

Getting Started

Welcome to your digital Guided Reading extra resources! I'm so happy you are here. I hope you and your readers LOVE using technology! Please read through the next few slides for tips and tricks to get you going with these.

If you haven't already created a free Google/Google Classroom account for yourself and your students, you need to do that first, prior to downloading these resources. Each of your students will need their own account so they can view the passages and respond to the comprehension activities for each passage.

Google Slides can be accessed on both computers and iPads. The app is free on iPads, as well, so please be sure to download Google Slides on your student iPads, if using those.

Now that you've set up Google Classroom, you are ready to download the resources. The links to each resource included in this pack are on the next pages.



All Your Links

[Lesson Plans](#)

[Running Records](#)

[Goal Setting](#)

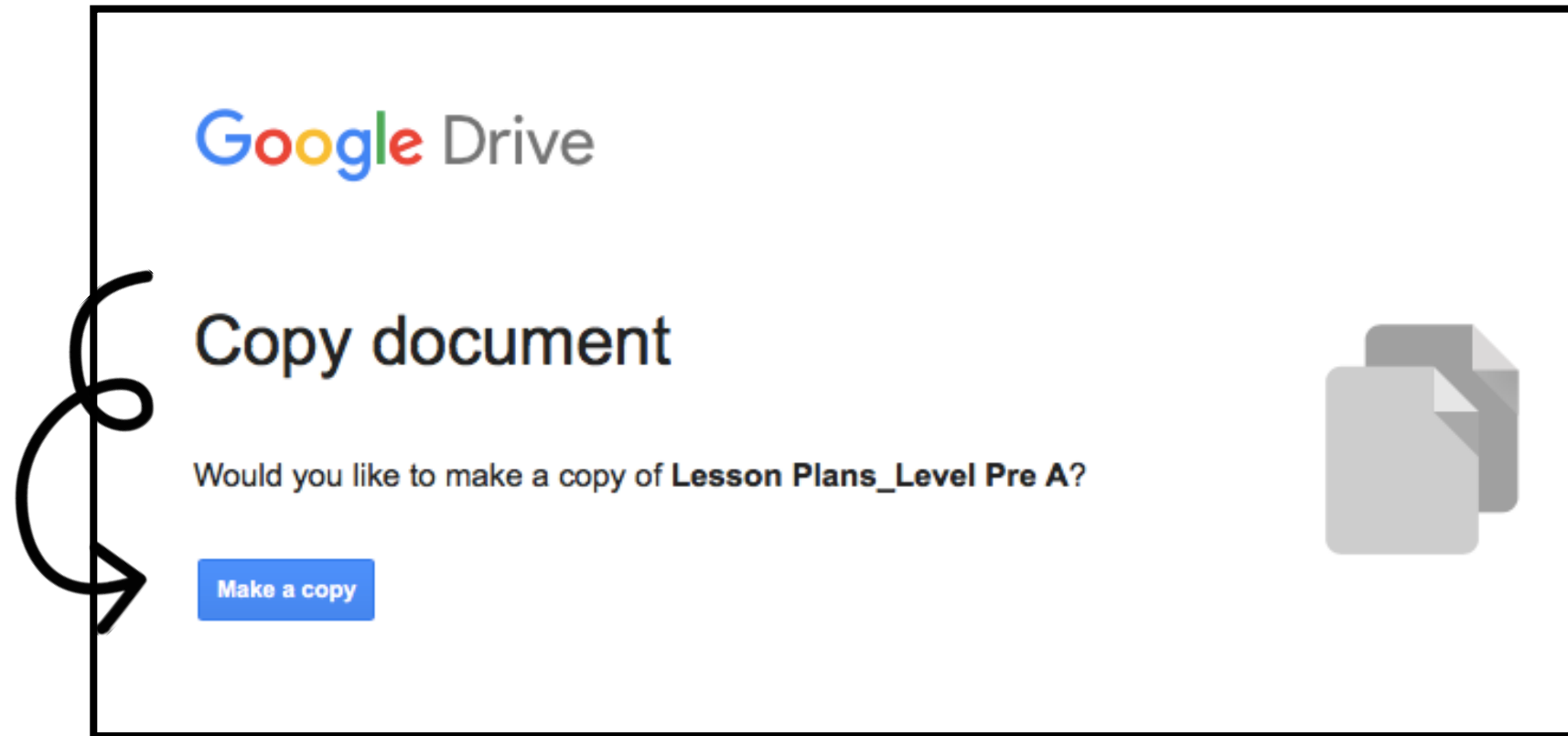
[Reading Interest
Inventory](#)

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

For all of these files, you will be prompted to make a copy of the document. You can do this by simply clicking the blue "Make a copy" button. The document will automatically open in your Google Drive account.

