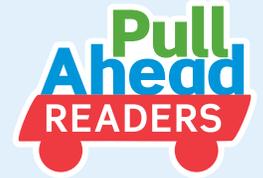


# Pull Ahead Readers Teaching Guide



## Common Core Reading Standards

### Literature

CCSS.ELA-LITERACY.RL.K.3

CCSS.ELA-LITERACY.RL.K.6

### Informational Text

CCSS.ELA-LITERACY.RI.K.5

CCSS.ELA-LITERACY.RI.K.7

CCSS.ELA-LITERACY.RI.K.9

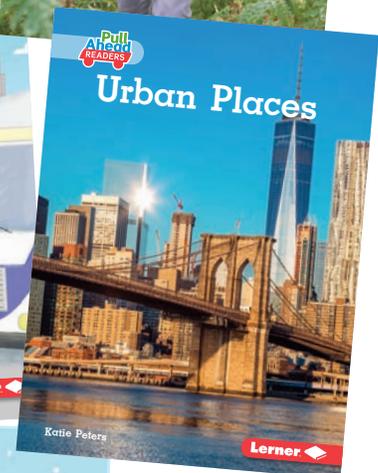
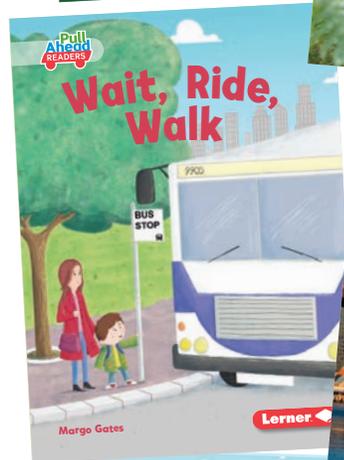
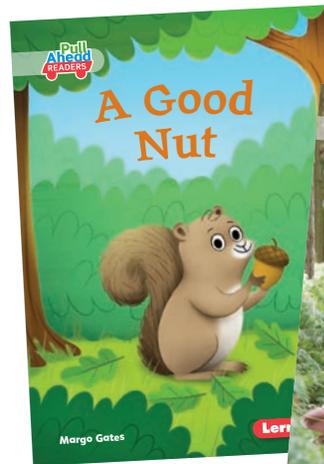
### Foundational Skills

CCSS.ELA-LITERACY.RF.K.1.D

CCSS.ELA-LITERACY.RF.K.2.B

CCSS.ELA-LITERACY.RF.K.2.D

For a digital version of this guide, see  
[qrs.lernerbooks.com/PullAheadReaders](https://qrs.lernerbooks.com/PullAheadReaders).



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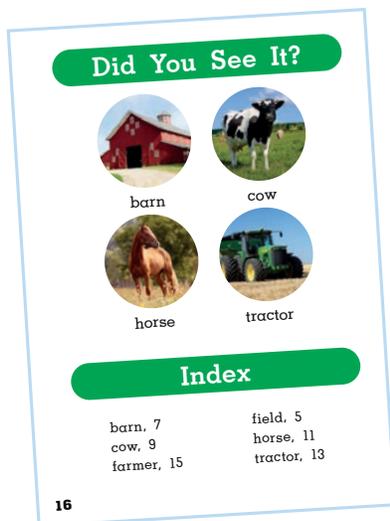
# Introduction to Pull Ahead Readers

Pull Ahead Readers are specifically designed for beginning readers by a dedicated team of authors, editors, and guided reading literacy experts. The books present core early learning topics using paired fiction and nonfiction titles that are carefully crafted to be between GRL A and D. When used in conjunction with the Pull Ahead Readers Teaching Guide, these accessible and engaging titles help ensure success for early readers.

## Created with GRL Consultants and Certified Literacy Specialists Diane Craig and Monica Marx

Diane Craig and Monica Marx are experienced literacy coaches, reading specialists, and Reading Recovery teachers. Both have worked in early education for forty years.

