

GUIDED READERS

LEXILE
4th

Grade



Magi
CORE

visual text features

Directions: Complete _____ support your answer

Text Feature

Video

Bold Print

Glossary

Caption

Photograph

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

1. How did Ruth Wakefield invent chocolate chip cookies?

- a. She spilled
- b. She put c
- c. A custom
- d. She put c

2. How did chocol

- a. Nestle sto
- b. Ruth's cu
- c. Grocery s
- d. Other pec

3. Why did bakers

4. How does the v

READING SMALL GROUP PLANS Week

Students:

Focus Skill:

Standard:

Book:

MON.

Pre-Reading

Build Schema: What do you think this text is about? What helped you r

Example: I think this text is about chocolate chip cookies. I think this because there is a picture o

each word, have students find the



Close your eyes. Imagine biting into a fresh, gooey, buttery chocolate chip cookie. For Americans, the chocolate chip cookie is a favorite dessert. Americans eat seven billion chocolate chip cookies annually. Chips Ahoy! chocolate chip cookies are 2nd only to Oreos in the number of cookies sold. These tasty treats we've all come to love date back to 1937.

Ruth Wakefield and her husband ran the Tollhouse Inn in Whitman, Massachusetts. Ruth had a reputation for making delicious desserts. One day in 1937, she was baking some of her butter drop do cookies. She wanted to make them into chocolate cookies. She took a bar of Nestle semi-sweet chocolate and chopped it up into little pieces. She mixed them into the batter. She thought the bits of chocolate would melt into the dough. She

thought the cookies would be chocolate. Instead, the chocolate retained its shape. It melted into gooey chunks of chocolate. Her customers loved the cookies. She called them chocolate crunch cookies.



1. Text Features

2. Text Features

Visual Text Features

Answer the following questions. Underline the text evidence in the color indicated.

1. The pie graph shows what the body is made up of. Based on this information, what conclusions could you draw? (Choose all that apply.)



Population Change by State



Which state is most likely to accompany the passage?

Migration in America with in the US Changing International Borders of the Northern Great Plains

Visual Text Features

Name: _____ Date: _____

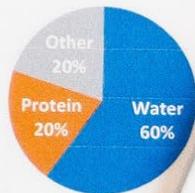
Human Body Systems

The human body is made up of different systems. These systems work together to help...

Nervous System

The nervous system is made up of the brain, spinal cord, and nerves. The brain is the control system. It controls thoughts, emotions, memories, and our senses. The brain communicates messages to our other systems.

Human Body Composition



Musculoskeletal System

The musculoskeletal system consists of muscles, bones, ligaments, tendons, and cartilage. Without our musculoskeletal system, we could not move!

How much does your heart beat?

Number of beats	Amount of Time
90	MINUTE
9,000	DAY
million	MONTH
million	YEAR

The Circulatory System

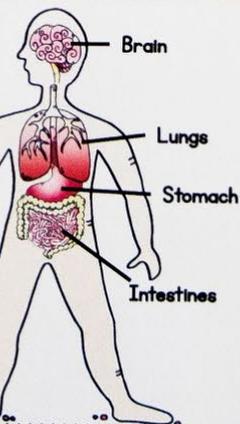
The circulatory system includes the heart and blood vessels. The circulatory system transports oxygen and nutrients throughout the body.

The Respiratory System

The respiratory system takes oxygen from the air and releases carbon dioxide back into the air. The lungs and diaphragm work together to make this possible.

The Digestive System

The digestive system changes food into energy. It starts in the mouth, tongue, and stomach, and continues through the intestines.



The human body is a complex system. When all these systems are working together, we can survive and thrive.



Jeres Wealth



help support?

Visual Text Features

The History of Chocolate Chip Cookies



Visual Text Features

Name: _____ Date: _____

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

Text Feature Detective



Text Fe

Video

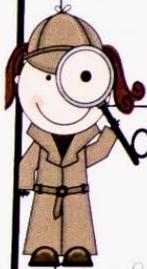
Bold F

Gloss

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Char



Visual Text Features

Name: _____ Date: _____

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

1. How did Ruth Wakefield invent chocolate chip cookies?

- a. She spilled chocolate on to a tray of cookies she was making.
- b. She put chunks of a chocolate bar into her cookies.
- c. A customer asked her to make cookies with chocolate chips.
- d. She put chocolate chips in her cookies.

