

GUIDED READERS



2nd & 3rd
Grade



compare & contrast

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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 these texts are about a pilot named Bessie. The title says her name and there is a picture of an airplane on one. The name and the girl is the same on both covers.

- 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 "Bessie Coleman's Legacy" 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 text about? (Bessie Coleman)
2. What do we know about her? (She was born in 1892 and had a very large family. She was very poor. She wanted to be a pilot but could not go to flight school.)

Students read pages 4-5 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

1. What challenges did Bessie overcome? (She was very poor and had to work as a young child. She couldn't afford to go to college. She wanted to be a pilot but flight schools didn't accept women in the US, so she had to move to France.)
2. Why does the last page say "her legacy still inspires people today"? (She overcame lots of obstacles and was the first black woman to be a pilot. She showed that you can do anything if you set your mind to it.)

NOTES:

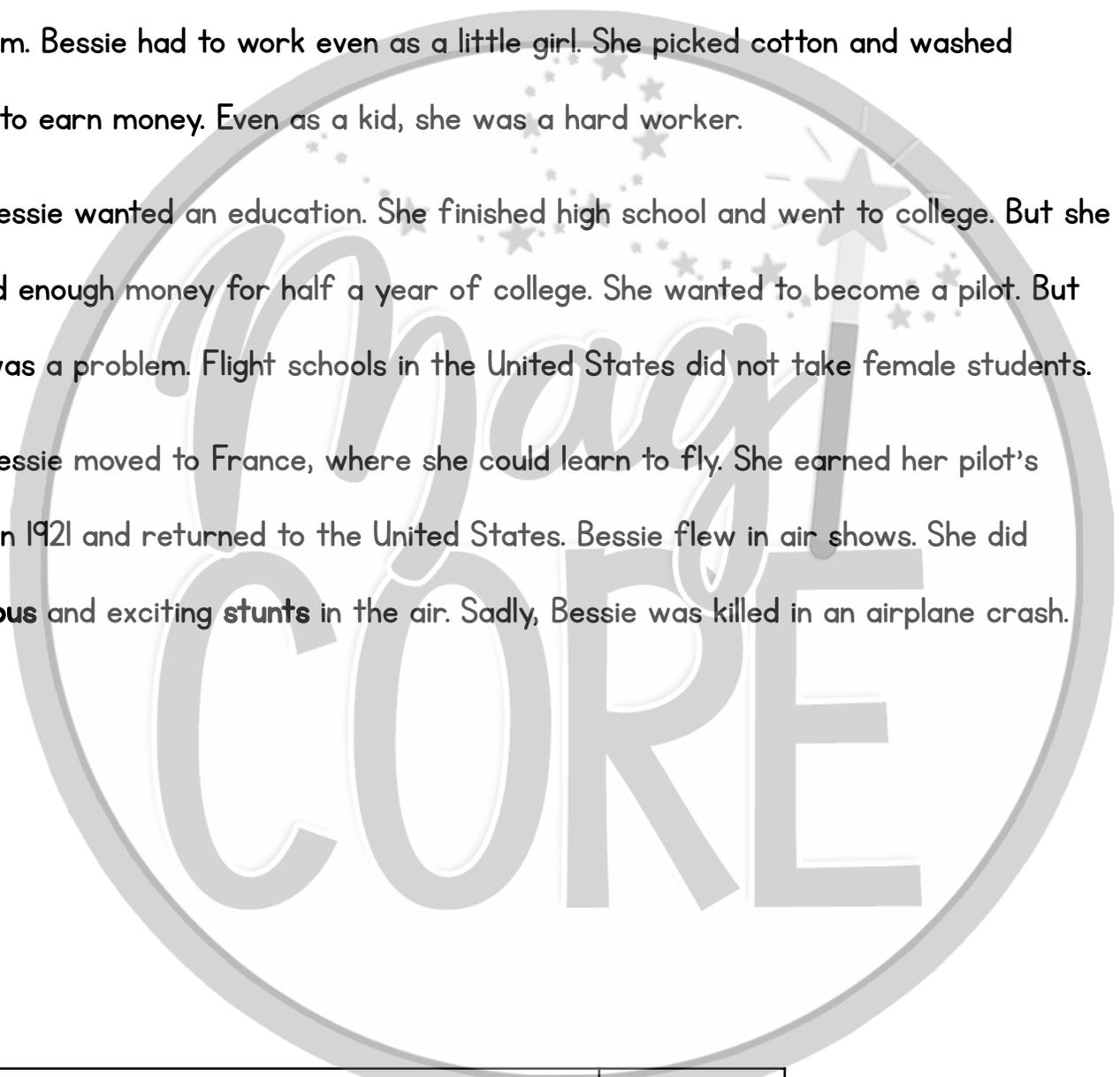


Bessie Coleman's Legacy

Bessie Coleman was the first female Black pilot. She was born in 1892 and had 12 brothers and sisters. Her family lived in Texas and was very poor. Their house only had one room. Bessie had to work even as a little girl. She picked cotton and washed clothes to earn money. Even as a kid, she was a hard worker.

