

GUIDED READERS

Printable & Digital

LEXILE

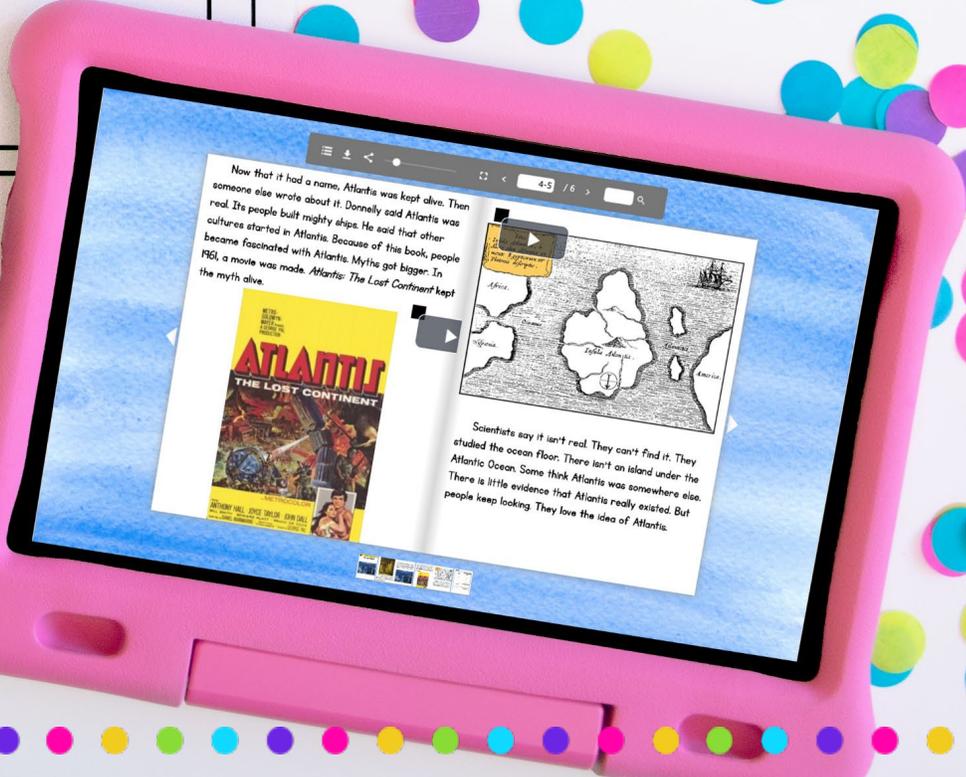
2nd - 3rd
Grade

Making Connections Name: _____ Date: _____

Cause and Effect

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Cause	Effect



making connections

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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 text is about? What helped you make this prediction?

Example: I think this text is about a place underwater. I think this because the cover has an underwater picture on it.

- 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

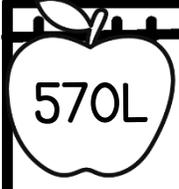
Students read page 2 quietly. As students read in their heads, rotate through students to have them read aloud to you. After everyone has read, ask:

1. What is Atlantis? (An island in the Atlantic Ocean that people believe is not real.)
2. Why do people say it is at the bottom of the ocean? (The gods made it sink as punishment for bad behavior.)

Students read page 3 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

1. What is Plato known for writing? (Stories to explain his ideas about the world.)
2. Why do people think Plato made Atlantis up? (No one else wrote about Atlantis.)

NOTES:



The Lost Island

Atlantis is a famous island from the Atlantic Ocean. No one is sure if Atlantis is real. Most people think it is a myth. The story says that Atlantis sank to the bottom of the ocean. It only took one day. Stories say the gods caused it to sink. This was punishment for acting badly.

The story of Atlantis is very old. Atlantis was first written about by Plato. He wrote thousands of years ago. Plato was known for using stories to explain his ideas about the world and how it works. No one else told stories about Atlantis. So, many people think Plato created Atlantis for his stories. But Plato only called the island the lost continent. Because of Plato's idea, a writer named it in 1602. In 1602, he called it Atlantis.

As a result, Atlantis was kept alive. In 1882, someone else wrote about the island. Donnelly said Atlantis was a real place.

FLUENCY SCORE

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

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression



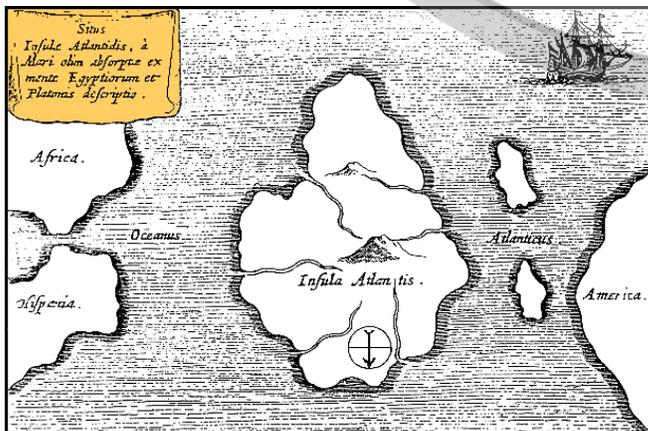
The Lost Island

Atlantis is a famous island from the Atlantic Ocean. No one is sure if Atlantis is real. Most people think it is a **myth**. The story says that Atlantis sank to the bottom of the ocean. It only took one day. Stories say the gods caused it to sink. This was punishment for acting badly.



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As a result, Atlantis was kept alive. In 1882, someone else wrote about the island. Donnelly said Atlantis was a real place. Its people built mighty ships. He also claimed that other **ancient cultures** began in Atlantis. He said the Egyptian and Mayan societies came from Atlantis. Because of Donnelly's book, people became **fascinated** by Atlantis. Myths about Atlantis continued. People said Atlantis had advanced technology. This included airplanes, submarines, and even mystical energy crystals. In 1961, a movie was made about Atlantis. *Atlantis: The Lost Continent* continued to imagine why the continent sank.



But scientists say no island can be found under the Atlantic Ocean. They have studied the rock at the bottom of the ocean. Some people now believe that Plato's Atlantis was actually a story of an island from somewhere else. There is little **evidence** that Atlantis really existed. But people keep searching. People love the idea of the lost island.

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

1. **Where does the myth say Atlantis is located?**

- a. in Greece
- b. in the Atlantic Ocean
- c. on a continent
- d. in Egypt

2. **Read this sentence from the text.**

"Because of Plato's idea, a writer named it..."

What signal word shows cause and effect text structure?

- a. because
- b. idea
- c. writer
- d. named

3. **Three causes are identified in the chart below. Write the effect next to each cause.**

Cause	Effect
Plato describes a lost continent.	
A writer names the lost continent.	
A book is written about Atlantis.	

4. **Which of the following is most likely true about Atlantis?**

- a. It is at the bottom of the Atlantic Ocean.
- b. Plato found proof of the island.
- c. Atlantis has energy crystals.
- d. People are interested in its mystery.

5. **How have ideas about Atlantis changed over time?**



Cause and Effect

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Cause	Effect
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Cause	Effect
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Cause	Effect
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Good to Go



Not O.K.

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