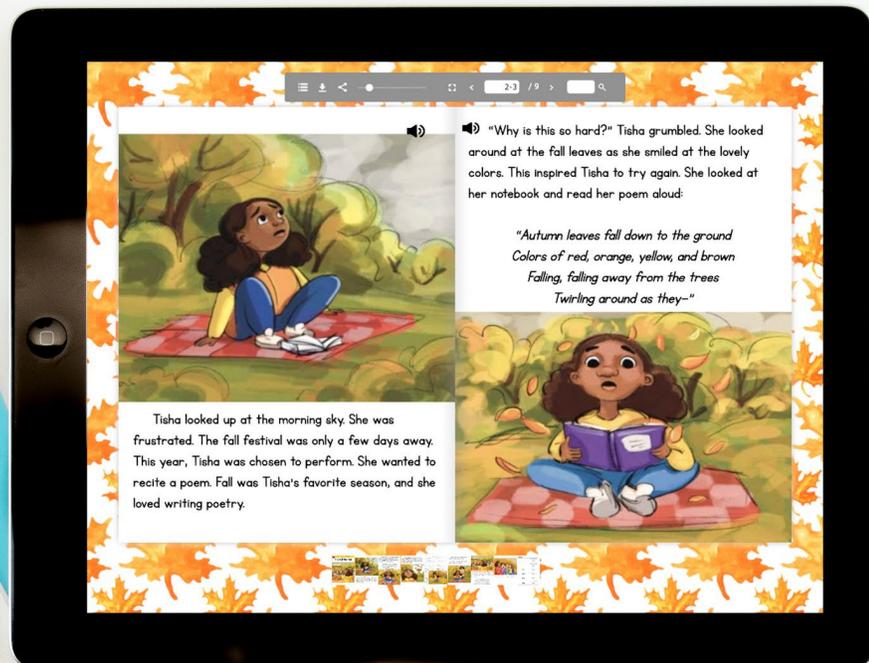
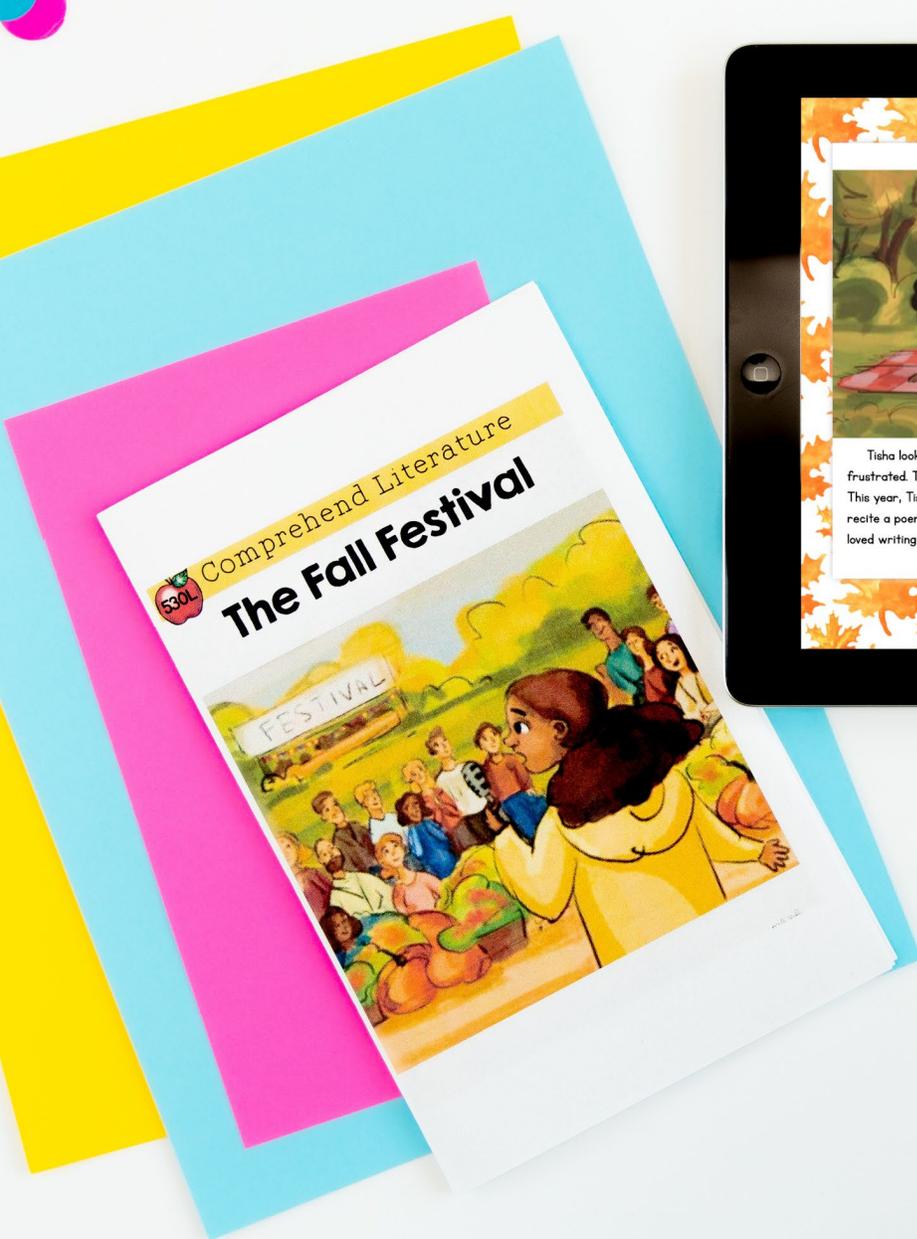