Accessing your new resources:

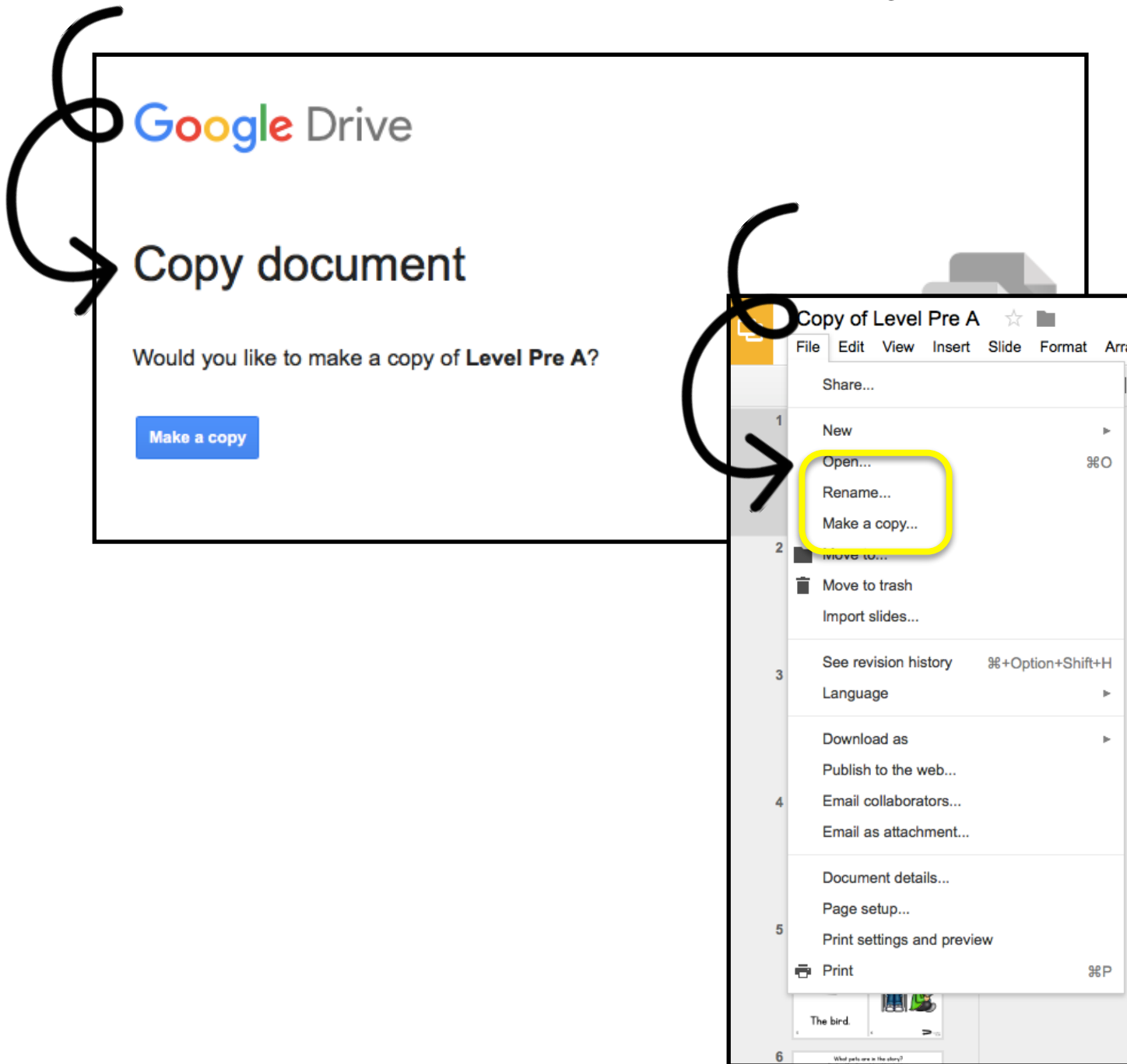
Lesson Plans & Running Records



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:

Goal Setting & Reading Interest Inventory



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

Each student also needs access to their own copy of these pages. I recommend making a copy titled 'Student Goal Setting' 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 Goal Setting_Aylin Claahsen' (for example).

