What teachers like you are saying about the Small Group Lessons:

"Glad I found this bundle for my second grade reading groups. **Students are engaged and enjoying the passages**. I also love that the format of this bundle is the same so students can build independence."

- Anna C.

"The "Guided Reading Lesson Plans BUNDLE 1 - Differentiated - Texts Included" by Jen Bengel at Out of This World Literacy is a **stellar resource** for teachers looking to streamline and enhance their guided reading sessions. This bundle offers differentiated lesson plans **tailored to diverse reading levels**, making it **easy for educators to meet the unique needs of each student**. With high-quality texts included, teachers can **save valuable prep time and focus on meaningful instruction**. Jen Bengel's expertise shines through in the thoughtfully structured lessons that encourage deep comprehension and a love for reading. **An essential tool for any classroom focused on literacy growth!**"

– Alisha Thames

What teachers like you are saying about the Small Group Lessons:

"This resource is a **game-changer for my classroom**! The engaging activities and clear instructions, made it incredibly easy for my students to grasp the content. **My students were not only enthusiastic but also demonstrated a clear understanding of the material**. It's evident that a lot of thought went into the design, making it both educational and enjoyable."

- Ashley G.

"This product was **exactly what I was looking for**. It helped with my instruction and aided in supporting my students. It is **definitely worth getting**."

- Hope S.

"**Helped as supplementary material** to my guided reading lessons when I needed some additional activities. The reading portion is quite short, so it was **great for focusing on skills that they could then take and practice with their own books**."

- Rayanne B.

FINALLY!

Help for your small group digital reading struggles!



QUESTION...

Do you sometimes **struggle** with organizing, planning, teaching, and grading **small group reading lessons online**?

If you answered YES! to this question, you are *not alone!*

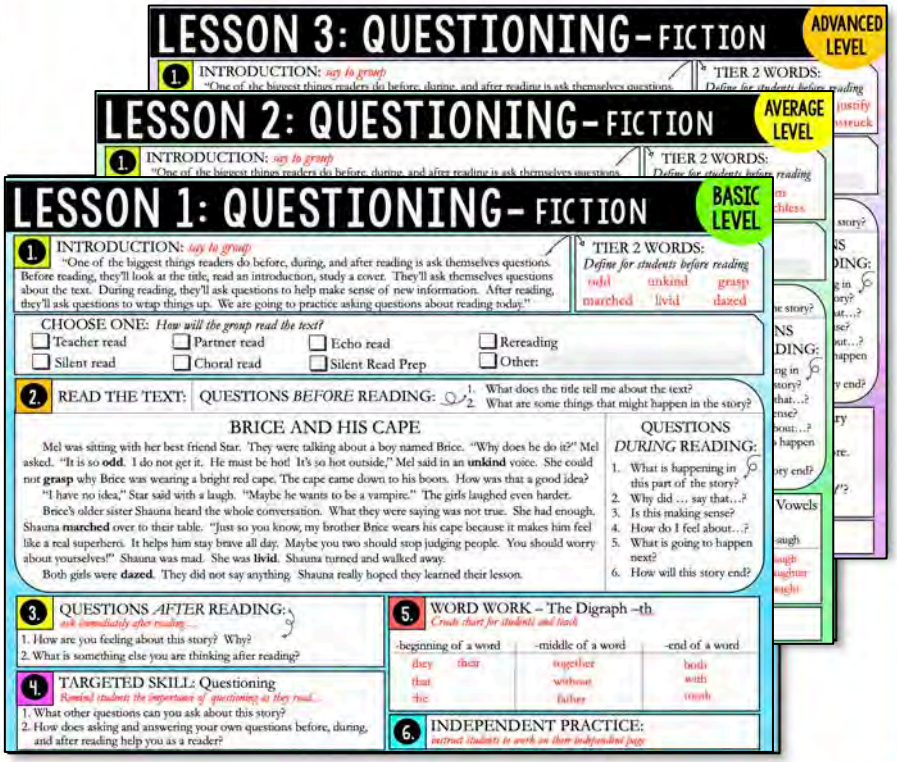


ANSWER...

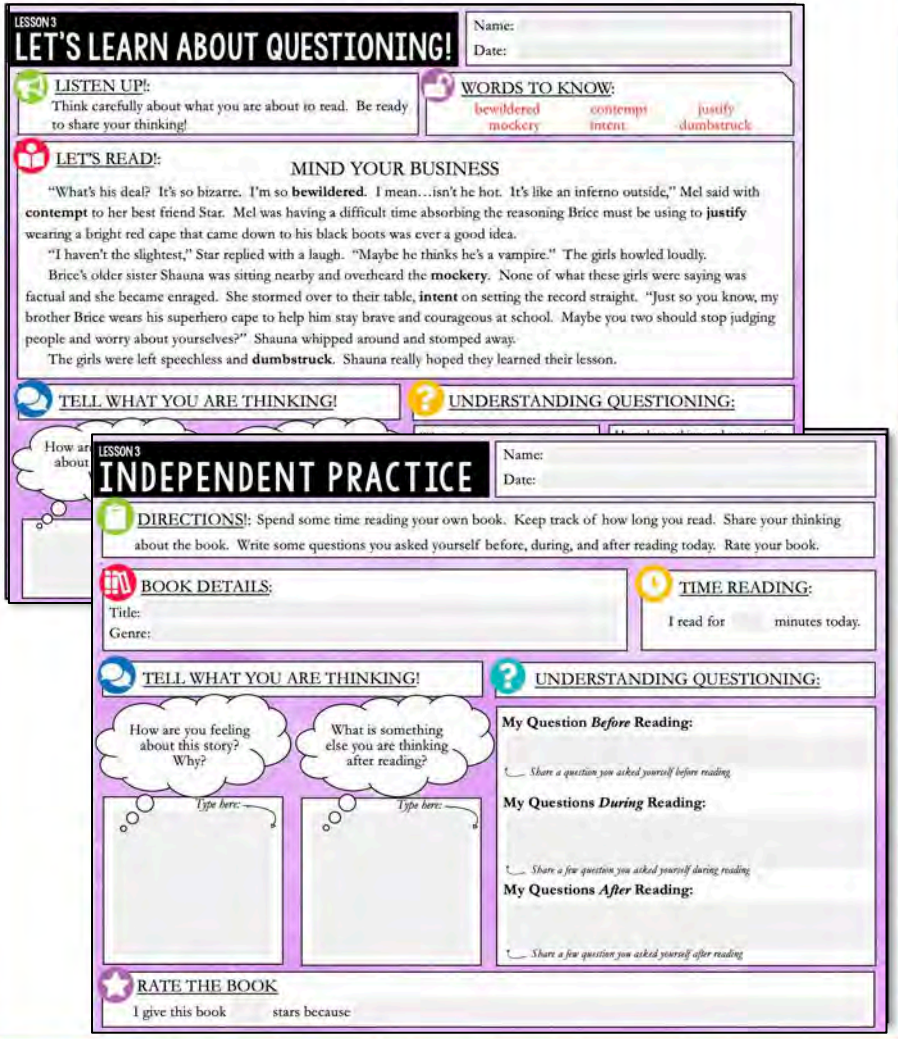
These small group reading lessons will provide **EVERYTHING** you need **to successfully host online small group reading lessons**!

Copyright: Out of This World Literacy (Jen Bengel)

Complete Teacher Pages



Student Pages



Teach all 6 steps of a DIGITAL small group reading lesson!

EVERYTHING IS INCLUDED

Out of this World LITERACY

USE THIS CODE TO DIFFERENTIATE THE 3 LEVELS.

