

# Guided Reading

**Expand your guided reading program with the best in authentic literature and teaching support**

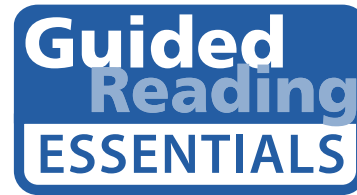
- Award-winning titles and authors—authentic, high-interest texts
- Varied text types and genres
- Title-specific teacher support



GRADES K-6

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## Only the Best Authentic Literature!



**Award-winning titles and authors**—authentic, high-interest texts—a mix of classic titles and new favorites.



**Varied text types and genres**—hand-picked titles representing a range of text types and genres to engage and develop lifelong readers.

## Carefully-Leveled Texts

Grade-level collections include titles one grade level above and one grade level below the Fountas & Pinnell Text Level Gradient™ to address the needs of both struggling and advanced readers. The recommended Fountas & Pinnell aligned levels are shown in bold.

GRADE LEVEL	GUIDED READING LEVELS
Grade K	<b>A B C D E</b>
Grade 1	<b>D E F G H I J K</b>
Grade 2	<b>J K L M N</b>
Grade 3	<b>M N O P Q</b>
Grade 4	<b>P Q R S T</b>
Grade 5	<b>S T U V W</b>
Grade 6	<b>V W X Y Z</b>

# Classroom Ready with Extensive Teacher Support

## Pre-packaged 6-packs in hanging bags with Lesson Plan Cards



## Lesson Plan Cards for every title

- **text-specific** instruction and activities
- focus on critical reading skills
- writing mini-lessons
- everything teachers need at their fingertips!

## Guided Reading Teacher Resource

- assessment support including running records and behavioral observation guidelines for each guided reading level
- history and principles of guided reading
- management ideas and record-keeping reproducible
- support for using the Lesson Plan Cards
- English Language Learner support

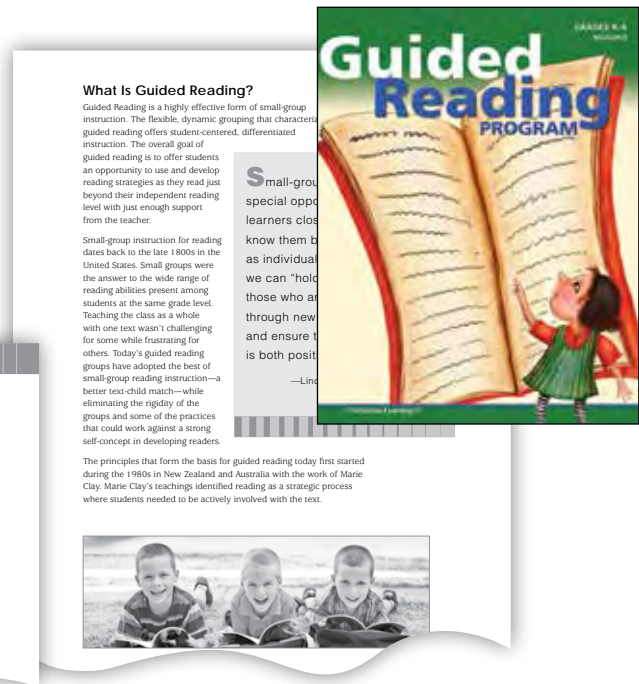


Table of Contents	
What Is Guided Reading?	4
About the Guided Reading Program Sets	6
The Guided Reading Titles	6
The Guided Reading Cards	8
The Guided Reading Levels	13
How to Use the Guided Reading Cards	14
Managing Guided Reading Groups	16
Assessment in Guided Reading	17
Alphabet Recognition Test	18
High-Frequency Word Tests	19
Knowledge of Print	20
Oral Reading Records	21
Anecdotal Records	26
Phonics Inventory	27
Guided Reading Level Observations	

## Storage bins with leveling labels



## Bookroom support

- **leveling labels** for each book in the collection
- **downloadable book detail labels**, customizable for your specific needs
- **downloadable title database** to help match students with the "just right" book



Biscuit and the Baby Capucilli, Alyssa Satin  
GRL: G LEX: 230

# Guided Reading ESSENTIALS

Expand your guided reading program with foundational collections featuring a 50/50 mix of the very best fiction and informational titles available!



**A 50/50 mix of fiction and informational titles with a range of text types and genres**—historical fiction, myths and folktales, realistic fiction, poetry, biographies, and narrative nonfiction.

**Award-winning and celebrated authors**—Newbery, Caldecott, Coretta Scott King, and more.

**New and classic literature**—traditional titles to contemporary literature destined to become classics.

## Title-Specific Lesson Plan Cards

- A TITLE DETAILS**  
Includes text structure, author, genre, and GRL
- B SYNOPSIS**
- C INTRODUCTION**  
Introduces the genre/text type
- D VOCABULARY and WORD WORK**  
Tiers One, Two, and Three vocabulary practiced in context
- E ENGLISH LANGUAGE SUPPORT**  
Title-specific vocabulary support strategies for ELLs
- F UNDERSTANDING THE TEXT**  
Three levels of text-based comprehension activities support close reading strategies
- G PHONICS AND WORD RECOGNITION**  
Application of relevant reading foundational skills
- H FLUENCY or TEXT FEATURES**  
*Fiction Lesson Plan Cards*—Fluency activities deepen reading comprehension  
*Informational Lesson Plan Cards*—Text Features provides discussion points to explore text structures and features
- I READING LITERATURE or READING INFORMATIONAL TEXT**  
Suggestions to guide students in applying critical reading strategies
- J WRITING**  
Text-based writing supports reading/writing connection


LEVEL M

### Chicken Soup with Rice

**B Synopsis** Maurice Sendak's rhythmic portrayal plays with language as chicken soup with rice is enjoyed with many activities and in many types of weather throughout the months of the year. Readers have fun with language and learn the months at the same time.