{Repeat these same steps for all these 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!

Name: _____ Date: _____

Guided Reading Check:

- I read the story.
- I look at the pictures.
- I look for words I already know.
- I say all the sounds in the word.
- I read like a fluent reader.
- I understand the story.

Guided Reading Goal:

I want to work on sounding more fluent. I want to make sure I'm not rushing. I want to understand the story better, too.

GOAL SETTING:

These pages can be used to check in on students during Guided Reading groups. Students will move the blue stars to match what they're doing well as readers. Then they will type their goals for themselves as readers into the provided text box.



READING INTEREST INVENTORY:

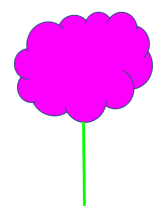
These pages can be used to get to know your readers. You can use these first at the beginning of the year. I then would use them again at benchmark testing time (winter and spring) for updated responses. Students at the lower levels will use the tools (like scribble and lines) to draw their picture response. They can also use the text box to label their pictures. (Images can also be pulled in from the Internet, as long as you allow this and safe search engines are used.)

Students will type their answers into the provided text boxes for the remaining questions. They will also move the red circle to identify how they feel about reading. At the higher levels, student will type their answers into the provided text boxes.

Name: _____ Date: _____

Getting to Know You as a Reader

1. Draw and label a picture of things you like:



flowers





2. Finish the sentences:

Who I like to read with:

When I like to read:

Where I like to read:

3. Circle the faces that describe you:

Reading makes me:    

Name: _____ Date: _____

Getting to Know YOU as a Reader

Answer all the questions. Be specific so I can get to know you, as a reader, better!

1. Do you like to read? Why or why not?
Yes. I like to read because I can learn about new places I've never visited.

2. Do you prefer to read alone or with someone? Who do you like to read with?
I like to read alone. If I have to read with someone else, I choose my dog. He just snuggles up next to me.

3. When do you like to read?
All the time. Especially at night, before bed.

4. Where is your favorite place to read?
On the couch or on my bed.

THANK YOU!

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Youtube: Aylin Claahsen https://www.youtube.com/channel/UCm8oQYpqlseag_OqhRGOJWA

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I hope your students love this pack!

Enjoy!

Aylin

If you are for looking leveled reading passages for your Guided Reading groups, please click the link below to check out my full collection on my membership site: Engaging All Readers. The site included leveled passages packs for Pre A-Z!

<https://www.engagingallreaders.com/>

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Graphics by: Teaching Super Power <https://www.teacherspayteachers.com/Store/Teaching-Super-Power>

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



GUIDED READING CHECK *and* GOALS

Multiple versions included for Kindergarten-5th Grade



Created by: Arlin Claaksen

THANKS FOR DOWNLOADING THIS FREEBIE!

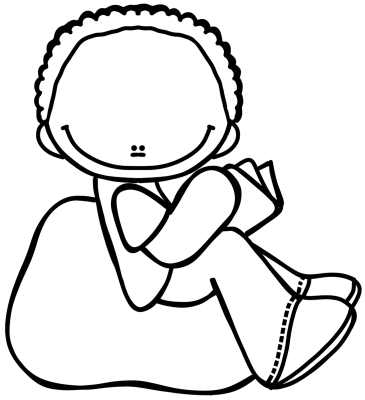
How to use these pages:

- *These pages can be used to check in on students during Guided Reading groups. To ensure students are using strategies and setting goals for ways to improve, these pages can be completed by students regularly. Completing these on a monthly basis is a good goal!
- *5 different versions are included- please refer to the bottom left corner for the most appropriate reading level for each one.
- *Students will put a checkmark or an x in the boxes to show what they're doing as readers.
- *Students will write a goal, sharing something they want to improve on, as readers.

Name: _____ Date: _____

Guided Reading Check:

- I read the story.
- I point to each word.
- I look at the pictures.
- I look for words I already know.
- I say the first sound of each word.