Each background color matches the level:

BASIC LEVEL
Grades 1-2

- Shorter sentences
- Simplified language
- Simpler vocabulary
- Basic sentence structures
- Phonics word work
- Basic comprehension questioning

AVERAGE LEVEL
Grades 3-4

- Sentence variety
- Adjusted vocabulary
- 2-4 syllable words
- Added contractions
- Phonics word work
- Questioning that goes beyond the text

ADVANCED LEVEL
Grades 5-6

- Combined sentences
- Challenging vocabulary
- Advanced sentence structuring
- Vocabulary word work
- Higher level thinking questions

Tier 2 Vocabulary Answer Key- Dialogue

TIER 2 WORDS:	MEANING IN THE TEXT:	SYNONYMS:
LESSON 1: Basic Fiction		
handwriting	The way a person's writing looks in written form	writing script scrawl
emotion	Any of the feelings of joy, sorrow, fear, hate, love, etc.	affection feeling sentiment
		stupid silly idiotic
		penalty discipline consequence
		complain grouse moan
		expected anticipated intended
		moaned whimpered sighed
		demolish ruin damage
		rumpled disheveled messy
		worth usefulness practicality
		boring dull unexciting
		quickly rapidly fast
		importance sense substance
		muttered mumbled whispered
		immediately exactly punctually
		excellence goodness quality

LESSON 2

LET'S LEARN ABOUT DIALOGUE!

Name: _____

Date: _____

LISTEN UP!:
Think carefully about what you are about to read. Be ready to share your thinking!

WORDS TO KNOW:
groaned wreck wrinkled value

LET'S READ!:

Laura never saw herself as a writer. Writing always felt painful to her. She didn't like the way her handwriting looked. Her wrist got tired after just a few minutes. Besides, she never felt like she had anything important to say. What was the point?

4th grade was starting, and Laura was in Mr. Edwards class. "Today we are going to write about a small moment in our lives that is full of emotion," Mr. Edwards began. "We call this type of writing a personal narrative."

Laura **groaned** under her breath. Her wrist started hurting just thinking about writing. She was a **wreck**. Laura wrote one sentence then **wrinkled** up her paper. Mr. Edwards saw that she needed help. "Laura, how can I help you with your writing?"

"I have nothing important to say," Laura began. "I'm not a writer. I just think I'll get it wrong."

Mr. Edwards sighed. "Laura, everyone is a writer that has something of **value** to share with the world. And the only wrong answer is not writing anything at all. Don't worry, we'll work on this together." Laura hoped Mr. Edwards was right.

TELL WHAT YOU ARE THINKING!

How do you feel about the characters in this story?

Laura is very scared to write and doesn't have confidence in her abilities. Mr. Edwards is kind to help her.

What does this story remind you of? Explain.

This reminds me of a time my teacher helped me too.

UNDERSTANDING DIALOGUE:

What does Laura say in the story?	Complete the statement: Mr. Edwards said … because….	What else could Mr. Edwards have said in the story?
I have nothing important to say. I'll get it wrong. I'm not a writer.	Mr. Edwards said everyone is a writer that has something of value to share because Laura didn't believe she had anything important to write about.	Mr. Edwards could have said that Laura could write about what she did yesterday at school.

60 Complete small group lessons

Everything is on ONE page!

ANSWER KEYS INCLUDED AS A GUIDE

LESSON 3

LET'S LEARN ABOUT QUESTIONING!

Name:

Date:

LISTEN UP!:
Think carefully about what you are about to read. Be ready to share your thinking!

WORDS TO KNOW:
bewildered contempt justify
mockery intent dumbstruck

LET'S READ!:

MIND YOUR BUSINESS

"What's his deal? It's so bizarre. I'm so **bewildered**. I mean…isn't he hot. It's like an inferno outside," Mel said with **contempt** to her best friend Star. Mel was having a difficult time absorbing the reasoning Brice must be using to **justify** wearing a bright red cape that came down to his black boots was ever a good idea.

"I haven't the slightest," Star replied with a laugh. "Maybe he thinks he's a vampire." The girls howled loudly.

Brice's older sister Shauna was sitting nearby and overheard the **mockery**. None of what these girls were saying was factual and she became enraged. She stormed over to their table, **intent** on setting the record straight. "Just so you know, my brother Brice wears his superhero cape to help him stay brave and courageous at school. Maybe you two should stop judging people and worry about yourselves?" Shauna whipped around and stomped away.

The girls were left speechless and **dumbstruck**. Shauna really hoped they learned their lesson.

TELL WHAT YOU ARE THINKING!

How are you feeling about this story? Why?

Type here:

What is something else you are thinking after reading?

Type here:

UNDERSTANDING QUESTIONING:

What other questions can you ask about this story?

Type here:

How does asking and answering your own questions before, during, and after reading help you as a reader?

Type here:

LESSON 3

INDEPENDENT PRACTICE

Name:

Date:

DIRECTIONS!: Spend some time reading your own book. Keep track of how long you read. Share your thinking about the book. Write some questions you asked yourself before, during, and after reading today. Rate your book.

BOOK DETAILS:
Title:
Genre:

TIME READING:
I read for minutes today.

TELL WHAT YOU ARE THINKING!

How are you feeling about this story? Why?

Type here:

What is something else you are thinking after reading?

Type here:

UNDERSTANDING QUESTIONING:

My Question *Before* Reading:

Share a question you asked yourself before reading

My Questions *During* Reading:

Share a few question you asked yourself during reading

My Questions *After* Reading:

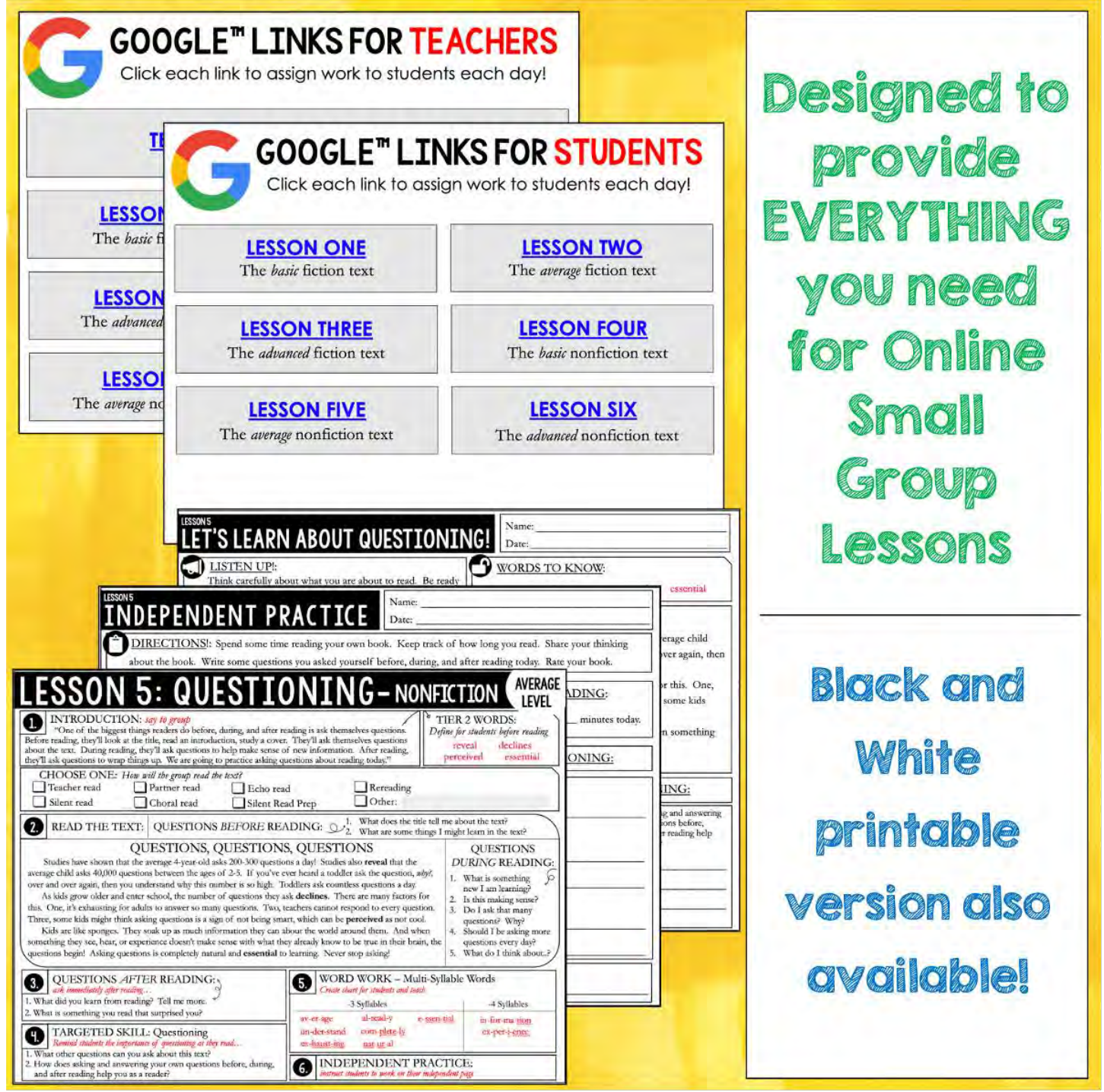
Share a few question you asked yourself after reading

