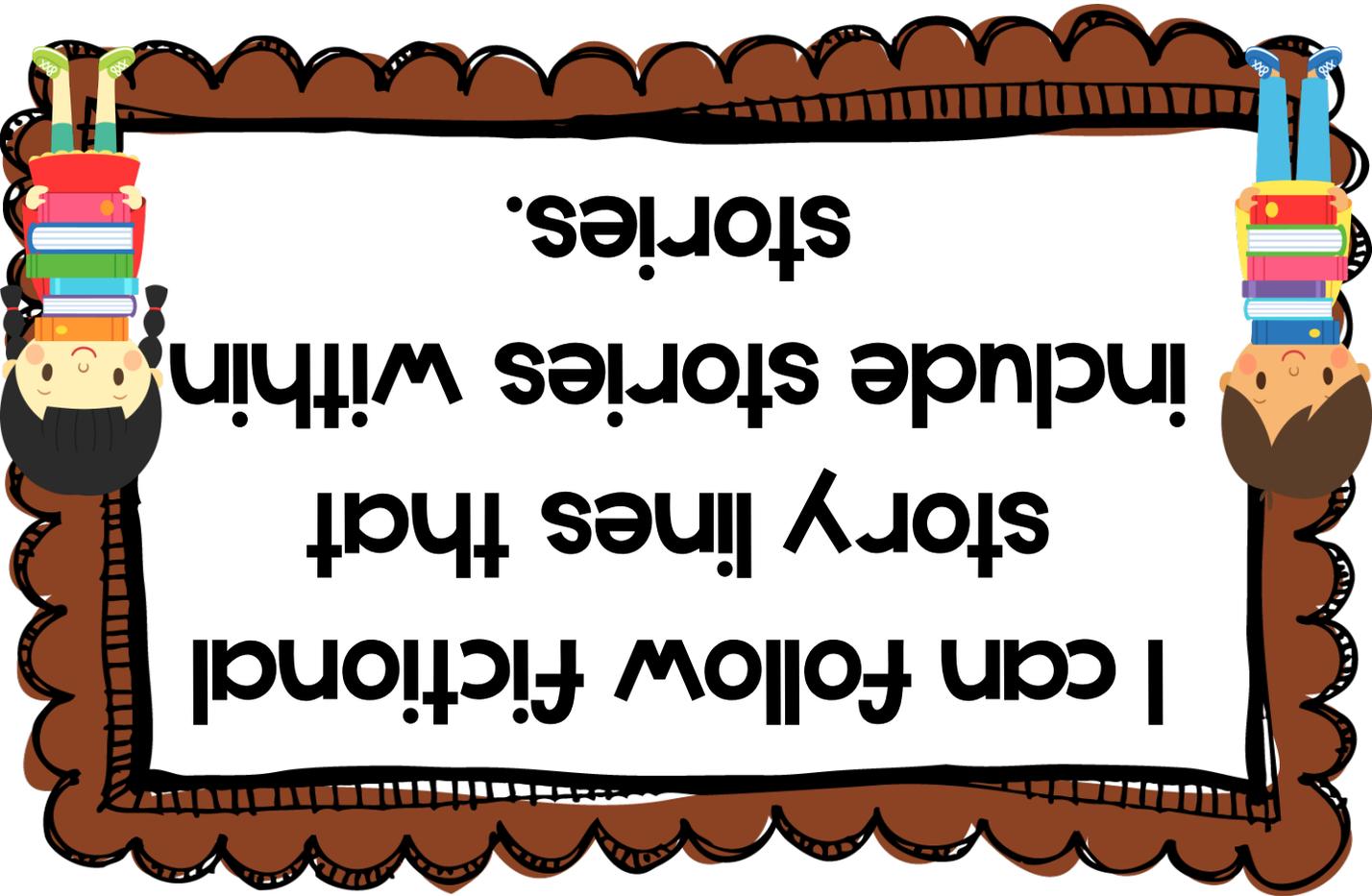


**I can analyze three  
different accounts of the  
same event.**

Level V

1. Describe one of the major events in the text.
2. Tell three different viewpoints of this event. (can include your own and the author's)
3. What makes each of the viewpoints the same? Different?
4. Why is it important for readers to analyze

TABLE CARDS | QUESTION PROMPTS  
"I CAN" STATEMENTS | CCSS



I can follow fictional  
story lines that  
include stories within  
stories.

Level U

1. Describe what it means to have a story within a story.
2. How is the story more entertaining when it includes stories within stories?
3. Why do authors create stories within stories?
4. How can reading stories within stories help readers

better understand the plot?  
TABLE CARDS | QUESTION PROMPTS  
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## Guided Reading Teaching Objectives: **Level V Fiction Text**

The following reading comprehension strategies and word work skills are appropriate for level V 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
Search for and use information in stories that have complicated information in a small section or chapter.	I can search for and use information in stories that have complicated information in a small section or chapter.	<ol style="list-style-type: none"> <li>1. What parts of the story had complicated information?</li> <li>2. How can you find parts of stories that have complicated information?</li> <li>3. What strategies did you use to help understand the complicated information?</li> <li>4. Why do you think the author included such complicated information in those specific places in the story?</li> </ol>	<a href="#"><u>CCSS.ELA-LITERACY.RL.5.3</u></a> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Gain new information from much longer stories.	I can gain information from much longer stories.	<ol style="list-style-type: none"> <li>1. What information did you gain from reading the story today?</li> <li>2. What strategies do you use to help pick out information in longer stories?</li> <li>3. How do you identify only the important information in stories?</li> <li>4. Why is it important for readers to gain information from stories?</li> </ol>	<a href="#"><u>CCSS.ELA-LITERACY.RL.5.5</u></a> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

# 120 ORGANIZERS FOR TEACHING OBJECTIVES!