Guided Reading Goal:

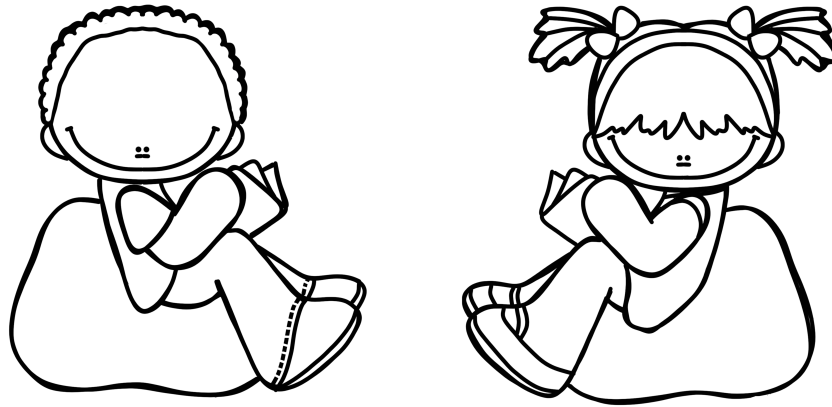


I will _____

Name: _____ Date: _____

Guided Reading Check:

- I read the story.
- I look at the pictures.
- I look for words I already know.
- I say the beginning sound of each word.



Guided Reading Goal:

I will _____

Name: _____ Date: _____

Guided Reading Check:

- I read the story.
- I look at the pictures.
- I look for words I already know.
- I say all the sounds in the word.
- I read like a fluent reader.
- I understand the story.



Guided Reading Goal:

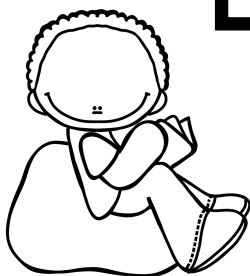


I will _____

Name: _____ Date: _____

Guided Reading Check:

- I read the story.
- I look at the pictures.
- I look for words I already know.
- I say all the sounds in the word.
- I break up the word into smaller parts.
- I read like a fluent reader.
- I understand the story.



Guided Reading Goal:



I will _____

Name: _____ Date: _____

Guided Reading Check:

- I read the story.
- I understand the story.
- I read like a fluent reader.
- I use strategies to figure out challenging words.

Strategies I use: _____



Guided Reading Goal:



