

Unlock the Power of Literacy with Differentiated Instruction

A Small-Group Literacy Solution



Targeted instruction that engages and empowers your students

What is Differentiated Instruction?

Differentiated instruction is a powerful opportunity to maximize literacy teaching based on each student's unique learning needs. The small-group setting makes it easier to identify each student's strengths and areas for growth. With these insights, educators can respond effectively in a supportive environment, promoting progress for every reader.

Enhance Small-Group Literacy with Guided Reading

Guided Reading is a small-group reading experience that offers differentiated instruction with engaging, authentic texts and lessons. During Guided Reading, students read the text (with guidance from the teacher when needed), participate in group discussion, practice phonics and foundational skills, and write about their reading. With a targeted approach, Guided Reading helps each learner move forward in their journey to literacy.

Guided Reading Lesson Structure

- 1 Warm-Up: Word Study**
Get students ready to think about sounds, letters, and words as they read the text.
- 2 Introduce the Text**
Build background knowledge, engage students in deep thinking, and discuss important text elements before reading.
- 3 Reading the Text**
Students read the text quietly. Prompts are provided to aid the teacher.
- 4 Discussing and Revisiting the Text**
After reading, ensure understanding and comprehending with a group discussion.
- 5 Phonics/Letter and Word Work**
Practice phonics utilizing hands-on student application.
- 6 Writing About Reading**
Students take learning further with a related writing activity.

Accelerate reading growth with targeted small-group instruction

Guided Reading...

- Provides enjoyable, successful experiences with print for all students
- Supports readers in the development of all aspects of the reading process
- Offers another opportunity for students to practice and reinforce phonics and foundational skills learning
- Provides the opportunity to teach responsively to every student's learning needs, providing equitable support to all readers
- Enables students to read more challenging texts with support
- Utilizes evidence-based methods for achieving literacy growth
- Provides an extremely engaging small-group reading experience for students
- Has been proven successful for decades

A literacy solution that has worked for *decades*

The Guided Reading difference

Guided Reading utilizes a comprehensive approach to teach comprehension, fluency, vocabulary, and phonics and foundational skills. This small-group literacy experience utilizes engaging, authentic texts that excite and motivate children to want to read. With every student receiving the same, close support, readers receive the learning they need in the moment, propelling them forward in their journey to independent readers and writers.



Responsive Teaching

Guided Reading meets each student at their skill level with personalized instruction that bridges the gap. With opportunities for formative assessment, teachers can identify and address skill-based needs, assuring students are on track and making steady progress.



A Community of Readers

Flexible small groups create a learning community where reading is valued and students become confident, collaborative literacy learners.



Authentic Texts

With its extensive collection of engaging, original texts, Guided Reading sparks curiosity and engagement among young learners, making reading a joy-filled activity.



Focused Learning Goals

Each Guided Reading lesson has clear, focused learning objectives and opportunities for students to practice critical reading skills in phonics, vocabulary, fluency, and comprehension.



Literacy Skill Development

Through carefully structured and sequenced lessons, students delve deeper into texts, enhancing their vocabulary, comprehension, and critical thinking skills.



Language Development

Students can observe how language is used in context, improving their vocabulary, syntax, and fluency.

Here's what educators are saying...



"It's exactly what we wanted. Teachers say it's the way they want to be teaching."

"The word work part of the guided reading lessons are really well designed to meet the needs of students."

"Having a program that is mapped out and has the book and all the pieces at this stage is such a beautiful thing because we [elementary teachers] have so much to plan."

"Teachers felt like it made their lives easier."

"Kids are getting so much more individualized and small group instruction."

What can Guided Reading, Second Edition offer your classroom?

FOUNTAIN & PINNELL CLASSROOM™		90-DAY PLAN GRADE 2	
DAY 1	DAY 2	DAY 1	DAY 2
IRA	Shared Stories and Shared Reading	IRA	Shared Stories and Shared Reading
SR	Shared Reading	SR	Shared Reading
PWS	Shared Reading	PWS	Shared Reading
RML	Shared Reading	RML	Shared Reading
GR	Shared Reading	GR	Shared Reading
BC	Shared Reading	BC	Shared Reading
IR	Shared Reading	IR	Shared Reading
WML	Shared Reading	WML	Shared Reading

Less Time Planning, More Time Teaching

Experience a systematic 180-day suggested instructional plan that simplifies planning and increases confidence. Elevate teachers' expertise and responsiveness throughout the year with guidance that takes the guesswork out of what to teach and when to teach it.