Bessie wanted an education. She finished high school and went to college. But she only had enough money for half a year of college. She wanted to become a pilot. But there was a problem. Flight schools in the United States did not take female students.

Bessie moved to France, where she could learn to fly. She earned her pilot's license in 1921 and returned to the United States. Bessie flew in air shows. She did dangerous and exciting stunts in the air. Sadly, Bessie was killed in an airplane crash.



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

FLUENCY COMPONENTS	
<input type="checkbox"/>	Rate
<input type="checkbox"/>	Accuracy
<input type="checkbox"/>	Punctuation
<input type="checkbox"/>	Expression





Compare & Contrast

Bessie Coleman's Legacy





Bessie Coleman was the first female Black **pilot**. She was born in 1892 and had 12 brothers and sisters. Her family lived in Texas and was very poor. Their house only had one room. Bessie had to work even as a little girl. She picked cotton and washed clothes to earn money. Even as a kid, she was a hard worker.

Bessie wanted an education. She finished high school and went to college. But she only had enough money for half a year of college. She wanted to become a pilot. But there was a problem. Flight schools in the United States did not take female students.



Bessie moved to France, where she could learn to fly. She earned her pilot's license in 1921 and returned to the United States. Bessie flew in air shows. She did **dangerous** and exciting stunts in the air. Sadly, Bessie was killed in an airplane crash.

*Fédération Aéronautique
Internationale*
FRANCE

*Avec ses insignes pouvoir sportif
reconnu par la Fédération
Aéronautique Internationale
pour la France certifions que:*

*M^{me} Bessie Coleman
né à Atlanta, Texas
le 20 Janvier 1906
ayant rempli toutes les conditions
imposées par la F.A.I. a été breveté:*

Pilote-Aviateur

à la date du 15 Juin 1921

Commission Spéciale Aéronautique.

Le Président:

A. Mée



Signature du Titulaire

Bessie Coleman

N^o Du Brevet: 18.310.



Bessie had dreamed of opening a flight school for Blacks. She did not see that dream come true. But she showed that Blacks and women could be successful pilots. In 1929, a flight school was named after her. Her **legacy** still **inspires** people today.

Glossary

<p>pilot</p>	<p>Someone who flies airplanes <i>(page 2)</i></p>
<p>dangerous</p>	<p>likely to cause harm; not safe <i>(page 4)</i></p>
<p>stunts</p>	<p>acts of skill, strength or bravery <i>(page 4)</i></p>
<p>legacy</p>	<p>money, property or other goods left to someone in a will <i>(page 5)</i></p>
<p>inspires</p>	<p>to stimulate or influence (someone to do something) by stirring the emotions <i>(page 5)</i></p>

Bessie Coleman's Legacy

Bessie Coleman was the first female Black pilot. She was born in 1892 and had 12 brothers and sisters. Her family lived in Texas and was very poor. Their house only had one room. Bessie had to work even as a little girl. She picked cotton and washed clothes to earn money. Even as a kid, she was a hard worker.

Bessie wanted an education. She finished high school and went to college. But she only had enough money for half a year of college. She wanted to become a pilot. But there was a problem. Flight schools in the United States did not take female students.

Bessie moved to France, where she could learn to fly. She earned her pilot's license in 1921 and returned to the United States. Bessie flew in air shows. She did dangerous and exciting stunts in the air. Sadly, Bessie was killed in an airplane crash.

Bessie had dreamed of opening a flight school for Blacks. She did not see that dream come true. But she showed that Blacks and women could be successful pilots. In 1929, a flight school was named after her. Her legacy still inspires people today.



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

1. Which detail is included in both Passage 1 and Passage 2?

- a. Bessie's house only had one room.
- b. Bessie flew in air shows.
- c. Life was hard for Black people.
- d. Bessie worked at a barbershop.

2. The column on the left lists important ideas about Bessie Coleman. One idea is found in both Passage 1 and Passage 2. One idea is found in Passage 1 only, and one idea is found in Passage 2 only. Place the ideas in the correct columns below. One idea will not be used.