Expertly leveled text

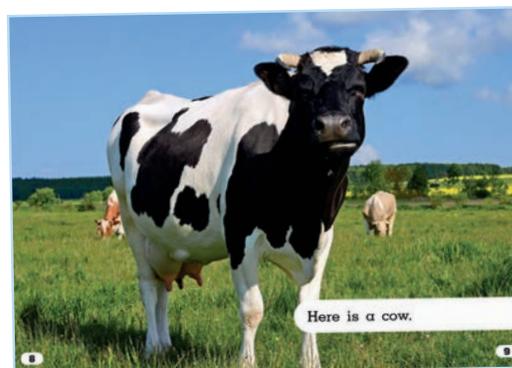


Picture Glossary and Index



Consistent text placement

Font ideal for emerging readers



Strong image-text match

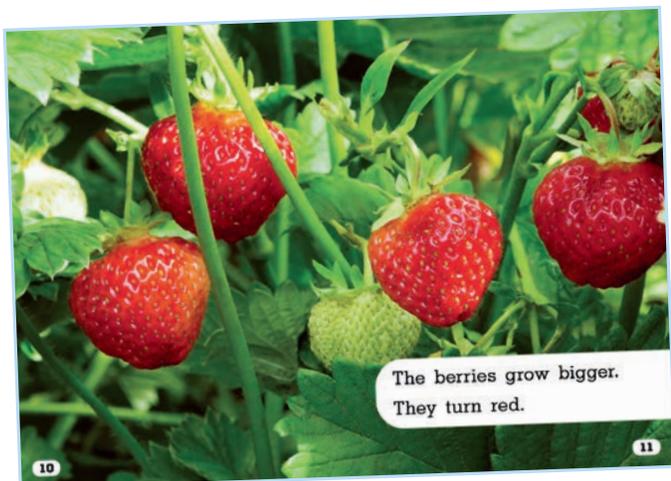
## Pairing Fiction and Nonfiction

By pairing fiction and nonfiction texts, educators benefit from a wide range of learning opportunities. Using the paired text approach, teachers can:

- Engage different kinds of learners
- Make topics like science and history more approachable
- Help students connect a topic or theme to their own lives
- Facilitate deeper, more meaningful reflection on a topic
- Help students develop critical thinking and analytical skills while building empathy

Educators can implement paired texts in a variety of ways, including:

- Facilitating partnered read-alouds
- Comparing and contrasting to help emerging readers differentiate fiction and nonfiction
- Using nonfiction to provide context for the motivations and actions of characters in fiction



“Reading nonfiction can help students better understand the psychological setting—why characters may be considering or thinking about things the way that they are. We are building their empathy muscles.”

| Lisa Romano, vice principal at  
| Montgomery Lower Middle School, New Jersey

# Who, Where, What?

Help students identify characters, settings, and events in a story.

## What You Need

- Pull Ahead Readers fiction books that feature one or more named characters
- Who, Where, What? response sheet on page 5 for each student or group

## Learning Goal

- Identify the characters, settings, and events in a story

## Talk about It

Introduce students to the terms *character*, *setting*, and *event*.

**character:** who the book is about

**setting:** where the book takes place

**event:** what happens in the story

Ask students to listen for the characters, settings, and events in the story as you read it aloud.

## Think about It

Ask students to name the character(s) they saw in the story. If they need prompting, revisit relevant pages of the book. Follow the same process to help students recount the setting(s) and events of the story.

Point out to students that the story included several events.

**Ask:** *Which event do you think was most important? Why?*

## Try It

1. Give each student a Pull Ahead Readers fiction book to read. You can also place students in groups of two or three and give each group one book to share.
2. Give each student or group a copy of the Who, Where, What? response sheet. Ask them to read their Pull Ahead Reader book and fill out the response sheet.

# Who, Where, What?

Read your book. Then fill in the blanks below!

Student name(s): \_\_\_\_\_

Title of book: \_\_\_\_\_

Who is the book about? List all the **characters** in the book.

\_\_\_\_\_

Where does the book take place? List all the **settings** in the book.

