

GUIDED READERS

LEXILE
3rd

Grade

Parts of Stories Name: _____ Date: _____

Story Structure

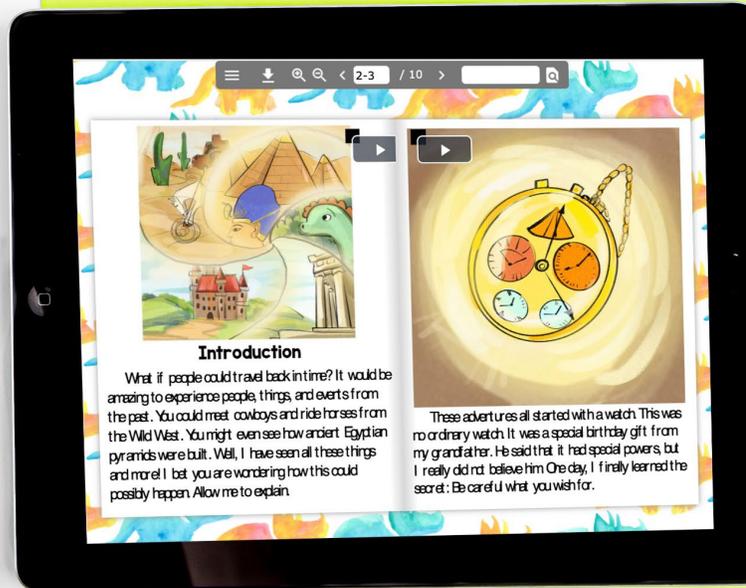
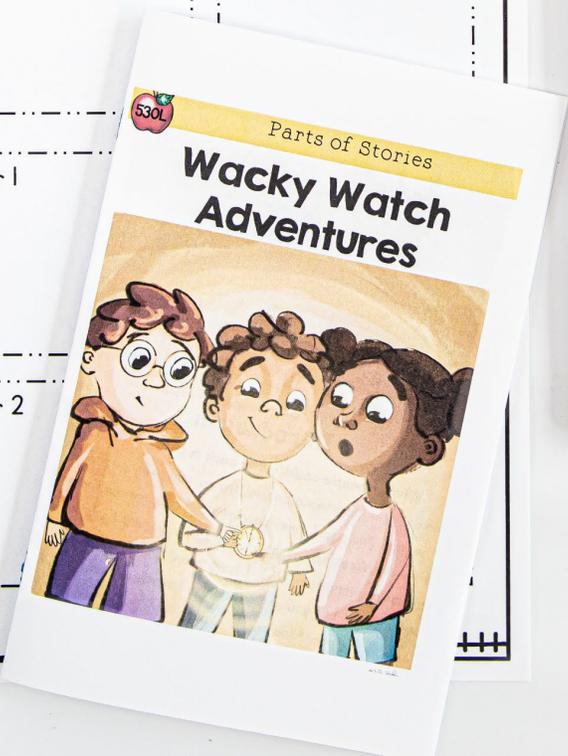
Chapter Book

Main Character/s	Important Setting/s
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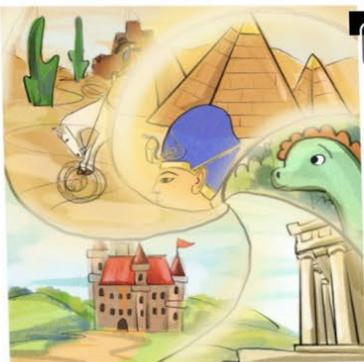
Chapter 1

Chapter 2

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parts of stories



Introduction

What if people could travel back in time? It would be amazing to experience people, things, and events from the past. You could meet cowboys and ride horses from the Wild West. You might even see how ancient Egyptian pyramids were built. Well, I have seen all these things and more! But you are wondering how this could possibly happen. Allow me to explain.



These adventures all started with a watch. This was no ordinary watch. It was a special birthday gift from my grandfather. He said that it had special powers, but I really didn't believe him. One day, I finally learned the secret: Be careful what you wish for.



Parts of Stories

Name: _____ Date: _____

Story Structure

Chapter Book

Main Character/s

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Chapter 1

Chapter 2



Parts of Stories

Wacky Watch Adventures



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ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."





Overview of How to Teach Guided Reading

Gone are the days of Round Robin reading. Research shows the best way to conduct guided reading is by assigning small chunks of text for students to read silently, with you by their side for guidance.

What the Teacher does:

- Introduces the text
- Models effective pre-, during, and post-reading
- Teaches vocabulary, both through preteaching and context clues
- Assigns small chunks of reading to students (while they sit with their small group)
- Listens to students read aloud one at a time to the teacher to guide student fluency and engagement
- Asks comprehension questions
- Guides retellings
- Guides activities for a focus skill

What the Students Do:

- Engage in discussions with the teacher and groupmates
- Practice reading small chunks of text silently and aloud to the teacher
- Answer questions (typically orally)
- Practice key skills independently
- Practice rereading to improve fluency and comprehension

How to Use the Small Group Lesson Plan

Each week focuses on one book. The main focus of guided reading should be general reading comprehension. Each lesson is designed to last approximately 15 minutes.