2. How did chocolate chip cookies become popular?

- a. Nestle started printing them.
- b. Ruth's customers told others.
- c. Grocery stores started selling them.
- d. Other people started making them.

3. Why did bakers start making chocolate chip cookies?

4. How does the video add to your understanding of the text?

5. Write one detail from the text that you found interesting.

READING SMALL GROUP PLANS

Students:

Focus Skill:

Standard:

MON.

Pre-Reading

Build Schema: What do you think this text is about?

Example: I think this text is about chocolate chip cookies. I think...

- Picture Walk
- Oral Predictions
- Review vocabulary in glossary. As you review each word...

NOTES:

TUES.

During Reading

Students read pages 2-3 quietly. As students read in their heads, rotate through the questions and discuss.

1. What is the text about? (How chocolate chip cookies were invented and became popular.)
2. What do we know about Ruth Wakefield? (She ran the Tollhouse Inn and accidentally made chocolate chip cookies.)
3. What year did she make the first chocolate chip cookies? (1937)



Week of: _____

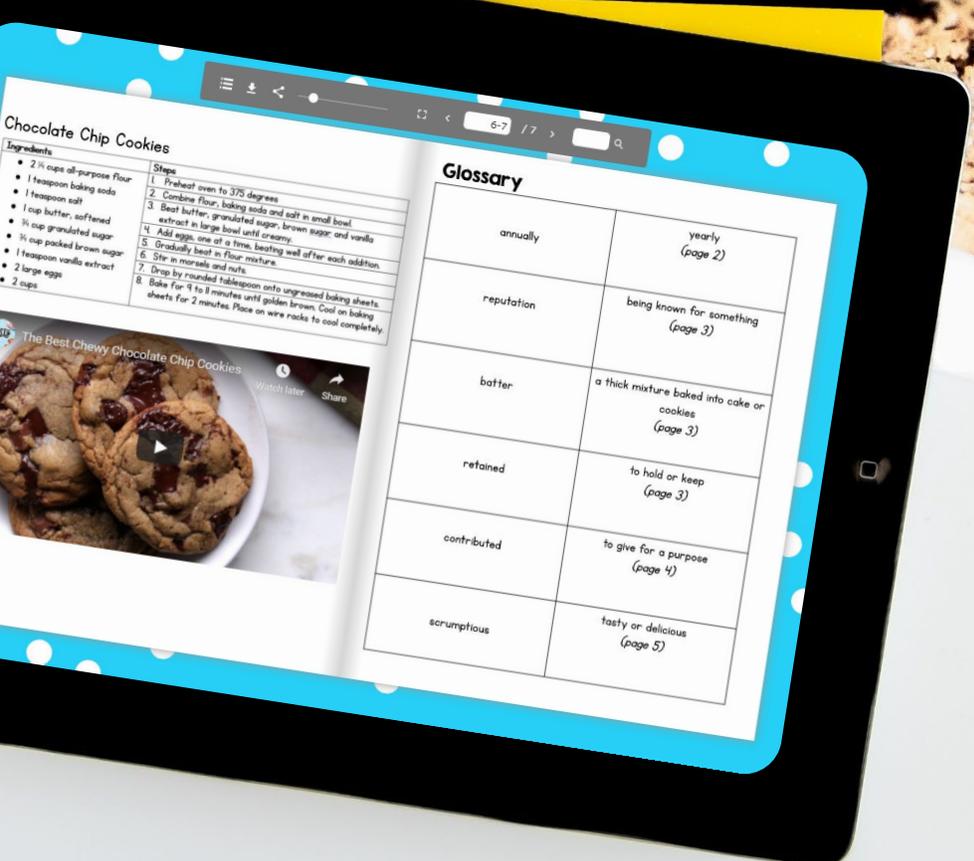


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7. Skill Focused Graphic Organizer



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."



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 text is about? What helped you make this prediction?

Example: I think this text is about chocolate chip cookies. I think this because there is a picture of cookies on the 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 2-3 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? (How chocolate chip cookies were invented and became popular.)
2. What do we know about Ruth Wakefield? (She ran the Tollhouse Inn and was known for making desserts. She chopped up little pieces of chocolate and put them in cookies. This accidentally made chocolate chip cookies.)
3. What year did she make the first chocolate chip cookies? (1937)

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

1. How did Ruth's cookie recipe spread? (The recipe was on the package for Nestle chocolate bars. It was also featured on the radio.)
2. Who was Betty Crocker? (A fictional radio character.)

