

BUILDING COMPREHENSION IN FIFTH GRADE STUDENTS USING GUIDED
READING

by

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Project Description

Learning to read for comprehension is a main goal in elementary schools. By the time students move on to middle school, it is expected that they are fluent readers and can read for understanding. Many approaches have been tried over the years but one that has gained ground in popularity is Guided reading (Fountas & Pinnell, 2010). Guided reading is a small group strategy that is intentional around the students in the group and focuses on specific skills that those students need. I have been using guided reading for three years now and I am working on making each 15-20 minute lesson more meaningful to students. My project is helping me to understand *what is the impact of comprehension strategies when they are incorporated into a guided reading lesson plan in fifth grade?*

This capstone curriculum enhances an existing unit of study in fifth grade on the author Eve Bunting. In this unit, students read fiction books by Eve Bunting on topics about social and historical issues. Students learn about an author that writes about tough topics and how she does it. The district provides standards, essential questions and the books for whole group and the rest of the planning is up to grade level teams. An expectation during the unit is that guided reading is happening every day. This curriculum provides books that go along with the unit because they are fiction, different genres within fiction and some of the books cover tough topics like Eve Bunting. Each book focuses on different comprehension strategies based on the text. The books also range in levels from below to above fifth grade level reading level.

The curriculum follows the Understanding by Design model (McTighe & Wiggins as cited in Tomlinson & McTighe, 2006). In this model, essential questions, unit

goals and assessments are created before the lessons are planned. In this project, the essential questions are listed from the district's unit plan. The unit goals were created based on the essential questions and standards related to fiction reading. The assessments were then planned with the essential questions and unit goals in mind. There are three assessments that go along with this unit. One is a district wide assessment called Benchmark Assessment System (BAS). This tests students reading level and will be completed as a summative assessment. The second assessment is completed by teachers as needed and it is called a running record. The last assessment is a metacognitive self-survey that students will take before the unit and at the end of a unit. Metacognitive skills happen within a students' mind so they are harder to assess. Once these three pieces were planned, then the guided reading lessons were planned to meet these objectives.

This curriculum was created specifically for fifth grade teachers in my district. Each fifth grade team in my district teaches this unit and follows the same unit plan. It is also intended for any support staff in the district that teaches literacy to fifth graders. The books were chosen with my current class in mind. There are 27 students in my class. Currently, they read from a level L to a level Z with S/T being grade level. Twenty-four of the 27 students identify themselves as White. The books selected reflect the range of reading levels that are in my classroom and they will provide my students with knowledge about different time periods and cultures.

Essential Questions

- How does what we learn about Eve Bunting help us as an author and an illustrator?
- What decisions do authors and illustrators need to make when they plan, write and illustrate stories?
- How do the events in Eve Bunting's life contribute to her work as an author?
- What themes, ideas and genres does Eve Bunting write about?
- What does Eve Bunting teach her readers about history and social awareness?
- As a reader, what do readers need to know to read her books?
- How does Eve Bunting use language and craft to capture readers and tell her stories?

Standards

Literature Standards

5.1.1.1 Quote accurately from a text when explaining what the texts says explicitly and when drawing inferences from the text.

5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

5.1.3.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

5.1.6.6 Describe how a narrator's or speaker's point-of-view influences how events are described.

5.1.9.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Vocabulary Acquisition and Use

5.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

5.10.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Diversity Standards

DI.6 - Students will express comfort with people who are both similar to and different from them and engage respectfully with all people

DI.3-5.10 - I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

JU.3-5.15 - I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

Unit Goals

- Analyze, compare, and contrast the structures of different texts (genre)
- Analyze and discuss how authors use literary techniques and language to inform and engage the reader
- Identify themes in multiple genres and how it relates to history or social awareness

Assessments

- Running Records - These will be used throughout the unit on individual students as needed to provide immediate teaching points
- Benchmark Assessment System - Complete end of February/beginning of March for all students to provide summative feedback
- Metacognitive Self-Survey - This will be given to all students at the beginning of the unit and at the end

Guided Reading Books

Level	Title	Genre
O	New Shoes	Historical Fiction
R	Whisper	Tall Tale
R	The Man Who Sat in the Park	Realistic Fiction
S	Incognito	Realistic Fiction
S	A Gift for Grandpa	Realistic Fiction
S	The Lucky Star	Historical Fiction
T	The Fabulous Spotted Egg	Folktale
T	Cool Moves	Realistic Fiction
T	Gold for Chan Li	Historical Fiction
U	From the Hillside	Realistic Fiction
U	To the Other Side	Realistic Fiction
V	Night of the Killer Waves	Historical Fiction
V	The Story of Icarus	Myth
V	Project Bug	Realistic Fiction
X	Another View	Realistic Fiction

Metacognitive Self Survey

Directions: Listed below are statements about what people do when they read academic or school related materials. Three numbers follow each statement and each number means the following:

- 1 means “I never or almost never do this”
- 2 means “ I sometimes do this” (About 50% of the time)
- 3 means “I always or almost always do this”

After reading each statement, circle the number (1, 2 or 3) that applies to you using the scale provided. Please note that there are no right or wrong answers to the statements in this inventory.

