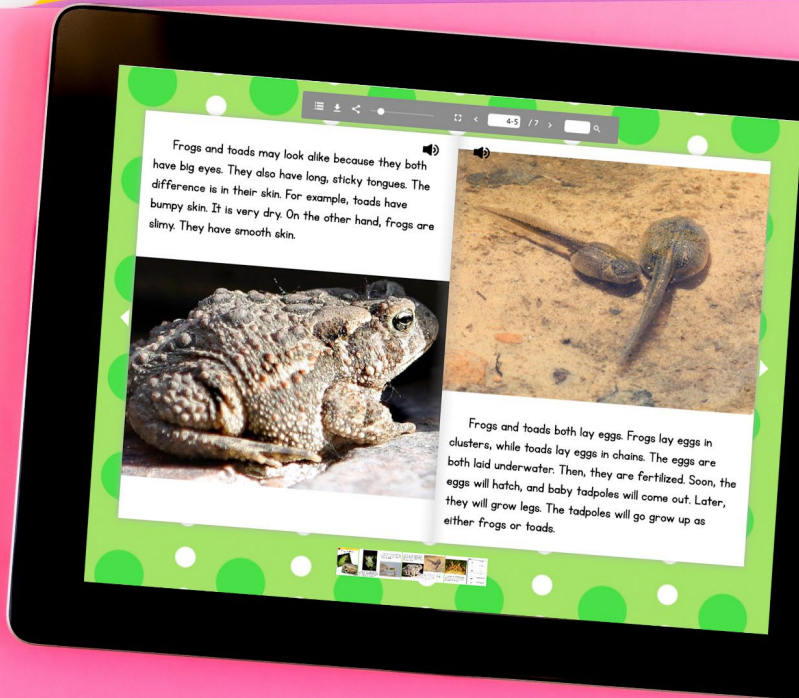
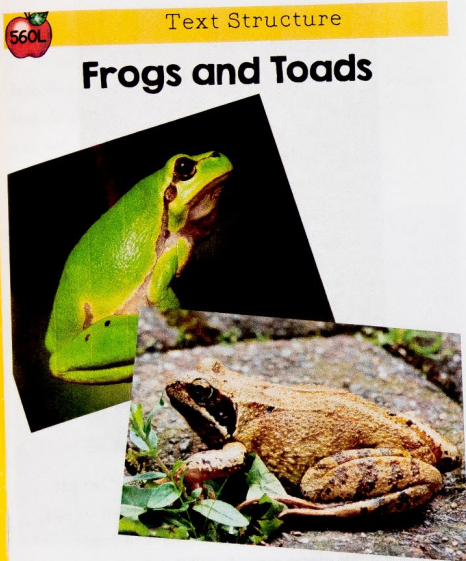


GUIDED READERS

LEXILE
3rd

Grade



text structure

Name: _____ Date: _____

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

What is the purpose of this text most likely written?

a. to make people want to buy pet frogs
b. to find out why frogs and toads are different
c. to explain the difference between frogs and toads
d. to tell a fairy tale

What is the purpose of this text most likely written?

a. to compare frogs and toads
b. to introduce frogs and toads
c. to explain the difference between frogs and toads
d. to support the author's claim

3. Which of the following is the best evidence to support the author's claim?

a. Frogs and toads are both amphibians.
b. Later in the text, the author states that frogs and toads are both amphibians.
c. The author states that frogs and toads are both amphibians.
d. You can find frogs and toads in the same habitats.

4. Transition words are used to connect ideas. Which transition word is used in the text to connect the two sentences?

On the line, write the transition word.

How does the transition word help you understand the relationship between the two sentences?

5. Find the transition word in the text.

READING SMALL GROUP PLANS Week of: _____

Students: _____

Focus Skill: _____ Standard: _____

MON. Pre-Reading
Build Schema: What do you think the text is about?
Example: I think this text will be about frogs and toads.
☐ Picture Walk
☐ Oral Predictions
☐ Review vocabulary in glossary. As you read, write down any new words you find.

NOTES: _____

TUES. During Reading
Students read page 2-3 of "Frogs and Toads".
After everyone has read, ask:
1. What is this text about? (How to tell if a frog or toad is a frog or toad.)
2. What does the author list as the first difference between frogs and toads?
Students read page 4 quietly. As students read, ask:
1. How are frogs and toads similar?
2. What is the next difference the author lists?

NOTES: _____

Compare and Contrast

Text Structure

Frogs and Toads

560



© Julia Fisk

TABLE OF CONTENTS

1. Guided Readers Access Page

- Digital Guided Reader Flipbooks
 - 3 levels: 340L, 560L, 730L
- 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 these texts are about? What helped you make this prediction?