**C Introduction: Explore Poetry**  
Explain to students that this is a fun-to-read book of poems about the months of the year. Describe poetry. Poetry is a genre, or type of literature, usually written in a series of short lines with words put together to create certain rhythms or beats, much like music or a song. Poems are written with words chosen for their sounds as well as their meaning. Poems often use rhyming words.  
Explain that in this book of poetry, the main character loves to eat chicken soup with rice in all kinds of places while enjoying all kinds of season-related activities. Say, "As we read the book, notice the author's fun choice of words. Watch for repeated words, made-up words or words used in new ways, rhyming words, and alliteration. Alliteration is when the first letter or sound is repeated in two or more words. 'Silly Sally' is an example of alliteration. Tongue Twisters are examples of alliteration. 'The Piper picked a peck of pickled peppers.' Can students think of other tongue twisters or alliterative phrases? Perhaps someone has an alliterative name."

**D Vocabulary**  
**Tier Two:** anniversary, banged, bawled, concocting, crocodile, gale, gusty, pepped  
**Tier Three:** Bombay, Nile, Spain  
**Word Work**  
Introduce vocabulary in context as it appears within the book before or during reading. Call attention to the author's unique use of some words.  
November poem: "In November's gusty gale," even though gale means "a strong wind," explain to students that adding the adjective gusty adds more strength to the wind and creates alliteration.  
December poem: "A bawled, banged Christmas tree." Explain that bawled and banged are verbs. Call attention to the author's use of alliteration.



**A Author:** Maurice Sendak  
**Genre:** Fiction/Poetry  
**Guided Reading Level:** M

**E English Language Support**  
Offer realia, gestures, or photos to support the introduction of the new vocabulary. Point out Spain, Bombay, and the Nile on maps. Share a photo of a crocodile. Demonstrate the meaning of concocting by using a bowl or a pot and a large wooden spoon. Pretend to add multiple ingredients, stirring to mix them up.

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**F Understanding the Text**  
**Literals:** In which four months does the character become someone or something else, and what does he become? Use the illustrations and the text to find the answers. (May, robin, August, cooking pot, November, whale, December, Christmas Tree)  
**Interpretive:** Discuss how the character changes throughout the book. What causes the character to change? How are the character and the setting related? Use evidence from the book.  
**Applied:** Discuss that the poems are written with a chorus similar to the chorus in songs. Discuss the meaning of the word chorus and challenge students to find where the chorus occurs in each poem and which words say the same each time and how each chorus differs.

**G Phonics and Word Recognition**  
Discuss the /oo/ sound. Call attention to the June poem. Explain that there are actually three spellings of the /oo/ sound in the June poem. Establish that June, grow, drop, and soup all have the /oo/ sound. Isolate three spelling patterns: oo, ou, u. e) Brainstorm and build word lists reflective of the three different spelling patterns.

**H Fluency**  
Model the rhythm and expression inherent in Maurice Sendak's poetry. Have fun with the language. Read each poem aloud. Then have students read with you. Offer interested students an opportunity to select a poem, practice it, and read it aloud for the group or even the class.

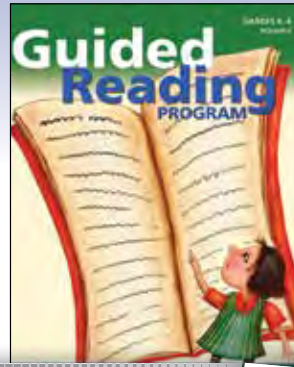
Share Carole King's musical version of this text. It can be found at the link shown below. Discuss with students whether they think this musical presentation adds interest to the text. Establish how the music lends fluency to the reading of the text.  
<http://youtu.be/N8j9p9CHU> (Carole King's musical version featuring actual pages from the printed book)  
Offer students opportunities to perform/sing the text for individual months in pairs or small groups.

**I Reading Literature**  
Use a document camera to project the January poem. Explain that the author chose his words carefully to create just the right feel, or rhythm, in his poems. Begin by identifying the rhyming words in the first poem. (mice, ice, rice, twice) Then point out the repeated words, rice, slipping, chicken soup with rice) Finally, discuss alliteration. (slipping, sliding, sip, slipping) Continue discussing these elements with each of the poems.

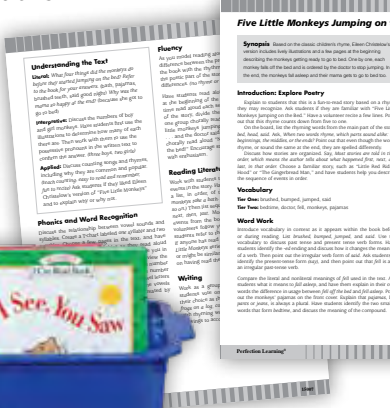
**J Writing**  
Challenge students to select one of the poems and modify the chorus by changing the repeated word. Remind them to play with the language but to also maintain the meaning of the poem. Provide time for them to share their new versions. An example might be:  
In August it will be so hot! I will become a cooking pot/Bolling soap of course—why not?/Bolling once, Bolling Twice!/Bolling chicken soup with rice.

## Each collection features

- 6-packs of 10 individual titles—60 books per level
- 50% fiction and 50% informational titles
- title-specific Lesson Plan Cards
- a variety of text types, genres, and themes
- a Guided Reading Teacher Resource
- complete storage and labeling solutions



Five Little Monkeys  
Jumping on the Bed  
Christelow, Eileen  
Fiction LEX: 310



➤ For current prices and information visit:  
[www.mindresources.com/education/067553](http://www.mindresources.com/education/067553)