RATE THE BOOK
I give this book stars because

Each lesson comes with 2 student pages

The first page is used during the small group time

The second page is used to apply the reading skill into independent reading


GOOGLE™ LINKS FOR TEACHERS
Click each link to assign work to students each day!
GOOGLE™ LINKS FOR STUDENTS
Click each link to assign work to students each day!
LESSON ONE
The basic fiction text
LESSON TWO
The average fiction text
LESSON THREE
The advanced fiction text
LESSON FOUR
The basic nonfiction text
LESSON FIVE
The average nonfiction text
LESSON SIX
The advanced nonfiction text
LESSON 5
LET'S LEARN ABOUT QUESTIONING!
Name:
Date:
LISTEN UP!:
Think carefully about what you are about to read. Be ready
WORDS TO KNOW:
essential
LESSON 5
INDEPENDENT PRACTICE
Name:
Date:
DIRECTIONS!: Spend some time reading your own book. Keep track of how long you read. Share your thinking about the book. Write some questions you asked yourself before, during, and after reading today. Rate your book.
LESSON 5: QUESTIONING- NONFICTION
AVERAGE LEVEL
1. INTRODUCTION: say to group
"One of the biggest things readers do before, during, and after reading is ask themselves questions. Before reading, they'll look at the title, read an introduction, study a cover. They'll ask themselves questions about the text. During reading, they'll ask questions to help make sense of new information. After reading, they'll ask questions to wrap things up. We are going to practice asking questions about reading today."
TIER 2 WORDS:
Define for students before reading
reveal
declines
perceived
essential
CHOOSE ONE: How will the group read the text?
Teacher read
Partner read
Echo read
Rereading
Silent read
Choral read
Silent Read Prep
Other:
2. READ THE TEXT:
QUESTIONS BEFORE READING:
1. What does the title tell me about the text?
2. What are some things I might learn in the text?
QUESTIONS, QUESTIONS, QUESTIONS
Studies have shown that the average 4-year-old asks 200-300 questions a day! Studies also reveal that the average child asks 40,000 questions between the ages of 2-5. If you've ever heard a toddler ask the question, why?, over and over again, then you understand why this number is so high. Toddlers ask countless questions a day.
As kids grow older and enter school, the number of questions they ask declines. There are many factors for this. One, it's exhausting for adults to answer so many questions. Two, teachers cannot respond to every question. Three, some kids might think asking questions is a sign of not being smart, which can be perceived as not cool.
Kids are like sponges. They soak up as much information they can about the world around them. And when something they see, hear, or experience doesn't make sense with what they already know to be true in their brain, the questions begin! Asking questions is completely natural and essential to learning. Never stop asking!
QUESTIONS DURING READING:
1. What is something new I am learning?
2. Is this making sense?
3. Do I ask that many questions? Why?
4. Should I be asking more questions every day?
5. What do I think about...?
3. QUESTIONS AFTER READING:
ask immediately after reading...
1. What did you learn from reading? Tell me more.
2. What is something you read that surprised you?
4. TARGETED SKILL: Questioning
Remind students the importance of questioning as they read...
1. What other questions can you ask about this text?
2. How does asking and answering your own questions before, during, and after reading help you as a reader?
5. WORD WORK – Multi-Syllable Words
Create chart for students and teach
-3 Syllables
av-er-age
al-ead-y
e-ssen-tial
un-der-stand
com-plete-ly
con-fuse-ing
nat-ur-al
-4 Syllables
in-for-ma-tion
ex-per-i-ence
6. INDEPENDENT PRACTICE:
instruct students to work on their independent page
Designed to provide EVERYTHING you need for Online Small Group Lessons
Black and White printable version also available!

Online Small Groups BUNDLE #2:

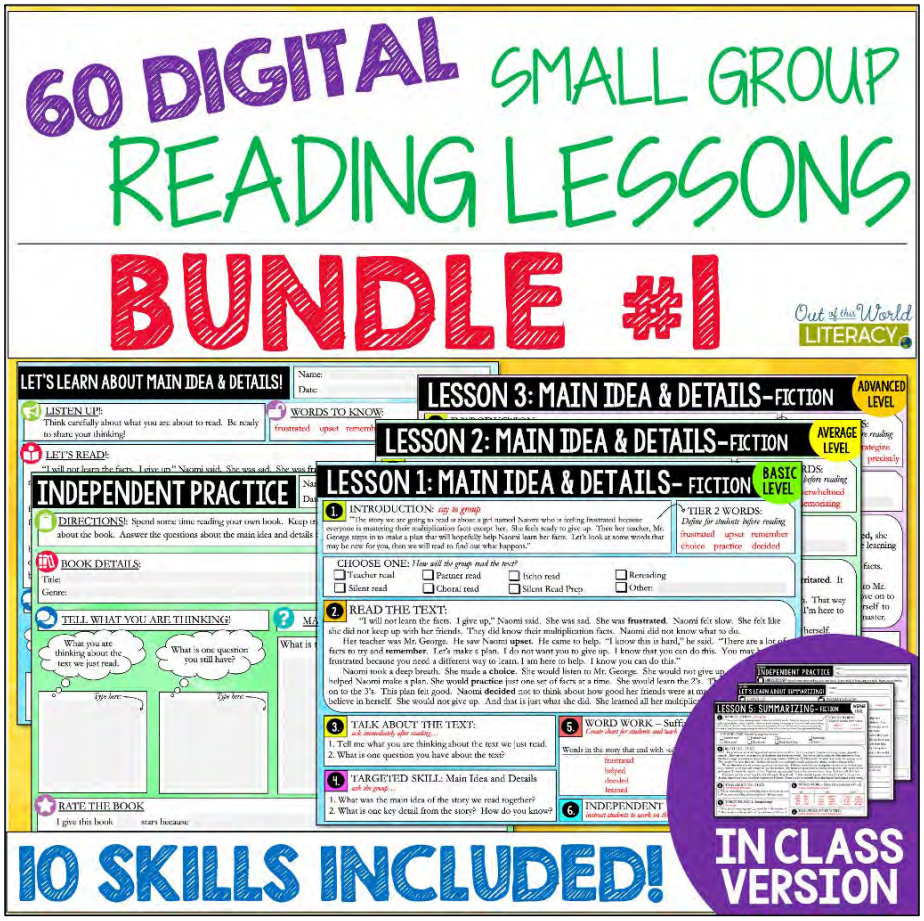
Check out all 10 sets of Online Small Group Reading Lessons for a total of 60 lessons!