I will _____

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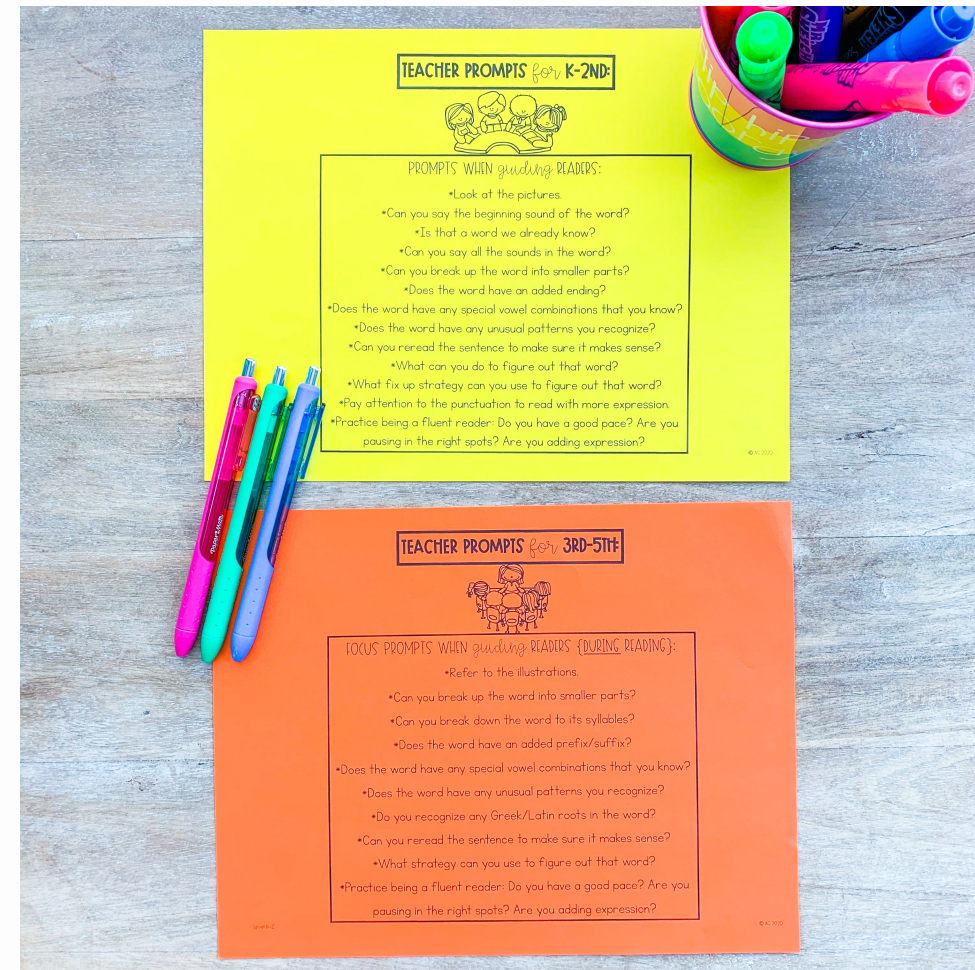
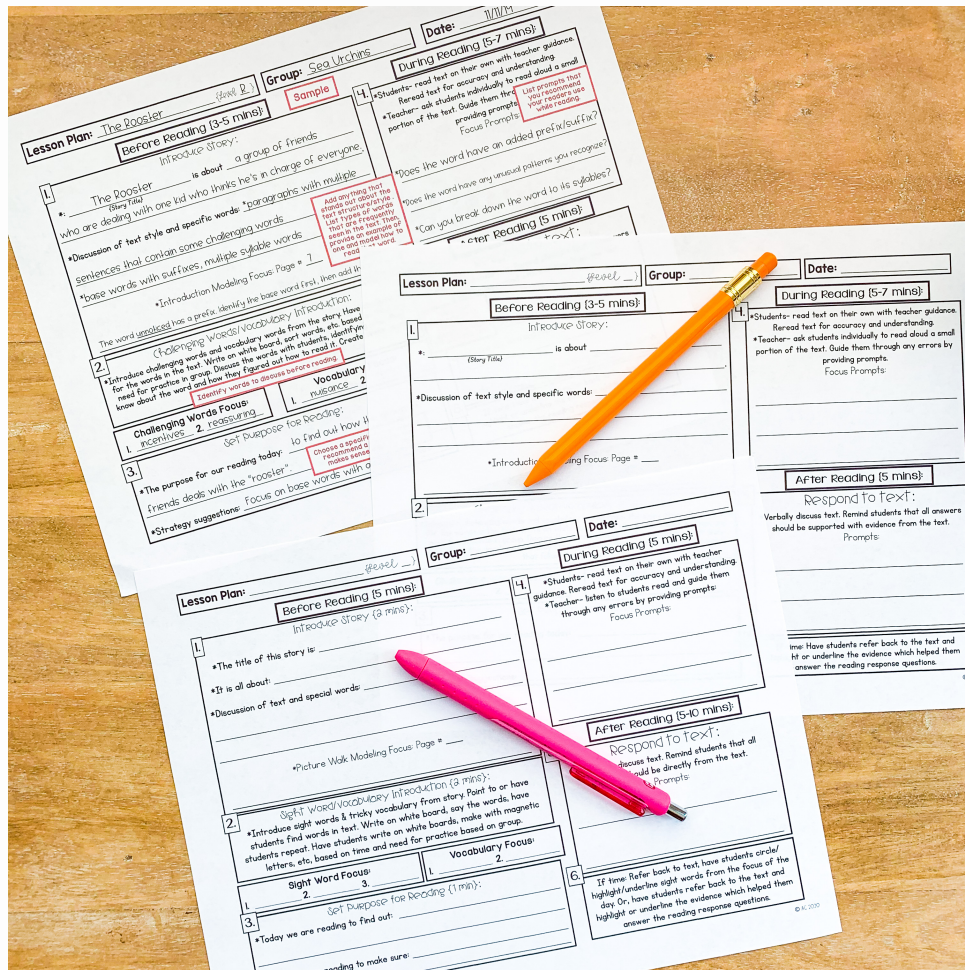
Graphics by EduClips <https://www.teacherspayteachers.com/Store/Educlips>



GUIDED READING

LESSON PLAN TEMPLATE

for kindergarten-5th Grade



Created by: Arlin Claaksen

Thanks for downloading this freebie!

p. 3-4 Lesson plans: Simply print and make copies. Fill in each part for each new text you'll be using in Guided Reading groups.

