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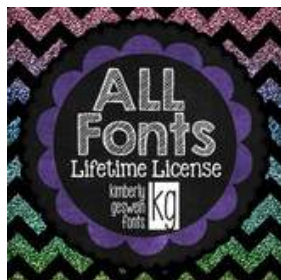
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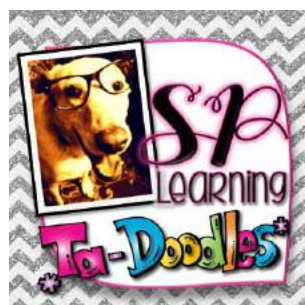
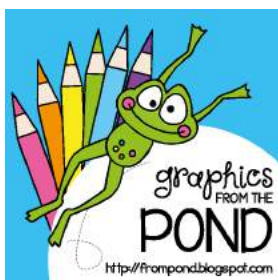
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# Rationale:

This guided reading resource is full of everything you need to plan, instruct, and assess students in a level I guided reading group. The level I 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 I (this is a good list to consider when deciding if a student should move from a level H to level I).
- 40 reading comprehension (fiction and nonfiction) and word work objectives that are appropriate for level I readers.
- Objective lists for fiction and nonfiction texts.
- "I Can" statements for each objective.
- Every grade 2 Reading Informational and Reading Literature standard is linked to an objective, as well as several 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 1:

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 1.
  - 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 1 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 1

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 I Should Accomplish Independently

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

Objective	Common Core State Standard
Reread words or phrases to check for understanding and self-correct.	<a href="#">CCSS.ELA-Literacy.RF.1.4c</a> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Understand how simple graphics and illustrations add meaning to nonfiction text.	<a href="#">CCSS.ELA-Literacy.RI.1.6</a> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Know how to use a table of contents in a nonfiction text.	<a href="#">CCSS.ELA-Literacy.RI.1.5</a> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus) to locate key facts or information in a text.
Notice important parts of a story.	<a href="#">CCSS.ELA-Literacy.RI.1.2</a> Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Look for information in nonfiction text that supports an important idea or theme.	<a href="#">CCSS.ELA-Literacy.RI.1.2</a> Identify the main topic and retell key details of a text.
Remember important parts of a story.	<a href="#">CCSS.ELA-Literacy.RI.1.2</a> Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Remember important details in a nonfiction text.	<a href="#">CCSS.ELA-Literacy.RI.1.2</a> Identify the main topic and retell key details of a text.
Remember parts at the beginning and middle of a story that will help predict the ending.	<a href="#">CCSS.ELA-Literacy.RI.1.2</a> Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Understand sequence and retell events from the text in order.	<a href="#">CCSS.ELA-Literacy.RI.1.3</a> Describe the connection between two individuals, events, ideas, or pieces of information in a text.

## Guided Reading Teaching Objectives: **Level I Nonfiction Text**

The following reading comprehension strategies and word work skills are appropriate for level I 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 and use an index in a nonfiction text.	I can find and use an index in a text.	<ol style="list-style-type: none"> <li>1. Where do you find an index in a nonfiction text?</li> <li>2. What does an index do?</li> <li>3. How does using an index help readers understand the text?</li> <li>4. What else could have been included in the index that would have helped you as a reader?</li> </ol>	<a href="#">CCSS.ELA-Literacy.RI.2.5</a> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Understand and use a glossary in a nonfiction text.	I can find and use a glossary in a nonfiction text.	<ol style="list-style-type: none"> <li>1. Where do you find the glossary in a nonfiction text?</li> <li>2. What does a glossary do?</li> <li>3. How does using a glossary help readers understand the text?</li> <li>4. What other words could the author have included in the glossary that would have helped you as a reader?</li> </ol>	<a href="#">CCSS.ELA-Literacy.RI.2.5</a> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Sample




# Predicting with My Own Experiences

I can use my own experiences to make predictions when I am reading.

