

GUIDED READERS



2nd - 3rd
Grade

Text & Images

Name: _____ Date: _____

Text Images

Directions: Choose 2 diagrams from the book. Explain how they help you understand the text.

Drawing of the diagram:	How it helps me understand the text:
Drawing of the diagram:	How it helps me understand the text:

740L Text & Images

How to Make a Kite

1. Cut a diamond shape from a piece of paper.

2. Draw a vertical line down the center and a horizontal line across the middle.

3. Fold the top and bottom corners to the center line.

4. Glue the corners together to form a diamond shape.

It is easy to make a kite. You do not need many things. There are a few simple steps. They are easy to follow. Soon, you will have your own kite. You can fly it on a windy day.

You only need two sticks. One stick should be long across the long stick. It should look like the letter T. This will be the frame for your kite.



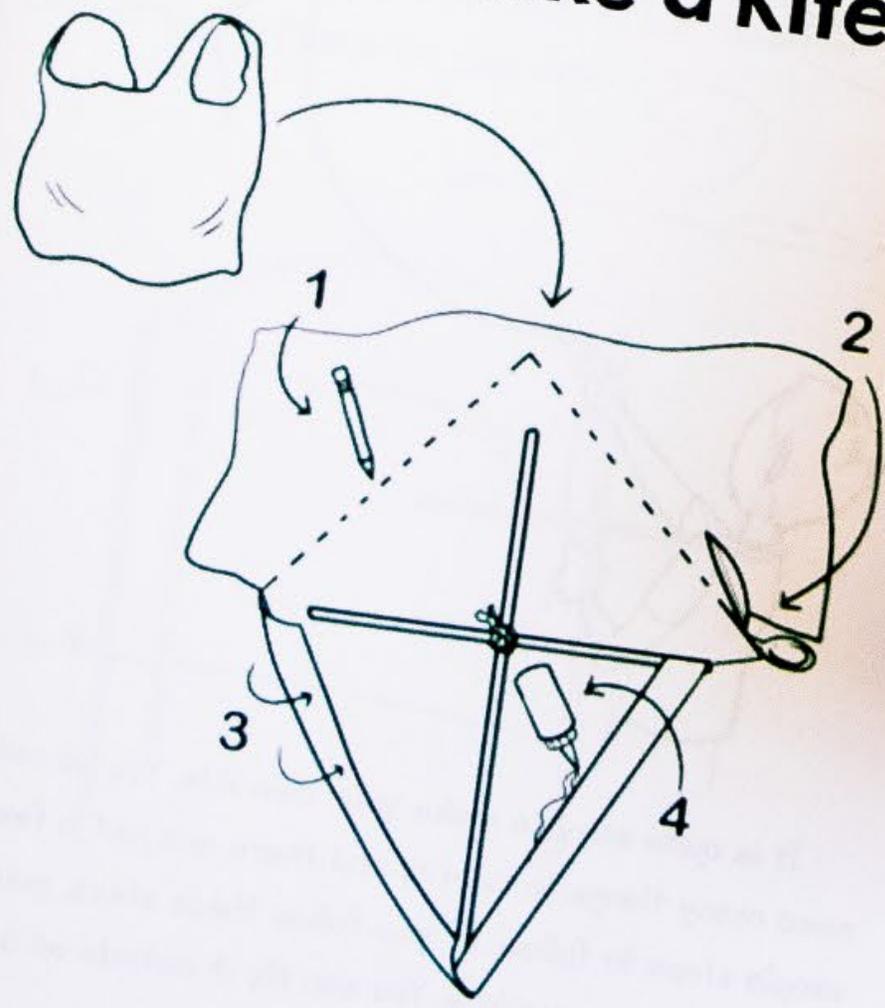
text & images

Drawing of the diagram:



Text & Images

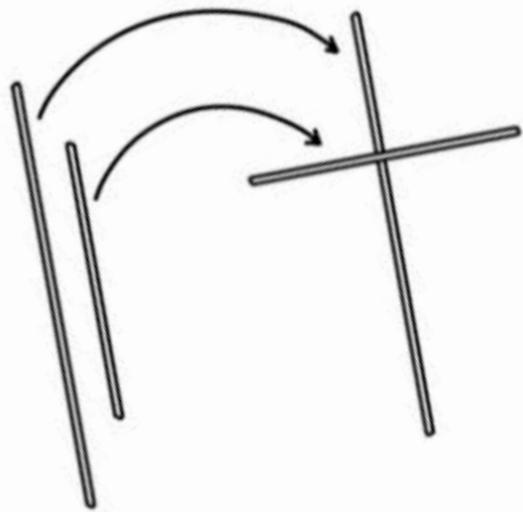
How to Make a Kite





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First, you will need two sticks. One stick should be long. The other one should be shorter. Place the short stick across the long stick. It should look like the letter t. This will be the frame for your kite.



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How to
Text & Images

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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 these texts are about? What helped you make this prediction?

Example: I think this text is going to teach someone how to make a kite. I think this because the title says "how to make a kite."

- 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 2-3 of "How to Make a Kite" 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 the text about? (That it is easy to make a kite and it gives instructions on how to make one.)
2. What is the first step? (To put 2 sticks together to make a "T" for the kite frame.)

Students read page 4 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

1. Why do you need the kite frame to be sturdy? (It must be sturdy so that a strong gust of wind does not break it.)
2. What does the diagram on this page show? (How to tie or wrap the string around the frame to make the kite strong.)

NOTES:

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First, you will need two sticks. One stick should be long. The other one should be a bit shorter. Place the short stick across the long stick. It should look like the letter t. This will be the frame for your kite.

Next, you will tie the sticks together with a thick piece of string. Wrap it around the center of the frame a few times. This will make your frame sturdy. Kite frames must be strong because a big gust of wind could break it.

Then, you will make your sail. You can use a large plastic bag or thick paper. Lay your frame on the sail and draw lines around the frame.

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

FLUENCY COMPONENTS

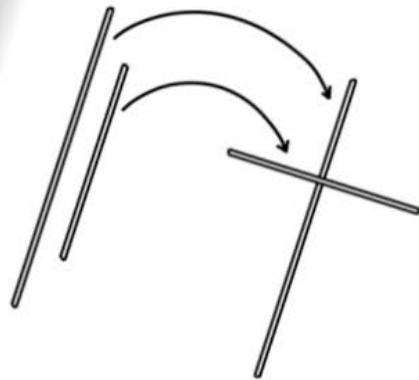
- Rate
- Accuracy
- Punctuation
- Expression