(p. 3 is suggested for use with students reading at Levels Pre-A to I, p. 4 is suggested for those reading at Levels J-Z)

p. 5 Sample Lesson Plan: Use this as a guide when filling out your lesson plans for each text.

p. 6-7 Teacher Prompts Reference Page: use when completing the guiding readers portion in the During Reading part of the lesson plan

(p. 6 for K-2 and p. 7 for 3rd-5th grade)

Enjoy!

Aylin

Lesson Plan: _____ {level _____}

Group: _____

Date: _____

Before Reading {5 mins}:

During Reading {5 mins}:

1. Introduce Story {2 mins}:

*The title of this story is: _____

*It is all about: _____

*Discussion of text and special words: _____

*Picture Walk Modeling Focus: Page # _____

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:

Focus Prompts:

2. Sight Word/Vocabulary Introduction {2 mins}:

*Introduce sight words & tricky vocabulary from story. Point to or have students find words in text. Write on white board, say the words, have students repeat. Have students write on white boards, make with magnetic letters, etc, based on time and need for practice based on group.

5. **After Reading {5-10 mins}:**

Respond to text:

*Verbally discuss text. Remind students that all answers should be directly from the text.

Prompts:

Sight Word Focus:

1. _____ 2. _____ 3. _____

Vocabulary Focus:

1. _____ 2. _____

3. Set Purpose for Reading {1 min}:

*Today we are reading to find out: _____

*Today we are reading to make sure: _____

6. If time: Refer back to text, have students circle/highlight/underline sight words from the focus of the day. Or, have students refer back to the text and highlight or underline the evidence which helped them answer the reading response questions.

Lesson Plan: _____ {level _}

Group: _____

Date: _____

Before Reading {3-5 mins}:

1. Introduce Story:

*: _____ is about _____
{Story Title}

*Discussion of text style and specific words: _____

*Introduction Modeling Focus: Page # _____

During Reading {5-7 mins}:

4. *Students- read text on their own with teacher guidance.
 Reread text for accuracy and understanding.
 *Teacher- ask students individually to read aloud a small portion of the text. Guide them through any errors by providing prompts.
 Focus Prompts:

2. Challenging Words/Vocabulary Introduction:

*Introduce challenging words and vocabulary words from the story. Have students look for the words in the text. Write on white board, sort words, etc. based on time and need for practice in group. 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.

Challenging Words Focus:
1. _____ 2. _____

Vocabulary Focus:
1. _____ 2. _____

After Reading {5 mins}:

5. Respond to text:

*Verbally discuss text. Remind students that all answers should be supported with evidence from the text.
 Prompts:

3. Set Purpose for Reading:

*The purpose for our reading today: _____

*Strategy suggestions: _____

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

Before Reading {3-5 mins}:

Sample

During Reading {5-7 mins}:

1. Introduce Story:

*: The Rooster is about a group of friends who are dealing with one kid who thinks he's in charge of everyone.

{Story Title}

*Discussion of text style and specific words: *paragraphs with multiple sentences that contain some challenging words

*base words with suffixes, multiple syllable words

*Introduction Modeling Focus: Page # 7

The word unnoticed has a prefix. Identify the base word first, then add the prefix.

Add anything that stands out about the text structure/style. List types of words that are frequently seen in the text. Then, provide an example of one and model how to read that word.

4. *Students- read text on their own with teacher guidance. Reread text for accuracy and understanding.

*Teacher- ask students individually to read aloud a small portion of the text. Guide them through providing prompts

Focus Prompts:

*Does the word have an added prefix/suffix?

*Does the word have any unusual patterns you recognize?

*Can you break down the word to its syllables?

List prompts that you recommend your readers use while reading.