Foundational Skills Practice in Every Lesson

In grades K–3, Guided Reading offers a scope and sequence for daily phonics practice with high-quality texts. Research demonstrates that consistent, authentic skill application ensures lasting learning. Small-group instruction is essential for fostering growth as students read, write, and discuss texts together.

Instructional Routines Designed for Teachers and Students

Embedded instructional routines in grades K–3 offer structured opportunities for students to apply their foundational skills, developed through a systematic phonics program. These instructional routines build student familiarity and ensure smooth instructional transitions for teachers.

The collage displays several pages from the Guided Reading Second Edition manual, including:

- Warm-Up Phonics:** A section with multiple-choice questions and a reading passage about a bear.
- Introducing the Text:** A section with a reading passage and questions about the text.
- Reading the Text:** A section with a reading passage and questions about the text.
- Discussing and Revisiting the Text:** A section with a reading passage and questions about the text.
- Teaching Point:** A section with a reading passage and questions about the text.
- You Will Need:** A section listing materials and resources for a lesson.
- Goals:** A section listing learning objectives for a lesson.
- Analysis of Book Characteristics:** A section with a reading passage and questions about the text.

Proven, Personalized Small-Group Instruction

Guided Reading has supported students' reading success nationwide. With targeted, small-group instruction, this proven resource empowers educators at all experience levels to teach students essential skills for reading success and lifelong learning.



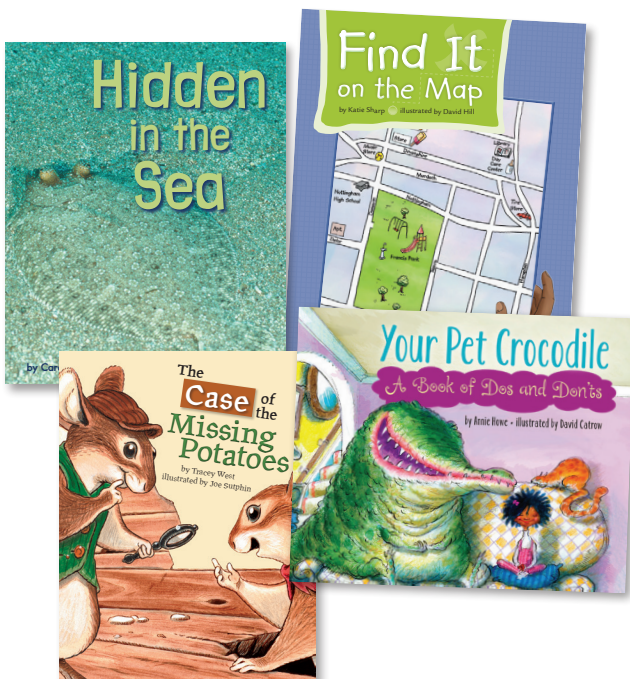
Reading Comprehension Instruction That Works

Guided Reading unlocks students' comprehension skills through explicit instruction, scaffolded support, and engaging discussions. This carefully crafted approach helps students grow into strategic, independent readers who can read and understand a variety of texts.



Comprehensive Literacy Instruction

Reading development requires a comprehensive approach to literacy instruction. Guided Reading addresses this through small-group practice and support in areas like word recognition, background knowledge, vocabulary development, and more.



Engaging, Diverse Leveled Books

Guided Reading offers a diverse collection of leveled books across genres, topics, and themes. This expertly curated library helps teachers easily find books that meet students' unique reading needs and interests.

The most engaging, diverse, and exciting books for all students

Books are offered in print and eBook formats!



Prep, teach, learn—from *anywhere* with digital resources

Easily plan for your lessons on the go, assign books to students, and lean on the eBooks and phonics activities to integrate as a part of your literacy learning stations.

