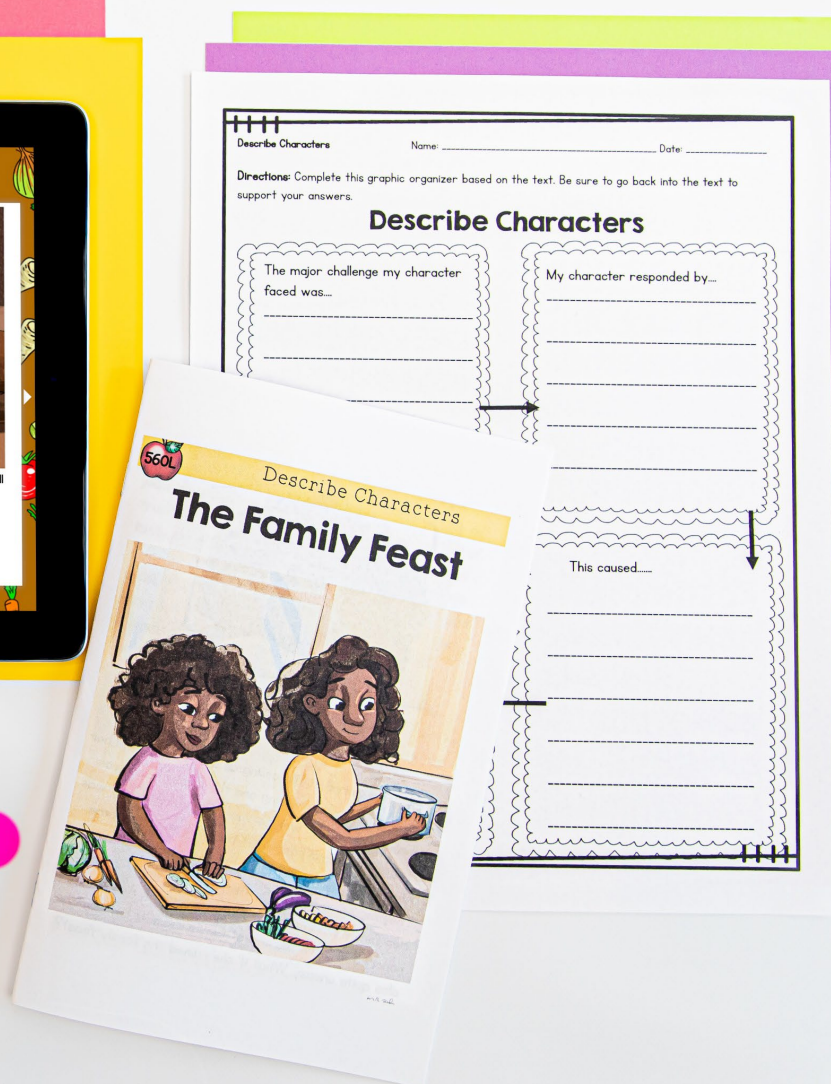
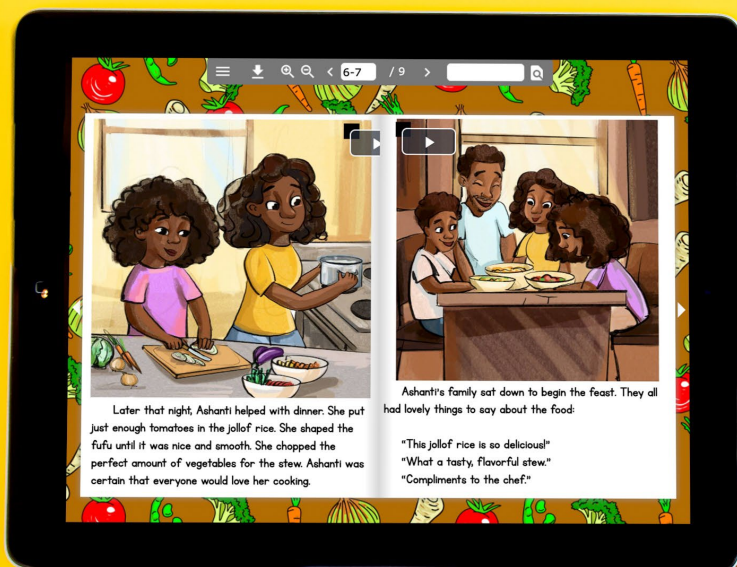


GUIDED READERS

LEXILE
3rd

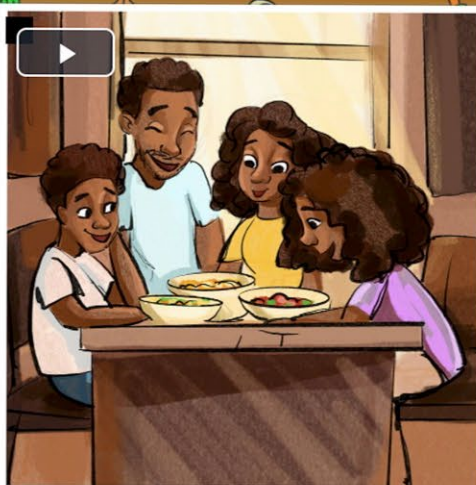
Grade



describe characters



Later that night, Ashanti helped with dinner. She put just enough tomatoes in the jollof rice. She shaped the fufu until it was nice and smooth. She chopped the perfect amount of vegetables for the stew. Ashanti was certain that everyone would love her cooking.



Ashanti's family sat down to begin the feast. They all had lovely things to say about the food:

"This jollof rice is so delicious!"
"What a tasty, flavorful stew."
"Compliments to the chef."

