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 Jen Bengel

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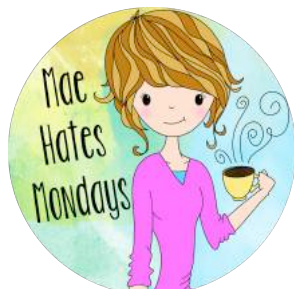
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Thank you so much to these amazing artists,  
whose work is found in this resource!!



pigknit



# Rationale:

This guided reading resource is full of everything you need to plan, instruct, and assess students in a level W guided reading group. The level W 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 W (this is a good list to consider when deciding if a student should move from a level V to level W).
- 40 reading comprehension (fiction and nonfiction) objectives that are appropriate for level W readers.
- Objective lists for fiction and nonfiction texts.
- "I Can" statements for each objective.
- Every grade 5 Reading Informational and Reading Literature standard is linked to an objective.
- 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.

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## The steps in a guided reading lesson for Level W:

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 W.
  - 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 W 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 W

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 W Fiction Text**

The following reading comprehension strategies and word work skills are appropriate for level W 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
Understand the author's use of satire in fiction.	I can understand the author's use of satire.	<ol style="list-style-type: none"> <li>1. What does satire mean?</li> <li>2. What parts of the story did you notice the author using satire? How do you know?</li> <li>3. What other things could the author have added that would have become satire in the story? Why do you think authors add satire into a story?</li> </ol>	<a href="#">CCSS.ELA-LITERACY.RL.6.4</a> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
Understand and use abstractly in fiction.	I can understand and use abstract phrases used in a story.	<ol style="list-style-type: none"> <li>1. What does literal mean? What does abstract mean?</li> <li>2. What parts of the story did you notice the author using abstract words and phrases? How do you know?</li> <li>3. What other abstract language could the author have added in the story?</li> <li>4. Why do you think authors add abstract language to stories?</li> </ol>	<a href="#">CCSS.ELA-LITERACY.RL.6.4</a> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

# The Author's Use of Satire

I can understand the author's use of satire.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Author: \_\_\_\_\_

**Directions:** Satire is when authors use words and phrases to show humor, irony, exaggeration, or ridicule in a story. Describe how the author used different types of satire in the story you read. Then share your thinking.

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Humor:



My Thinking:

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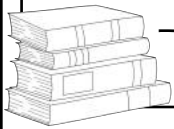
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Irony:



My Thinking:

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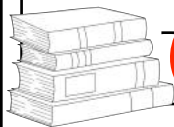
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Exaggeration:



My Thinking:

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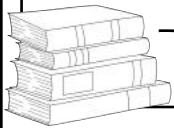
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Ridicule:



My Thinking:

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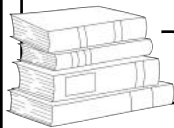
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Sample

# Infer Causes of Problems and Possible Outcomes


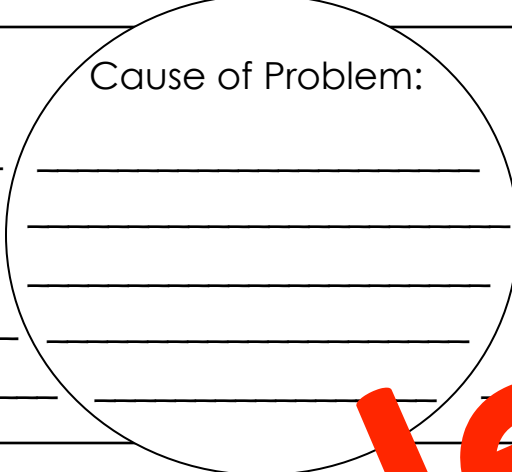

I can infer causes of problems and predict possible outcomes.


Name: \_\_\_\_\_ Date: \_\_\_\_\_


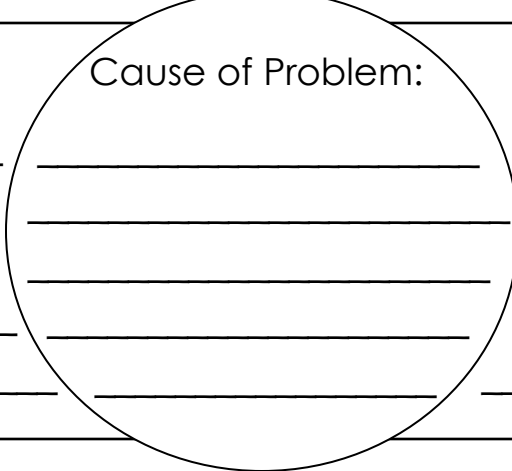

Title: \_\_\_\_\_ Author: \_\_\_\_\_

**Directions:** Readers often infer causes of problems so that they can predict possible outcomes. Identify problems in the story. Infer causes for each problem, then describe possible outcomes.