- Mondays: Prereading activities
- Tuesdays-Wednesdays: Reading the text in chunks.
- Thursdays: Rereading and retelling
- Fridays: Assessment and skill focus

Notes Section: This is designed so you can jot observational notes about a specific student's progress right on the lesson plan.

Running Record Form: Each week, conduct a running record for each student. This will help ensure students are grouped properly and track student fluency.



READING SMALL GROUP PLANS

Week of: _____

Students:

Focus Skill:

Standard:

Book:

MON.

Pre-Reading

Build Schema: What do you think this story is about? What helped you make this prediction?

Example: I think this story is about a kid with a special watch. It has some kids holding a watch on the cover and it says "adventure" in the title, so maybe they go on adventures.

- Picture Walk
- Oral Predictions
- Review vocabulary in glossary. As you review each word, have students find the words on the page.

NOTES:

TUES.

During Reading

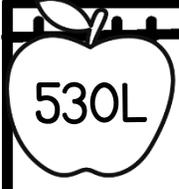
Students read pages 2-4 quietly. As students read in their heads, rotate through students to have them read aloud to you. After everyone has read, ask:

1. Who is the main character? (Jamie)
2. What do we know about him? (He is at the museum with his class, but he is more interested in the watch his grandpa gave him.)
3. What is the problem in the story? (Jamey is paying too much attention to his watch and his teacher wants him to look at the exhibit.)

Students read page 5 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

1. What does Jamey wish for? Why is this important? (He wishes to see real dinosaurs. It's important because on page 3 it says the secret of the watch is to be careful what you wish for.)
2. Let's retell what has happened in this story so far. (Have students volunteer to tell events. In the beginning, Jamey tells about the special watch he gets from his grandfather. Then he goes to the museum to see the dinosaur exhibit with his class. He cares more about his watch and joking with his classmates than the dinosaurs. His teacher is frustrated with him.)

NOTES:



Wacky Watch Adventures

Introduction

What if people could travel back in time? It would be amazing to experience people, things, and events from the past. You could meet cowboys and ride horses from the Wild West. You might even see how ancient Egyptian pyramids were built. Well, I have seen all these things and more! I bet you are wondering how this could possibly happen. Allow me to explain.

These adventures all started with a watch. This was no ordinary watch. It was a special birthday gift from my grandfather. He said that it had special powers, but I really did not believe him. One day, I finally learned the secret: Be careful what you wish for.

Chapter 1: Dinosaur Daze

It was a normal school day in the middle of October. My class went on a trip to the neighborhood history museum. Mrs. Gomez was talking about the dinosaur exhibit, although I was not listening.

FLUENCY SCORE

FLUENCY SCORE						
	Total Words	-	Errors	=	Words Per Minute (WPM)	Accuracy % (WPM + Words Read) X 100
1 st Read						

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression



Wacky Watch Adventures

Introduction

What if people could travel back in time? It would be amazing to experience people, things, and events from the past. You could meet cowboys and ride horses from the Wild West. You might even see how **ancient** Egyptian pyramids were built. Well, I have seen all these things and more! I bet you are wondering how this could possibly happen. Allow me to explain.

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Chapter 1: Dinosaur Daze

It was a normal school day in the middle of October. My class went on a trip to the neighborhood history museum. Mrs. Gomez was talking about the dinosaur **exhibit**, although I was not listening. I was too busy staring at my new watch. It was shiny and golden, and it had lots of tiny buttons and sparkly lights.

“Jamie,” Mrs. Gomez said to me, “are you fiddling with that watch again? There will be a quiz about dinosaurs tomorrow. I think you should really pay attention.”

“I don’t see any dinosaurs around here,” I replied. “These are just old bones.”

Tara and Mike chuckled under their breath. They are my best friends, so they always laugh at my jokes.

“I wish we could see *real* dinosaurs,” I sighed.

“They are not just your average bones. These are important **artifacts**. Now let’s go view the next exhibit. It’s right over there,” said Mrs. Gomez as she pointed at a large stegosaurus skeleton.

We all started to walk away. Suddenly, I heard a strange ticking noise. Then, I saw odd little flashing lights. It was coming from my watch! The lights got brighter and brighter.

“That sure is a wacky watch,” said Mike. “Let me see if I can help you fix it.”

“I’ll try to help too,” said Tara.

The three of us desperately pressed buttons until we heard a loud ZAP! A white beam of light exploded from my watch. It was so bright, I could not see a thing. Everything in the room seemed to disappear.

Chapter 2: A Strange Land

I looked around nervously and cried out, “Mrs. Gomez?”

“Where did everyone go?” asked Mike.

“Hello? Is anybody here?” Tara’s voice echoed loudly.

Suddenly, the bright light faded and there was no one in sight.



“Let’s go search for our class outside,” I said. “Maybe everyone ran back to the bus.”

We **shuffled** out the museum door, but our class was nowhere to be found. In fact, there were no people outside at all. There were no cars either, just lots of **gigantic** trees.