INCLUDED IN THIS BUNDLE:

1. Asking Questions Before, During, and After Reading
2. Compare/Contrast
3. Dialogue
4. Drawing Conclusions
5. Fact and Opinion
6. Figurative Language
7. Mood and Tone
8. Point of View
9. Settings
10. Story Elements

CHECK OUT BUNDLE #1:

CLICK HERE TO SEE BUNDLE #1



INCLUDED IN BUNDLE #1:

1. Author's Purpose
2. Cause and Effect
3. Character Traits
4. Context Clues
5. Inferring
6. Main Idea and Details
7. Problem and Solution
8. Summarizing
9. Text Evidence
10. Theme

Included in This Bundle:

1. 60 complete guided reading lessons for teaching 10 specific skills. *See detailed small group lesson summary pages for more information.*
2. **IMPORTANT:** There are two passages in each set. One fiction and one nonfiction. The passages are adjusted to be used in 3 levels. In each level the word work, vocabulary and text complexity changes. The reading levels are: Basic (grades 1-2), Average (grades 3-4), Advanced (grades 5-6). *See differentiation code page for more.*
3. Small group summary lesson page.
4. Detailed description with time suggestions for each of the 6 small group steps.
5. Teacher strategy guide for differentiating within each lesson.
6. A complete teacher page for each lesson.
7. 2 student pages for each lesson.
8. Digital and printable (black and white) formats included.
9. ANSWER KEYS!

Thank you so much to the following designers for backgrounds, icons, fonts, and more!

Copyright: Out of This World Literacy (Jen Bengel)

Lesson Breakdown:

*** there is one fiction and one nonfiction passage that is adapted for each lesson. Each set has 6 lessons in the following format…

Lesson 1: The *basic* fiction text.
Lesson 2: The *average* fiction text.
Lesson 3: The *advanced* fiction text.
Lesson 4: The *basic* nonfiction text.
Lesson 5: The *average* nonfiction text.
Lesson 6: The *advanced* nonfiction text.

How are the Lessons Different?

- Each lesson comes with a completely different set of tier 2 vocabulary focus words.
- It also includes a completely separate word work focus.
- The questions for focusing on the comprehension skill in step 4 are different for the advanced level.
- The passage changes in each of the three levels, adding sentence complexity, multi-meaning words and figurative language, along with new vocabulary.

PRO TEACHING TIP:

- If a group of students use the basic level and show success, the teacher can **absolutely use the average level with that same group** (since vocabulary, word work, and text complexity changes).
- They can even use the advanced level as well.
- They'd likely change the way in which the text was read in the group.
- For example, in the basic level the students may read silently after the introduction.
- In the average level they may choose to echo read.
- In the advanced level it may be teacher read.
- In fact, there is so much power in rereading and trying out new ideas and thinking each time.

Copyright: Out of This World Literacy (Jen Bengel)

Use the Different Levels with the Same Students!

Are you unsure whether your students are ***really* reading** or simply trying to memorize words?

- The 2 passages (1 F, 1 NF) are specifically designed to answer this question!
- Begin with lesson 1 or 4 (the basic level). Have students read the passage after the introduction and complete the lesson.
- Use lesson 2 or 5 (the average level) with the same group. This may be the next day, week, or months later. Choose a reading format for step 2. This may be different than your first time reading.
- Because the tier 2 vocabulary and the complexity of the text changes, students will be forced to adjust their reading. Yes, the text is about 80% the same, but they will have to show that they can adapt to the changes when they reread the new version. There is POWER in rereading!
- When students are strong enough readers, try out lesson 3 or 6 (the advanced levels) with the group. It may be teacher-led reading, but the thinking after the new version of the text, the comprehension focus, and the new tier 2 vocabulary discussion will be even richer.

TEACHER CHALLENGE:

Consider these bullet points above when trying out the adjusted passage from the basic, average, to advanced level with a group of readers!

Copyright: Out of This World Literacy (Jen Bengel)

TERMS OF USE:

Thank you in advance for respecting copyright law!

You May:	You May *Not*:
Use the resource in a private teacher online space only accessible to current students and caretakers at home.	Post this resource on a public online page that other teachers have access to, including a school or district server.
Use this resource with your students for distance learning (on a secured platform) or in person with your entire class.	Share this resource with other teachers, including an entire grade level, school, or district without purchasing the proper number of licenses.
To share this resource with colleagues you must: 1. Go to 'My TpT' on the top right of your screen 2. Click on 'My Purchases' 3. Click the 'Buy Additional Licenses' button 4. Purchase a discounted license for each colleague you plan to share this resource with	Modify, redistribute, or resell any part of this resource.

Copyright: Out of This World Literacy (Jen Bengel)

6 Steps in Small Group Reading Lessons:

Step	Time	Description	Tips:
1: The Introduction	2-3 minutes	The teacher shares helpful information with students about the text they are about to read and discuss. This is often planned in advance and designed to help students navigate their way through any potential places in the text where they may become stuck.	• Jot down a few sentences and plan to read them to the group. • Include a brief summary of what is about to be read. • Find a way to get students excited about reading the text. • Decode and define any vocabulary you believe the group may struggle reading. • Tell students to anticipate a group discussion after reading. • Instruct students what to do when finished reading.
2: Read the Text	3-4 minutes	The teacher decides how the group will engage in reading the text. Consult the 'How to Differentiate Within the Levels' page for ideas on which format you'll be reading the text with the group.	• Read the text in advance. Consider the needs and abilities of the readers when choosing how you will read the text. • **If the text appears too challenging, it is still OKAY to use the text in a small group!** Simply choose either teacher read or echo reading. The key is that students discuss and practice sharing their thinking after reading and consider the comprehension skill.
3: Talk About the Text	3-4 minutes	The teacher asks open-ended questions to the group immediately after reading. **Do not skip this step**! It's important to ask these questions immediately after reading so that you can see what exactly each reader is thinking about the text immediately after reading.	• Use student responses to drive your future instruction and answer reflective teaching questions like, "what are the readers noticing and what are they missing?" • Students can type responses into their student page while one or two answer aloud. • You can certainly have them type their answer and then turn in their student page after the lesson is complete. This is a great accountability check and gives you the opportunity to read everyone's thoughts, even if there is not enough time for each reader to share verbally during the group.
4: Targeted Skill	3-4 minutes	Now that you have heard what the students were thinking about the text immediately after reading, it's time to teach the targeted skill. Ask a few specific comprehension questions about the skill.	• Remind students what the skill is and define how readers use the skill. • Students can type responses into their student page while one or two answer aloud. • Pay attention to whether the students are mastering the skill or if they need more whole group, small group support.

Copyright: Out of This World Literacy (Jen Bengel)

6 Steps in Small Group Reading Lesson:

Step	Time	Description	Tips:
5: Word Work	2-3 minutes	The teacher will introduce either a spelling, phonics, grammar, or vocabulary activity. The teacher will begin building word work for students to see word patterns. Students will add ideas to each word pattern.	• Use an anchor chart to create the chart of word patterns. • Dry erase boards work too! • The teacher creates the chart, asking students to chime in and help build word patterns and understandings. • Keep this time brief and to the point so that you do not isolate words too much and take away from the meaning of the text as a whole.
6: Independent Practice	After the Lesson	The teacher will instruct students to complete the independent page after reading. Students will immediately apply the targeted skill into a text they are reading independently. They will submit their independent work to the teacher when complete.	• This is an excellent way to determine if students can apply the targeted skill into their own independent reading. • It works to differentiate, as students read books they have chosen based on preferences and ability. They can apply the skill into their own independent level. • Review the independent work, making teaching decisions on whether students need additional teaching support, or they have mastered the reading skill.
Total Time: 10-18 minutes			

All of these steps are completely designed and prepared for you in each lesson!