---

Problem in the Story:	Cause of Problem:	Possible Outcome:
<hr/> <hr/> <hr/> 	 <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> 

Problem in the Story:	Cause of Problem:	Possible Outcome:
<hr/> <hr/> <hr/> 	 <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> 

Problem in the Story:	Cause of Problem:	Possible Outcome:
<hr/> <hr/> <hr/> 	 <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> 

Sample

# Exaggeration in a Text

I can identify where the author exaggerated a fact or opinion.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Author: \_\_\_\_\_

**Directions:** Writers use exaggeration in texts for many reasons. Identify the use of exaggeration in the text you read and copy examples into the thought bubbles below. Then share your thinking about each example. Be sure to include why you think the writer chose each piece of exaggeration for the text.

Exaggeration:

My Thinking:

Exaggeration:

My Thinking:

Exaggeration:

My Thinking:

Exaggeration:

My Thinking:

Exaggeration:

My Thinking:

Exaggeration:

My Thinking:

Sample

# Developing Arguments

I can develop arguments about a text and use evidence in the text to support those arguments.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Author: \_\_\_\_\_

**Directions:** Readers often develop arguments about topics in a text, supporting their arguments with details from the text. Describe four arguments you have developed from reading the text. Then support each argument by providing details from the text as evidence.

My Argument:

Evidence from the Text:



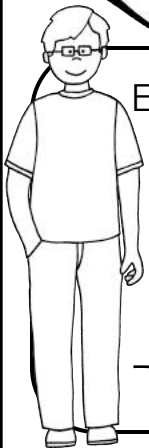
My Argument:

Evidence from the Text:



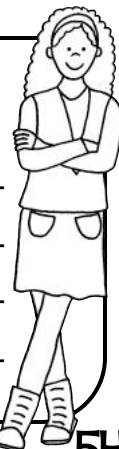
My Argument:

Evidence from the Text:



My Argument:

Evidence from the Text:



# Analyzing Social Issues in a Text

I can analyze if social issues are accurately represented in the text.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Author: \_\_\_\_\_

**Directions:** Readers can identify social issues that arise in texts and determine if they are represented accurately. They can think about the issues in their own world to help with their analyses. Identify the social issues discussed in the text. Circle a number from 1-10 (10 being the most accurate) to determine how accurate each issue is represented. Describe your reasons for each rating.

Social Issue: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Accuracy Rating:    1    2    3    4    5    6    7    8    9    10

My Reasons: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

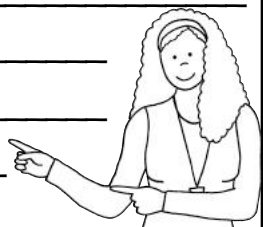


Sample

Social Issue: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Accuracy Rating:    1    2    3    4    5    6    7    8    9    10

My Reasons: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_




# Technical Words in Text

I can determine the meanings of technical words used in a text.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

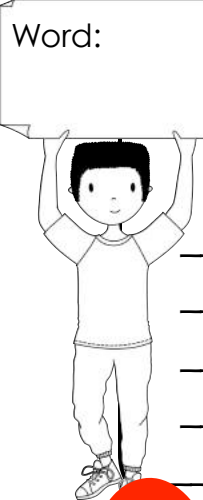
Title: \_\_\_\_\_ Author: \_\_\_\_\_

**Directions:** Readers use their background knowledge, context clues, and/or illustrations to determine the meaning of content specific words in texts. Write a technical word from the text in each box. Then describe in detail what you did to help solve the word.