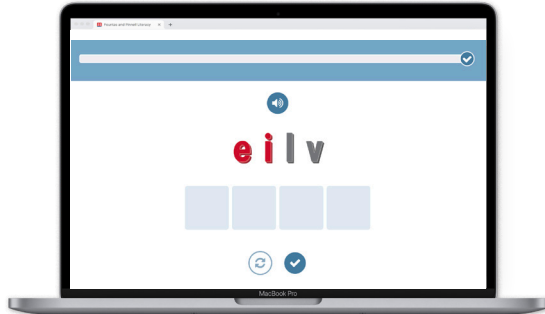


eBooks

eBooks are available to enjoy in the classroom or at home.

Digital Phonics Activities

Take foundational skills learning further—and make learning stick for students with additional practice. Digital activities are available to reinforce learning. Utilize these activities for after-school learning, or use them as a part of your phonics station.



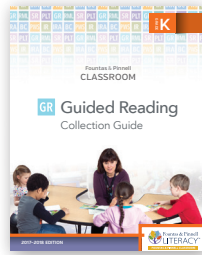
Student Rostering

Roster your students and assign books and activities to your hand-selected Guided Reading groups.

Professional Development Videos

Teach lessons with confidence due to the detailed overview of each instructional routine.

Components



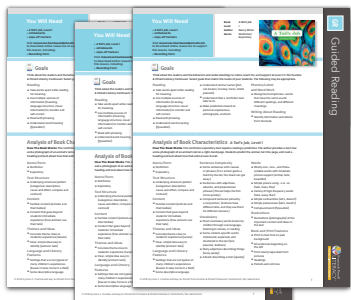
Fountas & Pinnell Classroom™ Guided Reading Collection Guide

A brief guide that provides an overview of the components and implementation of the FPC Guided Reading Collection.



Guided Reading Books

An exquisite collection of original titles that nurture students' ability to grow as readers and writers in a supported context.



Guided Reading Lesson Folders

Each Guided Reading title has a corresponding lesson folder to support teachers in providing high-quality, cutting-edge instruction that engages students and boosts their reading, writing, and language skills.



Guided Reading Digital

- Student-facing platform
- Lessons and resources
- eBooks
- Phonics activities
- Professional development video library

Books and Lessons Per Grade Level	Grade K	200 titles (6 copies of each), levels A–H, 200 lesson folders
	Grade 1	200 titles (6 copies of each), levels A–M, 200 lesson folders
	Grade 2	200 titles (6 copies of each), levels E–P, 200 lesson folders
	Grade 3	200 titles (6 copies of each), levels I–S, 200 lesson folders

**First edition available for grades 4–6*

Guided Reading, Second Edition Lesson Walkthrough

The first page of every lesson gets the teacher prepared for successful teaching.

Materials needed are outlined for ready teaching.

You Will Need

- *Bear's Sore Throat*, Level H
- highlighter tape
- magnetic letters

Visit resources.fountasandpinnell.com to download online resources to support this lesson, including:

- Recording Form

Lesson goals are identified for each lesson.

Goals

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level H in *The Fountas & Pinnell Literacy Continuum*. Select goals that match the needs of your students. The following may be appropriate.

Reading

- Use the illustrations to extend meaning.
- Take words apart while reading for meaning.
- Reread to confirm.
- Demonstrate fluent reading.
- Understand the meaning of a contraction (*couldn't*).

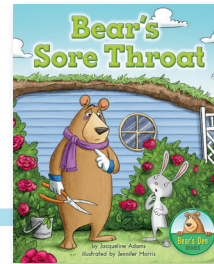
- Understand words and phrases related to household chores.
- Make connections between personal experience and a text.
- Talk about characters' feelings.
- Infer obvious humor.
- Understand that sometimes you need to forgive others' mistakes.

Phonics/Letter and Word Work

- Understand and talk about the fact that some letters represent vowel sounds.
- Recognize and use high-frequency words: *so, he, to, do*.

Writing About Reading

- Represent information from a text.



Book *Bear's Sore Throat*
Level H
Author Jacqueline Adams
Illustrator Jennifer Morris
Genre Fiction/Animal Fantasy
Series Bear's Den Series

Teachers have the opportunity to tailor goals as needed with *The Literacy Continuum*.

A Phonics/Letter and Word Work goal is included in every lesson and features examples from the text.

Important information about the book to support teacher understanding and preparation.