“Where in the world are we?” asked Tara. “What happened to our class?”

“I know,” said Mike. “They’re just trying to trick us. I think everyone is hiding behind that huge rock.”

We tiptoed over to the rock. It was an odd-looking rock, and it had lots of blue speckles on it. This rock wasn’t shaped much like a rock either. It was almost round like—

“It’s a humongous egg!” shouted Tara.

The egg started to shake and the ground rumbled. A long crack started to form across the egg. All of a sudden, a long, scaly tail popped out from the eggshell.



Directions: Answer the following questions based on the text. Be sure to go back into the text to support your answer.

1. What is the purpose of the introduction? Why do you think the author included this section in the story?

2. What does Chapter 1 reveal about the story characters?

3. Describe the setting in Chapter 1. Use context clues to explain how you know the setting in this chapter.

4. How does the story setting change in chapter 2?

5. Think of a title for Chapter 3. What do you think might happen in this chapter?





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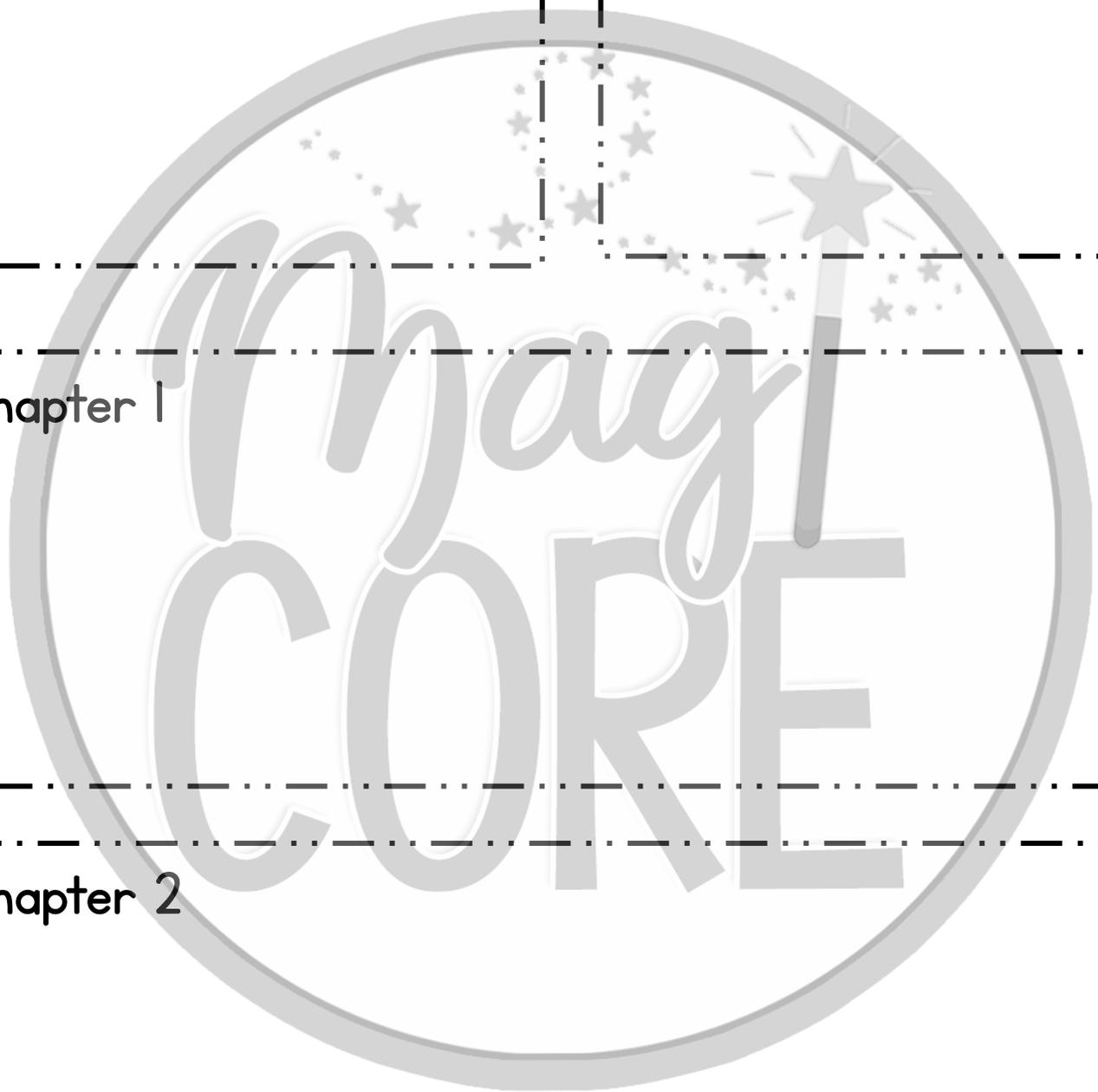
Chapter Book

Main Character/s

Important Setting/s

Chapter 1

Chapter 2



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Good to Go



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