Meaning: \_\_\_\_\_  
\_\_\_\_\_

Word: \_\_\_\_\_  
\_\_\_\_\_



Word: \_\_\_\_\_

Meaning: \_\_\_\_\_  
\_\_\_\_\_




Meaning: \_\_\_\_\_  
\_\_\_\_\_

Word: \_\_\_\_\_  
\_\_\_\_\_




Meaning: \_\_\_\_\_  
\_\_\_\_\_

Word: \_\_\_\_\_  
\_\_\_\_\_



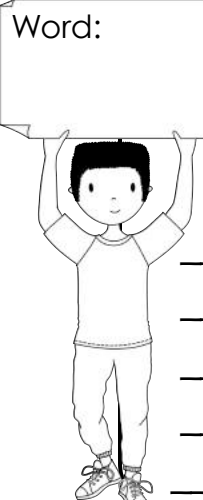
Meaning: \_\_\_\_\_  
\_\_\_\_\_

Word: \_\_\_\_\_  
\_\_\_\_\_




Meaning: \_\_\_\_\_  
\_\_\_\_\_

Word: \_\_\_\_\_  
\_\_\_\_\_



Word: \_\_\_\_\_

Meaning: \_\_\_\_\_  
\_\_\_\_\_



Meaning: \_\_\_\_\_  
\_\_\_\_\_

Word: \_\_\_\_\_  
\_\_\_\_\_

Sample



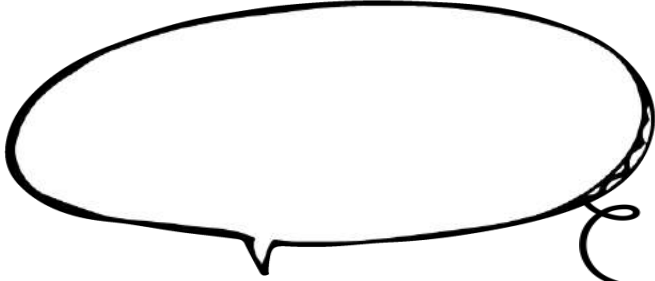
# Interpreting Regional Dialect

I can interpret regional dialect and compare it to my prior knowledge.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Author: \_\_\_\_\_

**Directions:** Characters in a story may have dialogue that is in the dialect that fits the region and culture in which they live in. It may not be grammatically correct, but it makes sense in the oral language of their culture. Copy 5 examples of regional dialect from the story. Then compare each example to your prior knowledge.




Prior Knowledge:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




Prior Knowledge:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

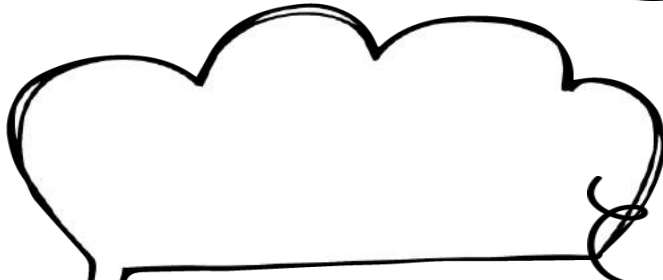



Prior Knowledge:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

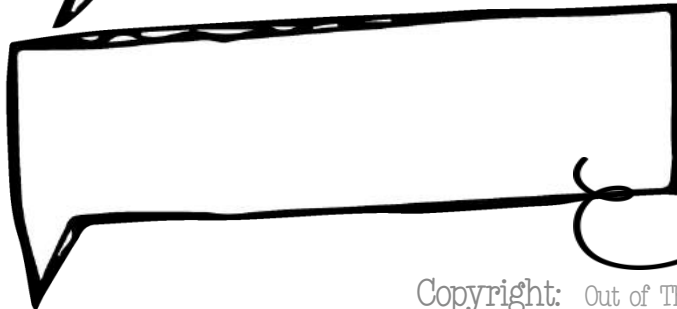



Prior Knowledge:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




Prior Knowledge:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Sample

# Multiple Points of View in a Story

I can identify and analyze multiple points of view about certain events in a story.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Author: \_\_\_\_\_

**Directions:** Readers notice when multiple points of view are expressed for the same event in a story. Identify two events from the story. Then describe three different points of view from different characters or narrators in the story. Share your thinking about each point of view.

Story Event:



Point of View:

My Thinking:

Point of View:

My Thinking:

Point of View:

My Thinking:

Sample

Story Event:



Point of View:

My Thinking:

Point of View:

My Thinking:

Point of View:

My Thinking:



## '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 you 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.

satire.

the author's use of  
I can understand

Sample

Level W

1. What does satire mean?
2. What parts of the story did you notice the author using satire? How do you know?
3. What other things could the author have added that would have been more satire in the story?
4. Why do you think authors add satire into a story?

[CCSS.ELA-LITERACY.RL.6.4](#)

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

I can understand  
the author's use  
of satire.

Sample

Level W

1. What does satire mean?
2. What parts of the story did you notice the author using satire? How do you know?
3. What other things could the author have added that would have been more satire in the story?
4. Why do you think authors add satire into a story?

[CCSS.ELA-LITERACY.RL.6.4](#)

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone