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Jen Bengel

# Guided Reading Teaching Objectives: Level E Fiction Text

The following reading comprehension strategies and word work skills are appropriate for **level E** 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" Statements | Suggested Question Prompts | Common Core State Standard |
|---|---|---|---|
| Infer characters' feelings and motives. | I can infer characters' feelings and motives. | 1. How do you think the _____ feels in the story? 2. Why do you think _____ decided to _____? 3. What feelings does _____ have about _____ ? 4. Why should readers think carefully about characters' feelings and why they act the way they do? | CCSS.ELA-LITERACY.RL.1.3 With prompting and support, identify characters, settings, and major events in a story. |
| Infer causes of characters' feelings and motives. | I can infer causes of characters' feelings and motives. | 1. Why did _____ feel ____? 2. Why did _____ decide to _____? 3. _____ was probably feeling _____ because why? 4. What caused _____ to act the way he/she did? | CCSS.ELA-LITERACY.RL.1.3 With prompting and support, identify characters, settings, and major events in a story. |

# Guided Reading Teaching Objectives: Level F Word Work

The following reading comprehension strategies and word work skills are appropriate for **level F** 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" Statements | Suggested Question Prompts | Common Core State Standard |
|---|---|---|---|
| Break apart and read more complex contractions | I can break apart and read tricky contractions. | 1. What is a contraction? 2. Why do writers use contractions? 3. How do you think knowing about contractions can help you as a reader? 4. How can readers notice contractions in texts they are reading? | CCSS.ELA-LITERACY.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes). |
| Make words with double vowel letter patterns. | I can make words with two vowels together. | 1. What do you notice about words with two vowels together? 2. What is the job of the first vowel? 3. What is the job of the second vowel? 4. Why is it important to know the jobs of both vowels? | CCSS.ELA-LITERACY.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes). |

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# Remembering Important Information

I can remember important information to help understand the end of a story.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Tell about three important parts of the story. Then describe what happens at the end of the story.

1 **Important Part**
_____
_____
_____

2 **Important Part**
_____
_____
_____

3 **Important Part**
_____
_____
_____

**The End of the Story**
_____
_____
_____

# Notice How Characters Change

## I can notice how characters change.

Name: _____  Date: _____
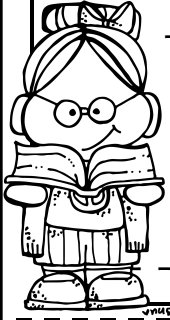
Title: _____  Author: _____

Directions: Choose two characters from the story. Describe how they were in the beginning and the end of the story.

---

CHARACTER: _____

Beginning of the Story

_____
_____
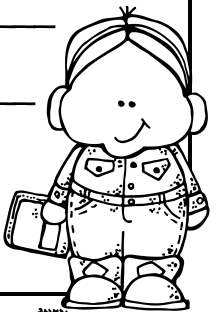_____
_____
_____

End of the Story

_____
_____
_____
_____
_____

CHARACTER: _____

Beginning of the Story

_____
_____
_____
_____
_____

End of the Story

_____
_____
_____
_____
_____

# Simple Contractions
I can break apart and read simple contractions.
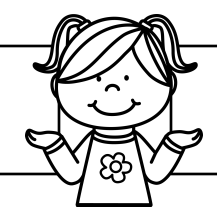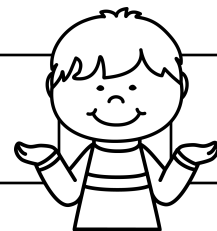
Name: _____  Date: _____

Title: _____  Author: _____

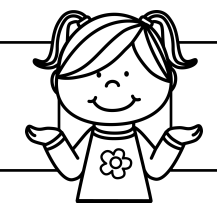Directions: Copy some contractions from the book you are reading. Then break them up into two words.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

**Contractions:**          **First word:**          **Second word:**

Sample

Sample

I can name and understand bolded or italicized words in a text.

*Sample*

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1. What are bolded words?  Italicized words?

2. What are some bold words from the text?  Why do you think they are bold?

3. What are some italicized words from the text? Why do you think they are italicized?

4. Why do authors use bold and italicized words in a text.

*Sample*

I can identify the main idea and key details in a story.