Type	Strategies	Scale
GLOB	1. I have a purpose in mind when I read.	1 2 3
SUP	2. I take notes while reading to help me understand what I read.	1 2 3
GLOB	3. I think about what I know to help me understand what I read.	1 2 3
GLOB	4. I preview the text to see what it’s about before reading it.	1 2 3
SUP	5. When text becomes difficult, I read aloud to help me understand what I read.	1 2 3
SUP	6. I summarize what I read to reflect on important information in the text.	1 2 3
GLOB	7. I think about whether the content of the text fits my reading purpose.	1 2 3
PROB	8. I read slowly but carefully to be sure I understand what I’m reading.	1 2 3

SUP	9. I discuss what I read with others to check my understanding.	1	2	3
GLOB	10. I skim the text first by noting characteristics like length and organization.	1	2	3
PROB	11. I try to get back on track when I lose concentration.	1	2	3
SUP	12. I underline or circle information in the text to help me remember it.	1	2	3
PROB	13. I adjust my reading speed according to what I am reading.	1	2	3
GLOB	14. I decide what to read closely and what to ignore.	1	2	3
SUP	15. I use reference materials such as dictionaries to help me understand what I read.	1	2	3
PROB	16. When text becomes difficult, I pay closer attention to what I am reading.	1	2	3
GLOB	17. I use tables, figures, and pictures in the text to increase my understanding.	1	2	3
PROB	18. I stop from time to time and think about what I am reading.	1	2	3
GLOB	19. I use context clues to help me better understand what I am reading.	1	2	3
SUP	20. I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3
PROB	21. I try to picture or visualize information to help me remember what I read.	1	2	3
GLOB	22. I use typographical aids like boldface and italics to identify key information.	1	2	3
GLOB	23. I critically analyze and evaluate the information presented in the text.	1	2	3
SUP	24. I go back and forth in the text to find relationships among ideas.	1	2	3
GLOB	25. I check my understanding when I come across conflicting information.	1	2	3

GLOB	26. I try to guess what the material is about when I read.	1	2	3
PROB	27. When text becomes difficult, I re-read to increase my understanding.	1	2	3
SUP	28. I ask myself questions I like to have answered in the text.	1	2	3
GLOB	29. I check to see if my guesses about the text are right or wrong.	1	2	3
PROB	30. I try to guess the meaning of unknown words or phrases.	1	2	3

Adapted from Mokhtari, K., & Reichard, C. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94 (2), 249-259.

Scoring Rubric

1. Write your response to each statement (i.e. 1, 2 or 3) in each of the blanks.
2. Add up the scores under each column. Place the result on the line under each column.

Global Reading Strategies	Problem-Solving Strategies	Support Reading Strategies	Overall Reading Strategies
1.	8.	2.	GLOB:
3.	11.	5.	PROB:
4.	13.	6.	SUP:
7.	16.	9.	
10.	18.	12.	
14.	21.	15.	
17.	27.	20.	
19.	30.	24.	

22.		28.	
23.			
25.			
26.			
29.			
GLOB Score:		PROB Score:	

Guided Reading Structure

- Groups of made up of 4-6 students
- Lessons are meant to be 15-20 minutes with additional time for students to read on their own
- Day 1 - Gather group, do word study for a couple minutes, introduce the book, discuss the main teaching focus and let students start reading the book. During this time, teacher should listen to students read and take notes. Students finish the book and task on their own.
- Day 2 - Bring the group back with their task finished. Have a discussion around the book and potentially complete an extension activity.

Eve Bunting Guided Reading Lesson Plans

<p>Title: New Shoes (Found on EPIC)</p>
<p>Genre: Historical Fiction</p>
<p>Level: O</p>
<p>Word Study:</p> <p>Complex consonants</p> <ul style="list-style-type: none"> ● The teacher creates a chart on their whiteboard with two columns that are labeled “sp” and “spr” ● The teacher writes in the words “spot” and “sprout” in the respective columns ● Have the students create the same chart on their whiteboard ● Give the students 2 minutes to brainstorm words that belong in the two categories ● Come back as a group and have the students share the words they wrote down. Correct any errors.
<p>Teaching Points:</p> <ul style="list-style-type: none"> ● Understand how people have been treated in the past ● Lesson/theme of the story ● How the main character brings fairness to her community ● Main comprehension strategy: Summarize a story including important aspects of setting, plot (events, problem, climax, resolution), characters, theme or lesson.
<p>Introduction:</p> <p><i>Hand out books to students and teacher says:</i></p> <p>This book is titled <i>New Shoes</i>. It is written by Susan Lynn Meyer and illustrated by Eric Velasquez. It is about a girl’s experience buying new shoes. What do you think is the genre and why?</p> <p>This book is historical fiction because it is during the Civil Rights Time period. What do you know about this time period? How does that change what you think will happen in the story? As you read, fill out a story structure with the important details.</p> <p><i>Students read the text silently to themselves, the teacher listens to individual students read aloud. Send students back to their desk to finish the text for the next day.</i></p>

Discussion (Day 2):

Have the students bring the text and notes to the table. Lead them through the following questions and invite students who are not participating.

