

GUIDED READERS



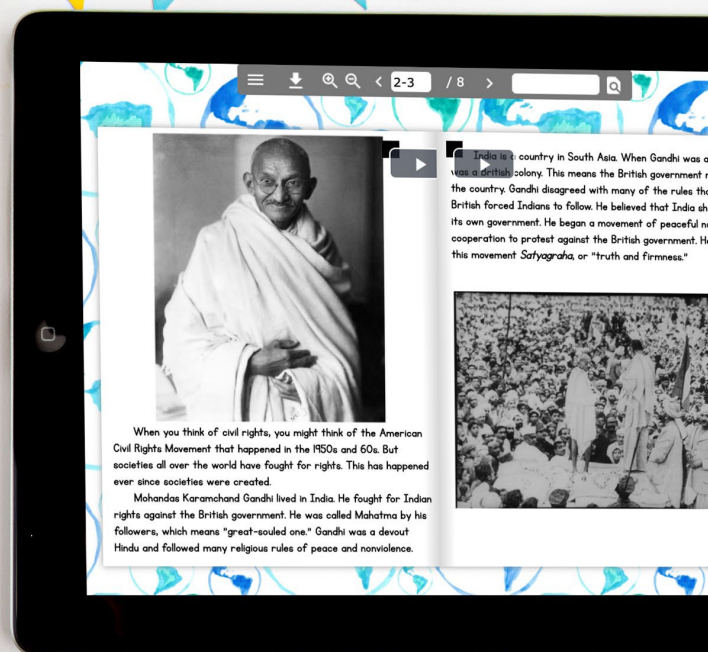
4th — 5th
Grade

Name: _____ Date: _____

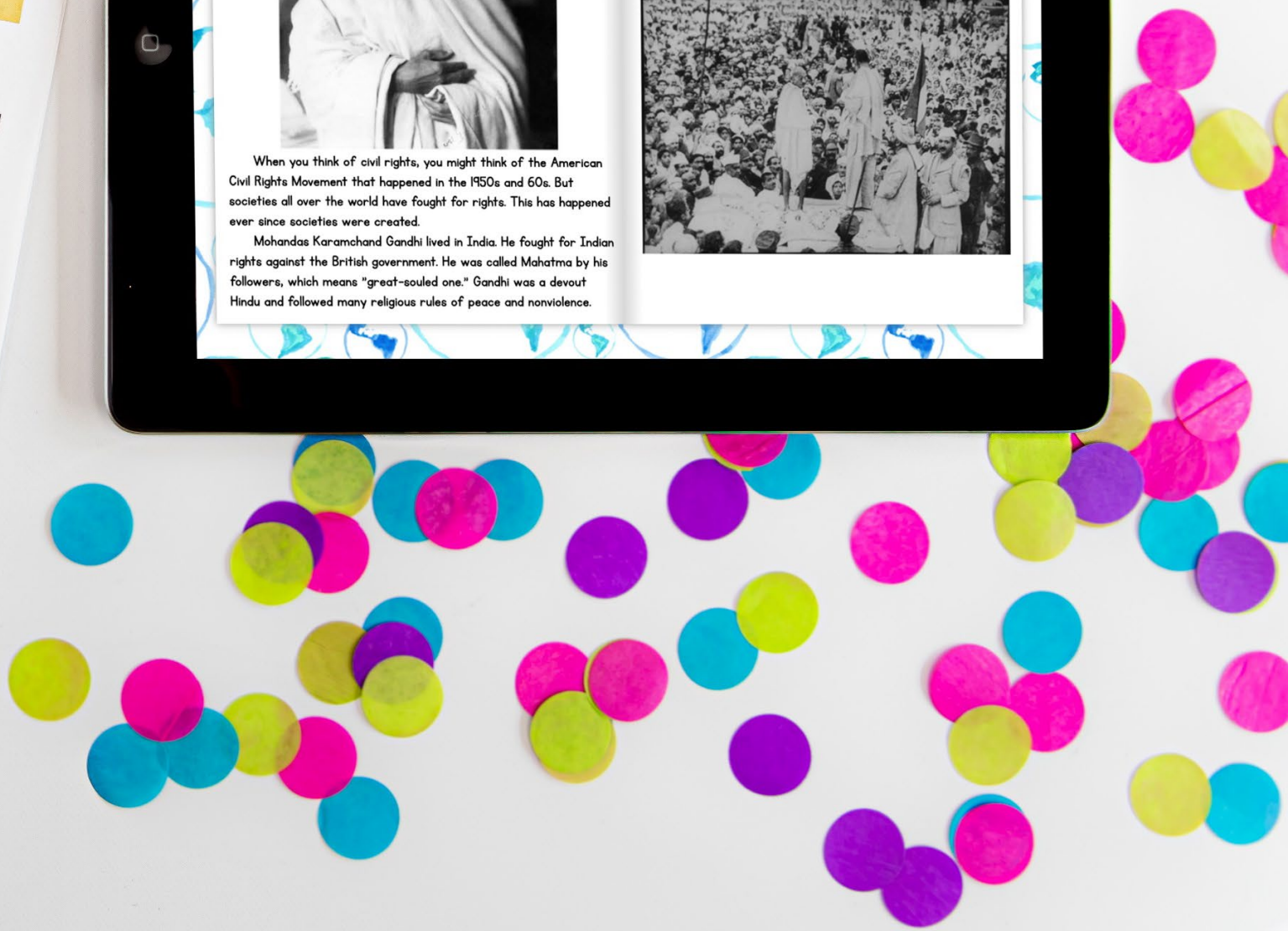