GUIDED READERS

LEXILE

2nd - 3rd

Grade



comprehend literature

Comprehend Literature Name: _____ Date: _____

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

Title: _____

Comprehend Literature Name: _____ Date: _____

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

- What is the main problem?
 - Tisha wants
 - Tisha does not
 - Tisha cannot
 - Tisha wants
- How is the problem solved?
 - Tisha helps Mrs. Morris
 - Mrs. Morris helps Tisha
 - Mrs. Morris asks Tisha for help
 - Tisha asks Mrs. Morris for help
- Read Tisha's poem.
 - lines 1 and 2
 - lines 1 and 3
 - lines 1, 2, and 3
 - All lines rhyme
- Some parts of this poem are funny. Write a short fall poem.

READING SMALL GROUP PLANS Week of: _____

Students: _____

Focus Skill: _____

MON. Pre-Reading
 Build Schema
 prediction
 Example: I think _____
 cover.

- Picture Walk
- Oral Predictions
- Review vocabulary in glossary

NOTES:

TUES. During Reading

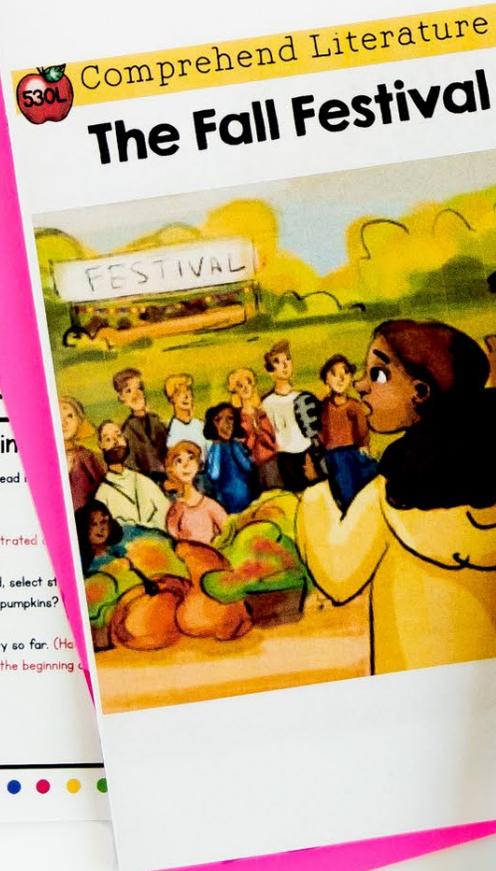
Students read pages 2-3 quietly. As students read, ask:

- Who is the main character? (Tisha)
- What do we know about her? (She is frustrated.)
- What is Tisha's poem about? (Fall leaves.)

Students read page 4 quietly. As students read, select students to:

- Why does Tisha say she should just juggle pumpkins? (of something else she could do.)
- Let's retell what has happened in this story so far. (Have students retell about finishing her poem. Then she reads the beginning of her poem about juggling pumpkins.)

NOTES:



Comprehend Literature
 Answer the following questions. Underline the text evidence in the color shown.
 1. Describe the setting of this poem. Why is the setting important?