- What did you include in the rising action part of your story structure? Climax? Turn around? Falling action? What is the lesson of the story?
- How was Ella Mae treated at the shoe store? What did she do about?
- What is the lesson or theme of the story?
- How did Ella Mae bring fairness to her community? How can you bring fairness to your community? (Teacher records down groups answers)

Extension (Day 2):

Students explain the context of the story with the class and share out their ideas for how they can bring fairness to their community.

Title: The Man Who Sat in the Park

Genre: Realistic Fiction

Level: R

Word Study:

Complex Consonants

- The teacher writes on their whiteboard three columns labeled c, k and ck
- Write in the words “speak”, “arithmetic” and “thick” in their respective columns
- Have the students create the same chart on their whiteboard
- Give them 2 minutes to brainstorm more words that belong in the three columns
- Bring the group back together and share out answers. Correct any errors.

Teaching Points:

- Main comprehension strategy: Make connections with the human traits and problems that are shared among people of many different cultures
- Infer character traits and problems characters have

Introduction:

Hand out books to students and teacher says:

This book is called *The Man Who Sat in the Park* and it is written by Louise Schofield and illustrated by Suzie Byrne. What genre do you think this book is and why? The main character in this book is named Bradley. This story is about his experience with someone that he meets in the park. As you read the text, make a list of character traits that you feel Bradley has based on events in the story and mark what context clue supported those context clues in the text. You can use post-it notes to mark it. We will discuss this tomorrow.

Students read the text silently to themselves, the teacher listens to individual students read aloud. Send students back to their desk to finish the text for the next day.

Discussion (Day 2):

Have the students bring the text and notes to the table. Lead them through the following questions and invite students who are not participating.

- What can you infer is the problem that the man in the park has?
- Can you make any connections to the problem of homelessness? (Text - to -self, text or world)
- What character traits does the main character Bradley have? How do you know?
- How does Bradley help with the problem of homelessness? What can you do? (Teacher should write down their action plan to help)

Extension (Day 2):

The group shares their action plan to help the homeless with the class.

Title: Whisper

Genre: Tall Tale

Level: R

Word Study:

Inflected ending and syllable juncture: -est ending

Teacher sets up a whiteboard with the following chart:

big
bigger
biggest

- Discuss with students how the “g” was doubled for “bigger” and “biggest”
- *Hand out whiteboards to students*
- Have them set up a chart on their whiteboard for the word “hot” and compare it with big (*hotter, hottest*)
- Then do charts for “little” and “tall” (*littler, littlest, taller, tallest*)
- Discuss with students how the silent “e” is dropped and the double consonants at the end stay the same
- Have them erase their whiteboards and collect them

Teaching Points:

- Genre: tall tale - impossible or exaggerated events
- What an exaggerated or impossible event is
- Figurative language: simile pg. 4 (He opens his mouth, and it sounds like a pack of elephants are stampeding through a canyon)

Introduction:

Hand out books to students and teacher says:

This book is called *Whisper*, it is written by Michael Sandler and illustrated by David Austin Clar. This book is a tall tale. A tall tale is a story that contains impossible or exaggerated events. What are examples of impossible or exaggerated events? (Generate a list with students). As you read, I want you to make a list of impossible or exaggerated events that occur in the story on a post-it note. We will discuss this tomorrow.

Students read the text silently to themselves, the teacher listens to individual students read aloud. Send students back to their desk to finish the text for the next day.

Discussion (Day 2):

Have the students bring the text and notes to the table. Lead them through the following questions and invite students who are not participating.

- What is the climax of the story? What is the turn around? *Teacher writes a modified story structure as students discuss what the climax and turn around are. Teacher should place events that are rising action and falling action as well as they are brought up. Add story structure*
- What are some impossible or exaggerated events in the story?
- Turn to pg. 4, can you find the simile? Why would the author include this in the story?
- Open up blue reader's notebooks and write the definition of a tall tale in the genre section.

Extension (Day 2):

They teach the class about tall tales during sharing. Provide the definition and explain the story.