Analysis of Book Characteristics *Bear's Sore Throat*, Level H

How The Book Works Part of the Bear's Den Series, this animal fantasy is told in chronological sequence with some similar episodes. When Bear is too sick to do chores, Rabbit and the little snakes try to help him, but misunderstandings lead to humorous results.

Genre/Form

- Fiction
- Animal fantasy
- Series book

Text Structure

- Narrative text with straightforward structure (beginning, series of episodes, and ending)

Content

- Familiar content (getting sick, friends, chores)

Themes and Ideas

- Concrete theme close to students' experience (friendship)
- Ideas close to students' experience (caring for others, helping friends)
- Humor that is easy to understand

Language and Literary Features

- Plot that includes multiple episodes
- Variety in presentation of dialogue (dialogue with pronouns, split dialogue)
- Dialogue usually assigned to a speaker
- A few simple elements of fantasy (talking animals)

Sentence Complexity

- Some sentences with adjectives and prepositional phrases (Rabbit and the little snakes put ice cubes on top of the cupcakes.)
- A few compound sentences joined by *and* (The little snakes pulled a blanket over Bear, and Mrs. Snake fed him some hot soup.)

Vocabulary

- Most vocabulary words known by students through oral language, listening to stories, or reading

- Adjectives describing people, places, or things (little, terrible, hot)

Words

- One-, two-, and three-syllable words (throat, terrible, pencil)
- Verbs with inflectional endings (playing, pointed, putting)
- Compound words (outside, cupcakes)

Illustrations

- Illustrations with details that extend interest and sometimes humor

Book and Print Features

- Sentences beginning on the left and turning over several lines
- Bold used for emphasis ("It seems **very** strange to take out the trash!" Rabbit said.)
- Periods, commas, question marks, exclamation marks, and quotation marks

Guided Reading, Second Edition Lesson Walkthrough

The Comprehensive Phonics, Spelling, and Word Study Guide is included as a foundational skills teaching companion.

For more information about concepts presented in the lesson, see Letter-Sound Relationships row 19 and High Frequency Words row 2 in the *Comprehensive Phonics, Spelling, and Word Study Guide*.

To give students the opportunity to practice a phonics skill aligned to this Guided Reading book, assign the independent phonics activity in FPLD.

Modify teaching as needed with suggestions for supporting English language learners.

Supporting English Learners

Support students' understanding of multiple-meaning words.

- Explain that in English some words may look the same but have different meanings.
- Support students in understanding the following multiple-meaning words used in this story: *clip*, *ice*, *take out*.

Prompts are provided to guide the teacher as students read the text quietly.

Supporting English Learners

Support students' reading fluency.

- Demonstrate how to take apart a word the student has difficulty reading.
- Have the student repeat the process and read the word.
- Check for appropriate pronunciation and that the student understands the meaning of the word.
- Have students echo-read sentences with difficult words.

Begin each lesson with a Word Study Warm-Up. Get students ready to think about sounds, letters, and words as they read the text.

Warm-Up: Phonics

Help students learn vowel sounds.

- *Some letters are vowels. Every word has at least one vowel sound. A, e, i, o, and u are vowels (and sometimes y). Write the vowel letters on the board.*
- *Say the five short vowel sounds slowly while pointing under each vowel. Say the vowel sound /a/ with me. What letter stands for the sound /a/? The letter a stands for the vowel sound /a/. Repeat with the short vowel sounds /e/, /i/, /o/, and /u/.*

Introducing the Text

Consider the strengths and needs of your readers and the demands of the text as you craft the introduction. The following bulleted items provide an example of one way to introduce the book. The introduction should be interactive and should allow time for students to respond (indicated by ●).