After Reading {5 mins}:

2. Challenging Words/Vocabulary Introduction:

*Introduce challenging words and vocabulary words from the story. Have students look for the words in the text. Write on white board, sort words, etc. based on time and need for practice in group. Discuss the words with students, identifying what they know about the word and how they figured out how to read it. Create similar words

Identify words to discuss before reading.

Challenging Words Focus:
1. incentives 2. reassuring

Vocabulary Focus:
1. nuisance 2. restrictive

5. Respond to text:

*Verbally discuss text. Remind students that all answers should be supported with evidence from the text.

Prompts:

Summarize the story.

Identify the key idea and important details from the story.

Identify the point of view of this story using specific details.

Use your standards to come up with questions that fit with the text.

3. Set Purpose for Reading:

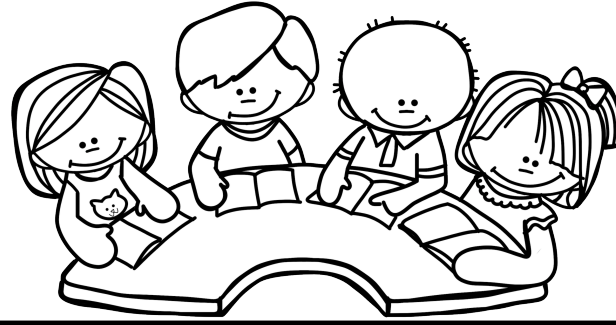
*The purpose for our reading today: to find out how the group of friends deals with the "rooster".

*Strategy suggestions: Focus on base words with added suffixes.

Choose a specific focus and also recommend a strategy that makes sense with the text.

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

TEACHER PROMPTS for K-2ND:



PROMPTS WHEN *guiding* READERS:

- *Look at the pictures.
- *Can you say the beginning sound of the word?
 - *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?
 - *Does the word have an added ending?
- *Does the word have any special vowel combinations that you know?
 - *Does the word have any unusual patterns you recognize?
- *Can you reread the sentence to make sure it makes sense?
 - *What can you do to figure out that word?
 - *What fix up strategy can you use to figure out that word?
- *Pay attention to the punctuation to read with more expression.
- *Practice being a fluent reader: Do you have a good pace? Are you pausing in the right spots? Are you adding expression?

TEACHER PROMPTS for 3RD-5TH



FOCUS PROMPTS WHEN *guiding* READERS {DURING READING}:

- *Refer to the illustrations.
- *Can you break up the word into smaller parts?
- *Can you break down the word to its syllables?
- *Does the word have an added prefix/suffix?
- *Does the word have any special vowel combinations that you know?
 - *Does the word have any unusual patterns you recognize?
 - *Do you recognize any Greek/Latin roots in the word?
- *Can you reread the sentence to make sure it makes sense?
 - *What 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?

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THANKS FOR DOWNLOADING THIS FREEBIE!

How to use these Running Records:

*The running record pages are used to check in on how your students are doing. I recommend regularly assessing your students with these running records. A good goal is to have a score for each student every other week. This way you'll be aware of whether or not the texts being used in your groups are appropriate for all readers. The goal is for students' instructional level to continue to move up.

*All you need to do is print and make copies of these pages.

p. 3-4 is for Levels Pre-A to K and p. 5-6 is for Levels L-Z. The difference is the percentage scores for independent/instructional/frustrational at those levels.

*If students are scoring at the instructional level based on their percentage correct, then continue using the same level texts until they reach an Independent score.

*If students are at the Frustrational level, then they are not quite ready for their level (or it may have been an off day and another assessment should be done). You may just need to work directly with these students during guided reading to see what kinds of errors are causing them not to read at an instructional or independent level.

*If you use M, S, V (meaning, structure or visual error) with running records, you can simply mark that information about the student errors within the notes box.

*The scoring box can be filled out based on number of words in the text. You will need to calculate each percentage for the varying scores.