Title: Incognito

Genre: Realistic Fiction

Level: S

Word Study:

Vowels and affixes

- Teacher writes the word “incognito” on the whiteboard
- Read it out loud, have students repeat
- Ask students where it should be broken into syllables (in-cog-ni-to)
- Ask students where are there long vowels in this word? (i - makes “e” sound and 2nd “o” is long)
- Ask the students if they know the meaning and then tell them (having one’s true identity concealed)

Teaching Points:

- Main comprehension strategy: Predicting: stop and predict after the following pages: 5, 9, 11, 13, 15
- Character traits of the main character, Ava
- Relationship between Ava and her dad and evidence of it - make connection to

important person in their life

Introduction:

Hand out books to students and teacher says:

This book is called *Incognito* and is written by Jack Lennox, illustrated by Scott Brooks. The main character is named Ava and her dad is obsessed with comic books. One of his favorite comics is called *Incognito*. As you read, stop and make a prediction after pages 5, 9, 11, 13 and 15. Remember that good readers use context clues and think about story structure when making predictions. We will discuss these predictions tomorrow when we meet.

Students read the text silently to themselves, the teacher listens to individual students read aloud. Send students back to their desk to finish the text for the next day.

Discussion (Day 2):

Have the students bring the text and notes to the table. Lead them through the following questions and invite students who are not participating.

- What was your prediction after page 5? What evidence supported your prediction? Was it right or wrong?
- Follow the same discussion for pages 9, 11, 13 and 15.
- What are some character traits of the main character Ava?
- How would you describe the relationship between Ava and her dad? How do you know? Is there an important person in your life that you can relate to?

Extension (Day 2):

They make three predictions in their personal book and they turn in those predictions with evidence by the end of the next day.

Title: A Gift for Grandpa

Genre: Realistic Fiction

Level: S

Word Study:

Affixes

- Teacher sets up a word ladder on their whiteboard like the following:

Carry

- Have the students create their own word ladder on their whiteboards
- Let the students brainstorm suffixes or prefixes to change the word (carried, carrying, carries, carriage)
- Discuss how the word was changed and how the “y” was impacted.
- Ask students about other words that follow this pattern

Teaching Points:

- How feelings evolve in a story
- Main comprehension strategy: Inferences: relationship between the brothers and evidence that supports it pg. 9 - what does the mom mean when she says “that was part of my plan”?, how can you tell that Grandpa enjoyed their music? What is the evidence? *Use a graphic organizer for inferences with this book

Introduction:

Hand out books to students and teacher says:

This book is called *A Gift for Grandpa*. It is written by Joanne Mattern and illustrated by Craig Orback. What genre do you think it is and why? It is a story about two brothers that have to learn a piece of music for their Grandpa. As you read, I want you to think about how the main characters’ feelings evolve as they move through the story.

Students read the text silently to themselves, the teacher listens to individual students read aloud. Send students back to their desk to finish the text for the next day.

Discussion (Day 2):

Have the students bring the text and notes to the table. Lead them through the

following questions and invite students who are not participating.

- How do their feelings evolve throughout the story?
- *Use the graphic organizer with the students for this. Together, do an inference for the relationship between the brothers using the graphic organizer.
- They try one on their own for what the mom meant on pg. 9 when she said “that was part of my plan” and how you can tell how the Grandpa felt about the music.
- Share out inferences in the group

Extension (Day 2):

They teach the class about the inference graphic organizer. The whole class completes two inferences in their personal book by the end of the next day.

Title: The Lucky Star (Found on EPIC)

Genre: Historical Fiction

Level: S

Word Study:

Greek and Latin Root Words

- Teacher writes the Greek word “chron” at the top of a whiteboard
- Have students generate a list of words to add to the list that have “chron” in them
- Come up with a definition based on the list of words for the word “chron” (time)

Teaching Points:

- Main comprehension strategy: Questioning - cover, after page 7, 13, 17, 27
- Connections to other stories during this time period
- Meaning of the repeated phrase in the story “count your lucky stars”

Introduction:

Hand out books to students and teacher says:

This book is titled *The Lucky Star*. The author is Judy Young and the illustrator is Chris Ellison. What do you think the genre is and why? This book takes place during the Great Depression. It is about a girl and her experience during this time. What questions do you have about the book after looking at the front cover and knowing this info about the story? (Teacher writes these down). Remember that good readers ask questions as they read. Stop and ask yourself a question about the text after pages 7, 13, 17 and 27. Write these on a post-it note to share out tomorrow.

Students read the text silently to themselves, the teacher listens to individual students read aloud. Send students back to their desk to finish the text for the next day.

Discussion:

Have the students bring the text and notes to the table. Lead them through the following questions and invite students who are not participating.

- What were your questions about the text after page 7? Was it answered? Repeat for pages 13, 17 and 27.
- In the story, the phrase “count your lucky stars” appears often. What is the meaning of this phrase in regards to this story?
- What connections can you make from this story to other texts or things you have heard about this time period?

Extension:

Research this time period and share out interesting facts with the class.