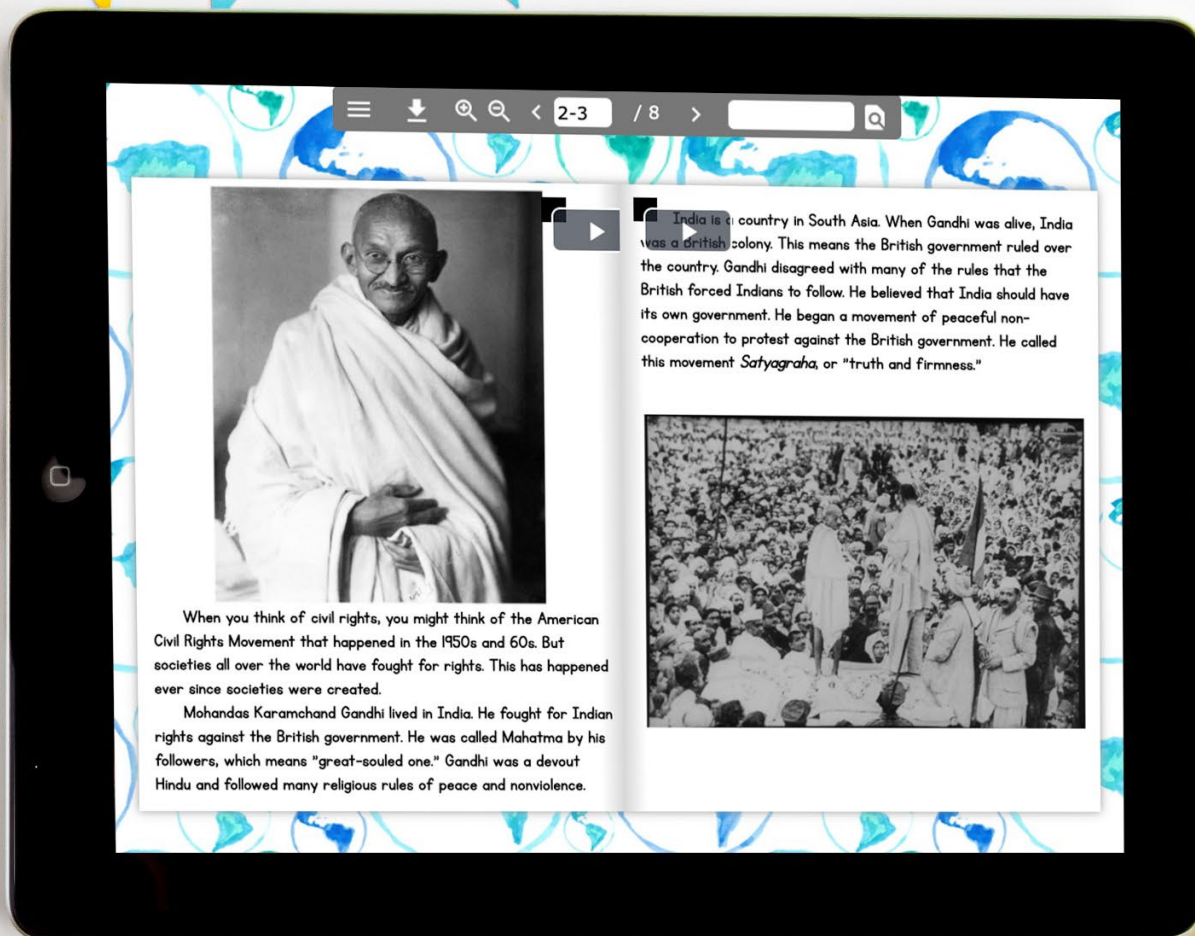
Complete this graphic organizer based on the text. Be sure to go back into the text to answer.

