

GUIDED READERS

LEXILE
3rd

Grade

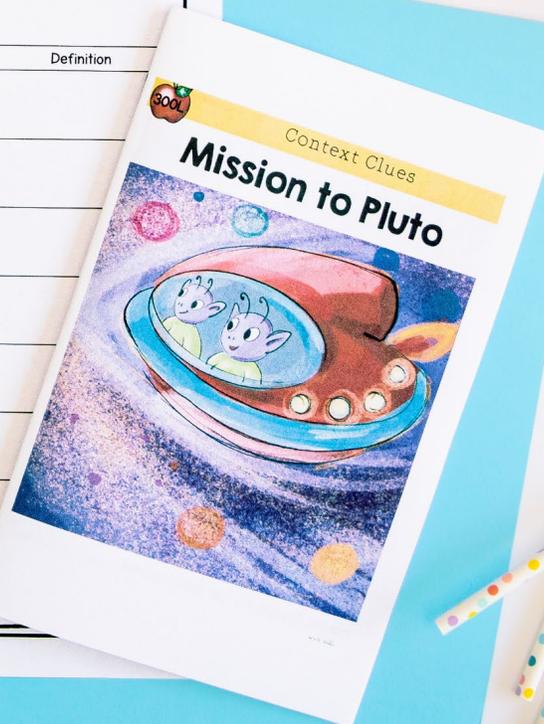


Context Clues Name: _____ Date: _____

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

Context Clues

Word	Clues from the Text	Definition



context clues

ck into the text to

Definition



Context Clues

Mission to Pluto

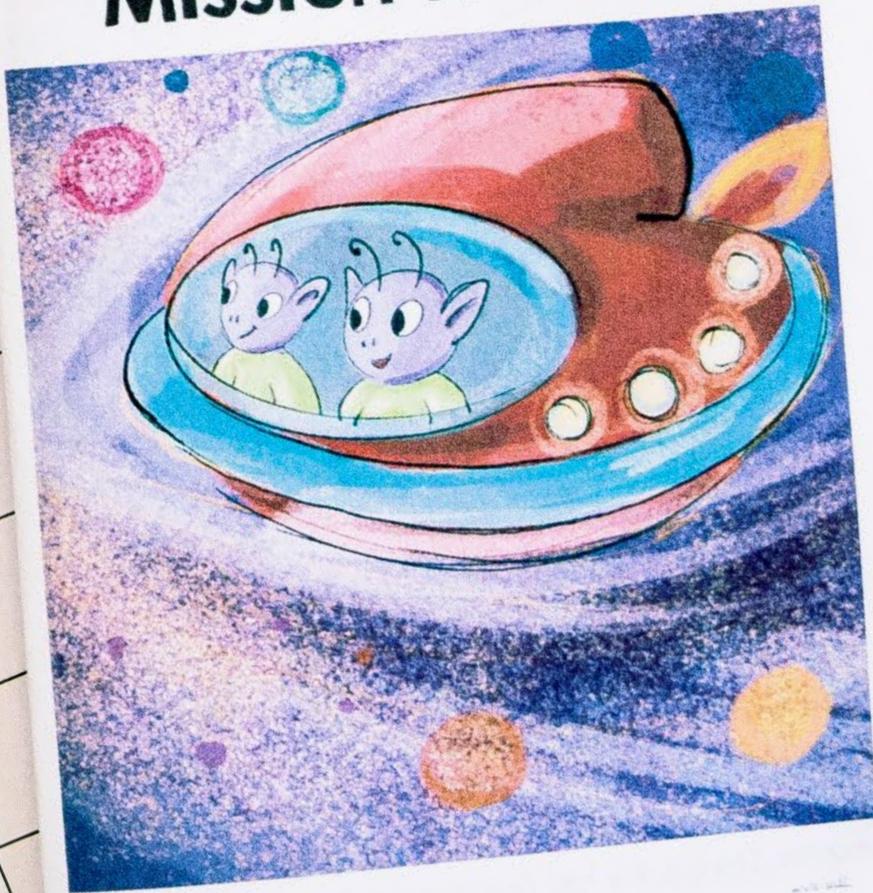


TABLE OF CONTENTS

1. Guided Readers Access Page

- Digital Guided Reader Links
 - 3 levels: 300L, 500L, 700L
- Google Slides Resource Link
- Instructions: How to Access & Print Guided Reader Booklets

2. Guided Reading Overview

3. Small Group Plans

4. Fluency Checks (3 levels)

5. Printer Friendly Passages

- Included to help save paper & ink – use only if needed

6. Comprehension Questions

7. Skill Focused Graphic Organizer



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 aliens going to Pluto. I know this because the cover has a picture of aliens and it has Pluto in the title.