Title: The Fabulous Spotted Egg

Genre: Folktale

Level: T

Word Study:

Affixes

- Teacher writes the word “spotted” on their whiteboard
- Ask students what the base word is (spot)
- Discuss how the consonant is doubled
- Have the students brainstorm other words that have a double consonant at the

end when a suffix is added. Teacher adds them to the list.

Teaching Points:

- Main comprehension strategy: Visualization - as character turns into a snake
- Genre characteristics of folktale
- Figurative language pg. 22 (stomach was like a carnival merry-go-round, eyes were as big as ping-pong balls)

Introduction:

Hand out books to students and teacher says:

This story is called *The Fabulous Spotted Egg*. It is an old tale of the Cheyenne Indians. This book is a folktale. Does anyone know what that means? (A story that is passed on by word of mouth). This story is about two brothers who get hungry on a walk they are on. As you read, visualize what happens to the younger brother when he decides to eat something. Draw a picture and add details to your picture as you read. We will discuss this tomorrow.

Students read the text silently to themselves, the teacher listens to individual students read aloud. Send students back to their desk to finish the text for the next day.

Discussion (Day 2):

Have the students bring the text and notes to the table. Lead them through the following questions and invite students who are not participating.

- Share your pictures of the younger brother with the group. Why did you include what you did in your picture?
- What figurative language is used to describe the younger brother's changes?
- Now that you have read the story, what do you think are other characteristics of a folktale? (About regular people - average Joe, teaches right and wrong - morale)
- What does this folktale try to teach the reader?

Extension (Day 2):

Teach the class the genre of folktales

Title: Cool Moves
Genre: Realistic Fiction
Level: T
<p>Word Study:</p> <p>Greek and Latin Root Words: semi.</p> <ul style="list-style-type: none"> • The teacher writes “semi” on a whiteboard. • Have the students brainstorm words that contain “semi” • After a good list, think about the words to come up with a definition of “semi” (half)
<p>Teaching Points:</p> <ul style="list-style-type: none"> • Main comprehension strategy: Treatment of someone in a motorized wheelchair pg. 7-8 - Make a connection to a time they have experienced it themselves or seen it happen • Prediction on pg. 24 • Infer about Melody as a person on pg. 31 and 32
<p>Introduction:</p> <p><i>Hand out books to students and teacher says:</i></p> <p>This book is called <i>Cool Moves</i>. It is written by Chris McTrusty and illustrated by Chantal Stewart. What genre do you think it is and why? The main character is named Melody and she is very good at chess. As you read, think about how she is treated because of being in a wheelchair and stop and make a prediction on pg. 24. Remember that good readers use context clues and the story structure format when making predictions. We will discuss tomorrow.</p> <p><i>Students read the text silently to themselves, the teacher listens to individual students read aloud. Send students back to their desk to finish the text for the next day.</i></p>
<p>Discussion (Day 2):</p> <p><i>Have the students bring the text and notes to the table. Lead them through the following questions and invite students who are not participating.</i></p> <ul style="list-style-type: none"> • What did you predict on pg. 24? What was your evidence to support your

prediction? Was it right or wrong?

- What can we infer about Melody as a person at the end of the book? Why do you think she showed kindness to Iggy?
- How was Melody treated because she was in a wheelchair? Specifically on pg. 7-8? Can you make a text to self connection or self to self connection to this? What can we learn from this?

Extension (Day 2):

They write what we can learn from this book about people who are in wheelchairs or who have some other type of disability? Share with the class.

Title: Gold for Chan Li

Genre: Historical Fiction

Level: T

Word Study:

Affixes

- Teacher sets up a word ladder on their whiteboard like the following:

Lecture

- Have the students create their own word ladder on their whiteboards
- Let the students brainstorm suffixes or prefixes to change the word (lectured, lectures, lecturing, relecture, prelecture)
- Discuss how the word was changed and how the second “e” was impacted.
- Ask students about other words that follow this pattern

Teaching Points:

- Figurative language pg. 12 - “His father was as sturdy as an ox”, metaphor on pg. 17 - “you have cooked up a pot of gold”
- Cause/effect (Chan Li’s father goes to America so Chan Li follows, Chan Li makes soup for his father so other people come and buy the soup)
- Main comprehension strategy: Summarize a story including important aspects of setting, plot (events, problem, climax, resolution), characters, theme or lesson.

Introduction:

Hand out books to students and teacher says:

This book is called *Gold for Chan Li*. It is written by Grace Wagner and illustrated by Ruth Palmer. Read the foreword on pg. 2 and think about what genre it is. Define historical fiction as a group (book that is set in a real period of time but the characters are made up). This book is about a boy named Chan Li on a journey to find his father. As you read, fill out a story structure with the important events.

Students read the text silently to themselves, the teacher listens to individual students read aloud. Send students back to their desk to finish the text for the next day.