Copyright: Out of This World Literacy (Jen Bengel)

Tier 2 Vocabulary Answer Key- Dialogue

TIER 2 WORDS:	MEANING IN THE TEXT:	SYNONYMS:
LESSON 1: Basic Fiction		
handwriting	The way a person's writing looks in written form	writing script scrawl
emotion	Any of the feelings of joy, sorrow, fear, hate, love, etc.	affection feeling sentiment
foolish	Lacking good sense or judgment; unwise	stupid silly idiotic
punishment	The penalty inflicted for a offense	penalty discipline consequence
whined	Give or make a long, high-pitched complaining cry or sound	complain grouse moan
hoped	Wanted something to happen or be the case	cted anticipated intended
LESSON 2: Av ge F		
groaned	e a deep so n resp o pain r	moaned whimpered sighed
wreck	Des y d y age	demolish ruin damage
wrinkled	ving t fold	rumpled disheveled messy
value	The importance, worth or usefulness of something	worth usefulness practicality
LESSON 3: Advanced Fiction		
tedious	Too long, slow, or dull; tiresome or monotonous	boring dull unexciting
swiftly	At high speed, quickly	quickly rapidly fast
significance	The quality of being worthy of attention; importance	importance sense substance
murmured	Say something in a low, soft, or indistinct voice	muttered mumbled whispered
promptly	With little or no delay; immediately	immediately exactly punctually
merit	The quality of being particularly good or worthy	excellence goodness quality

SAMPLE

Copyright: Out of This World Literacy (Jen Bengel)

Tier 2 Vocabulary Answer Key- Dialogue

TIER 2 WORDS:	MEANING IN THE TEXT:	SYNONYMS:
LESSON 4: Basic Fiction		
perfect	As good as it is possible to be	ideal model flawless
mounds	A large pile or quantity of something	heap pile stack
bother	To worry, disturb or upset someone	disturb trouble inconvenience
whiff	A smell that is smelled briefly or faintly	sniff scent odor
worthwhile	Worth the time, money or effort spent	valuable useful worthy
borrow	Take and use something that belongs to someone else	take acquire bum
LESSON 5: Av ge F		
pondering	Thi out someth areful re ma cision	considering, reviewing, reflect
acknowledge	ept or it e ten r tr of	admit accept grant
knowledge	cqu d thro exper ce of education	learning ability expertise
figured	Think, consider or expect to be the case	suppose think believe
LESSON 6: Advanced Fiction		
adjacent	Next to or adjoining something	adjoining abutting near
unsightly	Unpleasant to look at	ugly unattractive unsightly
notion	A conception of or a belief about something	idea belief concept
amass	To gather together over a period of time	accumulate collect gather
contemplating	Look thoroughly for a long time at	view examine inspect
concluded	To bring something to an end	finish end close

SAMPLE

Copyright: Out of This World Literacy (Jen Bengel)

Student Response Pages Answer Key

****** <u>PLEASE READ</u>:**

The included responses are **NOT the only correct answers**. They are meant solely to be a guide/starting point for teachers looking for extra support. They should NOT be used as the only correct answer for each question.

LESSON 1

LET'S LEARN ABOUT DIALOGUE!

Name: _____

Date: _____

LISTEN UP!:

Think carefully about what you are about to read. Be ready to share your thinking!

WORDS TO KNOW:

handwriting emotion foolish punishment whined hoped

LET'S READ!:

Laura did not like writing. She wished she was a better writer. She did not like her **handwriting**. Her wrist got tired. She did not finish a lot of writing. She did not have a lot to write about. What should she say? What was the point?

It was a new school year. Laura was in Mr. Edwards 4th grade class. "Today we are going to start writing. We are going to write about a time in our lives that is full of **emotion**," Mr. Edwards said. "We call this a personal narrative."

Laura took a short breath. Writing felt like a **punishment**. Her hand started to shake. Laura tried to write, but she felt **foolish**. She had no ideas. Mr. Edwards saw her struggle. He came to help. "Laura, how can I help you with your writing?"

"I have nothing important to say," Laura **whined**. "I am not a writer. I will get it wrong." She pushed her paper away.

Mr. Edwards sighed. "Laura, everyone is a writer. You have important things to share with the world. And the only wrong answer is not writing anything at all. I can help. We will work on this together." Laura **hoped** Mr. Edwards was right.

TELL WHAT YOU ARE THINKING!

How do you feel about the characters in this story?

I feel sorry for Laura who is scared to write and Mr. Edwards is a helpful teacher

What does this story remind you of? Explain.

This reminds me of a time when I didn't know what to write about.

UNDERSTANDING DIALOGUE:

What does Laura say in the story?

I have nothing important to say. I am not a writer. I will get it wrong.

Complete the statement: Mr. Edwards said … because….

Everyone is a writer. You have important things to share. He said this because Laura was nervous about writing.

What else could Mr. Edwards have said in the story?

Mr. Edwards could have said to just try your best and help Laura start a story on something she knew a lot about.

Small Group Lessons: Asking Questions

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	odd, livid, marched, grasp, unkind, dazed	Questioning Before, During, and After Reading	The Digraph –th
2	Average	Fiction	snarked, fathom, erupted, speechless	Questioning Before, During, and After Reading	Tricky Syllable Letter Clusters
3	Advanced	Fiction	bewildered, mockery, contempt, intent, justify, dumbstruck	Questioning Before, During, and After Reading	A deeper dive into vocabulary
4	Basic	NF	countless, overwhelmed, annoying, respond, factors, judging	Questioning Before, During, and After Reading	The Digraph –ch
5	Average	NF	reveal, declines, perceived, essential	Questioning Before, During, and After Reading	Multi-Syllable Words
6	Advanced	NF	ramifications, inversely, lethargic, propellant, irrational, productive	Questioning Before, During, and After Reading	A closer look at vocabulary words

Copyright: Out of This World Literacy (Jen Bengel)

Small Group Lessons: Compare/Contrast

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	newcomer, fret, directions, snatched, withdrew, newfound	Compare/Contrast	Vowel Diphthong Pattern –ew
2	Average	Fiction	contain, disclaimer, advanced, remainder	Compare/Contrast	Vowel Digraph Pattern –ai
3	Advanced	Fiction	literally, elated, reflective, elucidate, impulsively, gnarly	Compare/Contrast	A Deeper Dive Into Vocabulary
4	Basic	NF	headache, painful, ruin, suffer, cause, sympathy	Compare/Contrast	Vowel Digraph Pattern –ay
5	Average	NF	degree, guarantee, seek, fatigue	Compare/Contrast	Vowel Digraph Pattern –ee
6	Advanced	NF	fleeting, unbearable, mere, endure, inherited, assurance	Compare/Contrast	A Deeper Dive Into Vocabulary

Copyright: Out of This World Literacy (Jen Bengel)

Small Group Lessons: Dialogue

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	handwriting punishment emotion whined foolish hoped	Dialogue	Consonant Digraph Pattern –sh
2	Average	Fiction	groaned wreck wrinkled value	Dialogue	Consonant Digraph Pattern –wr
3	Advanced	Fiction	tedious murmured swiftly promptly significance merit	Dialogue	A Deeper Dive Into Vocabulary
4	Basic	Fiction	perfect whiff mounds worthwhile bother borrow	Dialogue	Consonant Digraph Pattern –wh
5	Average	Fiction	pondering acknowledge knowledge figured	Dialogue	Consonant Digraph Pattern –kn
6	Advanced	Fiction	adjacent amass unsightly contemplating notion concluded	Dialogue	A Deeper Dive Into Vocabulary

Copyright: Out of This World Literacy (Jen Bengel)

Small Group Lessons: Drawing Conclusions

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	weary, fearful, faded, cheating, misleading, solution	Drawing Conclusions	Vowel Digraph Pattern –ea
2	Average	Fiction	convenient, vanished, focusing, reluctantly	Drawing Conclusions	Vowel Digraph Pattern –ie
3	Advanced	Fiction	inseparable, waned, consequences, smirked, irresolute, accompanied	Drawing Conclusions	A Deeper Dive Into Vocabulary
4	Basic	NF	talent, overload, passion, encourage, praised, nervous	Drawing Conclusions	Vowel Digraph Pattern –oa
5	Average	NF	genuine, equity, pursuit, impact	Drawing Conclusions	Vowel Digraph Pattern –ui
6	Advanced	NF	accolades, swift, restricted, stamina, recounts, oppression	Drawing Conclusions	A Deeper Dive Into Vocabulary

Copyright: Out of This World Literacy (Jen Bengel)