Describe Characters

The major challenge my character faced was....

My character n



Describe Characters

The Family Feast



This caused

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 likes to cook with her family. I think this because the cover has a picture of a girl cooking food and the title talks about family.

- ☐ 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? (Ashanti)
2. What do we know about her? (She is from Ghana and is supposed to help cook family recipes for a special dinner.)
3. What is the problem in the story? (She is afraid she will mess up while cooking. She remembers making a cake and ruining it.)

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

1. Let's retell what has happened in this story so far. (Have students volunteer to tell events. In the beginning, Ashanti is laying in bed thinking about the family feast. We learn her family moved here from Ghana. She is feeling nervous because she messed up a cake once and she thinks she will mess up the family's dinner. Her mom tells her it will be ok and she can face the challenge.)

NOTES:



The Family Feast

Ashanti stared at the ceiling as she lay awake in her bed. It was Sunday 15
morning. The family feast was hours away. Ashanti was nervous. This family feast was 29
going to be special. It would be her first time helping with dinner. Ashanti's family was 45
from Ghana. They moved to New York when she was 3 years old. Her family traditions 61
were very important. Ashanti was honored to learn the secret family recipes. She also 75
felt uneasy. What if she ruined dinner? 82

Ashanti thought about jollof rice, fufu, and stew. She imagined a feast full of 97
traditional foods. Ashanti grinned. She could almost taste the food. Then, Ashanti's 109
smile started to fade. She thought about the time she tried to make a cake for Nana. 127
Ashanti put too much batter in the pan. The cake batter ran out over the sides. It 144
dripped all over the bottom of the oven. "Oh no," Ashanti thought. 156

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 Family Feast

Ashanti stared at the ceiling as she lay awake in her bed. It was Sunday morning. The family feast was hours away. Ashanti was nervous. This family feast was going to be special. It would be her first time helping with dinner. Ashanti's family was from **Ghana**. They moved to New York when she was 3 years old. Her family **traditions** were very important. Ashanti was honored to learn the secret family recipes. She also felt uneasy. What if she ruined dinner?

Ashanti thought about **jollof** rice, **fufu**, and stew. She imagined a feast full of traditional foods. Ashanti grinned. She could almost taste the food. Then, Ashanti's smile started to fade. She thought about the time she tried to make a cake for Nana. Ashanti put too much batter in the pan. The cake batter ran out over the sides. It dripped all over the bottom of the oven. "Oh no," Ashanti thought. "I am not a good cook. The jollof will be sticky. The stew will burn. The fufu will be lumpy." Ashanti's mom peeked her head into the room.

"Good morning, Ashanti," she said "Let's get our day started. First, we will eat. Then we need to go to the market. We must prepare for the feast."

Ashanti sighed, "Yes, **maame**. I'll freshen up now."

Ashanti's mom knew that something was bothering her. "What's wrong?" she asked.

"Well," Ashanti responded. "I'm really excited about helping with dinner. But I'm also worried about ruining everything."

Ashanti's mom sat down on her bed. "Oh dear," she said. "You will not ruin anything. I will help you. Nana will be there too. We believe that you will live up to your name. You can face any challenge just like the great Ashanti warriors."

Ashanti thought about her name. In her **culture**, people give their children special names. They believe that your name tells who you are.

"You're right, maame. I can do this!" she said confidently.

Later that night, Ashanti helped with dinner. She put just enough tomatoes in the jollof rice. She shaped the fufu until it was nice and smooth. She chopped the perfect amount of vegetables for the stew. Ashanti knew that everyone would love her cooking.

Ashanti's family sat down to begin the feast. They all had lovely things to say about the food:

"This jollof is delicious!"

"What a tasty stew."

"Compliments to the chef."

Ashanti and her mom looked at each other and smiled. Ashanti was proud of herself. She had overcome her fears. She was now a part of the family tradition.

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

1. Think of one main word to describe Ashanti. Use examples from the text to explain why you chose this word.

2. How does Ashanti's culture shape the way she thinks and feels in the story?

3. Why was Ashanti so nervous at the beginning of the story?

4. What caused Ashanti's feelings to change later on?

5. How might the story's ending be different if Ashanti had continued to feel the same?

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

Describe Characters

The major challenge my character faced was....

My character responded by....

If I were my character I would have.....

This caused.....

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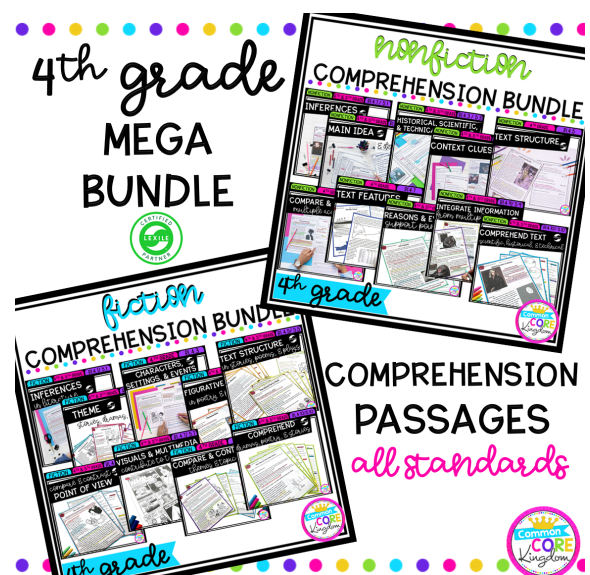


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