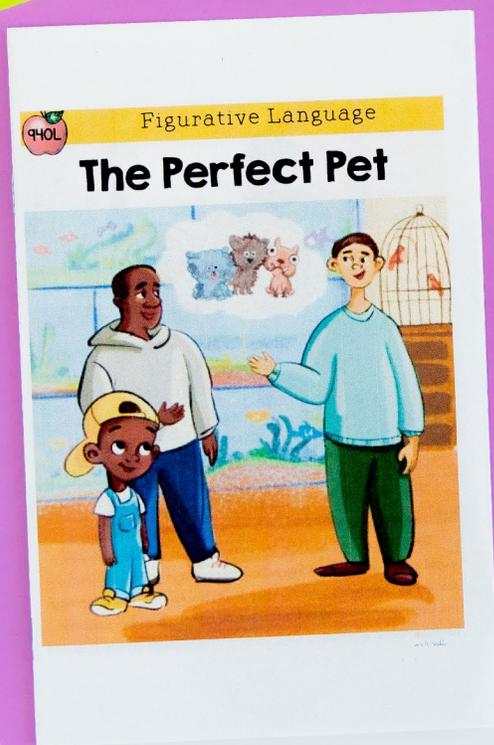


GUIDED READERS



4th - 5th
Grade



figurative language

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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."



Recommended Oral Reading Rates

End of Grade	Lexile Measure	Guided Reading Level	Oral Reading Rate (WPM)
1	425L-550L	J-K	75-100
2	550L-700L	L-M-N	90-120
3	650L-800L	N-O-P	100-140
4	800L-950L	Q-R-S	120-160
5	950L-1100L	T-U-V	140-180
6	1100L-1250L	W-X-Y	160-200

Recommended Accuracy Percentages

Easy Text	Instructional Text	Challenge Instructional Text	Hard Text
96-100%	93-95%	90-92%	Below 90%
Perfect for independent reading.	Perfect for instruction with some support.	Student may require more support.	Text is too hard.

*Note: These charts are to be used as a guide to help you make informed decisions and monitor progress. I have compiled this recommendation based on research from Fountas & Pinnell and Common Core State Standards. These are presented in ranges because many variables go into a text's level. Teachers should monitor progress within a range, rather than setting an arbitrary level that varies based on many factors.

Please note that the Lexile measures in this chart vary from the Common Core Text Complexity band. This is partially due to the fact that the above chart is an end-of-the-year target.



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 going to a pet store. I know this because there is a picture of a boy in a pet store on the front cover.

- 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 is the main character? (Dante)
2. What do we know about him? (He is going to the pet store to pick out a new pet.)
3. How is Dante feeling? How do you know? (He is excited. It says he "rushed into the pet store" and he "had been waiting for an eternity.")

Students read page 3-4 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

1. What is the problem in the story? (Dante can't decide which kind of pet to choose.)
2. Let's retell what has happened in this story so far. (Have students volunteer to tell events. In the beginning, Dante is rushing into the pet store. He is very excited. We know she is nervous because it says he has been waiting an eternity for this day. He looks around at some of the pets, but doesn't want a kitten, hamster, fish, lizard or bird.)

NOTES:

The Perfect Pet

Dante eagerly rushed into the pet store with his dad. Today, he would finally get to meet the pet of his dreams. Dante had been waiting for an eternity for this day to arrive. As they walked through the pet store, he knew that it would be tough to make a decision. There was such a huge variety of animals to choose from.

Dante gushed at the adorable kittens. He smiled brightly at the fuzzy, chubby hamsters. He made funny faces at the tropical fish. Mr. Wong noticed Dante peeking into the aquarium. "Well, you look as happy as a clam!" he said. "Would you like to take home a pet fish today?"

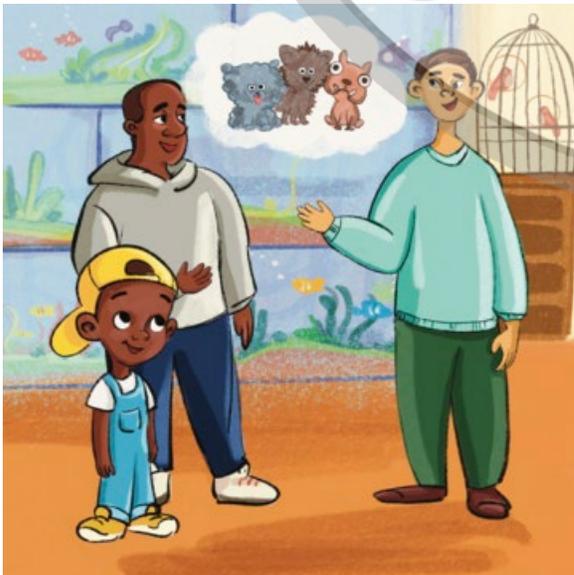


"I'm just looking around for now," replied Dante. "Once I find the perfect pet, my mission will be accomplished."