Discussion (Day 2):

Have the students bring the text and notes to the table. Lead them through the following questions and invite students who are not participating.

- Share story structures with the group
- Discuss cause/effect events. What is the effect of Chan Li’s father going to America? What is the effect when Chan Li makes soup for his father?
- What is the figurative language on page 12? Page 17? Why do you think the author included that? What does it help you visualize?

Extension (Day 2):

They research this time period and focus on how Asian immigrants were treated in the gold rush. Share with the class.

Title: From the Hillside

Genre: Realistic Fiction
Level: U
<p>Word Study:</p> <p>Unaccented final syllables:</p> <ul style="list-style-type: none"> • Teacher should create a chart on their whiteboard with 3 columns. They should be labeled -ar, -er, and -or. Place the word “collar” in the -ar column, “other” in the -er column and “color” in the -or column. • Have students create the same chart on their whiteboards • Give the students 2 minutes to brainstorm some more examples on their own. • Bring the group back together and add their examples to the teacher’s whiteboard. Discuss as a group where the stressed syllable is placed in the words.
<p>Teaching Points:</p> <ul style="list-style-type: none"> • Words or phrases that indicate tone or mood of story pg. 8 (it was a peaceful place...safe place) vs. last paragraph on pg. 11 • Main comprehension strategy: Inference about not having any bags on pg. 15 and why Anna was mad her mom already packed pg. 27 • Connections from text to text or text to world when comparing this book with other knowledge about war. • Genre: Even though the topic is about war, the book is not historical because it does not reference a specific war or period in history, characters/events seem modern
<p>Introduction:</p> <p><i>Hand out books to students and teacher says:</i></p> <p>This book is called <i>From the Hillside</i>, written by Kathryn Sutherland and illustrated by Lisa Simmons. What do you think the genre of this book will be and why? This book is about a girl named Anna and her experience during a war with her family. As you read, think about how the mood of the story changes and any connections you can make to other books or the world regarding war. Write down your thoughts on a post-it note.</p> <p><i>Students read the text silently to themselves, the teacher listens to individual students read aloud. Send students back to their desk to finish the text for the next day.</i></p>

Discussion (Day 2):

Have the students bring the text and notes to the table. Lead them through the following questions and invite students who are not participating.

- After reading, what genre do you think this book is?
- What is the mood or tone at the beginning? What words show that? What is the mood or tone at the end? What words show that?
- What can you infer about Anna's aunt and uncle not having any bags on pg. 15?
- What can you infer about why Anna is so mad her mom had already packed on pg. 27?
- What connections did you make to other books or the world while reading?

Extension (Day 2):

Explain to the class the topic of the book, have them guess the genre and explain why it is realistic fiction.

Title: To the Other Side

Genre: Realistic Fiction

Level: U

Word Study:

Unaccented final syllables:

- Have students create a chart on their whiteboards with 3 columns. They should label the columns -ar, -er and -or.
- The teacher will read out words and students will have to write the words in the correct column - teacher should check for accuracy as the activity goes on
- Teacher reads (weather, collar, favor, grammar, dollar, mother, color, other, rather, rumor)
- Discuss errors at the end and correct them

Teaching Points:

- This is a sequel to *From the Hillside*
- Inference about where the camp in the story is located based on evidence in the text

- Main comprehension strategy: Visualizing - they draw a picture of the camp

Introduction:

Hand out books to students and teacher says:

This book is called *To the Other Side* by Kathryn Sutherland and illustrated by Lisa Simmons. It is a sequel to the book *From the Hillside*. What does it mean to be a sequel? This is a continuation of Anna's story as she escapes from the war. As you read, draw a picture of the camp she ends up in as you picture it. Remember that good readers visualize what they read. As details to your picture as you read the story by using context clues.

Students read the text silently to themselves, the teacher listens to individual students read aloud. Send students back to their desk to finish the text for the next day.

Discussion (Day 2):

Have the students bring the text and notes to the table. Lead them through the following questions and invite students who are not participating.

- How did the author continue the story from the book *From the Hillside*? What was kept the same? Differences?
- Where could you infer the story takes place? What evidence supports that?
- How did you visualize the camp? What did you include in your picture? How would you feel about living there? Do you think Anna's family is treated fairly at the camp?

Extension (Day 2):

Explain what a sequel is to the class and how the two books are connected.

Title: Night of the Killer Waves

Genre: Historical Fiction

Level: V

Word Study:

Affixes and reduced vowels:

- Teacher writes the prefix mis- on the top of a whiteboard. Have the students come up with more examples and the teacher adds to the list.
- Once there is a good list generated, ask the group what they think mis-means (wrongly)
- Pick a few of the words they came up with to break into syllables. Point out how the prefix mis- always stays together.