Cause and Effect

Cause	→	Effect
Cause	→	Effect
Cause	→	Effect



historical events



Historical Events

Name: _____ Date: _____

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

Cause and Effect

Cause

Effect

Cause

Eff

Cause



Historical Events

Gandhi's March



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

Example: I think this text is about Ghandi. I think this because his name is in the title and there is a picture of him. It also looks old, like he was alive a long time ago.

- ☐ 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 text about? (Ghandi)
2. What do we know about him? (He was Indian, he fought for Indian rights and he followed the Hindu religion.)
3. What did Ghandi protest? (British rule, he thought India should have its own government.)

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

1. What were the British Salt Acts? (A rule that said only the British could collect or sell sea salt.)
2. Why did so many people follow Ghandi on his march to the sea? (They agreed with his movement to protest the salt acts. They also thought India should have its own government and be able to collect, use and sell salt if they want.)

NOTES:

Ghandi's March

When you think of civil rights, you might think of the American Civil Rights Movement that happened in the 1950s and 60s. But societies all over the world have fought for rights. This has happened ever since societies were created.

Mohandas Karamchand Gandhi lived in India. He fought for Indian rights against the British government. He was called Mahatma by his followers, which means "great-souled one." Gandhi was a devout Hindu and followed many religious rules of peace and nonviolence.

India is a country in South Asia. When Gandhi was alive, India was a British colony. This means the British government ruled over the country. Gandhi disagreed with many of the rules that the British forced Indians to follow. He believed that India should have its own government. He began a movement of peaceful non-cooperation to protest against the British government. He called this movement Satyagraha, or "truth and firmness."

FLUENCY SCORE

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

FLUENCY COMPONENTS

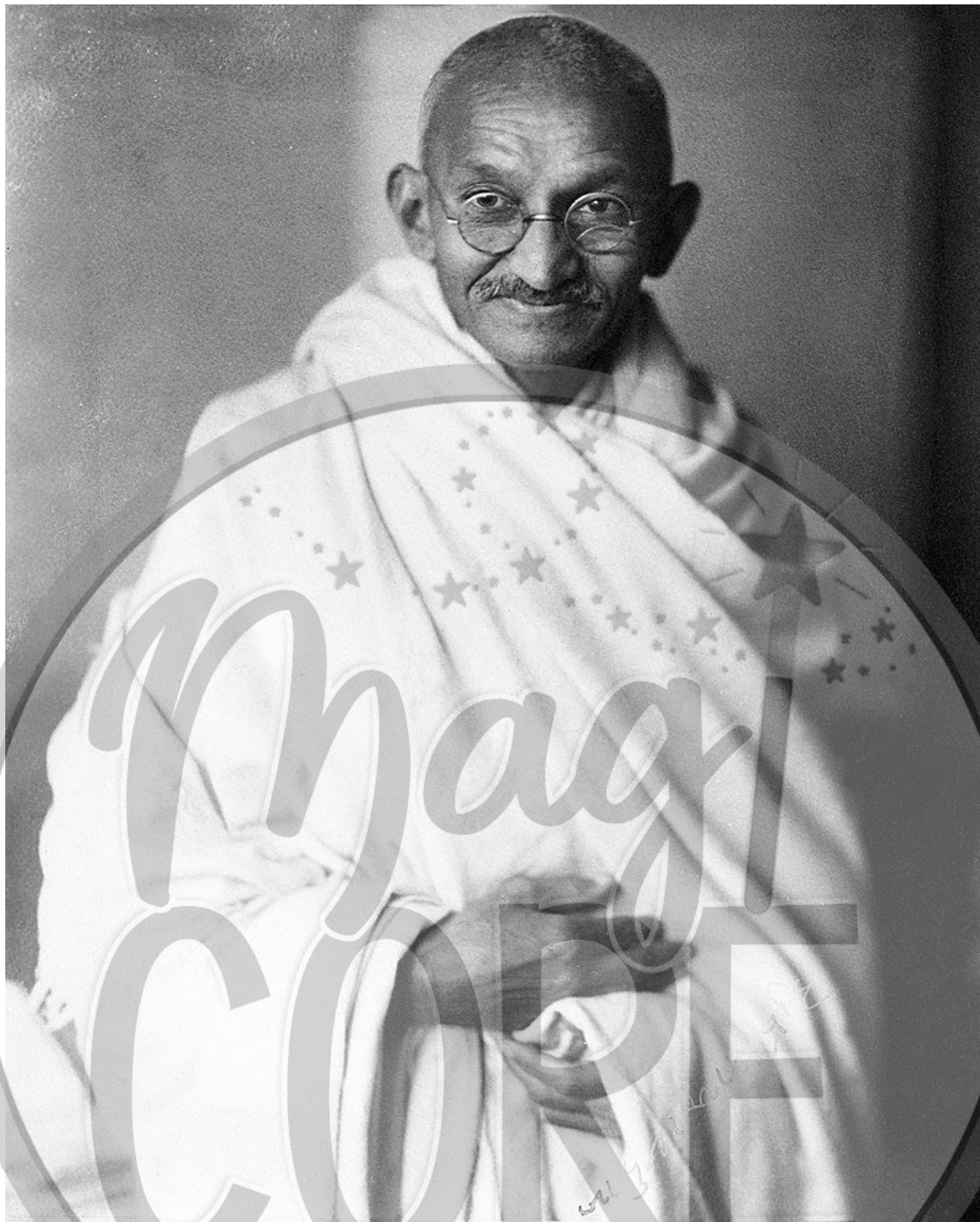
- ☐ Rate
☐ Accuracy
☐ Punctuation
☐ Expression