DIGITAL FLIPBOOK READERS



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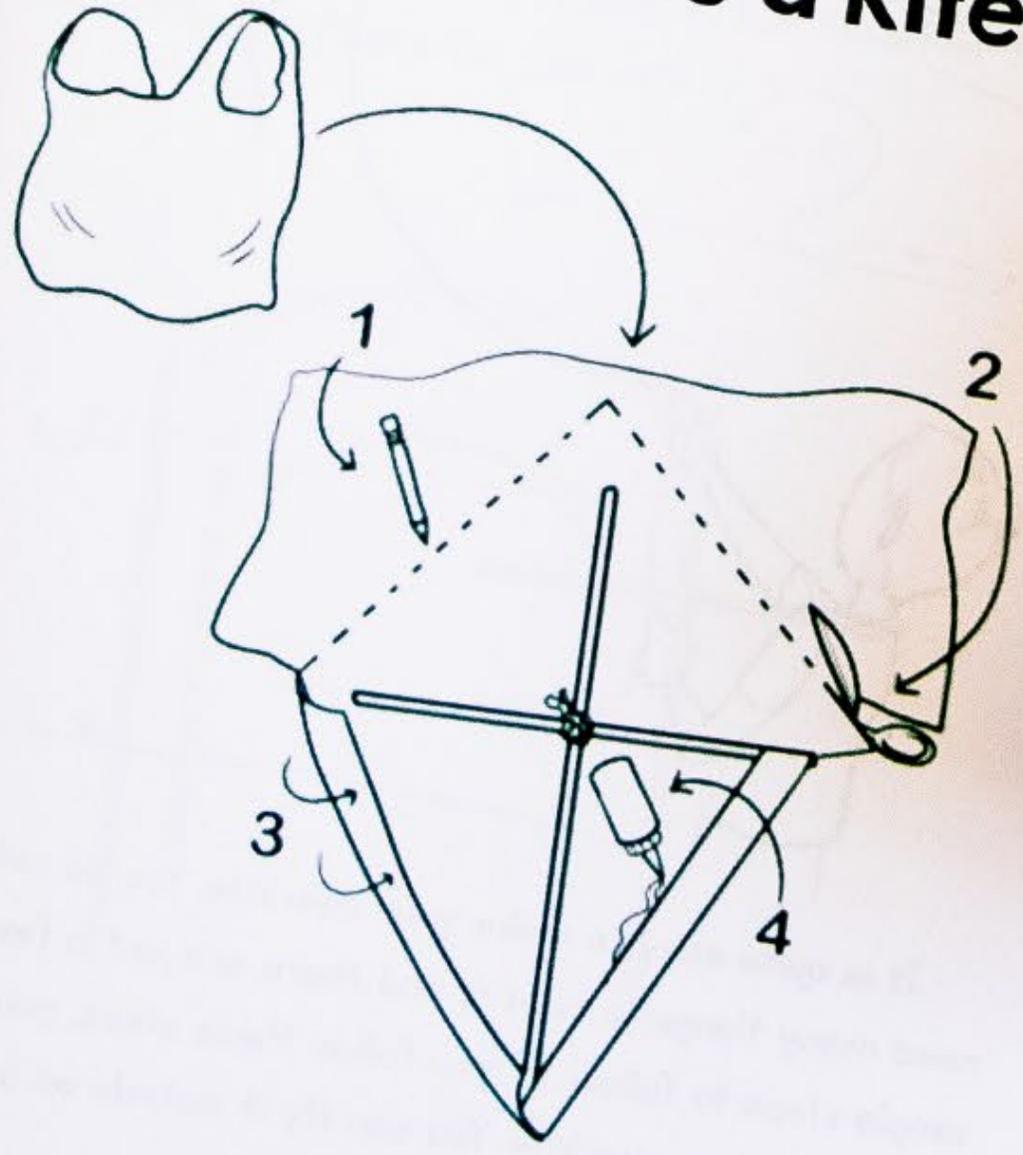