- *There is Bear and his good friend Rabbit. Look at the title page of Bear's Sore Throat. What other characters will be in this Bear's Den Series book? If students have read other books in the series, ask what they know about Bear and his friends.*
- *How do you feel when you have a sore throat? In this story, Bear was sick with a sore throat, so his friends tried to help him.*
- *Turn to pages 2 and 3. Bear's throat was so sore that he couldn't talk. Find the word couldn't on page 2. Couldn't is a short way to say the words could not. Even though Bear was sick, he had work to do. He had to clip the roses in his garden.*
- *What do you see on page 4? Bear used clippers to cut a branch from the bucket. That is how he clipped the roses.*
- *Turn to pages 6 and 7. Rabbit and his friends offered to help Bear. Since Bear couldn't talk, he wrote on paper what his friends could do to help him. What did he write? Rabbit said, "Rabbit and his friends clip the roses." Say the word strange slowly. What sounds do you hear in the word strange? You hear the sounds /s/, /t/, and /r/. What letters stand for the sounds /s/, /t/, and /r? Find the word strange on page 6, say it softly.*
- *Now, look at page 7. What were Rabbit and the little snakes doing? They were clipping the roses on the rosebushes! Is that what Bear meant when he asked them to clip the roses? Think about it.*
- *Turn to pages 10 and 11. Do you think something's going to go wrong again? Rabbit said, "It seems very strange to take out the trash!" Find the word very on page 10. The word is in bold. What does that mean? It means you need to say the word a little louder.*
- *Look at page 11. How did Rabbit and the little snakes take out the trash? Is that what Bear wanted?*
- *Go back to the beginning and read about how Bear's friends tried to help him.*

Purposeful prompts are provided throughout each lesson for easy teaching.

Reading the Text

As the students read softly, notice what individuals do at difficulty or after an error, so you can demonstrate, prompt for, or reinforce effective strategic actions.

- *If a student reads a word that doesn't make sense, prompt with Let's look at that word again. Remind students to look at each letter and think about the sound it represents as they move through the word left to right.*
- *To promote fluent reading, prompt with Make your reading sound smooth. Reinforce with You made it sound smooth that time.*

Guided Reading, Second Edition Lesson Walkthrough

After reading, ensure understanding and comprehending with a whole-group discussion.

Discussing and Revisiting the Text

Engage all group members in sharing their responses to the book. Encourage them to listen and respond to each other's thinking during the discussion.

- Invite students to share their thinking about *Bear's Sore Throat*.
- To encourage discussion, you may want to select from the following questions/prompts:
 - At the beginning of the story, Bear felt terrible, but he had work to do. Did he feel better by the end of the story? He still had work to do, but how did Bear's friends help him feel better?
 - Look at pages 7, 9, and 11. Let's talk about Bear's feelings. Who has an example?
 - Look at page 16. How did Bear feel about the cupcakes with ice? Mrs. Snake was puzzled by the cupcakes with ice. How do you know that?
 - Do you think this story is funny? Talk about what parts are funny.
 - Jacqueline Adams wrote this story about Bear and his friends. Could it really happen? How do you know? This is a special kind of fiction called animal fantasy.
- Continue the discussion, guiding students toward the key understandings and the main messages of the text. Some key understandings students may express:

Thinking *Within* the Text

- Bear was sick with a sore throat and couldn't talk, but he had work to do.
- Bear's friends offered to help him.
- Bear wrote down each chore (clip the roses, ice the cupcakes, take out trash).
- Bear's friends put paper clips on the roses, put ice cubes on the cupcakes, and took the trash out of the can and put it on the floor.
- Mrs. Snake brought soup for Bear and then they all had cupcakes with ice.

Thinking *Beyond* the Text

- ◆ Rabbit, the little snakes, and Mrs. Snake were good friends to Bear. They tried to help him when he was sick.
- ◆ Because Bear couldn't talk, he couldn't correct his friends when they misunderstood his written instructions.
- ◆ Bear felt frustrated when his friends did his chores the wrong way.
- ◆ Bear was a good sport in the end. He ate the cupcakes with ice along with his friends.

Thinking *About* the Text

- The illustrations extend meaning about how the characters felt.
- The humor in the story is dependent on the characters' misunderstandings of multiple-meaning words.
- This story could not happen because animals don't talk and act like people.
- In Bear's Den Series books, Bear's friends often make well-intentioned mistakes, but he is always nice about it.

MESSAGES Thoughtful gestures and kindness can help you feel better when you are sick or unhappy. It's best to forgive mistakes when they are made with good intentions.

Teaching Point

Select a teaching point that will be most helpful to your group of readers. If it's appropriate, use the suggestion below, which supports thinking about the text.

Critiquing: Sharing Opinions About a Text

- Help early readers think about the text and state their opinions about it. You can talk about your thoughts and feelings about a book after you've read it. Prompt children to talk about their opinions by asking specific questions. • What was your favorite part of the book? • Why? • What did the writer do to make the book interesting? • Can you say more about that? • Did you like the way the book ended? • Why or why not?