- 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

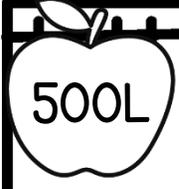
Students read pages 2 quietly. As students read in their heads, rotate through students to have them read aloud to you. After everyone has read, ask:

1. Who are the main characters? (Zorquad and Nupheus)
2. What do we know about them? (They live on Mars and are going on a mission to Pluto.)
3. How are the characters feeling? (They are excited because it says, "they could hardly wait.")

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

1. How are Pluto and Mars different? (Mars is warm and Pluto is very cold.)
2. Let's retell what has happened in this story so far. (Have students volunteer to tell events. In the beginning, Zorquad and Nupheus are getting in their spaceship to travel to Pluto. They are excited for the trip but Zorquad is also feeling nervous.)

NOTES:



Mission to Pluto

Brandon and Keyana sat at the kitchen table brainstorming ideas for the bake sale. It was an important school fundraiser to help buy things for students. This year, they were trying to raise money for new gym uniforms. Brandon and Keyana wanted to think of a special dessert. It had to be something that many people would buy.

“We should bake triple chocolate fudge brownies,” said Brandon. 67

“No, let’s make rainbow cupcakes with sprinkles,” replied Keyana. “Everybody loves sprinkles!” 79

Brandon and Keyana’s mom walked into the kitchen. She heard them talking about sweet treats. “Yum, that sounds tasty,” she said. “But brownies and cupcakes aren’t very healthy. You are what you eat.” 93 109 112

“How about a fruit salad?” said Keyana. “Fruits and vegetables are healthy.” 124

“It’s a bake sale,” Brandon scoffed. “You can’t bake fruit and vegetables.” 136

“I have the best recipe for zucchini bread!” said Mom. “Your grandpa used to bake it for holidays.” 153 154

FLUENCY SCORE

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

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression



DIGITAL FLIPBOOK READERS



Zorquad and Nupheus stepped into the spaceship. They were starting a new mission. It would be a long trip from Mars since Pluto was many miles away. Zorquad and Nupheus could hardly wait. They had planned this for months. The big day had finally arrived.

"I am so excited," said Zorquad. "I wonder what Pluto will be like."

"It's a very cold planet," Nupheus replied. "Don't worry. These thick spacesuits will keep us warm and cozy."

"I sure will miss Mars. It's nice and warm there," Zorquad said in a sad voice. "Mars will always be my home."

"Oh, Zorquad," said Nupheus. "The whole galaxy is our home. There are many planets to choose from."

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ES

Definition



Context Clues

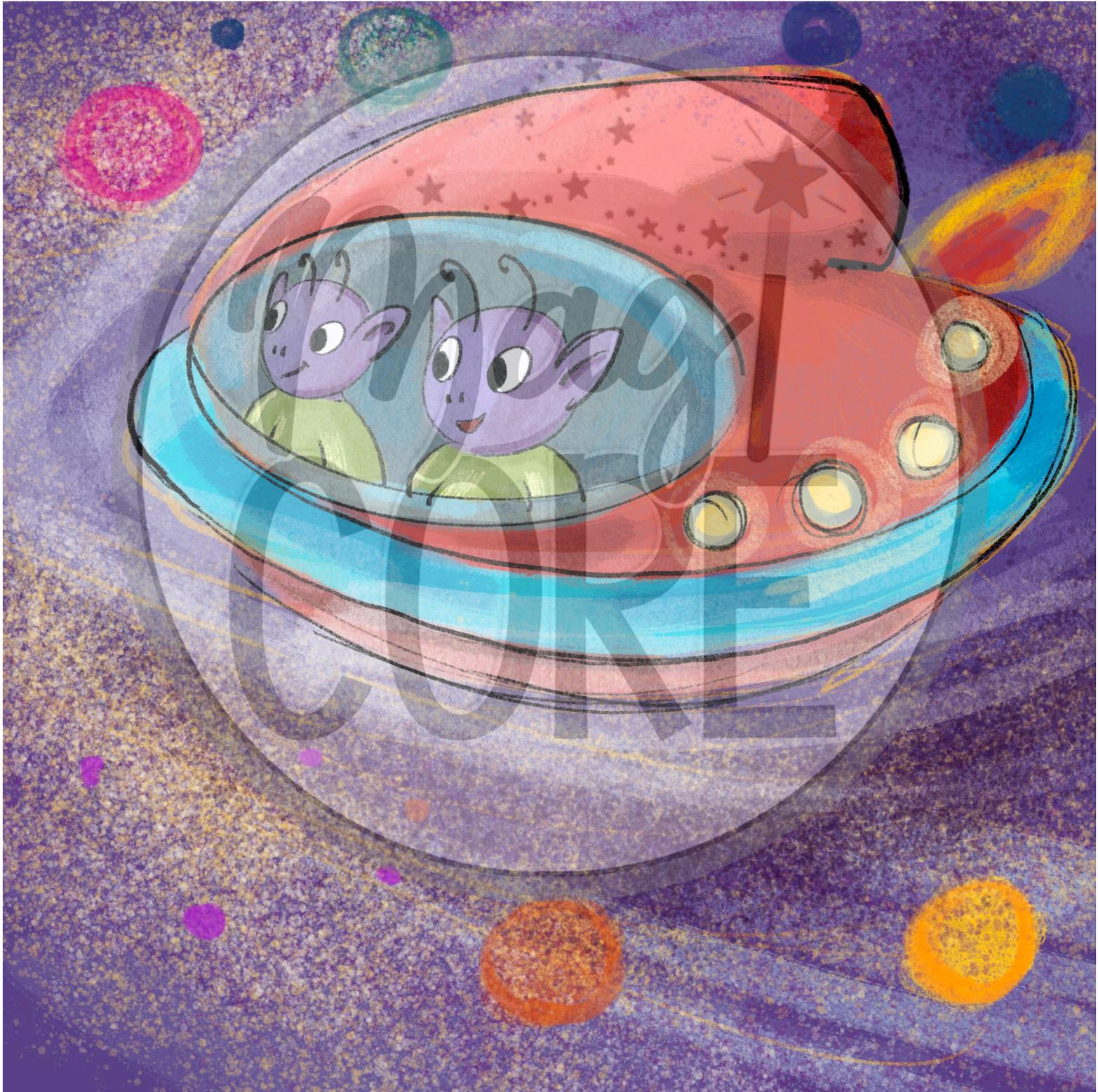
Mission to Pluto

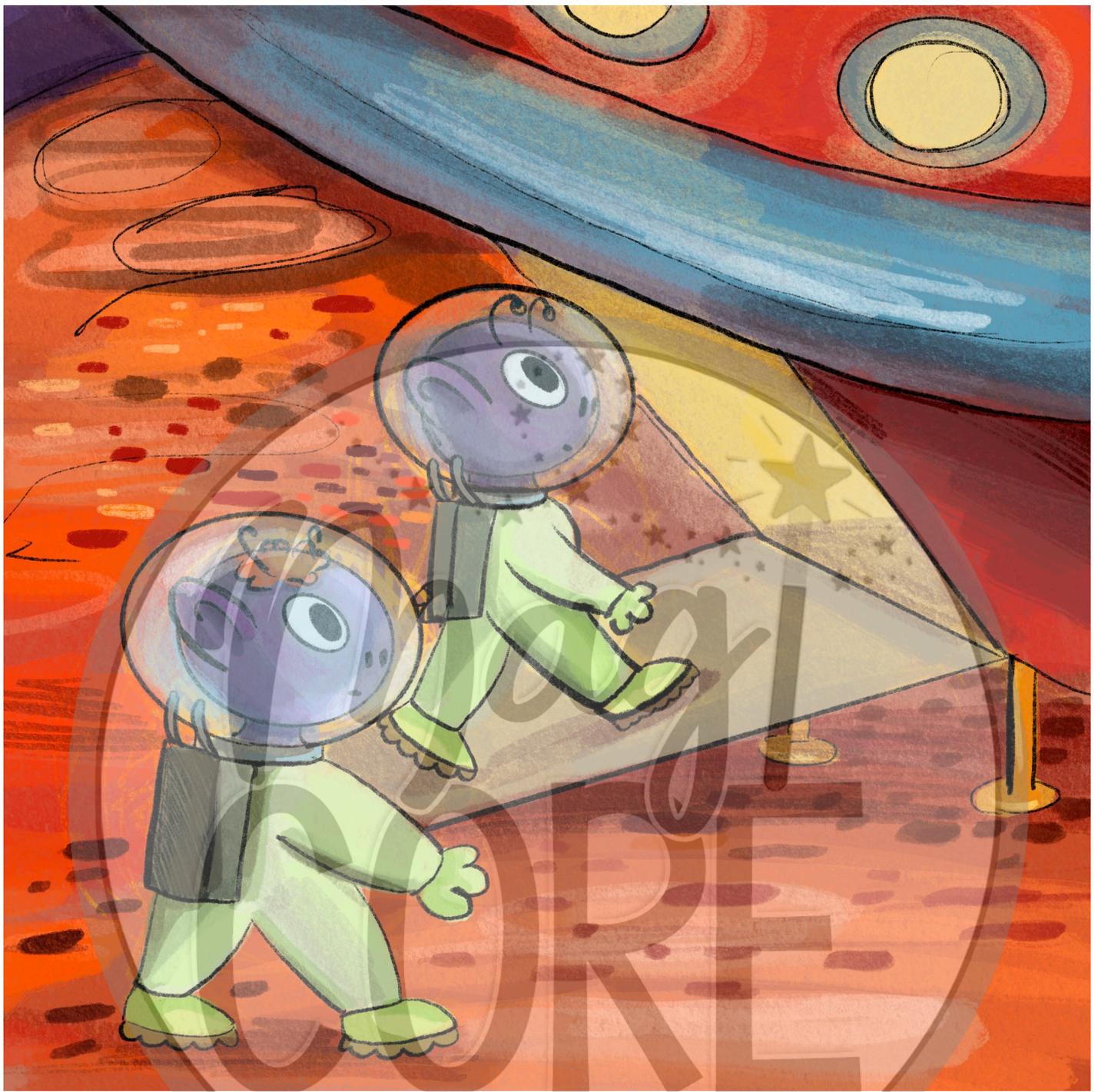


PRINTABLE READERS



Mission to Pluto





Zorquad and Nupheus happily stepped into the spaceship. They were beginning a brand new **mission**. It would be a long trip from Mars since Pluto was many miles away. Zorquad and Nupheus could hardly wait, as they had planned this for months. The big day had finally arrived.

“I am so excited about going to Pluto,” said Zorquad.

“I wonder what living there will be like.”



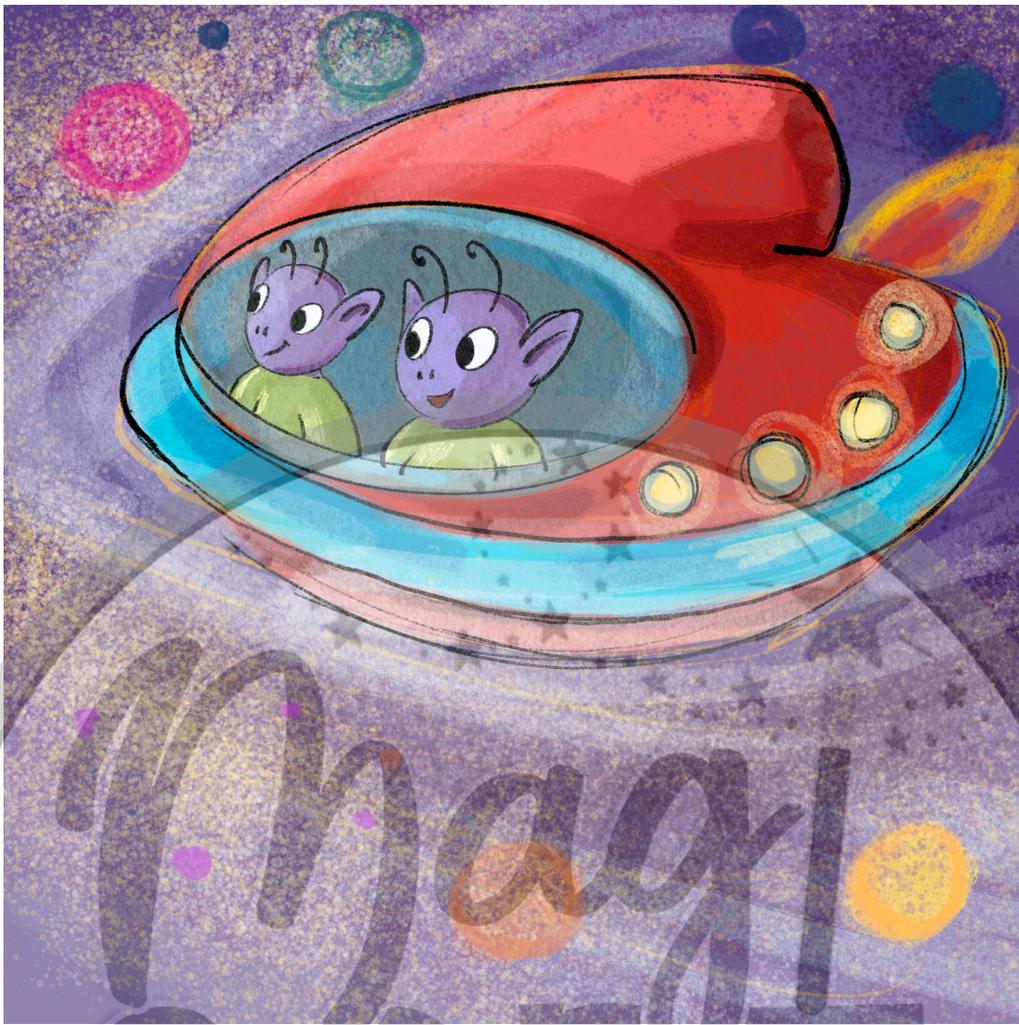
“It’s a very cold planet, but don’t worry,” Nupheus replied. “These thick spacesuits will keep us warm and cozy.”