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

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

Directions: Write your experiences and then predict what might happen next in the story.



My Experience:

---

---

---

---



My Prediction:

---

---

---

---



My Experience:

---

---

---

---



My Prediction:

---

---

---

---



My Experience:

---

---

---

---


My Prediction:

---

---

---

---



Sample

# Finding Words that are Related

I can find vocabulary words in a text that mean almost the same thing.

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


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

**Directions:** Find some words that mean almost the same thing and write them in the spaces below. Then tell how they are the same.

Word:	Word:
-------	-------

Word:	Word:
-------	-------

How These Words are the Same:



\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

Word:	Word:
-------	-------

Word:	Word:
-------	-------

How these words are the Same:



\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

Word:	Word:
-------	-------

Word:	Word:
-------	-------

How These Words are the Same:



\_\_\_\_\_

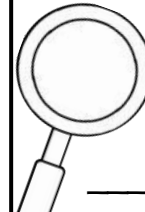
\_\_\_\_\_

\_\_\_\_\_

Word:	Word:
-------	-------

Word:	Word:
-------	-------

How These Words are the Same:



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sample

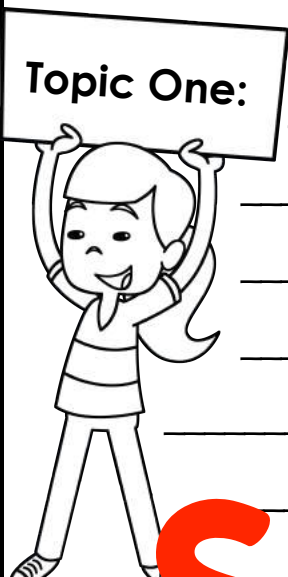
# Finding the Most Important Information

I can find and talk about the most important information in a text.

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

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

Directions: Write about the most important information in the text.



Topic One:


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Topic Two:

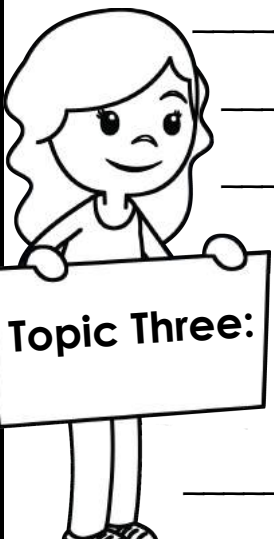
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Topic Three:

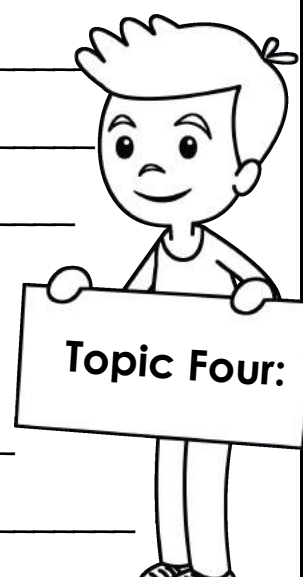
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Topic Four:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sample

# Breaking Apart Words with Two Syllables

I can find words with two syllables and break them apart.

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

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

Directions: Write words with two syllables. Then break them apart in the space below.