Comprehend Literature Name: _____ Date: _____

The Little Green Orchard

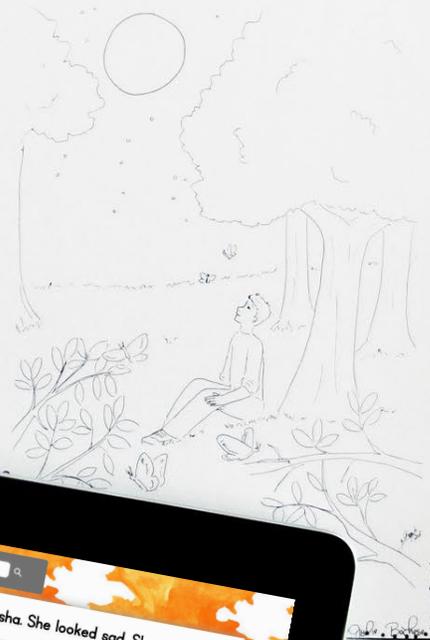
By Walter de La Mare

Some one is always sitting there,
 In the little green orchard;
 Even when the sun is high
 In noon's unclouded sky,
 And faintly droning goes
 The bee from rose to rose,
 Some one in shadow is sitting there
 In the little green orchard.

Only it's strange to be feeling there,
 In the little green orchard;
 Whether you paint or draw,
 Dig, hammer, chop or saw;
 When you are most alone,
 All but the silence gone...
 Some one is watching and waiting there,
 In the little green orchard.

Yes, when the twilight's falling softly
 In the little green orchard;
 When the grey dew distills
 And every flower-cup fills;
 When the last blackbird says,
 'What - what!' and goes her way - ssh!
 I have heard voices calling softly
 In the little green orchard

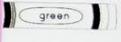
Not that I am afraid of being there,
 In the little green orchard;
 Why, when the moon's been bright,
 Shedding her lonesome light,
 And moths like ghosties come,
 ...leaves home:



Answer.



em to



your

Tisha was stumped. "What rhymes with trees?" she sighed. "Bees...knees...please...cheese...Oh, none of those make sense! I'll never finish this poem. I should just juggle pumpkins."

Mrs. Morris saw Tisha. She looked sad. She was concerned. "What's wrong, Tisha?" asked Mrs. Morris.

"The fall festival will be here soon. I need to finish my poem. I can't think of the words."

Mrs. Morris chuckled, "Well, I'm not a writer. But I've always loved to draw. I used to come to this park. I was just a young girl. I wanted to draw the fall trees. Sometimes I couldn't get it right. I just kept watching the leaves. They seemed to dance in the breeze."



Comprehend Literature

Directions: Complete this graphic organizer to support your answers.

Title: _____

Character: _____





Date: _____
 sure to go back into the text to

and Literature
 Name: _____ Date: _____
 Answer the following questions based on the text. Be sure to go back into the text to support

is the main problem in this st
 Tisha wants to go to a festiv
 Tisha does not want to rake
 Tisha cannot finish her fall p
 Tisha wants to learn how to
 e problem solved?
 a helps Mrs. Morris dr
 Morris helps Tisha th
 Morris tells Tisha no
 asks Mrs. Morris to
 s poem again. What
 and 2 rhyme (AA
 and 3 rhyme (AB
 and 3 rhyme
 rhyme with on
 this story ar

READING SMALL GROUP PLANS

Students: _____

Week of: _____

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 a girl who performs at a festival. I think this because there is a girl on stage 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. Who is the main character? (Tisha)
2. What do we know about her? (She is frustrated about writing her poem.)
3. What is Tisha's poem about? (Fall leaves.)

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

1. Why does Tisha say she should just juggle pumpkins? (She is performing at the fall festival but can't finish her poem to read, so she thinks of something else she could do.)
2. Let's retell what has happened in this story so far. (Have students volunteer to tell events. In the beginning, Tisha says she is frustrated about finishing her poem. Then she reads the beginning of the poem to us. She is still frustrated and even says she should give up and juggle pumpkins.)

NOTES:

TABLE OF CONTENTS

1. Guided Readers Access Page

- Digital Guided Reader Flipbooks
 - 3 levels: 320L, 530L, 710L
- 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."



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 a girl who performs at a festival. I think this because there is a girl on stage 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. Who is the main character? (Tisha)
2. What do we know about her? (She is frustrated about writing her poem.)
3. What is Tisha's poem about? (Fall leaves.)

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

1. Why does Tisha say she should just juggle pumpkins? (She is performing at the fall festival but can't finish her poem to read, so she thinks of something else she could do.)
2. Let's retell what has happened in this story so far. (Have students volunteer to tell events. In the beginning, Tisha says she is frustrated about finishing her poem. Then she reads the beginning of the poem to us. She is still frustrated and even says she should give up and juggle pumpkins.)

