



# Community Helpers: Firefighters

## Guided Reading: F

**Grades:** 3-8 **Anchor Standard:** CCSS.ELA-LITERACY.CCRA.R.6

### Teaching Focus

Identify the author's purpose. Analyze the point of view of the author and develop a personal point of view while reading to promote comprehension.

## BEFORE READING

### Build background

- Explain that firefighters help people in their communities. Define firefighters as professionals who answer emergency calls, rescue people and put out fires.

### Elicit prior knowledge

- Prompt students to brainstorm things they know about the work firefighters do. Create a content chart with students' ideas.

### Preview the book

- Introduce Community Helpers: Firefighters.
- Ask students to look through the book's photographs and predict the author's purpose.
- Confirm that the author wrote this text to inform readers about firefighters.
- Teach students that predicting the purpose of a text can support comprehension while reading.

### Set a purpose for reading

- Tell students they will read to learn about firefighters.
- Advise students to consider the author's purpose as they read.

## READ THE TEXT

Monitor independent reading of the text, reinforcing decoding strategies as needed.

Direct students to analyze the author's point of view as they read.

## DISCUSS THE TEXT

**Reference the text to discuss firefighters. Record new ideas on the content chart.**

### Instruct students to

- Elaborate on the author's purpose after reading.
- Explain why the author uses the words alert, brave, and caring to describe firefighters.
- Discuss how the book would change if it were written from a firefighter's point of view.

**Praise students for analyzing the author's purpose in this text.**

**Remind students to consider the author's purpose and point of view during future reading to promote comprehension.**

## EXTEND

### Speaking and listening

Using the content chart or text as a reference, students orally discuss how firefighters help people in their communities. Student discussions should include personal points of view.

### Writing

Students use information from the text, content chart, or sources listed in the *To Learn More* section [p.23] to complete student response sheet: *Firefighters*.

Name \_\_\_\_\_

**FIREFIGHTERS**

Show what you know about firefighters in the boxes on the left.  
Tell how you know on the lines to the right.

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