Drawing of the diagram

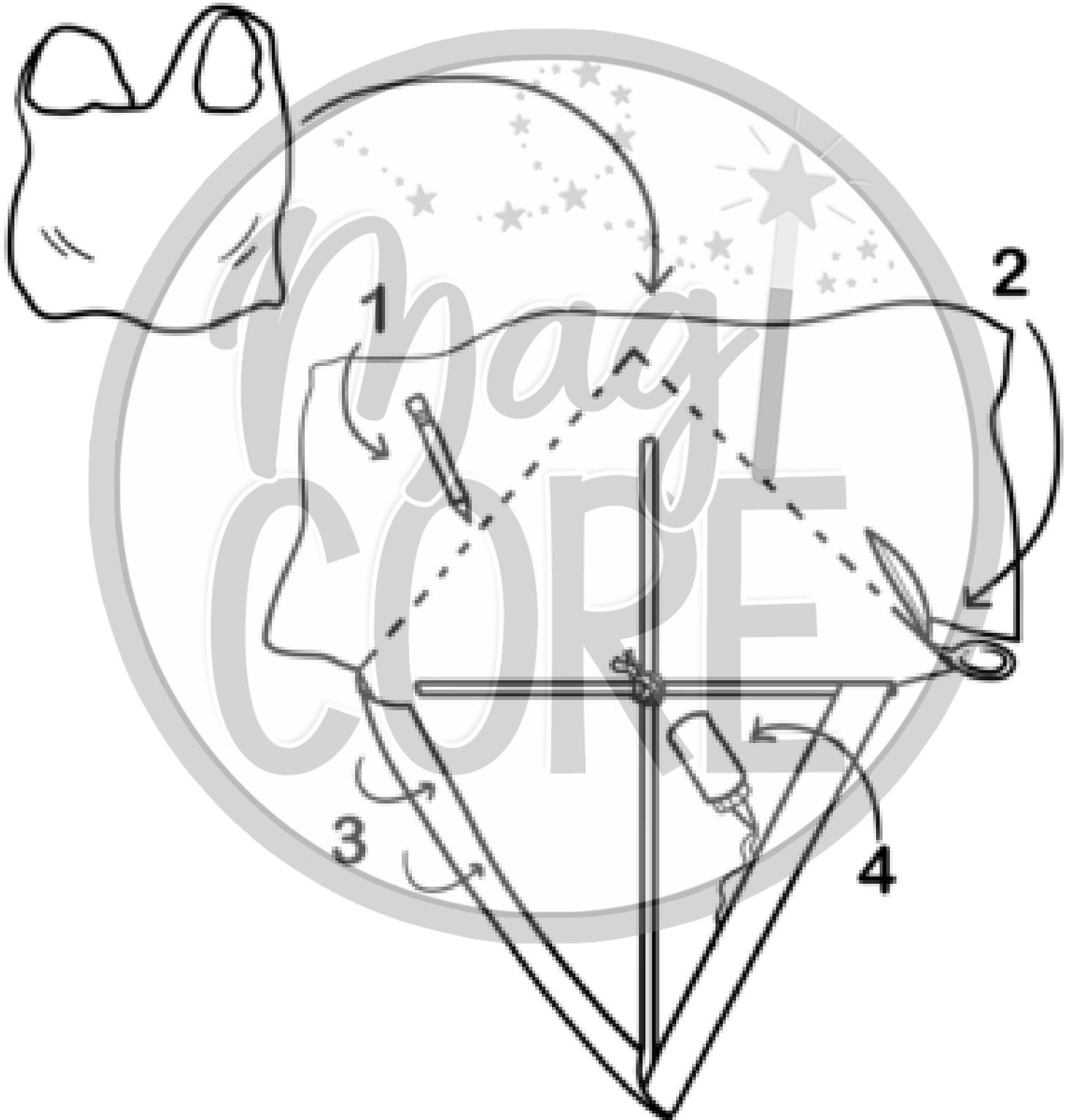


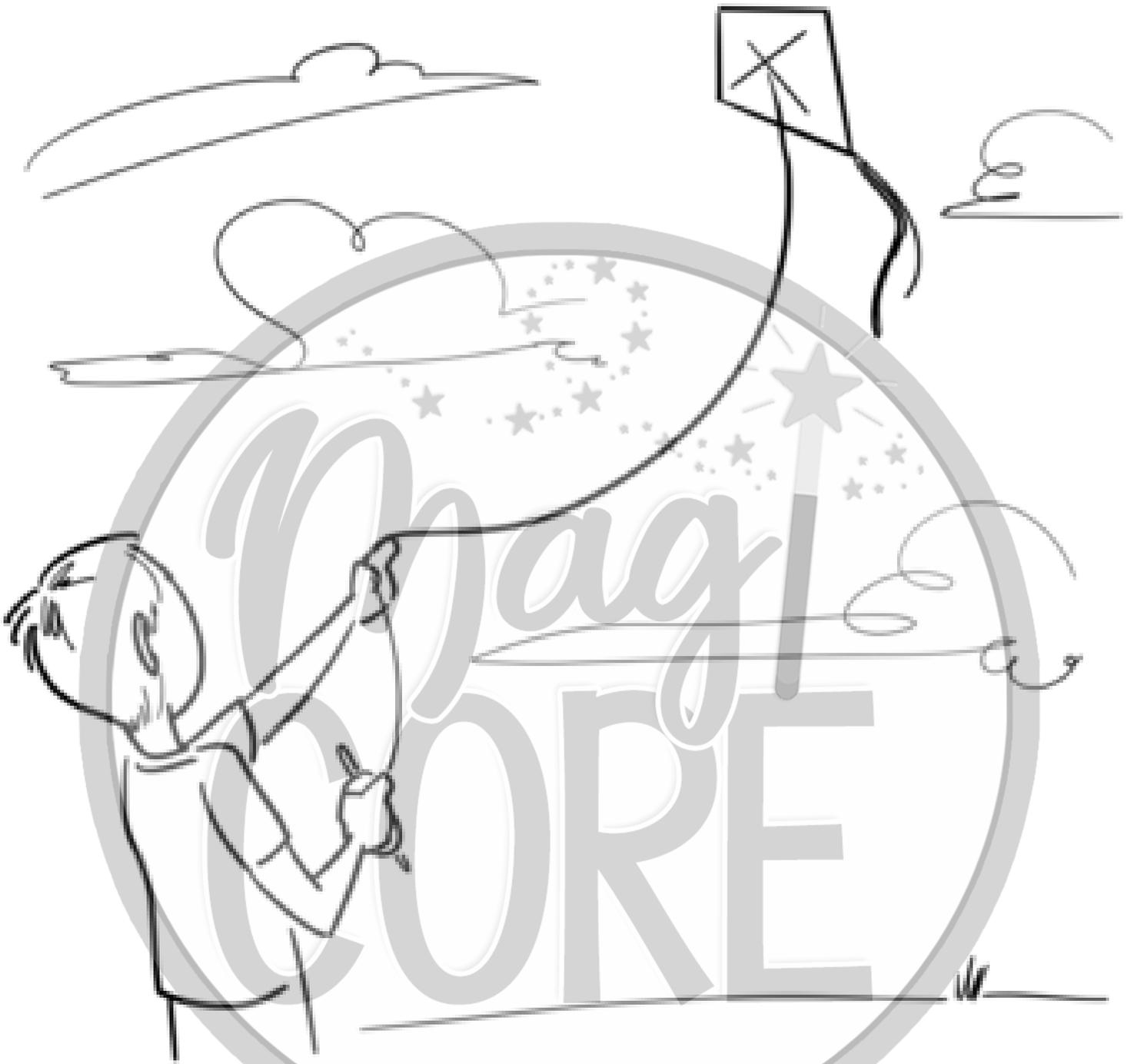
