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Rationale:

This guided reading resource is full of everything you need to plan, instruct, and assess students in a level M guided reading group. The level M 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 M (this is a good list to consider when deciding if a student should move from a level L to level M).
- 28 reading comprehension (fiction and nonfiction) and word work objectives that are appropriate for level M readers.
- Objective lists for fiction and nonfiction texts.
- "I Can" statements for each objective.
- Every grade 3 Reading Literature standard is linked to an objective, as well as several Reading Instructional, and 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.

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The steps in a guided reading lesson for Level M:

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 M.
 - 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 M 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 M

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 M Should Accomplish Independently

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

Objective	Common Core State Standard
Identify the main topic of an informational piece and each paragraph.	CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
Recall fables and folktales and determine the central message.	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Explain how characters respond to their situations.	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
Understand characters and traits.	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
Know rhythm of words and phrases when oral reading.	CCSS.ELA-Literacy.RL.2.4 Know how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Describe the beginning and ending of a story.	CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Notice different points of view in a story as characters talk.	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Use illustrations to help with meaning.	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Compare/contrast different versions of the same story.	CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Guided Reading Teaching Objectives: **Level M Fiction Text**

The following reading comprehension strategies and word work skills are appropriate for level M 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
Make inferences about setting.	I can use what I know and what the book tells me to think more carefully about the setting.	<ol style="list-style-type: none"> 1. What did you learn about the setting while reading? 2. What do you already know about...<i>(time and place)</i>? 3. Based on what you read and what you already know, what else can you say about the setting in this story? 	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
Make inferences about characters and their traits.	I can use what I know and what the book tells me to think more carefully about the characters and their traits.	<ol style="list-style-type: none"> 1. What did you learn about the characters and their traits while you were reading? 2. What do you know about people who have those same traits? 3. Based on what you read and what you already know, what else can you say about those characters? 4. What do you think...might do next? How do you know? 	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Suffixes

I can use prefixes and suffixes to help me solve tricky words.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Complete the graphic organizer by choosing words from the text with prefixes.



Prefix
un

seen

Base Word

What the Prefix Means:

not

What the Base Word Means:

something that is visible



Prefix

Base Word

What the Prefix Means:

What the Base Word Means:



Prefix

Base Word

What the Prefix Means:

What the Base Word Means:



Prefix

Base Word

What the Prefix Means:

What the Base Word Means:



Prefix

Base Word

What the Prefix Means:

What the Base Word Means:



Prefix

Base Word

What the Prefix Means:

What the Base Word Means:

Sample

Order of Events

I can tell the important events in order and describe how they are connected to the main topic of the text.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Complete the graphic organizer by retelling the most important parts of the story in order.

First:

Next:

FINALLY:

And Then:

And Then:

Understanding Abstract Words and Phrases

I can identify and understand when words or phrases are used in an abstract way

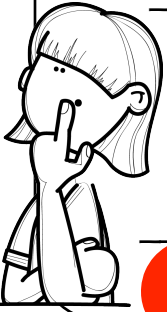
Name: _____ Date: _____

Title: _____ Author: _____

Directions: Complete the graphic organizer by finding words or phrases that are used in an abstract way in the story.

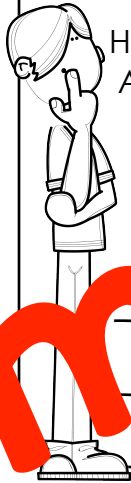
Word or Phrase:

How it is Used in an Abstract Way



Word or Phrase:

How it is Used in an Abstract Way



Word or Phrase:

How it is Used in an Abstract Way



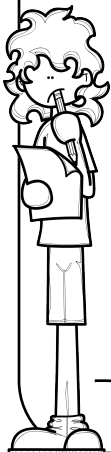
Word or Phrase:

How it is Used in an Abstract Way



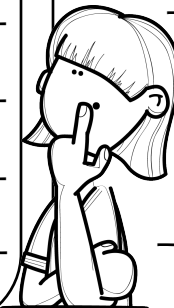
Word or Phrase:

How it is Used in an Abstract Way



Word or Phrase:

How it is Used in an Abstract Way



Sample

Hyphenated Words

I can identify and understand words that are hyphenated in a story.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Complete the graphic organizer by finding and defining hyphenated words in the story.