Example provided for convenient teaching.

Supporting English Learners

Support students' discussion of the story.

- Point out that an animal fantasy is a story with talking animals.
- Work together with students to point out illustrations that reinforce that this book is an animal fantasy.
- To help students answer the prompts, provide oral sentence frames (e.g., *The illustration shows that Bear feels _____. This story is funny because _____. This story [could/could not] happen because _____.*)

Bear's Sore Throat Level H

Examples are provided for student thinking within, beyond, and about the text.

Teach responsively to the needs of the students to propel learning forward.

Guided Reading, Second Edition Lesson Walkthrough

15 Instructional Routines offer familiar, confident teaching and learning.

Students practice explicit phonics/letter and word work during hands-on learning opportunities.

Phonics/Letter and Word Work

Help students become more flexible working with letter-sound relationships.

Instructional Routine: Notice and Find

1. Tell the students you are going to teach them about vowels. *Some letters are vowels. The letters a, e, i, o, and u are vowels. The letter y sometimes is a vowel.* Draw students' attention to words that clearly illustrate the phonics skill you are teaching. *Turn to page 6. Say the word can and find it on the page. Which vowel letter do you notice in this word? • In the word can, what vowel sound does the letter a stand for? • The letter a stands for the sound /a/.*
 2. Repeat with the words *bed, clip, got, and up*, as well as the word *very* on page 10. Help students recognize the short vowel sounds of *a, e, i, o, and u*, and the long *e* sound represented by the *y* in *very*.
 3. Invite students to find other examples on pages in the book and highlight the words using highlighter tape. *Can you find other words with the vowel a? You found the word back. The letter a stands for the sound /a/. Place highlighter tape on the word back.*
 4. Reinforce with *Some letters are vowels. Every word has at least one vowel sound. A, e, i, o, and u are vowels [and sometimes y].*
- If time permits, have students read and write high-frequency words: e.g., *so, he, to, do*.
 - **Dictate-Write-Read:** Say the word *bed*. Say the sentence *Bear got into bed*. Model writing the sentence. Have the students write it and read it aloud.

Regular opportunities to apply phonics and foundational skills help learning stick for students.

Digital phonics activities are provided for more student practice.

Level H
r's Sore Throat



For more information about concepts presented in the lesson, see Letter-Sound Relationships row 19 and High Frequency Words row 2 in the *Comprehensive Phonics, Spelling, and Word Study Guide*.



To give students the opportunity to practice a phonics skill aligned to this Guided Reading book, assign the independent phonics activity in FPLD.

Supporting English Learners

Support students' writing.

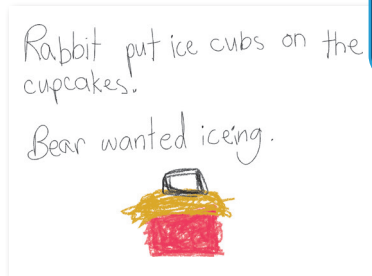
- Help students choose one of Rabbit's mistakes.
- Use the illustrations in the story to talk about the mistake.
- Have students orally rehearse the sentence they will write.
- Help students write the sentence with interactive writing.

Writing About Reading (Optional)

If you choose to have the students write about what they have read, the following is an option.

Independent Writing: Sentences

- Talk with students about the instructions Bear gave Rabbit and how Rabbit got the wrong idea about each chore. Ask them to recall the instructions that caused Rabbit's confusion (*clip the roses, ice the cupcakes, take out the trash*).
- Tell students that they are going write in the *Reader's Notebook* about one of Rabbit's mistakes.
- Prompt for quick writing of known words. Encourage students to say words slowly so they can write the letters that represent the sounds they hear.
- Have students reread and illustrate their sentences. If time allows, invite them to share their work with the group.



Students reinforce learning with impactful, related writing opportunities.

Assessment guides the teacher to confirm student understanding of the text.

Assessment

Refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence, demonstrating that these goals were achieved.

- Refer to Level H in *The Fountas & Pinnell Literacy Continuum* and note the behaviors and understandings the readers in the group control or need to control. Make notes about what the readers learned how to do and what they need to learn how to do next.
- Use the Recording Form to take a reading record and assess an individual's processing on yesterday's new book. You may want to select a student before or after the lesson, or at some other point in the day, to code the record. After coding the reading, select an immediate teaching point that will be helpful to the particular reader.