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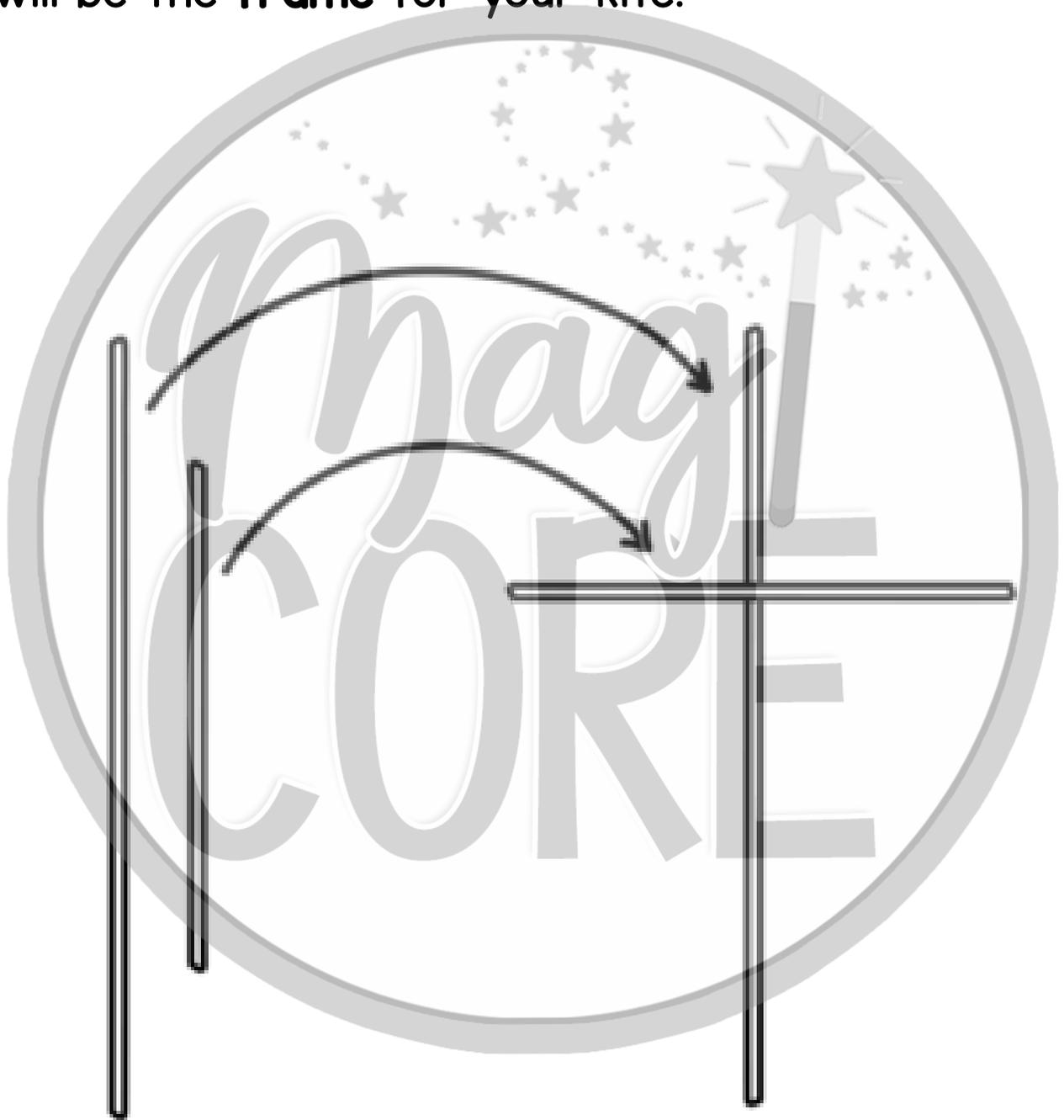