Example: I think this text will be about frogs and toads because that is the title. There is also a picture of both 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 page 2-3 of "Frogs and Toads" 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 this text about? (How to tell frogs and toads apart.)
2. What does the author list as the first difference? (Frogs have longer legs than toads and can jump higher than toads.)

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

1. How are frogs and toads similar? (They look alike, they have big eyes, they have long, sticky tongues.)
2. What is the next difference the author mentions? (Toads have bumpy skin and frogs have smooth, slimy skin.)

NOTES:

Frogs and Toads

Frogs and toads are similar. People often get the two mixed up. They are also very different. How will you know if you've seen a frog or a toad? There are a few ways to tell them apart.

Frogs and toads can both hop. But frogs have longer legs. They can jump very high. Toads have short, stumpy legs. They are not as strong as a frog's legs. Toads can only hop short distances.

Frogs and toads may look alike. They both have big eyes. They both have long, sticky tongues. The difference is in their skin. For example, toads have bumpy skin. It is very dry. On the other hand, frogs are slimy. They have smooth skin.

Frogs and toads both lay eggs. Frogs lay eggs in clusters. Toads lay eggs in chains. The eggs are both laid underwater. Then, they are fertilized. Soon, the eggs will hatch. Baby tadpoles will come out.

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

FLUENCY COMPONENTS

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

Frogs and Toads

Frogs and toads are **similar**. People often get the two mixed up. They are also very different. How will you know if you've seen a frog or a toad? There are a few ways to tell them apart.

Frogs and toads can both hop. But frogs have longer legs. They can jump very high. Toads have short, **stumpy** legs. They are not as strong as a frog's legs. Toads can only hop short **distances**.



Frogs and toads may look alike. They both have big eyes. They both have long, sticky tongues. The difference is in their skin. For example, toads have bumpy skin. It is very dry. On the other hand, frogs are slimy. They have smooth skin.



Frogs and toads both lay eggs. Frogs lay eggs in **clusters**. Toads lay eggs in chains. The eggs are both laid underwater. Then, they are **fertilized**. Soon, the eggs will hatch. Baby **tadpoles** will come out. Later, they will grow legs. The tadpoles will go on to grow up as frogs or toads.

As you can see, frogs and toads are different. It can be easy to tell them apart. Just watch them hop. Look at their skin. Watch them lay eggs. You will know which is which.

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

1. Why was this text most likely written?

- a. to make people want to buy pet frogs
- b. to find out why most people prefer toads
- c. to explain the difference between toads and frogs
- d. to tell a fairy tale about a frog and a toad

2. What is the purpose of this sentence?

Frogs and toads can both hop, but frogs have longer legs.

- a. to compare and contrast frogs and toads
- b. to introduce readers to the frog and toad characters
- c. to explain step-by-step how to frogs hop
- d. to support the author's claim about why toads are better