NOTES:

The History of Chocolate Chip Cookies

Close your eyes. Imagine biting into a fresh, gooey, buttery chocolate chip cookie. For Americans, the chocolate chip cookie is a favorite dessert. Americans eat seven billion chocolate chip cookies **annually**. Chips Ahoy! chocolate chip cookies are 2nd only to Oreos in the number of cookies sold. These tasty treats we've all come to love date back to 1937.

Ruth Wakefield and her husband ran the Tollhouse Inn in Whitman, Massachusetts. Ruth had a **reputation** for making delicious desserts. One day in 1937, she was baking some of her butter drop do cookies. She wanted to make them into chocolate cookies. She took a bar of Nestle semi-sweet chocolate and chopped it up into little pieces. She mixed them into the **batter**. She thought the bits of chocolate would melt into the dough. She thought the cookies would be chocolate. Instead, the chocolate **retained** its shape. It melted into gooey chunks of chocolate. Her customers loved the cookies.

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 History of Chocolate Chip Cookies

Close your eyes. Imagine biting into a fresh, gooey, buttery chocolate chip cookie. For Americans, the chocolate chip cookie is a favorite dessert. Americans eat seven billion chocolate chip cookies **annually**. Chips Ahoy! chocolate chip cookies are 2nd only to Oreos in the number of cookies sold. These tasty treats we've all come to love date back to 1937.

Ruth Wakefield and her husband ran the Tollhouse Inn in Whitman, Massachusetts. Ruth had a **reputation** for making delicious desserts. One day in 1937, she was baking some of her butter drop do cookies. She wanted to make them into chocolate cookies. She took a bar of Nestle semi-sweet chocolate and chopped it up into little pieces. She mixed them into the **batter**. She thought the bits of chocolate would melt into the dough. She thought the cookies would be chocolate. Instead, the chocolate **retained** its shape. It melted into gooey chunks of chocolate. Her customers loved the cookies. She called them chocolate crunch cookies.

The success of Ruth Wakefield's cookies and the reason we all know about tollhouse cookies today is due to two things. First, she struck a deal with Nestle. She agreed to have her recipe featured on the packaging for Nestle chocolate bars. In exchange, she got a lifetime supply of chocolate. Nestle even started including a little chopper in the package. The chopper helped customers chop up the chocolate for the recipe. Finally, in 1939, Nestle introduced chocolate morsels, or already chopped up chocolate chips. This same year, her cookies were also featured on a radio show. "Betty Crocker" was a fictional radio character. She had a show called "Famous Foods from Famous Eating Places." They featured Ruth's cookie recipe on the show. This **contributed** to the spread of its popularity.



Ruth's original recipe can still be found on bags of Nestle chocolate morsels today. Her recipe has inspired many people to create their own versions of her cookies. Some people like them more crispy, some more gooey. And some people don't like that her recipe includes nuts. For example, if you like a chewier cookie, substitute bread flour for all-purpose flour. If you want your cookies thicker and less crispy, freeze the batter. This keeps the batter from spreading so much. Bakers have investigated lots of variations. However, many people still return to Ruth Wakefield's accidental **scrumptious** success from 1937. Next time you make chocolate chip cookies, remember when Ruth chopped up that chocolate bar and expected chocolate cookies. Imagine her surprise when you pull your cookies out of the oven.

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

1. How did Ruth Wakefield invent chocolate chip cookies?

- a. She spilled chocolate on to a tray of cookies she was making.
- b. She put chunks of a chocolate bar into her cookie batter.
- c. A customer asked her to try to make a chocolate cookie.
- d. She put chocolate chips instead of nuts into her cookies by accident.

2. How did chocolate chip cookies become so popular?

- a. Nestle started printing the recipe for the cookies on the packaging for chocolate bars.
- b. Ruth's customers told all their friends and people came to see the Tollhouse Inn.
- c. Grocery stores started selling Chips Ahoy! cookies.
- d. Other people started making different recipes for chocolate chip cookies.