Historical Events

Gandhi's March

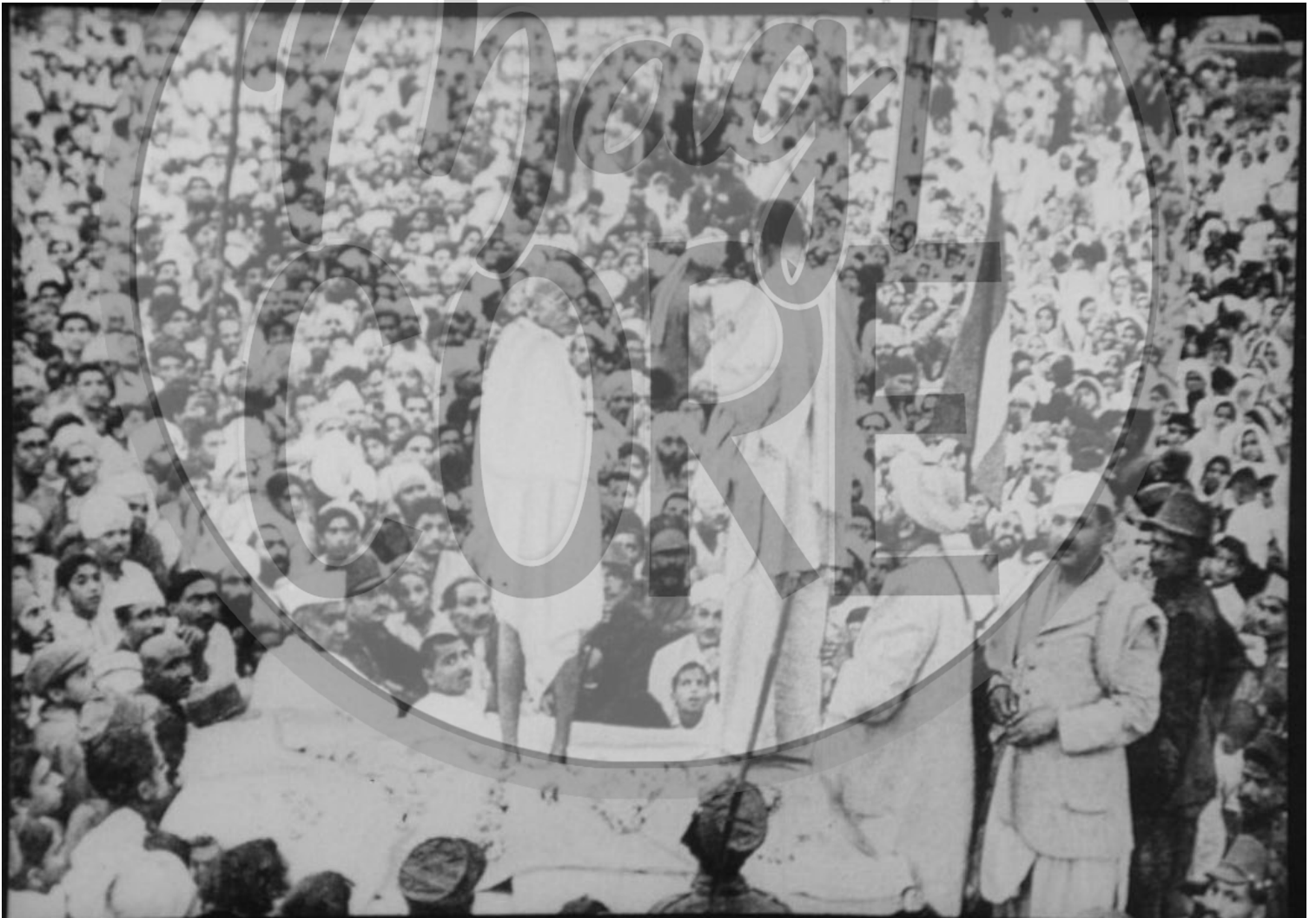


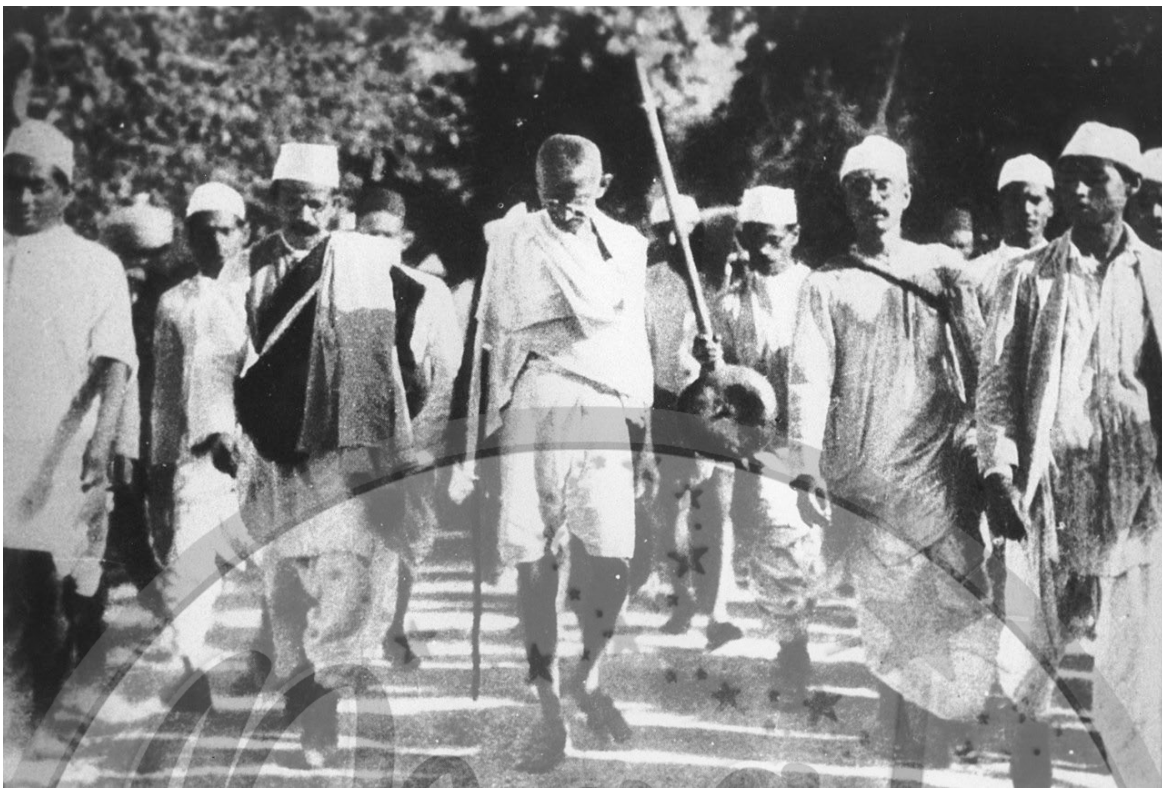


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One rule Gandhi disagreed with was the British Salt Acts. This rule said that only the British could collect or sell salt. Indians were not allowed. Britain also put a large tax on salt, so that if Indians wanted to buy it, they had to pay extra money. Salt was very important to the diet of Indians. Gandhi also wanted India to have economic independence. This was not possible with Britain's taxes.

