

For YOUR *paperless* classroom!



Digital

GUIDED READING PASSAGES

SAMPLES

Lesson plans, passages,
comprehension activities
and running records

Created by: Arlin Claassen

Links to All Guided Reading Activities

{SAMPLES}

Level Pre A	<u>Lesson Plans</u>	<u>Running Records</u>	<u>Passages</u>	<u>Comprehension Questions</u>
Level C	<u>Lesson Plans</u>	<u>Running Records</u>	<u>Passages</u>	<u>Comprehension Questions</u>
Level M	<u>Lesson Plans</u>	<u>Running Records</u>	<u>Passages</u>	<u>Comprehension Questions</u>
Level Q	<u>Lesson Plans</u>	<u>Running Records</u>	<u>Passages</u>	<u>Comprehension Questions</u>
Level W	<u>Lesson Plans</u>	<u>Running Records</u>	<u>Passages</u>	<u>Comprehension Questions</u>

Click each link above to access all the resources included in this file to get your guided reading groups started! More detailed information on getting each set up on the following pages- please read on for more details!

Accessing your new resources:

Lesson Plans & Running Records

Google Drive

Copy document

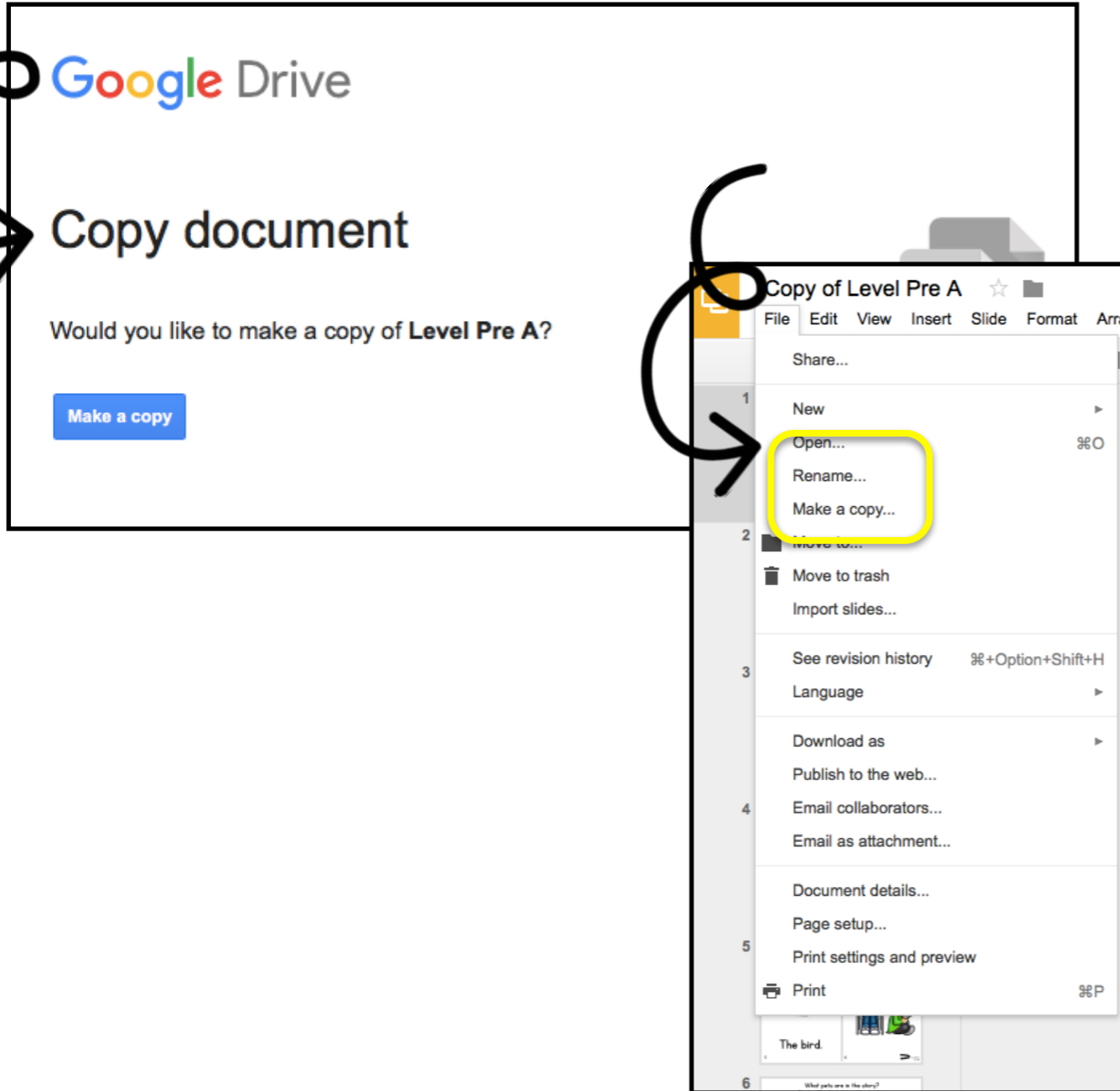
Would you like to make a copy of **Lesson Plans_Level Pre A?**