"How about a lizard? We just got a new set of geckos this morning," said Mr. Wong.

"I don't think so," Dante responded in an uncertain tone. "Geckos are too small, and their skin is too bumpy."

"Well, let's go take a look at those parakeets," Dante's dad suggested. "They seem like such interesting creatures. I've heard that they can mimic sounds in their environment."



"That does sound amazing," said Dante as he stared at the parakeet cages. "But they're just too loud for me. All that noisy raucous might drive me insane."

"Oh, Dante, no pet is perfect," Mr. Wong said with a chuckle. "All animals are unique, and they will surely have a few quirks. Some of them are slow, while others are too fast to keep up with. They can be too fluffy, too spiky, or just plain ugly. The important thing is that you

discover the pet that is a good fit for you. Remember that beauty is in the eye of the beholder.”

Just then, they heard a loud yapping noise coming from the puppy section. “Oh, that must be Polka Dot!” said Mr. Wong. “I think he likes you, Dante.”

Polka Dot was a tiny, Dalmatian puppy with lots of black spots. It didn't quite look like the perfect pet that Dante imagined. It had a scrawny, **speckled** body and a high-pitched bark. He also thought that Polka Dot was a funny name for a dog. As he gave Polka Dot a final glance, something caught his eye. The puppy had one large spot around its eye.

“He almost looks like a pirate!” said Dante as he peeked into Polka Dot's cage. Next to animals, pirate stories were Dante's most favorite thing in the world.

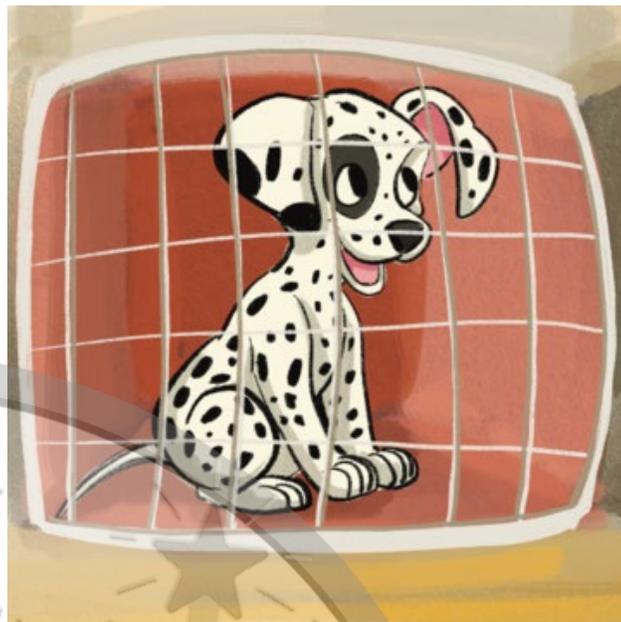
“Here, I'll let you two get a closer look at one another,” said Mr. Wong. As he opened Polka Dot's cage, the puppy dashed over towards Dante. It started licking his face in **delight**.



Dante said, “He's a strange little fellow, and he's small and skinny, too.”

Dante's dad and Mr. Wong looked at each other as they were starting to feel **skeptical**.

Dante continued, “But you're the perfect pet for me! I think I've finally found my match.”



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 literal meaning of the underlined phrase?

Today, he would finally get to meet the pet of his dreams.

- a. the pet that he dreamt about while sleeping
- b. the pet that he read about in a fantasy novel
- c. the pet that he had always wanted
- d. the imaginary pet that he pretended to buy

2. Which type of figurative language best describes the underlined phrase?

Well, you look as happy as a clam!

- a. simile
- b. metaphor
- c. idiom
- d. hyperbole

3. Which of these has the same meaning as the underlined phrase?

...that noisy raucous might drive me insane.

- a. ...that noisy raucous might surprise me.
- b. ...that noisy raucous might make me very happy.
- c. ...that noisy raucous might sound so beautiful.
- d. ...that noisy raucous might annoy me very much.

4. Sensory language can help a reader imagine what something might look, feel, or sound like. Find sensory words in the text. Who or what are they describing?

5. Some words belong in the same category. This is a story about animals. List a few words from the text that belong in this category.



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

Figurative Language

Figurative Language	Meaning

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