\_\_\_\_\_

\_\_\_\_\_

What happens in the book? List all the **events** in the book.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Two Books, One Topic

Introduce readers to some differences between fiction and nonfiction texts.

## What You Need

- Corresponding fiction and nonfiction Pull Ahead Readers

## Learning Goals

- Identify differences between fiction and nonfiction texts
- Understand the role of each type of book in exploring a topic

## Talk about It

Present to students the fiction text first.

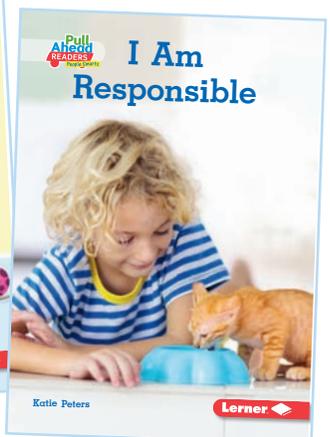
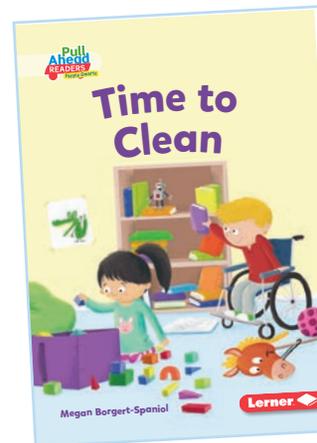
**Say:** *We are going to read a book called [title.] It is a story about [summary.] Let's find out what happens in the story.*

After reading, make the connection between the topic of the fiction book you just read and the topic of the nonfiction book you are about to read.

**Say:** *Let's learn more about [topic] with this book. The title of this book is [title]. It is about [summary].*

## Tip for Teachers

At first, do this lesson with texts about a more concrete topic, like winter or lightning. After students become more familiar with the complementary roles of fiction and nonfiction, move on to topics about more abstract ideas, like being responsible or working together.



## Think about It

Hold up both books for students to observe.

**Say:** *Both of these books are about [topic]. How are these books different from each other?*

Prompt students to notice the differences between the fiction and nonfiction texts, starting with the visual differences (illustrations versus photos).

Point out that the fiction text is a story with characters, settings, and events. The nonfiction text is a book of facts that we can learn.

Let students practice distinguishing the fiction and nonfiction books by showing them a few other examples of paired texts.

**Say:** *These two books are also about the same topic. The title of this book is [fiction title]. The title of this book is [nonfiction title].*

**Ask:** *Which do you think is a story with characters, settings, and events? Which do you think is a book of facts we can learn about [topic]?*

## Try It

1. Select enough paired Pull Ahead Reader titles to distribute one to each student. Make sure every distributed fiction book has a nonfiction counterpart in the group (if you have an odd number of students, you can participate in the activity).
2. Mix up the titles and pass them out at random. Then give students time to page through their books.
3. Once students know what their books are about, ask them to find the person who has the corresponding book. Those who have fiction books will be looking for someone with a nonfiction book. Those with a nonfiction book will be looking for someone with a fiction book. Students should ask one another what their books are about to determine if they are a match.
4. Once students have found their counterparts, have them read their books aloud in their matched pairs.

# Words and Pictures

Discuss how authors and illustrators work together to create a story.

## What You Need

- Pull Ahead Readers fiction book

## Learning Goal

- Understand the roles of authors and illustrators

## Talk about It

Introduce students to the terms *author* and *illustrator*.