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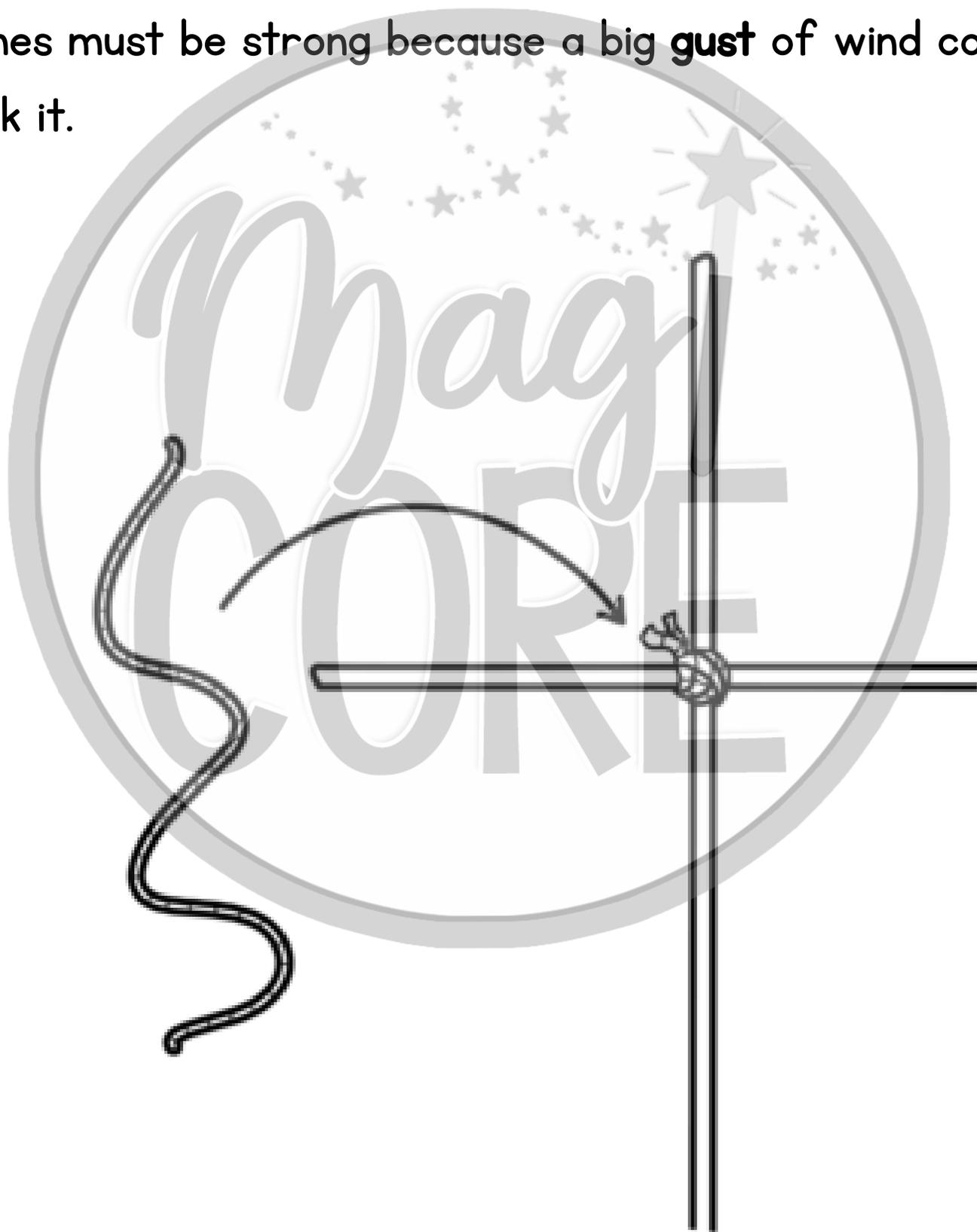