Gandhi believed that going against the Salt Acts would help Indians protest against British rule. He started a movement against British salt **policies**. On March 12, 1930, Gandhi began a 241-mile march to the Red Sea. Gandhi and 78 supporters walked from Sabarmati to the town of Dandi. They planned to make salt from seawater. Gandhi made speeches along the way, and more and more people joined his march. By the time the group reached the sea, Gandhi's followers had grown from less than a hundred to tens of thousands.

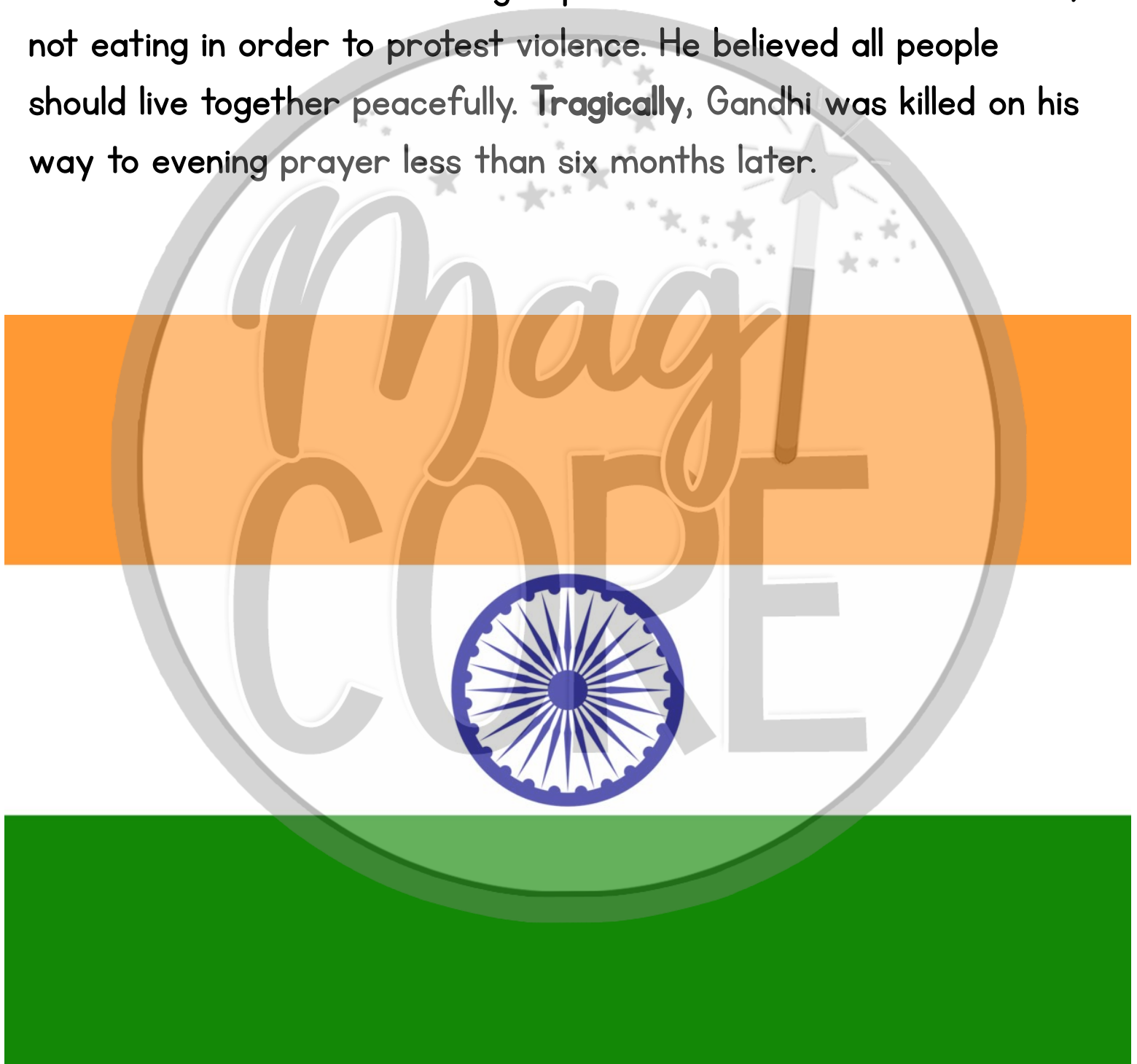
Gandhi arrived at the sea early in the morning. The police tried to stop his mission by crushing the salt laying on the beach down into the mud. But Gandhi thought on his feet. Gandhi reached down on the shore and picked up a small clump of natural salt. With this one small action, British law was broken.