Hyphenated Word: _____

What the word means _____

Hyphenated Word: _____

What the word means _____

Hyphenated Word: _____

What the word means _____

Hyphenated Word: _____

What the word means _____

Hyphenated Word: _____

What the word means _____

Hyphenated Word: _____

What the word means _____

Sample

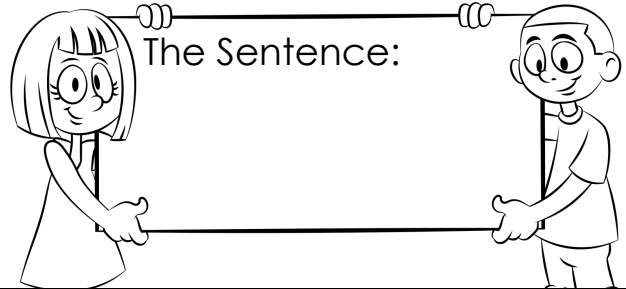
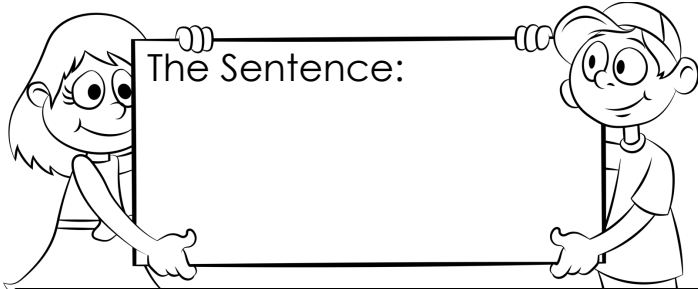
Understanding Long Sentences

I can read and understand sentences that have more than 15 words.

Name: _____ Date: _____

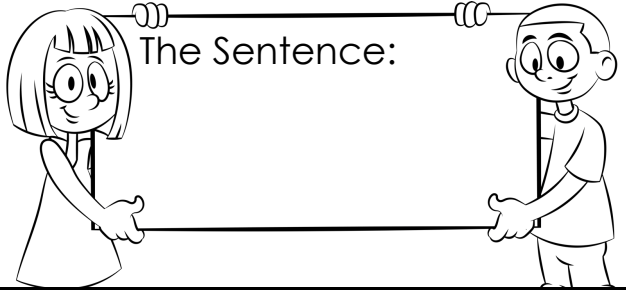
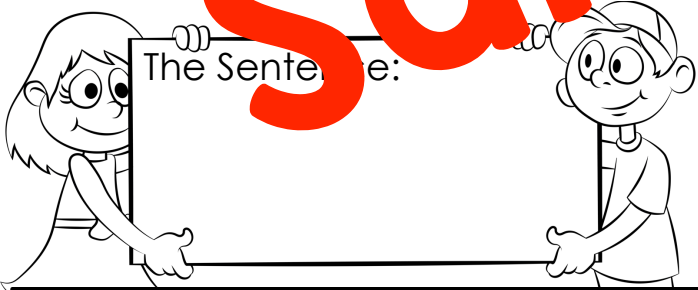
Title: _____ Author: _____

Directions: Complete the graphic organizer by copying long sentences from the story and explaining what it means in your own words.



What does it Mean?

What does it Mean?



What does it Mean?

What does it Mean?

Sample

Comparing Myself to Characters

I can think carefully about how a character's words, thoughts, or actions are different from my own.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Imagine you were a character in the story. Compare your words, thoughts, and actions to an actual character's words, thoughts, and actions from the story.

What YOU would **think**:

What YOU would **say**:

What YOU would **do**:

What the character **thinks**:

What the character **says**:

What the character **does**:

How You, Your Thoughts, and Actions are Alike and Different:

sample

Using Dialogue to Consider Character Feelings

I can consider how characters feel by thinking about what they say in the story.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Complete the graphic organizer by copying what characters said in the story. Then add how you think they are feeling based on what they said.