Sample
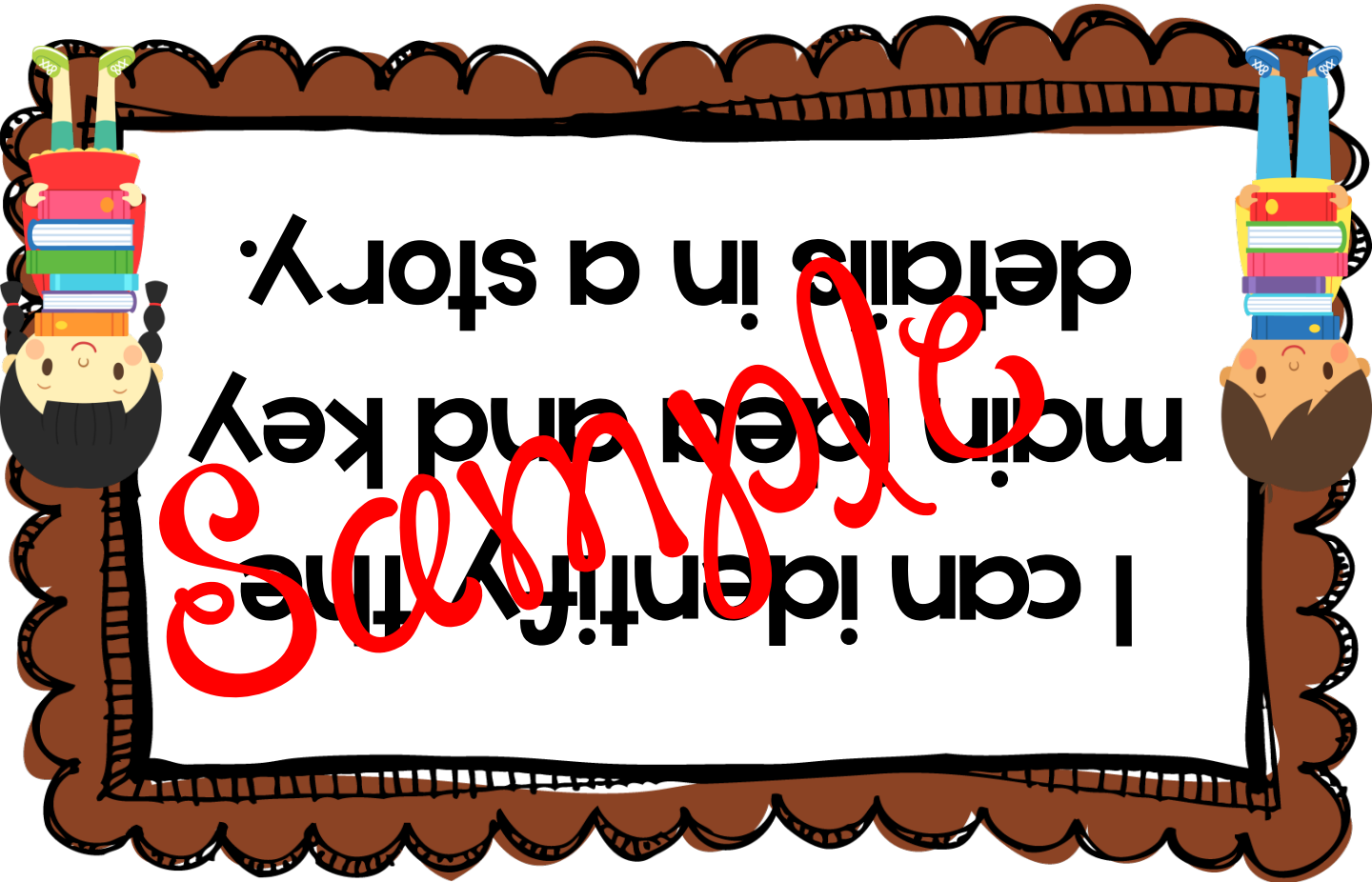
1. What is the main idea of the story?

2. What are some key details that support the main idea?

3. Which details do you think is the most important in the story?

4. Why is it important for readers to identify the main idea and key details in a story?

Sample

Retell stories, including key details, and demonstrate understanding of their central message or lesson.