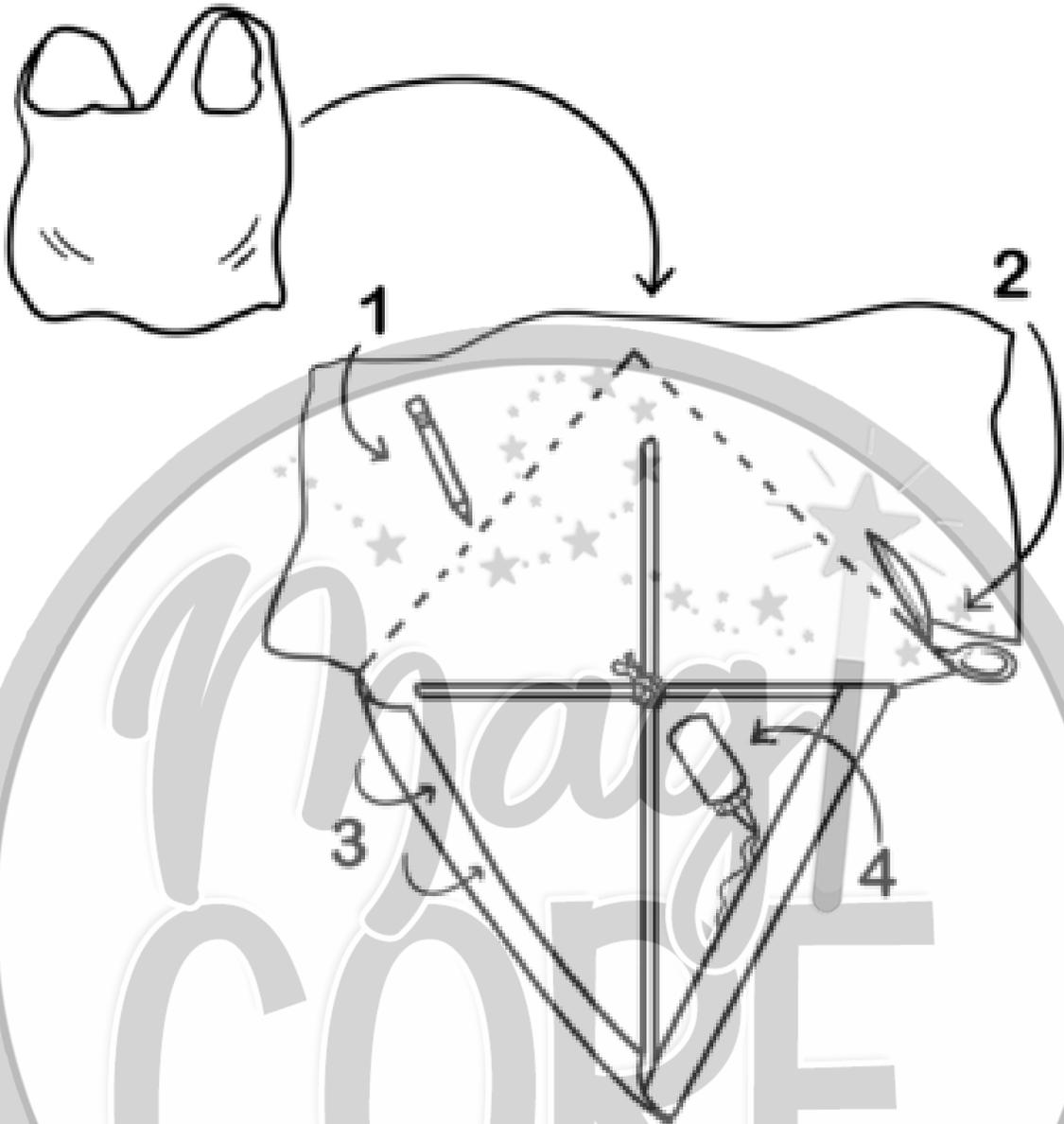
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Next, you will tie the sticks together with a thick piece of string. Wrap it around the center of the frame a few times. This will make your frame **sturdy**. Kite frames must be strong because a big **gust** of wind could break it.