Make a copy



Yay! This is now your copy. Students do not need access to the lesson plans or running records files since they are simply resources for you. However, you will need to make a copy of the running records for you to use for each student, as suggested on the previous page. Select 'File -> Make a copy'- and then rename the files for each student.

Accessing your new resources: Passages & Extra Comprehension Pages



Yay! This is now your TEACHER copy. I recommend renaming this file to be sure that this file stays intact (for example: Original_Passages_Level M).

Each student also needs access to their own copy of these passages/extra comprehension pages. I recommend making a copy titled 'Student Passages_Level M' to share with your students. By doing this, no student will accidentally edit your original file. Select 'File -> Make a copy' Now your file is ready to be shared with your students via Google Classroom or a link.

When you are sharing the file within Google Classroom, make sure to select 'Make a copy for each student.' This way your students won't all be trying to edit the same document. Their individual files should show up as 'Student Passages_Level M_Aylin Claahsen' (for example).
{Repeat these same steps for the Extra Comprehension Pages}

Another option for sharing: If you aren't using Google Classroom, but want to send the document out to multiple students, you can select 'Share'. Change the settings to "Anyone with the link can edit". Once your students click on the link and add the document to their Google Drive, they will then need to make a copy of the file. This step is very important, otherwise they will all be editing the same document. Once students have completed the comprehension portion of each passage, they will need to share this document with you again, for you to view. This can be done by entering your email in the share settings. I highly recommend using Google Classroom over this method- it is much simpler!

Running Records

***If you are using the passages during guided reading groups, you can use these running records as a quick assessment tool. You may want to print out the running records, making a journal for each student, or simply open them up on your own device and edit the document as each student reads to you. I recommend zooming in for larger print while typing on the running records!**

*Listen to each student read to assess whether or not they are ready for the next level. These are not timed readings, but rather you are just checking in on how they are doing.

*These are done after students have already read the passage. You may do them as a cold read (first time reading) as well, but I usually do them as a follow up to check in.

*The student will pull up the passage on their device, while you pull up their running record on your device. Make sure you are in that child's document that you have saved under their name!

*When you are ready, listen to the student read and begin marking up the document with the provided text boxes. Do not worry about tallying their number of errors, etc. while they are reading. Simply focus on listening to them read!

*When the student is finished reading, you can review with the student how they did- discuss what he/she did well and any errors/self corrects.

*Then you may want to quickly write down a few observation notes to refer to later. When you have time later on, record the student's number of errors, etc.

Name: _____ Date: _____
Title: **The Pet Store at Night** Level: **M**

	Error	Self Correct	M, S, V
The sun had almost disappeared. Buster			
knew what was about to happen. He heard			
the clerk grab her keys. "See you all			
tomorrow," the clerk said. "I hope you			
have sweet dreams tonight." The clerk			
then closed the door and Buster heard the			
click of the lock. Buster sighed to himself			
and thought, here we go again. This was his			
least favorite time of each day. When the			
sun fully disappeared Buster sat in total			
darkness. He looked around and tried to			
see his other bunny friends. He couldn't			
see anything because his eyes hadn't			
adjusted to the lack of light in the pet			
store yet. Buster sat and listened to the			
sounds of the pet store while he waited			

(M- meaning S- structure V- visual)

Name: _____ Date: _____
Title: **The Pet Store at Night** Level: **M**

Score: /232 (*571 Total Word Count)
Percentage Correct:

Circle one Frustrational Instructional Independent
Frustrational below 90% (219 words or less correct)
Instructional 90-94% (220-225 words correct)
Independent 95-100% (226-232 words correct)

Observational Notes:

*After initial error, student recognized all sight words.
*Used pictures to figure out last word in each sentence.
*Read with confidence!