Small Group Lessons: Fact and Opinion

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	incredible remember burst snatched searched foolish	Fact and Opinion	Vowel Digraph Pattern –oo long vowel
2	Average	Fiction	riveting foe enraged tattle	Fact and Opinion	Vowel Digraph Pattern –oe
3	Advanced	Fiction	spellbinding divulged nonexistent inept grapple fuming	Fact and Opinion	A Deeper Dive Into Vocabulary
4	Basic	NF	peek invisible rumble grumble suspend spread	Fact and Opinion	Vowel Digraph Pattern –oo short vowel
5	Average	NF	influence tinkering clue patent	Fact and Opinion	Vowel Digraph Pattern –ue
6	Advanced	NF	impact scrutinize transfixed impede attained heed	Fact and Opinion	A Deeper Dive Into Vocabulary

Copyright: Out of This World Literacy (Jen Bengel)

Small Group Lessons: Figurative Language

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	whined costly skeptical unsure effort sprinted	Figurative Language: **Similes**	A Deeper Dive Into Similes
2	Average	Fiction	afford overpriced sparkling doubt	Figurative Language: **Metaphor**	A Deeper Dive Into Metaphors
3	Advanced	Fiction	grumbled astronomical tentative phenomenal ambivalent conviction	Figurative Language: **Idiom**	A Deeper Dive Into Idioms
4	Basic	NF	peek invisible rumble grumble suspend spread	Figurative Language: **Onomatopoeia**	A Deeper Dive Into Onomatopoeia
5	Average	NF	potent raid dicey resist	Figurative Language: **Alliteration**	A Deeper Dive Into Alliteration
6	Advanced	NF	evident incognito invading adhered invade latch	Figurative Language: **Hyperbole**	A Deeper Dive Into Hyperbole

Copyright: Out of This World Literacy (Jen Bengel)

Small Group Lessons: Mood and Tone

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	normal, munch, loopy, approached, achievement, tease	Mood and Tone	Consonant Digraph Pattern –ch
2	Average	Fiction	mock, acknowledge, tantrum, reason	Mood and Tone	Consonant Digraph Pattern –ck
3	Advanced	Fiction	tranquil, habitually, untamed, tailspin, taunt, unobtrusively	Mood and Tone	A Deeper Dive Into Vocabulary
4	Basic	NF	imagine, excited, fight, success, thrilling, create	Mood and Tone	Consonant Digraph Pattern –th
5	Average	NF	comprehend, triumph, phoned, communicate	Mood and Tone	Consonant Digraph Pattern –ph
6	Advanced	NF	envision, conducted, nonexistent, postulate, mere, jovial	Mood and Tone	A Deeper Dive Into Vocabulary

Copyright: Out of This World Literacy (Jen Bengel)

Small Group Lessons: Point of View

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	annoy voyage joyful expensive annoying destroy	Point of View- First Person	Vowel Diphthong Pattern –oy
2	Average	Fiction	obey hesitation malarkey hover	Point of View- First Person	Vowel Diphthong Pattern –ey
3	Advanced	Fiction	grumbled astronomical tentative phenomenal ambivalent conviction	Point of View- Third Person	A Deeper Dive Into Vocabulary
4	Basic	NF	peek invisible rumble grumble suspend spread	Point of View- Second Person	Vowel Diphthong Pattern –ou
5	Average	NF	newfound slew newcomer wary	Point of View- Second Person	Vowel Diphthong Pattern –ew
6	Advanced	NF	nitpicky finicky eclectic miniscule comparable scrutinize	Point of View- Second Person	A Deeper Dive Into Vocabulary

Copyright: Out of This World Literacy (Jen Bengel)

Small Group Lessons: Settings

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	nervous, schedule, reschedule, odd, relax, cheating	Settings	Consonant Trigraph Pattern –sch
2	Average	Fiction	stress, straightforward, strictest, pacing	Settings	Consonant Trigraph Pattern –str
3	Advanced	Fiction	skittish, hastily, looming, sternest, alleviate, peculiar	Settings	A Deeper Dive Into Vocabulary
4	Basic	NF	thrill, adorable, popular, threatening, tropical, lush	Settings	Consonant Trigraph Pattern –thr
5	Average	NF	disprove, prefer, mispronounce, exotic	Settings	Consonant Trigraph Pattern –spr
6	Advanced	NF	innumerable, heavenly, motives, captivating, ideal, scenic	Settings	A Deeper Dive Into Vocabulary

Copyright: Out of This World Literacy (Jen Bengel)

Small Group Lessons: Story Elements

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	grumpy, shy, slack, miffed, offer, hush	Story Elements	Vowel Digraph Pattern –sh
2	Average	Fiction	awkward, research, withdrawn, perked	Story Elements	Vowel Diphthongs Pattern –aw
3	Advanced	Fiction	convincingly, conviction, rigid, designated, cringeworthy, disinterested	Story Elements	A Deeper Dive Into Vocabulary
4	Basic	NF	pause, distraught, fault, caught, exhausting, hopeless	Story Elements	Vowel Diphthongs Pattern –au
5	Average	NF	avoiding, pointless, toil, paranoid	Story Elements	Vowel Diphthongs Pattern –oi
6	Advanced	NF	prominently, promptly, attentive, unnerved, regretful, resolve	Story Elements	A Deeper Dive Into Vocabulary

Copyright: Out of This World Literacy (Jen Bengel)

Small Group Lessons: Story Elements

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	grumpy, shy, slack, miffed, offer, hush	Story Elements	Vowel Digraph Pattern –sh
2	Average	Fiction	awkward, research, withdrawn, perked	Story Elements	Vowel Diphthongs Pattern –aw
3	Advanced	Fiction	convincingly, conviction, rigid, designated, cringeworthy, disinterested	Story Elements	A Deeper Dive Into Vocabulary
4	Basic	NF	pause, distraught, fault, caught, exhausting, hopeless	Story Elements	Vowel Diphthongs Pattern –au
5	Average	NF	avoiding, pointless, toil, paranoid	Story Elements	Vowel Diphthongs Pattern –oi
6	Advanced	NF	prominently, promptly, attentive, unnerved, regretful, resolve	Story Elements	A Deeper Dive Into Vocabulary

Copyright: Out of This World Literacy (Jen Bengel)

USE THIS CODE TO DIFFERENTIATE THE 3 LEVELS.

Each background color matches the level:

BASIC LEVEL
Grades 1-2

- Shorter sentences
- Simplified language
- Simpler vocabulary
- Basic sentence structures
- Phonics word work
- Basic comprehension questioning

AVERAGE LEVEL
Grades 3-4

- Sentence variety
- Adjusted vocabulary
- 2-4 syllable words
- Added contractions
- Phonics word work
- Questioning that goes beyond the text

ADVANCED LEVEL
Grades 5-6

- Combined sentences
- Challenging vocabulary
- Advanced sentence structuring
- Vocabulary word work
- Higher level thinking questions

Copyright: Out of This World Literacy (Jen Bengel)

How to Differentiate Within the Levels:

Don't skip this key step to ensure small group reading success!

BEFORE THE GROUP MEETS…

Decide how you will engage students in step 2, the reading of the text. This is KEY in ensuring reading success. Here's a quick guide to choosing which reading style you will use each time. Always consider the needs of the readers in the group as you decide.

Reading Style:	Description:	Times to Use this Reading Format:
Teacher Read	The teacher reads the text aloud to the small group while they follow along on the student page.	• When the text is too challenging for that group of students to read on their own, even with an introduction. • If time is short and the teacher would like to focus more on the comprehension portion than reading fluency practice.
Silent Read	The students read the text independently after they have heard the introduction and gone over the key vocabulary words. If a student finishes reading before others, that student is instructed to read the passage again until the group is ready to discuss.	• When the text is instructional and can be read successfully after an introduction. • When the text is at the students' independent reading levels. • When the teacher wants to conduct a running record or one-on-one reading time.
Partner Read	Students get together in a chat online or whisper read in person. One student reads the passage, then the other student reads the entire passage. Both students should read aloud the entire passage.	• When the text is instructional and can be read successfully after an introduction. • When asking students to share thinking with a partner. • When the teacher wants to be free to push in and listen to a partnership read together.
Choral Read	Reading aloud in unison with the whole class, in a small group, or with a partner. Use this strategy to build students' confidence, fluency, stamina, and reading motivation.	• When the text is too challenging for that group of students to read on their own, even with an introduction. • Use when there is a variety of readers in the group (some may be able to read the passage independently while others may need more support). • To keep all students in the group engaged and ensure that they read the entire passage. • To build reading stamina, confidence, fluency, and reading motivation.