**author:** the person who wrote the words in a book

**illustrator:** the person who drew the pictures in a book

**Say:** *The author and illustrator work together to tell a story.*

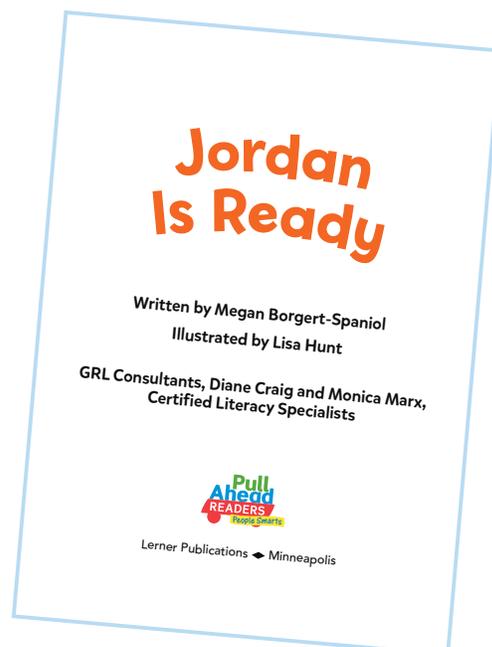
Present the Pull Ahead Readers book you will read to students. Point to the title on the front cover as you read it.

Turn to the title page. Point to and read aloud the “Written by” and “Illustrated by” credits.

Read the book aloud, taking time to display the illustration on each page.

## Tip for Teachers

Make a social-emotional (SEL) connection to this lesson by pointing out to students that authors and illustrators use their different skills to make stories together. Ask students if they can think of a time when they worked with someone else to make something.



## Think about It

Ask students to share a favorite part of the story. Go to those pages and look at them together.

**Say:** *The text on this page says, [read the text on the page or spread aloud].*

**Ask:** *Does the illustration match the text? What does the illustration show?*

Point out to students that illustrators often add details to pictures.

**Say:** *Details are small parts of the picture that help bring the scene to life. For example, an illustrator might draw a bird in a tree or a bug on a leaf, even if the text does not mention these things.*

**Ask:** *What details do you see in the illustration that are not in the text?*



## Try It

1. Give each student a sheet of paper. Tell them they are going to practice being authors and illustrators.
2. Ask students to come up with their own story character. Have them write a sentence about this character at the top of their paper.
3. Place students into pairs. Have students trade papers with their partner.
4. Ask students to draw an illustration to go with the sentence their partner wrote.
5. Have students take turns sharing their creations as authors and illustrators.

# Parts of a Book

Teach budding readers the different parts of a book and the purposes they serve.

## What You Need

- Pull Ahead Readers nonfiction and fiction books from the same series

## Learning Goals

- Identify the different elements of a book and why they are useful to a reader
- Understand what it means when different books belong to the same series

## Talk about It

Present to students a nonfiction Pull Ahead Readers book. Point to the front cover and ask students what the front cover tells them about the book. If they need prompting, point specifically to the title, cover photo, and author name.

Open the book to the title page. Point out the title and author on this page.

**Say:** *The title page comes right after the front cover. The title page repeats the book's title and the name of the author. Often, it also gives additional information about who worked on the book.*

Turn to the table of contents.

**Say:** *This is the table of contents. This page lists the different sections of the book and where we can find them.*

Go through the items in the table of contents, and turn to the correct pages to demonstrate where each item is within the book. **Say:**

- *The first line says the name of the book. It tells us that the main story of the book starts on page 4.*
- *The second line says 'Did You See It?' This part of the book is on page 16. It shows us some things that appeared in the main story.*
- *The third line says 'Index.' This part of the book is also on page 16. It lists some words that appeared in the book and the pages they were on. For example, this index tells us that the word [term] appears on [page number(s)].*

**Say:** Now that we've looked at the table of contents and we know what's in the book, let's read the main story.

When you are done reading the book, show students the back cover. Point out the three different headers on the back cover: the series name, Nonfiction Titles in This Series, and Fiction Titles in This Series.

**Say:** The back cover shows us that this book is part of a series. A series is a group of books that have something in common. For example, all the books might be about the same characters, or all the books might be about the same subject. This top section tells us what this book series is about. It says: [read the series description].

The middle section shows us other nonfiction books in this series. The other books in this series are: [list each title as you point to it].

The bottom section shows us that there are also fiction books in this series. These are made-up stories about [the series topic]. The fiction books in this series are: [list each title as you point to it].