***When viewing within Google Slides, you will notice text boxes all over the document (all highlighted in blue). You can type all the information about each reader in each box. For example, if a student makes an error, saying 'this' instead of 'the' you can add the word they said above the text.**

AC 2017

Get Interactive!

Presentation mode works well while reading the passages because then the pages flow more seamlessly, like a book, with a simple click or swipe.

Choose **YOUR** story!

{LEVEL M}

The Pet Store at Night	The Neighbor's Yard	We've Been Everywhere	After School Sports	An Animal With Stripes
A Nearby Campground	A Nighttime Tractor Ride	An Animal With Spots	Reading All Over the Place	Good Choices
Bowling in the Backyard	Hot Air Balloon Fair	Best Scuba Class Ever	I'm a Fisherman	Facts About Koalas and Kangaroos

The first slide in the 'Level M' presentation is an interactive slide which works best in presentation mode. If students hit 'Present,' they can then click on each image to be taken to the story. This is great for when students may be reading independently during a warm up read at the beginning of each guided reading group or simply reading on their own during independent reading.

Let's think!

The arrow in the bottom right corner (or middle of the page) will take readers back to the home page with a simple click (when in presentation mode).

You may want students to stay in Presentation mode, while reading the passages, until it is time to answer the comprehension questions. The Let's think! icon may be clicked on to be taken directly to the movable objects comprehension slide for each passage. Students must be in the regular slide mode to move around the words on that page.

Comprehension



***Movable objects slide at end of each passage for interactive review of text. MUST be done in Google Slides, on any device.**

*At the end of each passage, there is a "Let's think" icon. This is provided so that readers know to stop reading. It is also your reminder to then discuss the story. The lesson plan lists a few comprehension questions that can be used in a discussion. These questions are repeated both on the interactive slide and on the separate comprehension pages.

Comprehension Options:

1. You can simply have a verbal discussion with your readers, using the questions provided on the lesson plan in the "After Reading" section.
2. After each passage, there is an interactive comprehension activity for readers to complete. Readers should be able to complete this independently, once they have mastered moving objects within Google Slides. The type of activity stays the same for each passage; however, the format may just look slightly different depending on the passage. This comprehension activity must be completed within Google Slides as that is the only way the objects are movable. It works well both on the iPad and computer!
3. The Google Slides presentation labeled 'Comprehension Pages' can be used directly on any device where students will then type their responses into a text box. Text boxes are provided- they simply need to click on the line at the bottom of each page. You can then discuss their responses afterward. You may also want to print out the comprehension pages and have students draw and label a picture and then discuss their responses as a group. If doing this, I recommend making a journal for each student with the cover page on top that is the first slide of the Comprehension Pages slides.

What are some facts you learned about koalas and kangaroos?
Directions: Move the words to match each sentence.

A koala and kangaroo is called a .

Koalas are not really . They are eaters who only eat . Koalas and kangaroos live in the . Kangaroos live with other kangaroos in a herd, or .

troop **grasslands** **leaves** **picky** **joey**
bears **baby** **mob**

A small illustration of a koala clinging to a tree branch and a kangaroo standing next to it.

What is the same about koalas and kangaroos?	Why do the baby koalas and kangaroos stay in the pouches of their mothers?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Links to My Videos

I know this is a lot of information coming at you, so, I made a few videos to get you started with each portion of this resource. I hope they are helpful to you! (Click on the words under each picture to access the videos.)