Picking up a piece of salt may have been a small act, but it led to a bigger social movement. Not only did Gandhi's followers who traveled with him make salt, but Indians in **coastal** cities also followed his lead. Protests broke out all over India. Soon, millions of Indians stood against British rule. Over 60,000 people were arrested, including Gandhi. But his message had spread, and even with Gandhi behind bars, the protests continued.



Gandhi was jailed until January of 1931. He agreed to call off the protests if he was given an equal role in helping determine India's future. Gandhi worked hard to represent the Indian people for many years. Finally, in 1947, India was granted independence from Britain. Gandhi encouraged peace in India and often fasted, not eating in order to protest violence. He believed all people should live together peacefully. Tragically, Gandhi was killed on his way to evening prayer less than six months later.



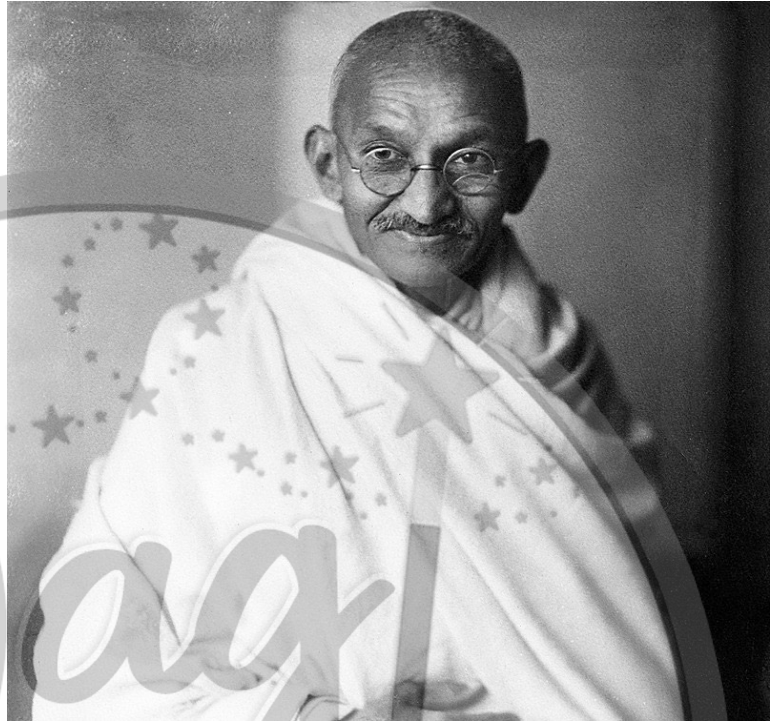
Glossary

civil rights	the rights of citizens to political and social freedom and equality (page 2)
movement	a group of people organized around a goal to make change (page 3)
protest	a complaint against an idea, an act, or a way of doing things (page 3)
policies	laws (page 4)
coastal	along the edge of the ocean (page 6)
tragically	in a very sad way (page 7)

Ghandi's March

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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. What happened just after Gandhi marched to the Red Sea?

- a. He was released from jail.
- b. India was given independence from Britain.
- c. He went against British rule by picking up salt.
- d. He started the Satyagraha movement

2. Why did Gandhi fast, or stop eating?

- a. to oppose violence
- b. to go against the British government
- c. to be able to buy salt
- d. to march to the Red Sea

3. Think about two historical events: Gandhi's Salt March and India's independence in 1947. Explain how they are connected. Give evidence from the text to support your answer.

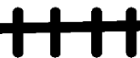
4. Read the passage from the text.

"Gandhi believed that going against the Salt Acts would help Indians protest against British rule. He started a movement against British salt policies."

What is the text structure of the passage?

- a. chronological
- b. cause and effect
- c. problem and solution
- d. compare and contrast

5. What effect did British rule have on India? Give evidence from the text to support your answer.



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Cause and Effect

Cause

Effect



Cause

Effect



Cause

Effect



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Good to Go



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