3. Which of these sentences is part of a sequence?

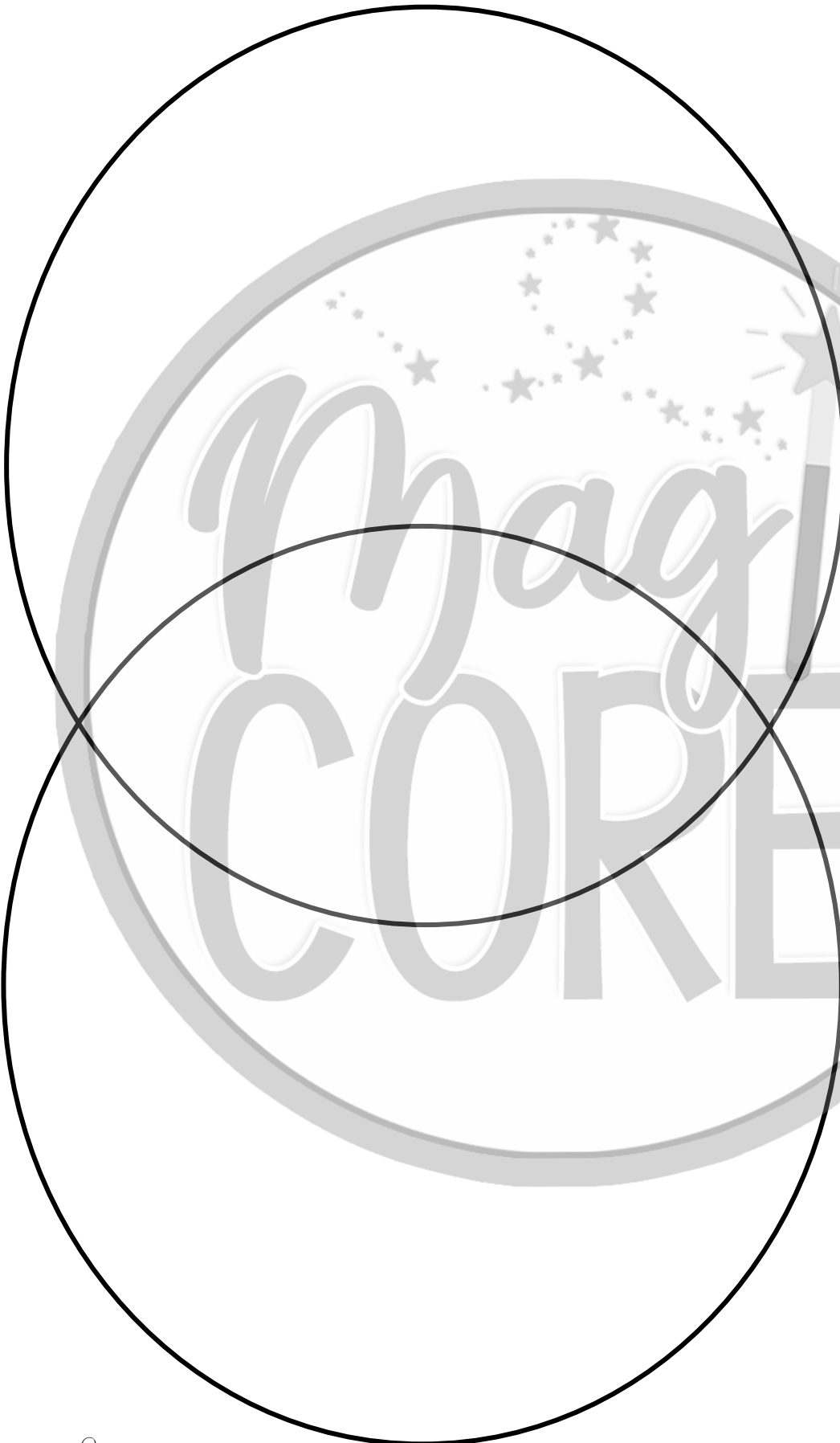
- a. Frogs and toads are very similar.
- b. Later, they will grow legs.
- c. They also have long, sticky tongues.
- d. You will clearly know which is which.

4. Transitions can help you make connections in a text. Read the sentence below.

On the other hand, frogs are slimy.

How does the underlined phrase make a connection in this text?

5. Find another transitional word/phrase in the text. What type of connection does it make (showing cause/effect, giving examples, etc.)?



Compare and Contrast



Terms of Use



How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at julie@magicorelearning.com.



Good to Go



Not O.K.

- Use this resource personally or with your own children.
 - Use this resource in your own classroom with your students.
 - Provide this resource to your students to use at your instruction.
 - Print and/or copy for use in your own classroom.
 - Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
 - Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
 - Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:
- Share with others to use personally.
 - Share with others to use in another classroom.
 - Print or copy any page(s) and distribute them to other teachers or other classrooms.
 - Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom, including but not limited to personal, classroom, or district websites that are accessible to the general public.
 - Use this resource commercially (e.g. Outschool).
 - Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

<https://magicorelearning.com/>

<https://www.teacherspayteachers.com/Store/Magicore>

© Copyright 2020, 2022. All rights reserved. The unlicensed reproduction or distribution of this product is strictly prohibited. Permission is granted to the original purchaser or licensee to make copies to use with students and/or to assign to students digitally providing it is only available to students assigned directly to the purchaser. Using this product in any manner that makes it accessible to the general public is strictly forbidden. Commercial use, including but not limited to online or in person classes, is prohibited. Contact julie@magicorelearning.com for commercial licensing information. Sharing without permission or hosting online in a public manner is a violation of the Digital Millennium Copyright Act (DMCA). These terms may be updated at any time. You can see the most up to date Terms of Use at

<https://magicorelearning.com/terms-of-use>.

Let's Connect!

www.magicorelearning.com



<https://www.teacherspayteachers.com/Store/Magicore>



<https://www.facebook.com/Magicorelearning/>



<https://www.instagram.com/magicorelearning>



<https://www.pinterest.com/magicorelearning/>



julie@magicorelearning.com

Looking for more?



Membership Opportunity!



If you love these resources and want access to more, check out my membership opportunity with the Core Kingdom Club.

[Join my Core Kingdom Club waitlist!](#)

Core Kingdom Club opens its membership doors twice a year to offer teachers all of the resources you love, with a membership discount. You can also find support through my custom learning plan.

Find out more magiccorelearning.com/membership.

CREDITS

https://upload.wikimedia.org/wikipedia/commons/e/ee/Tadpole_at_Capitol_Reef_Waterpocket.jpg

<https://upload.wikimedia.org/wikipedia/commons/2/24/Toad15.jpg>

