

Grade





Character Response

Name: _____ Date: _____

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

Story Recipe Card

Title: _____

Characters: _____

Setting: _____

First, _____

Next, _____

Then, _____

After that, _____

Finally, _____

Problem: _____

Solution: _____

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560L

Character Response

Marisol Bakes Banana Bread



marisol

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 this story is about? What helped you make this prediction?

Example: I think this story is about a girl who bakes banana bread with her mom or another lady. I think this because the title says there is a girl making banana bread. The cover also shows a girl eating bread at a table with a lady.

- ☐ 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

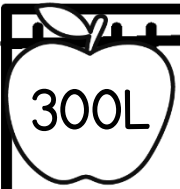
Students read pages 2-3 quietly. As students read in their heads, rotate through students to have them read aloud to you. After everyone has read, ask:

1. Who is the main character? (Marisol)
2. What do we know about her? (Marisol is bored because it's raining. Mom suggests she bake banana bread.)
3. What is the problem in the story? (Marisol only has 1 egg but needs 3 to bake the bread)

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

1. How does Marisol decide to solve the problem? (She sees the neighbors chicken coop and will ask her for eggs)
2. Let's retell what has happened in this story so far. (Have students volunteer to tell events. In the beginning, Marisol was sad and bored. Then her mom suggested she bake her grandmother's banana bread. She starts gathering ingredients and realizes she doesn't have enough eggs. She sees the neighbors chicken coop and decides to ask to borrow some eggs)

NOTES:



Marisol Bakes Banana Bread

It was a rainy Saturday afternoon. Marisol was bored.	9
“Why don’t you bake banana bread?” her mother said. “You can follow	21
Nana Sofia’s recipe.”	24
“That’s a good idea,” Marisol said. She got her grandmother’s recipe book.	36
It had been a year since Nana Sofia died. Marisol missed baking with her.	50
“She always made delicious banana bread,” Marisol remembered.	58
First, Marisol gathered all the ingredients in the recipe.	67
“I need bananas, flour, sugar, and eggs,” Marisol said. She opened the	79
fridge and looked inside.	83
“Oh no,” Marisol said. “I need three eggs, but we only have one!”	96
Marisol didn’t know what to do. Without enough eggs, the banana bread	108
would taste too dry.	112
All of a sudden, thunder boomed. The rainstorm was getting bad. Marisol	124
looked out the window. This gave her an idea. She could see her neighbor’s	138
chicken coop!	140

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

FLUENCY COMPONENTS

- ☐ Rate
- ☐ Accuracy
- ☐ Punctuation
- ☐ Expression

Marisol Bakes Banana Bread

It was a rainy Saturday afternoon. Marisol was bored.

"Why don't you bake banana bread?" her mother said. "You can follow Nana Sofia's recipe."

"That's a good idea," Marisol said. She got her grandmother's recipe book. It had been a year since Nana Sofia died. Marisol missed baking with her.

"She always made **delicious** banana bread," Marisol remembered.

First, Marisol **gathered** all the ingredients in the recipe.

"I need bananas, flour, sugar, and eggs," Marisol said. She opened the fridge and looked inside.

"Oh no," Marisol said. "I need three eggs, but we only have one!"

Marisol didn't know what to do. Without enough eggs, the banana bread would taste too dry.

All of a sudden, thunder **boomed**. The rainstorm was getting bad. Marisol looked out the window. This gave her an idea. She could see her neighbor's chicken **coop**!

"Mrs. Kumar keeps chickens. She must have eggs," Marisol said. "Maybe she will let me borrow some!"

Marisol made a plan to go out in the rain. First, she found her raincoat and boots. Next, she **grabbed** an umbrella.

She went outside. The wind almost knocked Marisol over. She had to hold on to the umbrella with both hands.

She reached Mrs. Kumar's house. *Knock, knock, knock.*

"Marisol, what are you doing out in the rain?" Mrs. Kumar asked.

"I'm baking banana bread. I need more eggs," Marisol said. "May I borrow some eggs?"

"Of course!" Mrs. Kumar said.

When Marisol got home, she was wet from head to toe.

"Where have you been?" Marisol's mother asked.

Marisol pulled four eggs out of her raincoat. She smiled.

An hour later, Marisol was dry. But the banana bread was not. It tasted delicious. Just like Nana Sofia's!



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

1. Who is the story's main character? _____

2. Which of these is a main ingredient in Nana Sofia's banana bread recipe?

- a) Yeast
- b) Cinnamon
- c) Eggs
- d) Butter

3. What problem does the main character face?

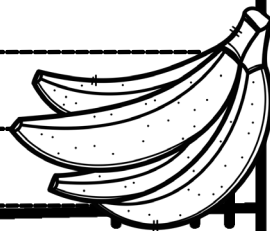
4. What does the main character do, say, think, and feel after the problem occurs?

DO	SAY	THINK	FEEL

5. How does the main character solve the problem?

- a) She asks her mother for help.
- b) She asks to borrow some eggs from her neighbor.
- c) She buys eggs at the grocery store.
- d) She decides not to bake banana bread after all.

6. What is the weather like in this story? Use text evidence to support your answer.



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Next, _____

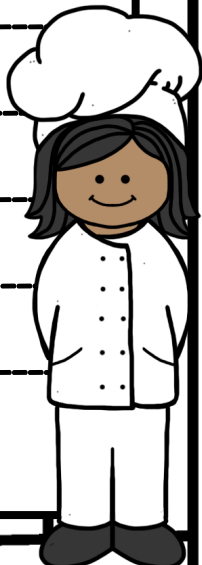
Then, _____

After that, _____

Finally, _____

Problem: _____

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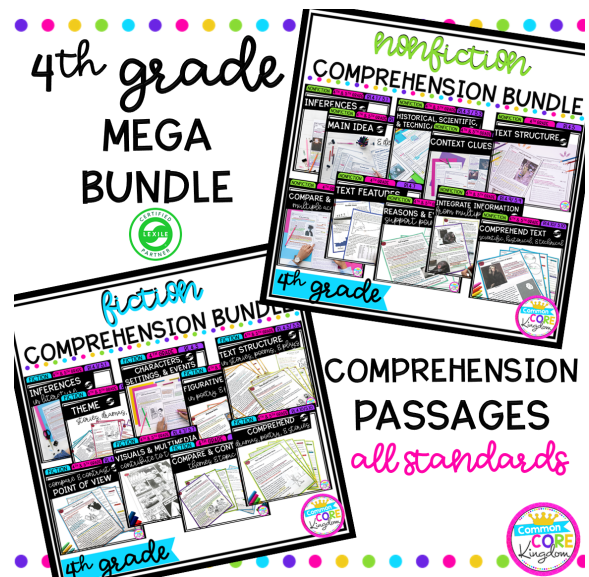


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