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Literacy learning transformed

Cohesive resources for responsive teaching

Fountas & Pinnell Classroom™ offers a cohesive literacy system for all students in prekindergarten through grade 6 based on responsive teaching using an inquiry-rich, multi-text approach to literacy instruction. Each context plays an essential role that contributes in different but complementary ways to every student's development as a reader, writer, and language user.

Whole-Group Teaching



Interactive Read-Aloud (PreK-6)

A whole-class activity in which you select a book to read aloud to your class, engaging children in authentic discussion about the text. Books are organized into text sets that spark inquiry-based learning.



Shared Reading (PreK-4)

A whole-group reading experience that utilizes enlarged texts for impactful literacy learning. Shared reading enhances students' comprehension, fluency, and vocabulary in an engaging, inclusive learning environment.



Phonics, Spelling, and Word Study (PreK-6)

Explicit phonics lessons for whole-group instruction that help children attend to, learn about, and efficiently use sounds, letters, and words.



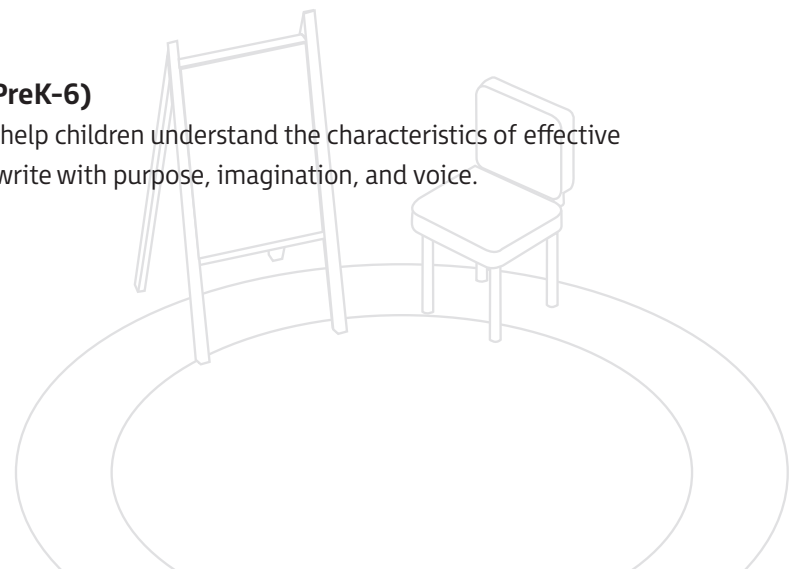
Reading Minilessons (K-6)

Brief, concise, purposeful lessons with a practical application in a specific area of literacy. Each minilesson engages children in inquiry that leads to the discovery and understanding of a general principle.



Writing Minilessons (PreK-6)

Brief, focused, explicit lessons that help children understand the characteristics of effective writing and nurture their ability to write with purpose, imagination, and voice.



Small-Group Teaching



GR

Guided Reading (K-6)

Small-group instruction in which children read a challenging text at their instructional reading level as you teach, prompt, or reinforce effective reading behaviors, providing children an opportunity to apply what they have learned how to do as readers.

BC

Book Clubs (K-6)

Small-group activity in which children choose a book to read from a thematic text set and then come together for a discussion that expands their thinking about texts.

Independent Learning



IR

Independent Reading (K-6)

Children read texts of their choice independently, allowing them to enjoy books, practice the reading process, and share their thinking about the books they are reading.

Resources for Educators

PLT

Professional Learning Tools

Transformative professional learning underpins *Fountas & Pinnell Classroom™*—essential instructional tools, practical professional books, motivational professional learning opportunities, and insightful assessment—for high-impact literacy teaching.

IRA

INTERACTIVE
READ-ALoud

SR

SHARED
READING

PWS

PHONICS,
SPELLING, AND
WORD STUDY

RML

READING
MINILESSONS

WML

WRITING
MINILESSONS

GR

GUIDED
READING

BC

BOOK
CLUBS

IR

INDEPENDENT
READING

PLT

PROFESSIONAL
LEARNING
TOOLS