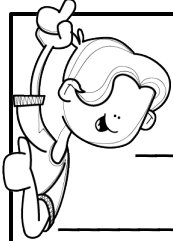
What the Character Said:



How the Character Feels:



What the Character Said:



How the Character Feels:



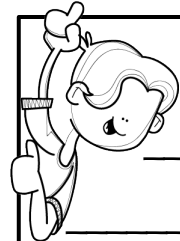
What the Character Said:



How the Character Feels:



What the Character Said:



How the Character Feels:



Sample

Understanding Special Words in a Story

I can remember what special words that appear more than one time in a story and learn more about the words each time I read them.

Name: _____ Date: _____

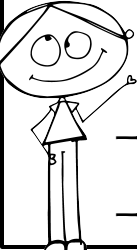
Title: _____ Author: _____

Directions: Complete the graphic organizer by finding and describing special words from the story.

Special Word:

Where it is in the Story:


What I Learned About this Word:



Special Word:

Where it is in the Story:

What I Learned About this Word:




Sample

Special Word:

Where it is in the Story:


What I Learned About this Word:



Special Word:

Where it is in the Story:

What I Learned About this Word:



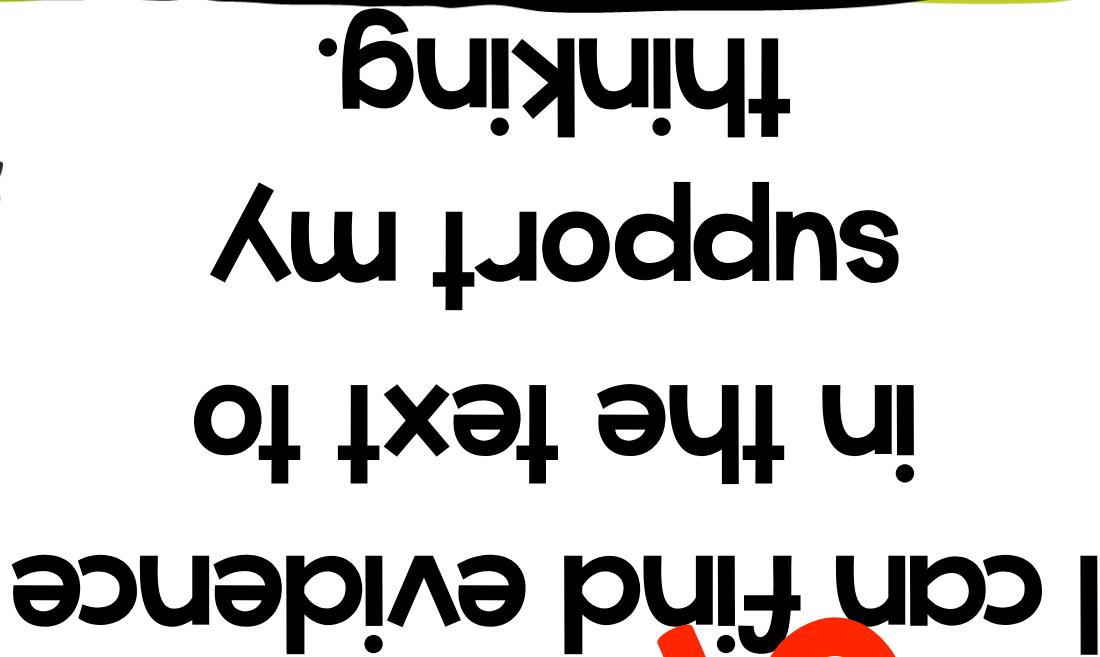
I can find evidence
in the text to
support my thinking.

Sample

Level m

1. What are some things you are thinking after reading today?
2. What evidence from the story supports your thinking?
3. What are you thinking about...?
4. What did the author include in the story to make you think that...?

CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.



I can find evidence
in the text to
support my
thinking.

Sample

Level m

1. What are some things you are thinking after reading today?
2. What evidence from the story supports your thinking?
3. What are you thinking about...?
4. What did the author include in the story to make you think that...?

[CCSS.ELA-Literacy.RL.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.