NOTES:

The Fall Festival

| | |
|---|-----|
| Tisha looked up at the sky. She was frustrated. The fall festival was days away. | 15 |
| This year, Tisha was chosen to perform. She wanted to recite a poem. Fall was Tisha's favorite season. She also loved writing poetry. | 31 |
| | 38 |
| "Why is this so hard?" Tisha grumbled. She looked around at the fall leaves. She smiled at the lovely colors. This inspired Tisha to try again. She looked at her notebook. | 53 |
| | 69 |
| Tisha read her poem aloud: | 74 |
| <i>"Autumn leaves fall down to the ground</i> | 81 |
| <i>Colors of red, orange, yellow, and brown</i> | 88 |
| <i>Falling, falling away from the trees</i> | 94 |
| <i>Twirling around as they—"</i> | 99 |
| Tisha was stumped. "What rhymes with trees?" she sighed. | 108 |
| "Bees...knees...please...cheese—Oh, none of those make sense! I'll never finish this poem. I should just juggle pumpkins." | 120 |
| | 125 |
| Mrs. Morris saw Tisha. She looked sad. She was concerned. "What's wrong, Tisha?" asked Mrs. Morris. | 137 |
| | 141 |
| "The fall festival will be here soon. I need to finish my poem. | 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

The Fall Festival

Tisha looked up at the sky. She was frustrated. The fall festival was days away. This year, Tisha was chosen to **perform**. She wanted to **recite** a poem. Fall was Tisha's favorite season. She also loved writing poetry.

"Why is this so hard?" Tisha grumbled. She looked around at the fall leaves. She smiled at the lovely colors. This **inspired** Tisha to try again. She looked at her notebook. Tisha read her poem aloud:

*"Autumn leaves fall down to the ground
Colors of red, orange, yellow, and brown
Falling, falling away from the trees
Twirling around as they—"*



Tisha was **stumped**. "What rhymes with trees?" she sighed. "Bees...knees...please...cheese—Oh, none of those make sense! I'll never finish this poem. I should just juggle pumpkins."

Mrs. Morris saw Tisha. She looked sad. She was **concerned**. "What's wrong, Tisha?" asked Mrs. Morris.

"The fall festival will be here soon. I need to finish my poem. I can't think of the words."

Mrs. Morris chuckled, "Well, I'm not a writer. But I've always loved to draw. I used to come to this park. I was just a young girl. I wanted to draw the fall trees. Sometimes I couldn't get it right. I just kept watching the leaves. They seemed to dance in the breeze."

"That's it!" Tisha shouted. "*Breeze* rhymes with *trees*! You just helped me. Now, I can finish my poem."

"I'm glad that I could help," said Mrs. Morris. "I can't wait to hear your poem."



Days later, the fall festival began. Tisha was ready to recite her poem. She walked onto the stage. She saw Mrs. Morris in the audience. Tisha smiled. She read her poem aloud:



*"Autumn leaves fall down on the ground
Colors of red, orange, yellow, and brown
Falling, falling away from the trees
Twirling around as they dance in the breeze."*

The people clapped and cheered. They loved Tisha's fall poem.

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 main problem in this story?

- a. Tisha wants to go to a festival.
- b. Tisha does not want to rake the leaves.
- c. Tisha cannot finish her fall poem.
- d. Tisha wants to learn how to juggle pumpkins.

2. How is the problem solved?

- a. Tisha helps Mrs. Morris draw a fall picture.
- b. Mrs. Morris helps Tisha think of a word.
- c. Mrs. Morris tells Tisha not to go to the festival.
- d. Tisha asks Mrs. Morris to teach her how to juggle.

3. Read Tisha's poem again. What is the rhyme pattern?

- a. lines 1 and 2 rhyme (AABB)
- b. lines 1 and 3 rhyme (ABAB)
- c. lines 1, 2, and 3 rhyme (AAAB)
- d. All lines rhyme with one another.

4. Some parts of this story are written as a poem. How is it different from the rest of the text?

5. Write a short fall poem of your own.

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

Title: _____

Characters

Setting

Problem

Solution

Theme



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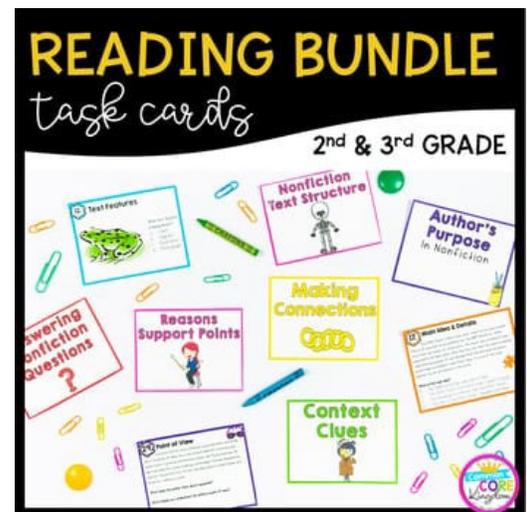


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