Teaching Points:

- Main comprehension strategy: Questioning - Looking at cover, after reading the foreword, after page 5, 9 and 13
- What a foreword is and the purpose
- What an afterword is and the purpose
- Descriptive words used to describe character's emotions and the tsunami
- Theme

Introduction:

Hand out books to students and teacher says:

This book is called *Night of the Killer Waves* and it is written by Carmella diMartini and illustrated by Anni Matsick. What genre do you think this is and why? What questions do you have while looking at the front cover? (Record these down) Read the foreword together. Discuss the genre and generate questions again. Good readers ask themselves questions as they read a book, stop and generate a question after page 5, 9 and 13.

Students read the text silently to themselves, the teacher listens to individual students read aloud. Send students back to their desk to finish the text for the next day.

Discussion (Day 2):

Have the students bring the text and notes to the table. Lead them through the following questions and invite students who are not participating.

- What questions did you ask yourself after page 5? Page 9? Page 13?
- What is the purpose of the afterword?
- What are some descriptive words that are used to describe the character's emotions? How about the tsunami?

- What is the theme of the story?

Extension (Day 2):

They teach the class about forewords and afterwords.

Title: The Story of Icarus

Genre: Myth

Level: V

Word Study:

Stressed vs. unstressed syllables and reading pronunciations:

- Teacher writes the following words from the book on a whiteboard (MY - nos), (DED - uh - lus) and (IK - ar - us).
- Ask students why the words are written like this and how it helps the reader
- Discuss why some syllables are capitalized
- Apply the knowledge of stressed syllables to find which syllable is stressed in the following words: kingdom, engineers, feathers

Teaching Points:

- Lesson - power of man is endless but the power needs to be used wisely, follow the rules
- Main comprehension strategy: Predicting pg. 3, 5, 7, 11 and 13
- Characteristics of a myth

Introduction:

Hand out books to students and teacher says:

This book is called *The Story of Icarus* and is written by Rob Arego and illustrated by Gary Undercuffler. What genre do you think this is and why? This story is a myth. What are some qualities of a myth? This story is about a boy named Icarus and his dad Daedalus in their struggle to get back home. As you read, stop and make a prediction based on the context after pg. 3, 5, 7, 11 and 13.

Students read the text silently to themselves, the teacher listens to individual students read aloud. Send students back to their desk to finish the text for the next day.

Discussion (Day 2):

Have the students bring the text and notes to the table. Lead them through the following questions and invite students who are not participating.

- What was your prediction after page 3? What text clues support your prediction? 5? 7? 11? 13?
- What is the lesson in this story?
- How could you infer that this book was a myth? What could the characters do that normal humans cannot?

Extension (Day 2):

Teach the class about characteristics of myths.

Title: Project Bug

Genre: Realistic Fiction

Level: V

Word Study:

Affixes and Reduced Vowels

- Teacher writes the prefixes en- and em- at the top of their whiteboard
- Students generate a list of words that start with en- or em- (empower, enact, enlighten, enrage, envision, enlist, emphasize, empty, embalm)
- Come up with a definition of the prefix based on the list of words (in/into, causes to)
- Discuss how it changes to em- before the letters b, p and ph

Teaching Points:

- Main comprehension strategy: Summarize a story including important aspects of setting, plot (events, problem, climax, resolution), characters, theme or lesson.

- Italics show inner thought
- Lesson in story - helping others in need

Introduction:

Hand out books to students and teacher says:

This book is called *Project Bug*. The author is Sofia Noble and is illustrated by Stacey Schuett. This book is about a class and their experience with a science experiment. As you read, fill out events on your story structure.

Students read the text silently to themselves, the teacher listens to individual students read aloud. Send students back to their desk to finish the text for the next day.

Discussion (Day 2):

Have the students bring the text and notes to the table. Lead them through the following questions and invite students who are not participating.

- What events did you include in rising action? What was your climax? Turn around? Falling action?
- What is the lesson in the story? What is the author trying to help the reader learn?
- On page 3, some of the text is in italics. Why do you think the author did that?

Extension (Day 2):

Use the story structure to write a complete summary.

Title: Another View

Genre: Realistic Fiction

Level: X

Word Study:

Greek and Latin Root Words

- Teacher writes the Latin root word “quad” at the top of a whiteboard
- Have students come up with words that have “quad” in them (quadrangle,

quadrant, quadruped, quadruplet)

- Come up with a definition for “quad” based on the words that were written down (four)

Teaching Points:

- Develop social awareness about human condition
- Main comprehension strategy: Infer the message from books that have serious or mature topics
- Role of an editorial in a newspaper
- How perspective impacts a story

Introduction:

Hand out books to students and teacher says:

The title of this book is *Another View*. The author is Peter W. Scott and the illustrator is Meg Aubrey. What do you think is the genre and why? This is a story about a boy who is in a wheelchair and how he brings attention to an important cause. As you read, think about what the message of the story is that the author wants us to learn. We will discuss this tomorrow.