Lesson Plan: Facts About Koalas and Kangaroos {Level M}

Before Reading (5 mins):

1. **Introduce Story (3 mins):**

- Today the title of our story is **Facts About Koalas and Kangaroos**. This is a non fiction text all about koalas and kangaroos.
- Most pages of this story will have a few sentences. There will be some challenging new words. I want you to use our fix up strategies to figure them out. Try saying all the sounds in new words, look for smaller parts of the word you already know, look at the pictures or reread the sentence to make sure it makes sense. Look for sight words that you can read immediately. Also focus on reading the text at a good pace, with correct pausing and with expression.
- Some of the new words will have:
 - Words with silent consonants- Sometimes words have silent letters that we do not say anything for while reading them. When reading words like this, try removing the first sound and then read the word. Examples in story: climb, known
 - Added endings, like 's' 'ing' 'ed' 'er' 'est' 'ly' - when you see these make sure you are adding the ending sound while you read the new word. Examples in story: babies, bigger, tallest
 - Non fiction text features- These non fiction text features help us understand the text and learn more about the topic- headings, captions, pictures, maps, labels, etc. Examples in story: headings before each section, captions with pictures, bold words
- Model how to do this during quick picture walk- Near the picture on the fifth page, I see a caption. In non fiction text, captions are included by pictures to give the reader more details. The caption by the picture gives more details about the feet of a kangaroo.

2. **Sight word/vocabulary introduction (2 mins):**

- Introduce tricky words (examples listed above) and vocabulary words from story. Have students look for the words in the text. Write on white board, say the words, have students repeat. Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words that follow the same patterns (based on examples above).
- Emphasize: beginning/middle/end sounds- changing one sound to make a new word with more complex word families (ex. -all)/blends/consonant clusters/digraphs/word endings (er, est, ly, ing, ed, s) and base words with different affixes (like, likes, liked, liking, ds, redo)/vowel combination words (discuss different sounds that vowel patterns make like 'oo' in book and 'oo' in moon)/2-4 syllable words (practice breaking words down by syllables/plural vs singular words/contractions and 's possessive words/little words in big words (enough) and compound words (birthday), etc to look for within the words/sentences. Have students write on white boards, make with magnetic letters, sort words, etc. based on time and need for practice based on group.
- Vocabulary Focus Words: marsupials, pouches, eucalyptus

3. **Set Purpose for Reading (1 min):**

- Today we are reading to find out all about koalas and kangaroos.
- We also need to make sure to use our fix up strategies to figure out challenging words.

During Reading (5 mins):

4. **Students- read text on their own with teacher guidance.**

- Reread text for accuracy and understanding.
- Teacher- listen to students read and guide them through any errors by providing prompts:
 - Look at the pictures.
 - Is that a word we already know?
 - Can you say all the sounds in the word?
 - Can you break up the word into smaller parts?
 - Can you break down the word to its syllables?
 - Does the word have an added ending?
 - Does the word have any special vowel combinations that you know?
 - Do those vowels make any other sounds when together?
 - Does the word have any unusual patterns you recognize?
 - Can you reread the sentence to make sure it makes sense?
 - What fix up strategy can you use to figure out that word?
 - Practice being a fluent reader. Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

After Reading (5-10 mins):

5. **Respond to Text:**

- Verbally discuss text. Remind students that all answers should be directly from the text.
- Prompts:
 - What was this story all about?
 - What are important details from the story?
 - Who are the characters?
 - What is the setting of this story?
 - Is this fiction or non fiction? How can you tell?
 - What happened at the beginning/middle/end of the story?
 - Why is this a good title for the story?
 - What did the author mean when she wrote ____?
 - Does this story remind you of any other stories you have read?
 - How was the character feeling in the story?
 - What was the problem/resolution in the story?
 - Can you retell the story in sequential order?

6. **If time: Have students refer back to the text and underline the evidence which helped them answer the reading response questions.**

Happy reading!

Running Records

Name: _____ Date: _____

Title: **The Pet Store at Night** Level: **M**

The sun had almost disappeared. Buster knew what was about to happen. He heard the clerk grab her keys. "See you all tomorrow," the clerk said. "I hope you have sweet dreams tonight." The clerk then closed the door and Buster heard the click of the lock. Buster sighed to himself and thought, here we go again. This was his least favorite time of each day. When the sun fully disappeared Buster sat in total darkness. He looked around and tried to see his other bunny friends. He couldn't see anything because his eyes hadn't adjusted to the lack of light in the pet store yet. Buster sat and listened to the sounds of the pet store while he waited.