## Think about It

Tell students that next, you are going to read one of the fiction stories about [series topic]. If you have all the fiction books in the series available, let students weigh in on which they would like to read based on the titles listed on the back cover of the nonfiction book.

Before reading the fiction book, ask individual students to find different elements of the book. For example, ask one student to point out the table of contents; ask another student to point out where all the titles in the series is listed; and so on.

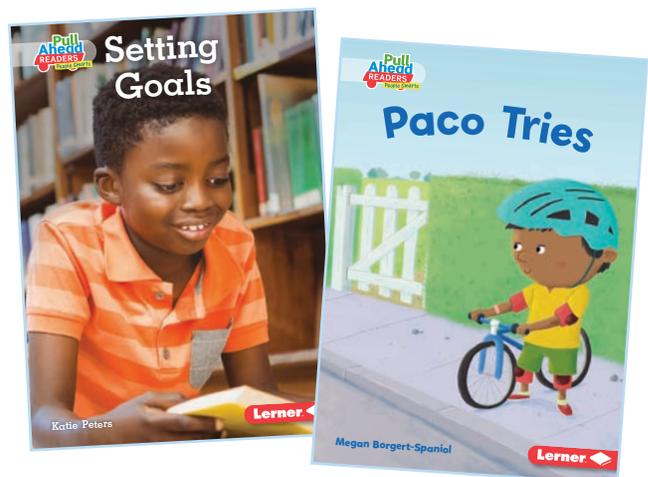
Point out that because the fiction book has illustrations, the title page of the book lists the illustrator in addition to the author.

When you are finished reading the fiction book, have students reflect on the two different books you read. **Ask:**

*How are they different?*

*What do they have in common?*

*Why do they belong to the same series?*



# Upper and Lower

Help students learn the difference between upper- and lowercase letters.

## What You Need

- Dry-erase board and markers
- Pull Ahead Readers fiction books with character names and dialogue (levels C or D)
- Uppercase and Lowercase response sheet on page 13 for each student

## Learning Goals

- Recognize uppercase and lowercase letters of the alphabet
- Identify examples of when uppercase, or capital, letters are used

## Talk about It

Before the lesson, write the letters of the alphabet on the board. Include the uppercase and lowercase of each letter. For example, *Aa Bb Cc Dd*, etc.

Direct students' attention to the alphabet on the board. Tell them it includes both uppercase and lowercase letters. Point to an example of each type of letter as you define it.

**Say:** *Lowercase letters are the small letters. Most of the words we write use lowercase letters. Uppercase letters are the big letters. They are also called capital letters. We use capital letters at the beginning of sentences. We also use capital letters at the beginning of names. Let's read a book with some examples of lowercase and uppercase letters.*

## Think about It

After reading through the Pull Ahead Reader fiction book once, go through the book a second time. Pause on each page and ask students to point out the uppercase letters. For each uppercase letter they point out, ask them why it is capitalized.

## Try It

1. Give each student a copy of the Uppercase and Lowercase response sheet.
2. Go through the first sentence on the response sheet together. Ask students what letter they see (*Aa*). Then have them circle every uppercase *A* in the first sentence. When they have finished, have them underline each lowercase *a* in the sentence.
3. Allow students to complete the rest of the response sheet on their own.

# Uppercase and Lowercase

Circle the uppercase letters. Underline the lowercase letters.

Student name: \_\_\_\_\_

## Aa

"Are you alone?" asked Annie.

## Bb

Ben brings the ball to Bella.

## Dd

Dennis the dog likes to dig.

## Gg

"Grandma won the game," said Gabe.

## Mm

My mom's name is Maria.

## Rr

Ravi ran with Rachel.

# Sound It Out

Help students sound out words by segmenting and blending sounds.

## What You Need

- Pull Ahead Readers book (fiction or nonfiction)
- Dry-erase board and markers
- Sound Boxes response sheet on page 15 for each student

## Tip for Teachers

Examples of three-phoneme words include *can*, *like*, and *look*. Single sounds represented by two letters, such as *th* in *this* or *sh* in *shut*, should be written as one phoneme.