Copyright: Out of This World Literacy (Jen Bengel)

Reading Style:	Description:	Times to Use this Reading Format:
Echo Read	Teacher reads a short section of text (paragraph or sentence) and the students read it back aloud together. Focus on rereading with the same fluency.	• When the text is too challenging for that group of students to read on their own, even with an introduction. • To practice reading accuracy, fluency, motivation, and confidence. • For a shared reading experience.
Silent Read Prep	Have students read silently before reading aloud to prep for strong reading fluency and expression.	• When the text is just a bit too challenging for that group of students to read on their own without practicing in advance. • To ensure the group is reading successfully. • To provide more than one opportunity to read the text in a small group time.
Rereading	Have students reread a text 2-3 times, focusing on fluency and expression each time.	• When the text is instructional and can be read successfully after an introduction. • When working to build writing stamina and confidence. • When looking to dig deeper below the surface of a text and ensure higher level thinking conversations after reading.

Copyright: Out of This World Literacy (Jen Bengel)

LESSON 1: PROBLEM AND SOLUTION- FICTION

BASIC LEVEL

1. INTRODUCTION: *say to group*

"Today we are going to think about the problems and solutions in the story we're about to read together. Pretty much every story has at least one problem and solution. Author's include problems and solutions in stories for many reasons. They keep the stories interesting. Readers can learn a lot from how characters face problems and solve them. Let's look for some problems and solutions as we read."

TIER 2 WORDS:

Define for students before reading

plopped afraid obey
strict riled stubborn

CHOOSE ONE: *How will the group read the text?*

- ☐ Teacher read
- ☐ Partner read
- ☐ Echo read
- ☐ Rereading
- ☐ Silent read
- ☐ Choral read
- ☐ Silent Re Pre
- ☐ Other:

SAMPLE

2. READ THE T XT

"I do not want to " Kate yelle "vill no My teet re brus them eve day. The dentist was the last place she wanted to be. Yo not mal me o!" K went a **pl ped** in the hair. She d a lump in her throat.

"I know you are **afraid** of t lentis d sa "But th der st is good. he will he keep your teeth clean and smooth. Now let's go. Yo have liste and **o ey**." ad's voi wa **trict**.

Kate was **riled** up! She ross her ms. "I ill n go! she said fast. I hate the taste of the gump in my mouth. I do not have one bad tooth. I use toothpaste every day and night. I am good!" She put her hand in the air. She shook her head.

Kate was **stubborn**. He had to be clever. He took a risk. "I promise I will buy you candy if you go. I may get you another surprise. But no hint until you say yes!" Dad gave Kate a wink.

Kate took a nervous gulp of water. Then she said yes. She was not happy about it, but she did go to the dentist that day.

3. TALK ABOUT THE TEXT:

ask immediately after reading…

1. What are your first thoughts after reading?
2. Describe one more thing you are thinking or wondering.

4. TARGETED SKILL: Problem and Solution

Remind students about problem and solution then ask these questions…

1. What is the main problem in the story?
2. How is the problem solved?
3. How else could the problem have been solved?

5. WORD WORK – Words with the CvCC pattern

Create chart for students and teach. Start with words from the text then invite students to help add more words they know to each list.

-CaCC	-CeCC	-CiCC	-CuCC
last	went	list	just
hand	felt	hint	lump
fast	best	wink	gulp
	help		

6. INDEPENDENT PRACTICE:

instruct students to work on their independent page

LESSON 2: PROBLEM AND SOLUTION– FICTION

AVERAGE LEVEL

1. INTRODUCTION: *say to group*

"Today we are going to think about the problems and solutions in the story we're about to read together. Pretty much every story has at least one problem and solution. Author's include problems and solutions in stories for many reasons. They keep the stories interesting. Readers can learn a lot from how characters face problems and solve them. Let's look for some problems and solutions as we read."

TIER 2 WORDS:

Define for students before reading

heaved seethe
clever bribe

CHOOSE ONE: *How will the group read the text?*

- ☐ Teacher read
- ☐ Partner read
- ☐ Echo read
- ☐ Rereading
- ☐ Silent read
- ☐ Choral read
- ☐ Silent Re Pre
- ☐ Other:

SAMPLE

2. READ THE T XT

"I don't wanna g Kate yelled. fuse! M teeth a fine sh th every da The dentist is a waste of time. You can't make me go!" Ka **eaved** he oo on the ouch. S sa own so ha that she ver planned to get up.

"I know going to the dentis your orite ng in th wor" her dad d. "But s not a waste of time. Visiting the dentist keeps your teet clean d sm oth. ow g up and t in e car. Yo hav a choice." Dad's voice was firm.

Kate began to **seethe**. e w ma "I wil ot g I hate the taste of the gump they use. I don't have one bad tooth. I use toothpaste every day and ght. I am good!"

Kate's dad knew she was stubborn. She was being quite the beast. He had to be **clever**. "If you go, I promise I will buy you whatever candy you want. You can have a candy feast after you are done. The dentist is not going to hurt you, I promise."

The **bribe** of candy made Kate change her mind. She wasn't happy about it, but she made it to the dentist that day.

3. TALK ABOUT THE TEXT:

ask immediately after reading…

1. What are your first thoughts after reading?
2. Describe one more thing you are thinking or wondering.

4. TARGETED SKILL: Problem and Solution

Remind students about problem and solution then ask these questions…

1. What is the main problem in the story?
2. How is the problem solved?
3. How else could the problem have been solved?

5. WORD WORK – Tricky Syllable Letter Clusters

Create chart for students and teach

-eave	-eeth	-ooth	-aste	-east
leave	teeth	tooth	waste	beast
heaved	seethe	smooth	taste	least
			toothpaste	feast

6. INDEPENDENT PRACTICE:

instruct students to work on their independent page

LESSON 3: PROBLEM AND SOLUTION– FICTION

ADVANCED LEVEL

1. INTRODUCTION: *say to group*

"Today we are going to think about the problems and solutions in the story we're about to read together. Pretty much every story has at least one problem and solution. Author's include problems and solutions in stories for many reasons. They keep the stories interesting. Readers can learn a lot from how characters face problems and solve them. Let's look for some problems and solutions as we read."

TIER 2 WORDS:

Define for students before reading

adamantly aversion smolder
loathe headstrong splurge

CHOOSE ONE: *How will the group read the text?*

- ☐ Teacher read
- ☐ Partner read
- ☐ Echo read
- ☐ Rereading
- ☐ Silent read
- ☐ Choral read
- ☐ Silent Re Pre
- ☐ Other:

SAMPLE

2. READ THE T XT

"I don't wanna go Kate yelled a ntly. refuse! y t e fine. brush th daily and the dentist is a waste of time. You can't force me Kate plun d body n the co h w n a force t told her d she was not budging.

"I know you have a strong a sion entist her dad id, ut it's not vaste of e because visiting the dentist keeps your teeth healthy a cavi free. Now up d get in e ca because yo have a choice," he said with an edge.

Kate began to **smolde** ith ger. I will go **loathe** the taste of the gump they use, and I don't have one bad tooth. I use toothpaste religiously ev day and night. I'm good see!?" Kate opened wide and gave her dad a fake toothy smile.

Kate's dad knew she was **headstrong** and recognized that he needed to be clever. "If you go, I promise I'll buy you whatever candy you want, plus **splurge** on your favorite restaurant after you're done. You'll be fine, I promise."

The lure of candy made Kate change her mind. She wasn't happy about it, but she made it to the dentist that day.