Name: _____ Date: _____

Title: _____ **Level:** _____

Line/ Pg#		Error	Self Correct	M, S, V

{M- meaning S- structure V- visual}

Name: _____ Date: _____

Title: _____ **Level:** _____

Score: _____ / _____ Percentage Correct: _____ %

Circle one: Frustrational Instructional Independent

Frustrational below 90%. (_____ words or less correct)

Instructional 90-94%. (_____ words correct)

Independent 95-100%. (_____ words correct)

Observational Notes:

Name: _____ Date: _____

Title: _____ **Level:** _____

Line/ Pg#		Error	Self Correct	M, S, V

{M- meaning S- structure V- visual}

Name: _____ Date: _____

Title: _____ **Level:** _____

Score: _____ / _____ Percentage Correct: _____ %

Circle one: Frustrational Instructional Independent

Frustrational below 95%. (_____ words or less correct)

Instructional 95-97%. (_____ words correct)

Independent 98-100%. (_____ words correct)

Observational Notes:

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READING INTEREST INVENTORY

2 versions included for Kindergarten-5th Grade

Name: _____ Date: _____

Getting to Know You as a Reader

1. Draw a picture of things you like:

2. Finish the sentences:

Who I like to read with: _____

When I like to read: _____

Where I like to read: _____

3. Color in the faces that describe you:

Reading makes me:

Level Pre-A-M ©AC 2020

Name: _____ Date: _____

Getting to Know YOU as a Reader

Answer all the questions. Be specific so I can get to know you, as a reader, better!

1. Do you like to read? Why or why not?

2. Do you prefer to read alone or with someone?
Who do you like to read with?

3. When do you like to read?

Name: _____ Date: _____

Getting to Know YOU as a Reader

Answer all the questions. Be specific so I can get to know you, as a reader, better!

5. What are some topics you like to read about?

What are some titles of books you've read recently?

favorite book genre?

READ

Created by: Arlin Claaksen

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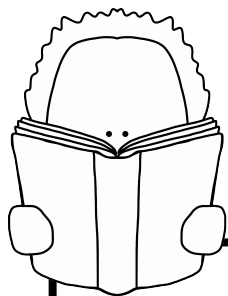
How to use these pages:

- *These pages can be used to get to know your readers. You can use these first at the beginning of the year. I then would use them again at benchmark testing time (winter and spring) for updated responses.
- *Their responses can then help you choose texts and understand each student, as a reader, better.
 - *2 different versions are included
p. 3 for Levels Pre A-M p.4-5 for Levels N-Z
- *After students fill out the form, discuss their answers during a 1:1 conference. Let them know how excited you are to work with them as a reader!
(For students at Levels Pre A-B, you may want have a conference with them first, to complete their answers together. You can record their responses, or have them write/draw with you next to them.)

Name: _____

Date: _____

Getting to Know You as a Reader



1. Draw a picture of things you like:



A large empty rectangular box for drawing.

2. Finish the sentences:

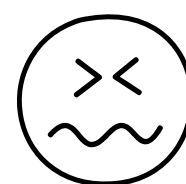
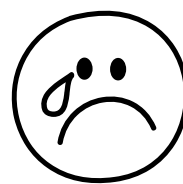
Who I like to read with: _____

When I like to read: _____

Where I like to read: _____

3. Color in the faces that describe you:

Reading makes me:



Name: _____

Date: _____

Getting to Know YOU as a Reader

Answer all the questions. Be specific so I can get to know you, as a reader, better!

1. Do you like to read? Why or why not?

2. Do you prefer to read alone or with someone?
Who do you like to read with?



3. When do you like to read?

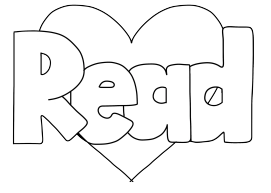
4. Where is your favorite place to read?

Name: _____

Date: _____

Getting to Know YOU as a Reader

Answer all the questions. Be specific so I can get to know you, as a reader, better!

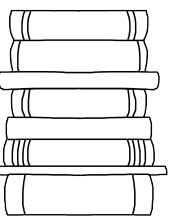


5. What are some topics you like to read about?

6. What are some titles of books you've read recently?

7. What is your favorite book genre?

8. What is one book or series you'd like to read this year?



THANK YOU!

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I hope your students love this pack!

Enjoy!

Aylin

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Youtube: Aylin Claahsen https://www.youtube.com/channel/UCm8oQYpqlseag_0qhRGOJWA

If you are looking leveled reading passages for your Guided Reading groups, please click the link below to check out my full collection on my membership site: Engaging All Readers. The site included leveled passages packs for Pre A-Z!

<https://www.engagingallreaders.com/>

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