Score: / 232 (+571 Total Word Count)

Percentage Correct:

Circle one: Frustrational Instructional Independent

Frustrational below 90% (219 words or less correct)

Instructional 90-94% (220-225 words correct)

Independent 95-100% (226-232 words correct)

Observational Notes:

(M- meaning S- structure V- visual)

Lesson Plans

Running Records

What are some facts you learned about koalas and kangaroos?

Directions: Move the words to match each sentence.

A koala and kangaroo is called a .

Koalas are not really . They are .

eaters who only eat . Koalas and kangaroos live in the . Kangaroos live with other kangaroos in a herd, or .

troop **grasslands** **leaves** **picky** **joey**

bears **baby** **mob**

What is the same about koalas and kangaroos?

Why do the baby koalas and kangaroos stay in the pouches of their mothers?

Passages and Comprehension

THANK YOU!

Thank you so much for purchasing this product from my store! This product is for personal use/single classroom use only. If you would like to make copies of these materials for another teacher(s), please purchase additional licenses by returning to your "My Purchases" page. Please also know that placing any part of this product on the Internet (including classroom, school or district websites) is prohibited by the Digital Millennium Copyright Act (DMCA). Feel free to contact me for express written consent for special circumstances. I can be reached at learningtothecore.ac@gmail.com. Please let me know if you have any questions or if you notice something that needs to be fixed and I will make the necessary changes right away. Please also follow my TPT store to receive updates about new products. I would love to hear from you in the feedback section about this product on TPT. (Don't forget feedback gets you TPT points to use toward future purchases!)

I hope your students love this pack!

Enjoy!

Aylin

Join in on the fun! Stay up to date on new packs, literacy ideas and freebies by following along:

TPT: <http://www.teacherspayteachers.com/Store/Aylin-Claahsen>

Blog: <http://dailylearningtothecore.blogspot.com>

Instagram: <http://instagram.com/learningtothecore>

Facebook: <https://www.facebook.com/learningtothecore>

Pinterest: <http://www.pinterest.com/learntothecore/>

Twitter: <https://twitter.com/learntothecore>

Youtube: Aylin Claahsen https://www.youtube.com/channel/UCm8oQYpqLseaq_OqhRGOJWA

If you are looking for more leveled reading passages for your classroom, please click the link below to check out other similar packs from my store. I have leveled passages all the way from Pre A-V!

<https://www.teacherspayteachers.com/Store/Aylin-Claahsen/Category/Guided-Reading-Passages-165639>

CREDITS:

Created by: Aylin Claahsen <http://www.teacherspayteachers.com/Store/Aylin-Claahsen>

Font From the Pond <http://frompond.blogspot.com>

Fonts by: <http://www.teacherspayteachers.com/Store/Hello-Literacy>

Fonts by: <https://www.teacherspayteachers.com/Store/Kimberly-Geswein-Fonts>

Fonts by: <https://www.teacherspayteachers.com/Store/A-Perfect-Blend>

Graphics by EduClips <https://www.teacherspayteachers.com/Store/Educlips>

Graphics by: <https://www.teacherspayteachers.com/Store/Whimsy-Clips>

Graphics by: www.mycutegraphics.com

Graphics by: <https://www.teacherspayteachers.com/Store/EduKate-And-Inspire>

Graphics by: Krista Wallden <http://www.teacherspayteachers.com/Store/Krista-Wallden>

Graphics by: Tongass Teacher <http://www.teacherspayteachers.com/Store/Teaching-in-the-Tongass>

Graphics by: Scrappin' Doodles <http://www.teacherspayteachers.com/Store/Scrappin-Doodles>

Borders by: Bilingual Scrapbook <https://www.teacherspayteachers.com/Store/Bilingual-Scrapbook>

Graphics by Artifex <https://www.teacherspayteachers.com/Store/Artifex>

<https://www.teacherspayteachers.com/Product/GOOGLE-DRIVE-TOOLKIT-FOR-PAPERLESS-CLASSROOM-DIGITAL-NOTEBOOKS-2203339>