Important ideas about Bessie Coleman	Both Passages	Passage 1	Passage 2
Bessie's family was poor.			
Bessie lived during segregation.			
Bessie started her own flight school.			
Bessie became the first female Black pilot.			

3. Which detail in Passage 2 helps you understand the effect of Bessie Coleman's actions on society?

- a. She studied hard.
- b. She worked in a barbershop.
- c. She traveled to France.
- d. She spoke against segregation.

4. Given the information presented in these two texts, explain how Bessie Coleman inspired others. Give evidence from the text to support your answer.

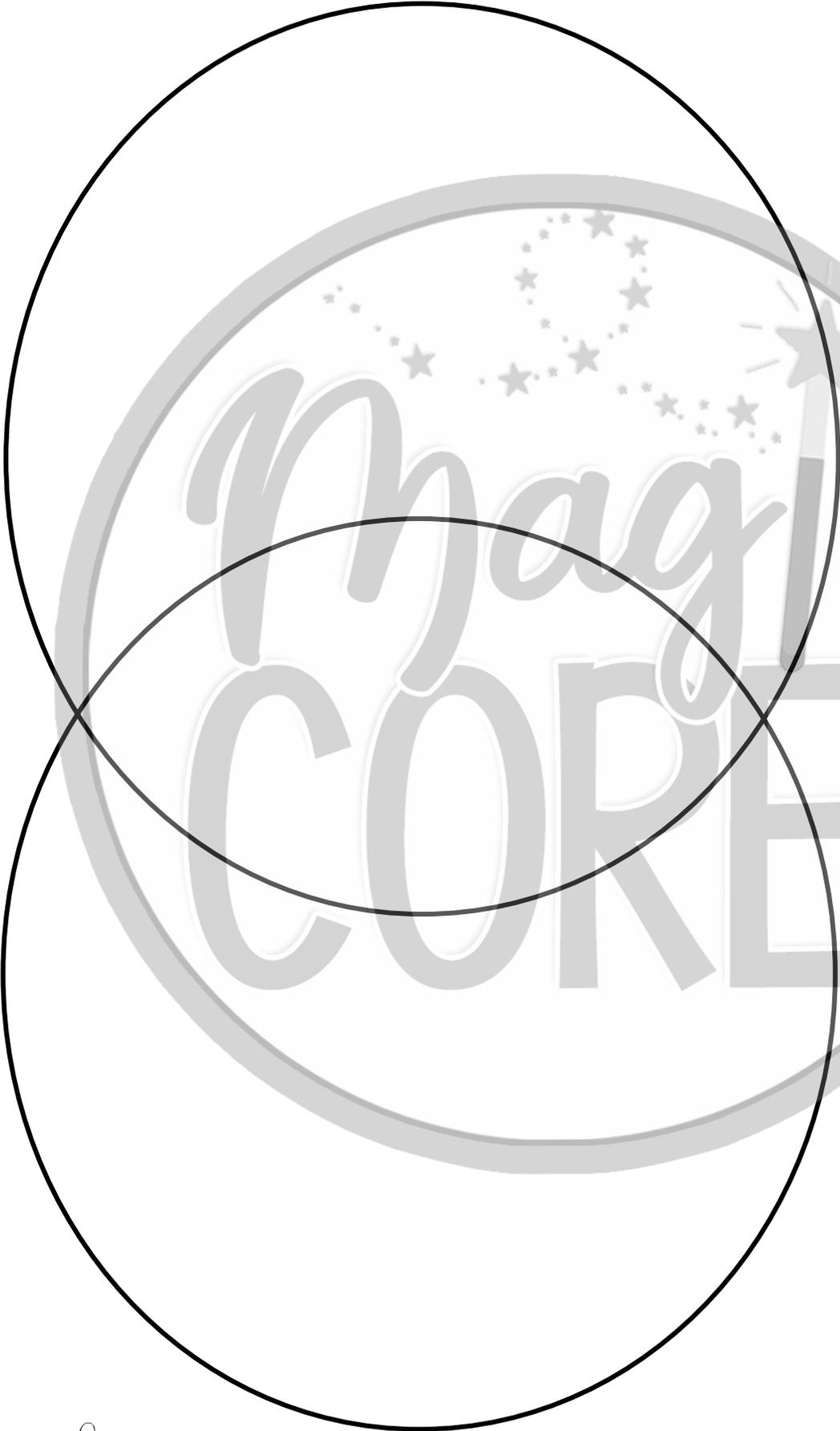
5. Reread paragraph 3 in "Brave Bessie" and highlight the least important detail in this passage.



Compare and Contrast Texts about the Same Topic

Title: _____

Title: _____



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