“I sure will miss Mars. It’s nice and warm there,” Zorquad said in a glum voice. “The planet Mars will always be my home.”

“Oh, Zorquad, the whole galaxy is our home. There are so many planets to choose from.”

Zorquad let out a deep sigh. He really wanted to go to Pluto, but he was born on Mars. He had always lived there. Zorquad began to worry. Would he make new friends on Pluto? What if the weather was too cold? What if he never went back to Mars?





The spaceship soared through the air. Zorquad saw many stars and little, shiny rocks. They twinkled brightly in the dark sky. Zorquad and Nupheus were in **awe**. It was such an amazing sight.

“I’ve never seen so many stars! Look at all the tiny, sparkly stones,” Zorquad shrieked.

“There’s plenty more to see, so hold on! You’re in for a treat,” Nupheus said with a smile.

The two aliens soon landed on Pluto. The long **journey** was finally over. Pluto was white and icy like a snowball in the sky. As Zorquad and Nupheus exited the spaceship, the freezing wind blew all around them. Zorquad looked around and said, "Pluto is much smaller than Mars. It's a lot colder too, but I think I will like it here."

"Now, that's a good spirit!" said Nupheus. "You should never be afraid to try new things."



Glossary

mission	an important task that one is set out to do <i>(page 2)</i>
planet	a large body in outer space that circles the sun or another star <i>(page 3)</i>
spacesuit	special suit worn in space to protect the wearer from extreme heat, cold and loss of oxygen <i>(page 3)</i>
galaxy	a collection of billions of stars and other matter held together by gravity <i>(page 3)</i>
awe	a very strong feeling of wonder mixed with respect or fear <i>(page 5)</i>
journey	a long trip from one place to another <i>(page 6)</i>

Mission to Pluto

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PRINTER FRIENDLY VERSIONS

"Now, that's a good spirit!" said Nupheus. "You should never be afraid to try new things."

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

1. What does the word *mission* most likely mean?

- a. a type of planet
- b. a trip into space
- c. a small planet
- d. a long wait

2. Which word is a synonym for *mission*? Synonyms have meanings that are alike.

- a. exited
- b. awe
- c. mission
- d. Journey

3. Some words have more than one meaning. What does *spirit* most likely mean in this text?

- a. feeling
- b. ghost
- c. life
- d. carry

4. How can context clues help you learn the meaning of a word?

5. Find a sentence from the text that uses a word. What does it really mean?

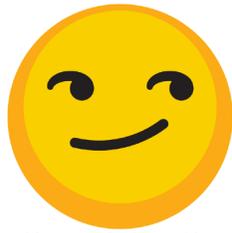
**COMPREHENSION
QUESTIONS**

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