Students read the text silently to themselves, the teacher listens to individual students read aloud. Send students back to their desk to finish the text for the next day.

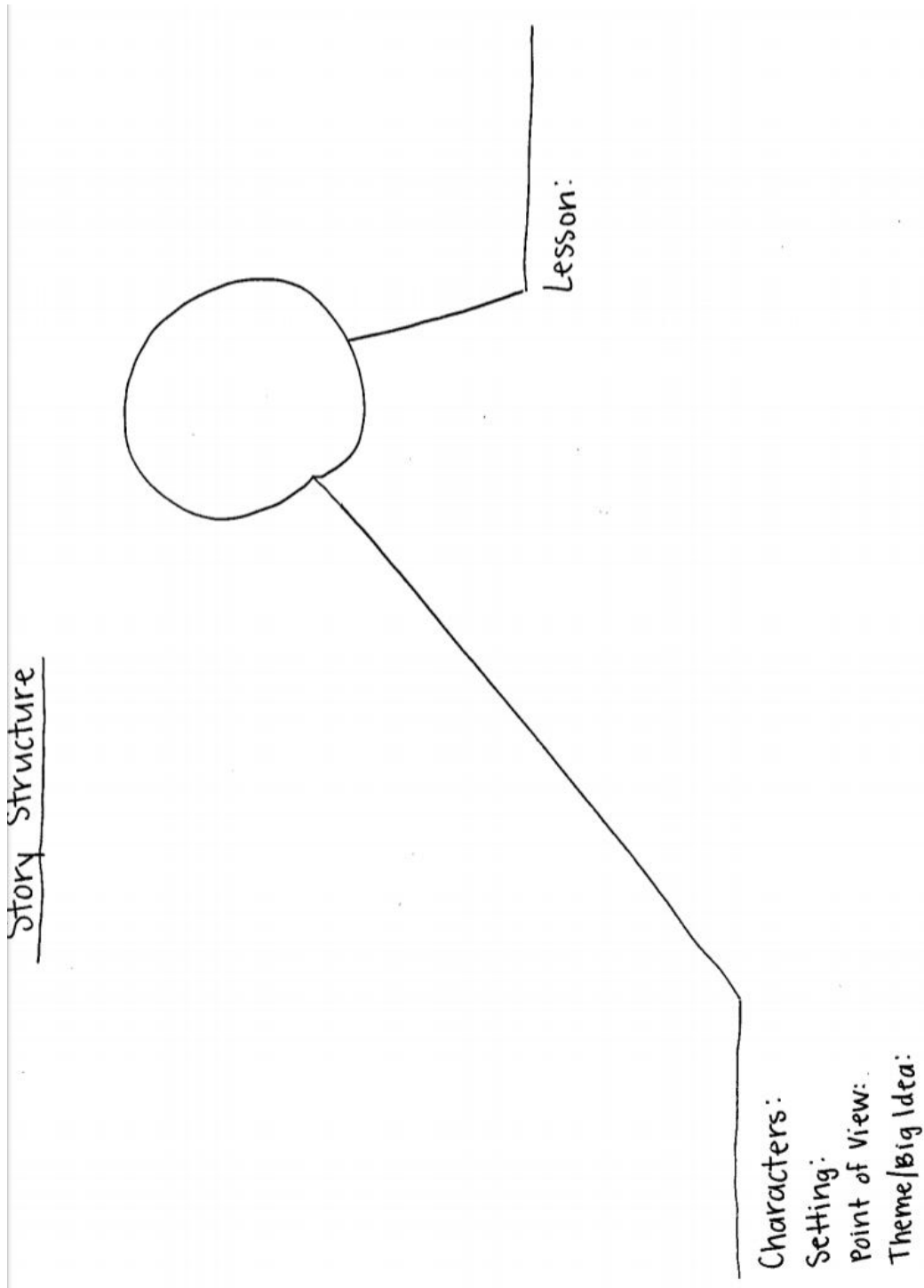
Discussion (Day 2):

Have the students bring the text and notes to the table. Lead them through the following questions and invite students who are not participating.

- What is the message in the story? How do you know?
- What is the role of an editorial in a newspaper? How is it used in this story?
- How is the story impacted because of the perspective of the story? Even though it is 3rd person, we hear Tyler’s thoughts. How would it change if we couldn’t hear his thoughts? If it was from a different character’s perspective?
- What can we learn about people with disabilities from this book? How can you apply these lessons to your life?

Extension (Day 2):

They evaluate how wheelchair accessible the school is. They come up with an action plan to improve it and share it with the class.



Adapted from Fountas, I., & Pinnell, G. (2017). *Guided reading*. Portsmouth, NH: Heinemann.

It Says, I Say and So

It Says (Include page number)	I Say	So

Adapted from Kyleene Beers in Reading Rockets. (2018). *Inference*. Retrieved from <http://www.readingrockets.org/strategies/inference>

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