Then, you will make your sail. You can use a large plastic bag or thick paper. Lay your frame on the sail and draw lines around the frame. It should look like a diamond. Cut out your diamond shape. Make sure to leave a few **inches** around the edges. You will tuck them around your frame. Make a small hole in the center of the diamond. You will need it later. Glue the frame to the sail and let it dry.



Finally, **attach** your kite string. Loop the string through the hole in the sail. Tie a knot on one end and let a long piece of string hang down. You will use this to fly your kite. Take it outside on a nice, breezy day and watch it **soar** through the sky!

Glossary

simple	easy, not complicated <i>(page 2)</i>
frame	the outside edge <i>(page 3)</i>
sturdy	strong, not easily broken <i>(page 4)</i>
gust	a strong wind <i>(page 4)</i>
attach	secure together <i>(page 6)</i>
soar	fly <i>(page 6)</i>

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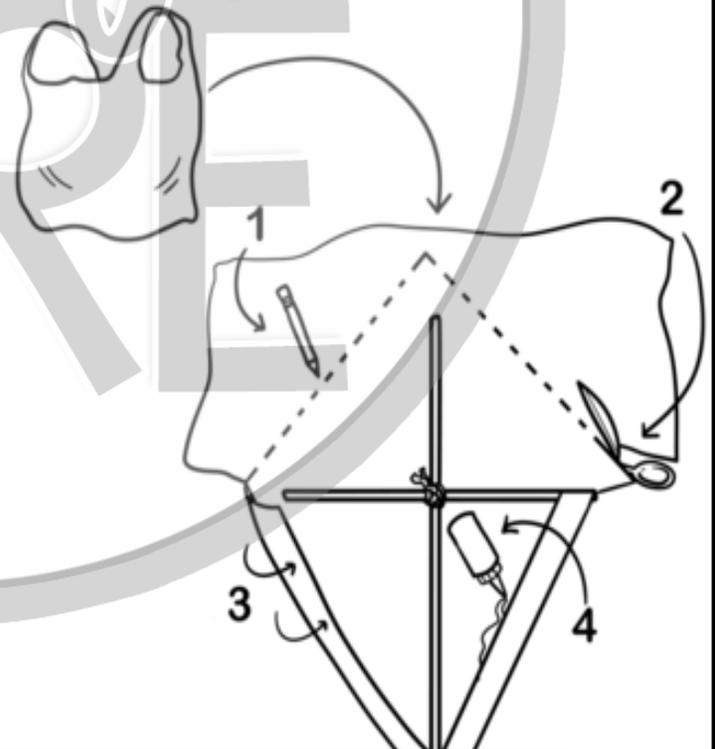
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PRINTER FRIENDLY VERSIONS

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 this text?
 - a. to tell a funny story about kites
 - b. to explain how to make a kite
 - c. to share a personal story about making kites
 - d. to make people dislike kites

2. Why did the author include pictures for this text?
 - a. to show what your kite should look like
 - b. to show how kites can be different
 - c. to show reasons why people like to fly kites
 - d. to show what a broken kite looks like

3. What can you learn from the text only?
 - a. which letter the sticks should look like
 - b. which shape the kite should be cut in
 - c. what you can use to make your sail
 - d. how long each stick should be

4. Explain how the illustrations helped you understand this text.

5. Do you think the text is helpful? Why or why not?

COMPREHENSION QUESTIONS





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GRAPHIC ORGANIZER



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Good to Go



Not O.K.

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