3. TALK ABOUT THE TEXT:

ask immediately after reading…

1. What are your first thoughts after reading?
2. Describe one more thing you are thinking or wondering.

4. TARGETED SKILL: Problem and Solution

Remind students about problem and solution then ask these questions…

1. What is the main problem in the story?
2. How is the problem solved?
3. If you had to solve the problem what would you do?

5. WORD WORK – A deeper dive into vocabulary

Ask the students the following questions:

1. What is a rule you *adamantly* refuse to break? Tell me more.
2. What is something you have a strong *aversion* for? Why?
3. What does the author mean by, "*smolder with anger*"?
4. Tell about a time you were being *headstrong*.

6. INDEPENDENT PRACTICE:

instruct students to work on their independent page

LESSON 1

LET'S LEARN ABOUT PROBLEM AND SOLUTION!

Name:

Date:

LISTEN UP!:

Think carefully about what you are about to read. Be ready to share your thinking!

WORDS TO KNOW:

plopped afraid obey strict riled stubborn

LET'S READ!:

"I do not want to go!" Kate yelled. "I will not! My teeth are good. I brush them every day. The dentist was the last place she wanted to be. You can not make me go!" Kate went and **plopped** in the cha She had in her throat.

"I know you are **afraid** of the dentist," er dad s "Bu de ist ood She will keep your teeth clean and smooth. Now let's go. Y nav listen **obey**." w **stri**

Kate was **riled** up! Sh crossed her a s "I will t go! sh aid hate taste of gump in my mouth. I do not have one bad tooth. I use too ste eve d nd ni t. I am ood She put h hand in t air. She shook her head.

Kate was **stubborn**. He had be c er. too risk. " ro e I will bu nd go. I may get you another surprise. But no hint until s es!" ad ga Kat a wink.

Kate took a nervous gulp of water. Then she said yes. She was not happy about it, but she did go to the dentist that day.

SAMPLE

TELL WHAT YOU ARE THINKING!

What are your first thoughts after reading?

Type here:

Describe one more thing you are thinking or wondering.

Type here:

UNDERSTANDING PROBLEM AND SOLUTION:

What is the main problem in the story?

Type here:

How is the problem solved?

Type here:

How else could the problem have been solved?

Type here:

LESSON 1

INDEPENDENT PRACTICE

Name:

Date:

DIRECTIONS!: Spend some time reading your own book. Keep track of how long you read. Share your thinking about the book. Describe the problem and solution in the text. Share your thinking about each. Rate your book.

BOOK DETAILS:

Title:

Genre:

TIME READING:

I read for ____ minutes today.

SAMPLE

TELL WHAT YOU ARE THINKING!

What are your first thoughts after reading?

Type here:

Describe more thinking you are thinking or wondering.

Type here:

UNDERSTANDING PROBLEM AND SOLUTION:

Problem:

Describe the problem

Ways might try to solve this problem:

Solution:

Share how the problem was solved

How the problem was solved in the text:

RATE THE BOOK

I give this book ____ stars because

LESSON 2

LET'S LEARN ABOUT PROBLEM AND SOLUTION!

Name:

Date:

LISTEN UP!:

Think carefully about what you are about to read. Be ready to share your thinking!

WORDS TO KNOW:

heaved seethe clever bribe

LET'S READ!:

"I don't wanna go!" Kate yelled. "I refuse! My teeth are fine. I brush them every day. The dentist is a waste of time. You can't make me go!" Kate **heaved** her body on the couch. She sat down so hard t[illegible]t she nev[illegible]ed to get up.

"I know going to the dentist is your le[illegible] favorite [illegible]g in wo[illegible]," [illegible] dad [illegible]id. "But [illegible]is not a waste of time. Visiting the dentist keeps your tee[illegible] clea[illegible]nd sm[illegible] Now [illegible]t [illegible]et i[illegible]the [illegible]. Y[illegible] don't hav[illegible]a choice." Dad's voice was firm.

Kate began to **seethe**[illegible]he was mad! I[illegible]ll not g[illegible]! I hate[illegible]e ta[illegible] the gu[illegible]p they us[illegible] I don't have one bad tooth. I use toothpaste every day and [illegible] I am[illegible]

Kate's dad knew she w[illegible] stub[illegible]rn. [illegible]e wa[illegible]eing[illegible]uite the [illegible]ast. He had to [illegible]r. [illegible] you go, I promise I will buy you whatever candy you wa[illegible] Y[illegible] can[illegible]ve a c[illegible]dy f[illegible]ast after you are done. The dentist is not going to hurt you, I promise."

The **bribe** of candy made Kate change her mind. She wasn't happy about it, but she made it to the dentist that day.

SAMPLE

TELL WHAT YOU ARE THINKING!

What are your first thoughts after reading?

Type here:

Describe one more thing you are thinking or wondering.

Type here:

UNDERSTANDING PROBLEM AND SOLUTION:

What is the main problem in the story?

Type here:

How is the problem solved?

Type here:

How else could the problem have been solved?

Type here:

LESSON 2

INDEPENDENT PRACTICE

Name:

Date:

DIRECTIONS!: Spend some time reading your own book. Keep track of how long you read. Share your thinking about the book. Describe the problem and solution in the text. Share your thinking about each. Rate your book.

BOOK DETAILS:

Title:

Genre:

TIME READING:

I read for minutes today.

TELL WHAT YOU ARE THINKING!

What are your first thoughts after reading?

Type here:

Describe the moment you are thinking or wondering.

Type here:

UNDERSTANDING PROBLEM AND SOLUTION:

Problem:

Describe the problem

Way to might try to solve this problem:

Solution:

Share how the problem was solved

How the problem was solved in the text:

RATE THE BOOK

I give this book stars because

SAMPLE

LESSON 3

LET'S LEARN ABOUT PROBLEM AND SOLUTION!

Name:

Date:

LISTEN UP!:

Think carefully about what you are about to read. Be ready to share your thinking!

WORDS TO KNOW:

adamantly aversion smolder loathe headstrong splurge

LET'S READ!:

"I don't wanna go!" Kate yelled **adamantly**. "I refuse! My teeth are fine. I brush them daily and the dentist is a waste of time. You can't force me!" Kate plunged her body on the couch with a force that told her dad she was not budging.

"I know you have a strong **aversion** to the dentist, [illegible] dad, but it's not a waste of time because visiting the dentist keeps your teeth healthy and cavity free. Now get up [illegible] because you don't have a choice," he said with an edge.

Kate began to **smolder** with anger. "I will not go! I **loathe** the taste of the gunp they use and I don't have one bad tooth. I use toothpaste religiously everyday and [illegible] I'm good see!?" Kate opened wide and gave her dad a fake toothy smile.

Kate's dad knew she was **headstrong** and recognized that he needed to be clever. "If you go, I promise I'll buy you whatever candy you want, plus **splurge** at your favorite restaurant after you're done. You'll be fine, I promise."

The lure of candy made Kate change her mind. She wasn't happy about it, but she made it to the dentist that day.

SAMPLE

TELL WHAT YOU ARE THINKING!

What are your first thoughts after reading?

Type here:

Describe one more thing you are thinking or wondering.

Type here:

UNDERSTANDING PROBLEM AND SOLUTION:

What is the main problem in the story?

Type here:

How is the problem solved?

Type here:

If you had to solve the problem what would you do?

Type here:

LESSON 3

INDEPENDENT PRACTICE

Name:

Date:

DIRECTIONS!: Spend some time reading your own book. Keep track of how long you read. Share your thinking about the book. Describe the problem and solution in the text. Share your thinking about each. Rate your book.

BOOK DETAILS:

Title:

Genre:

TIME READING:

I read for minutes today.

SAMPLE

TELL WHAT YO A THI NG!

What are your first thoughts after reading?

Type here:

Des e mo ng yo are hink g or w der g.

Type here:

UNDERSTANDING PROBLEM AND SOLUTION:

Problem:

Describe the problem

Ways might try to solve this problem:

Solution:

Share how the problem was solved

How the problem was solved in the text:

RATE THE BOOK

I give this book stars because