## Learning Goal

- Practice segmenting and blending sounds in three-phoneme words

## Talk about It

Read aloud the title of the book. Choose a simple and familiar word from the title and say it aloud. Then ask students what letter they think the word starts with. For example, say, "I see the word *sun* in the title. *Sun*. What letter is at the beginning of the word *sun*?"

## Think about It

Choose a three-phoneme (consonant-vowel-consonant; for example, *can*) word from the book. Write the word on the dry-erase board. Ask students to repeat the word after you. Then say the word one or two times.

Ask students what sound they hear at the beginning of the word. Write that phoneme on the board. Ask students what sound they hear in the middle of the word. Write that phoneme on the board next to the first one. Ask students what sound they hear at the end of the word. Write that phoneme on the board next to the previous one.

Together, say aloud the three phonemes. Then blend the sounds into the word. For example, say together: /c/ /a/ /n/: *can*.

## Try It

1. Give each student a copy of the Sound Boxes response sheet.
2. Say each word together, repeating the steps above to segment the word into sounds.
3. Write the sounds on the board. Have students write the sounds on their response sheets.

# Sound Boxes

Say each word below. Write the sounds in the boxes below each word.

Student name: \_\_\_\_\_

1. can

--	--	--

6. make

--	--	--

2. sun

--	--	--

7. pick

--	--	--

3. ball

--	--	--

8. hop

--	--	--

4. look

--	--	--

9. bed

--	--	--

5. bug

--	--	--

10. have

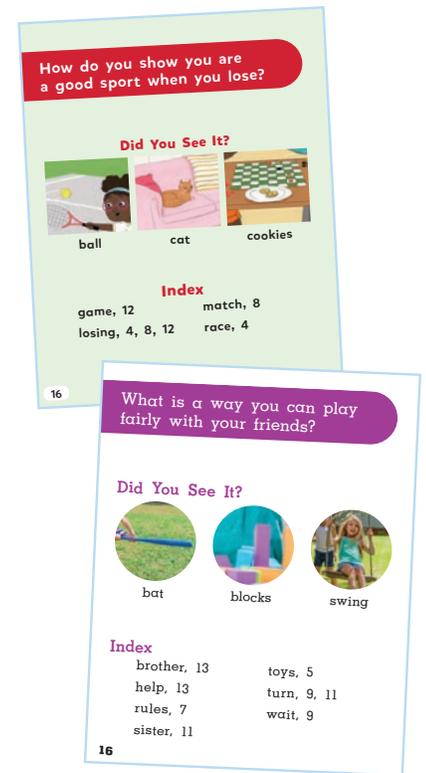
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**Pull Ahead Readers People Smarts** are Pull Ahead Readers that integrate early literacy and social-emotional learning (SEL). The books explore key SEL themes in friendly, accessible text. The last page of each book includes a reader-facing question to prompt reflection on students' own feelings, relationships, and experiences.

## SEL Connections

Books in Pull Ahead Readers People Smarts help beginning readers develop core competencies in SEL topics such as:

- Behavior and emotions
- Self-control
- Responsibility
- Empathy and compassion
- Healthy relationships



## Tips for incorporating SEL into lessons using Pull Ahead Readers

- Ask readers to share their favorite part of a book you just read and why they liked it.
- When reading a fiction book, ask students how they think the main character is feeling at various points in the story. Or, ask students why they think the main character behaved the way they did.
- Prompt readers to reflect on their own experiences with the book's topic or theme. For example, say, "Can you think of a time when you set a goal?" or "Can you think of a time when you lost a game?" Allow students to share their experiences and ask follow-up questions, such as "How did you feel?"
- Put students into pairs and have them discuss what a book was about with their partner. Think of activities related to the book's topic that students could work on together.

*For more on Pull Ahead Readers and Pull Ahead Readers People Smarts, visit [Lernerbooks.com](http://Lernerbooks.com).*