doctor

doc

tor

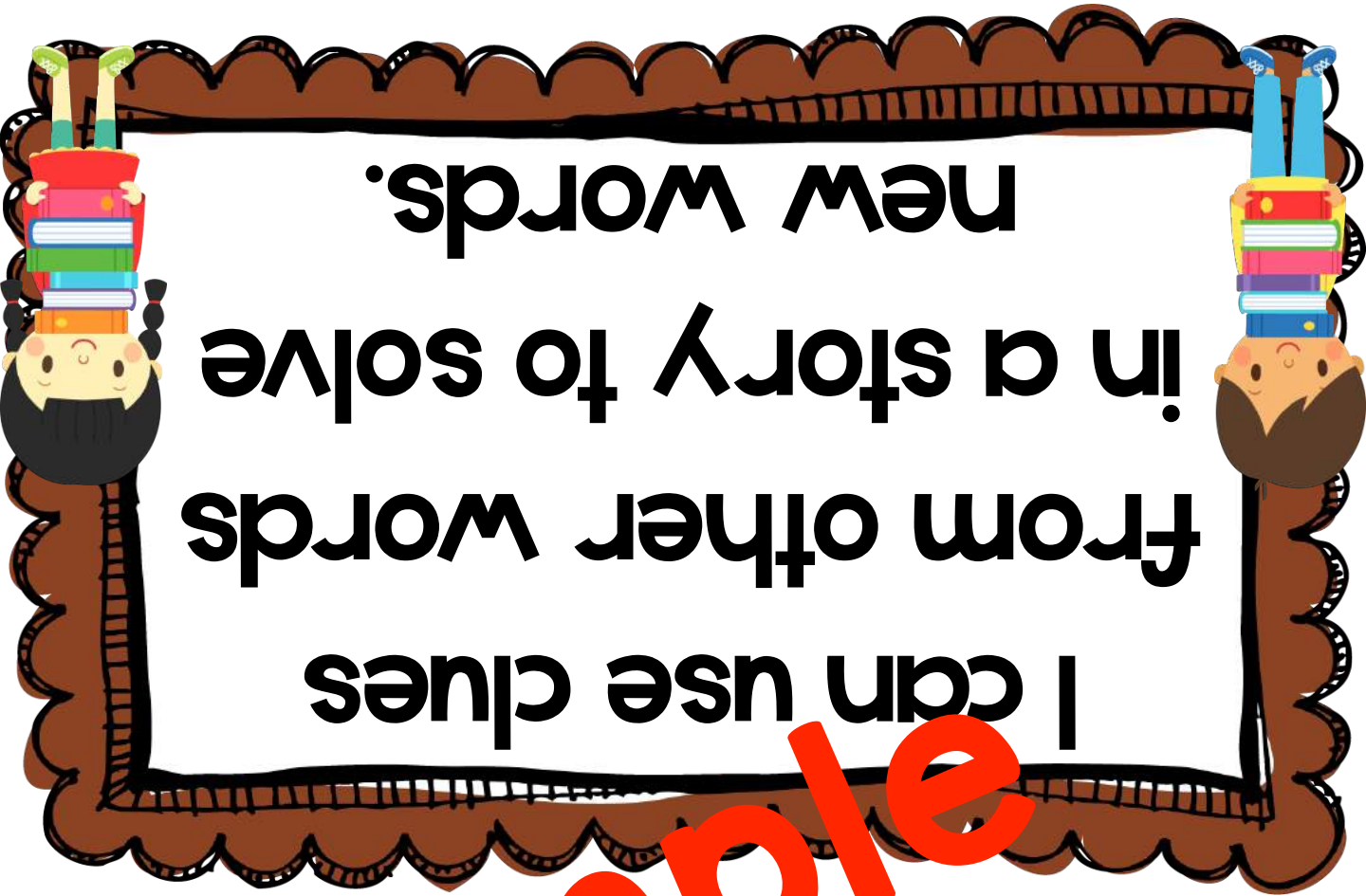
Sample

I can use clues from  
other words in a  
story to solve new  
words.

Sample

Level 1

1. What other words are in the story that might help you figure out what...means?
2. What else could you do to try and figure out what the word means?
3. What do you think this word means?
4. Read the sentence the word is in. Would the word make sense if it meant...?



new words.

I can use clues  
from other words  
in a story to solve

Level 1

1. What other words are in the story that might help you figure out what...means?
2. What else could you do to try and figure out what the word means?
3. What do you think this word means?
4. Read the sentence the word is in. Would the word make sense if it meant...?

[CCSS.ELA-Literacy.RL.2.4](#) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.