3. Why did bakers start making different varieties of chocolate chip cookies?

4. How does the video add to your understanding of the text?

5. Write one detail from the text that the video helps you understand.

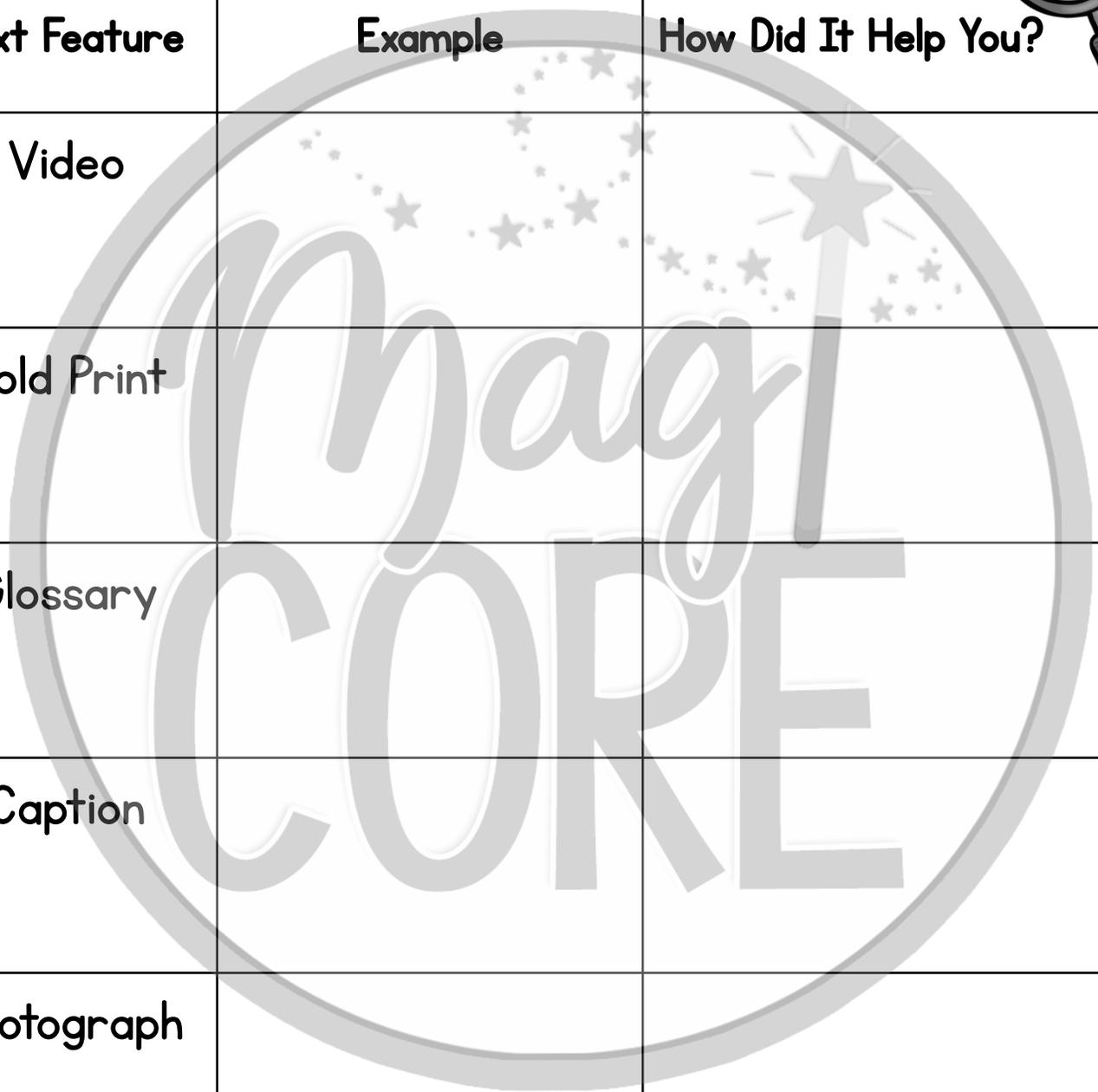


Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Text Feature Detective



Text Feature	Example	How Did It Help You?
Video		
Bold Print		
Glossary		
Caption		
Photograph		
Chart		



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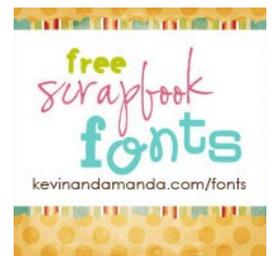
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