

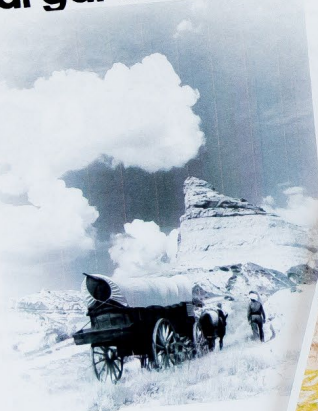
GUIDED READERS

LEXILE
4th

Grade

First & Secondhand Accounts

The Diary of Margaret A. Frink



First & Secondhand Accounts

The Oregon Trail



Glossary

fording	someone who is one of the in a culture to explore or live place (page 2)
spur	able to produce farm crops (page 2)
compelled	animals joined by a yoke, or a wooden bar with 2 unshaped ends that fit around the animals' heads (page 3)
decant	an acute, often fatal, infectious disease that is marked by vomiting, cramps, and diarrhea (page 5)
stamped	dirty, polluted or not useable (page 5)
cultivation	going or reaching across a continent (page 6)

Magi
CORE

first and secondhand accounts



Compare First and Secondhand Accounts

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

Title: _____

Date: _____

Name: _____

First & Secondhand Accounts

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

1. What information...
a. Pioneer
b. The Oregon Trail
c. Some
d. The

2. What information...
a. The
b. The
c. W
d. S

Where...
a.
b.
c.

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...
Example: I think these texts are about the Oregon Trail. I think this because the cover.

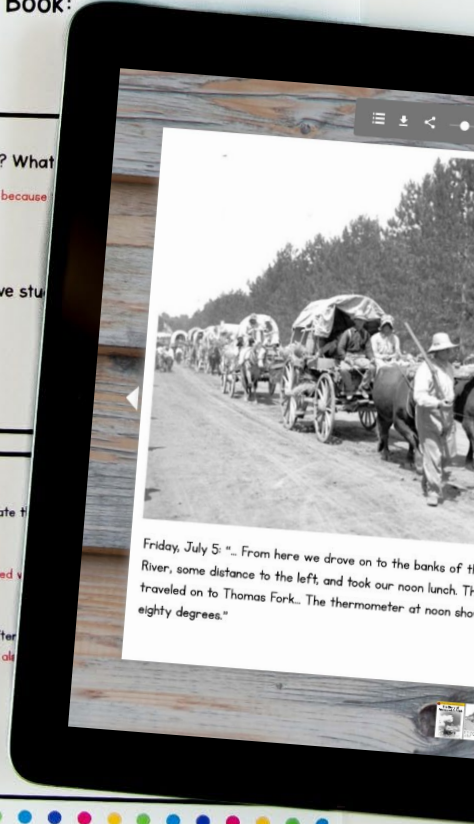
☐ Picture Walk
☐ Oral Predictions
☐ Review vocabulary in glossary. As you review each word, have stu...

NOTES:

During Reading

Pages 2-4 of The Oregon Trail quietly. As students read in their heads, rotate th...
read, ask:
about? (Americans who moved west on The Oregon Trail.)
about them? (They traveled 2,000 miles to Oregon City in a covered v...
and they had to bring all of their food and supplies with them.)

As students read, select students to read aloud to you. After...
(They could get cholera or other diseases. Rivers were al...
The Oregon Trail? (The transcontinental railroad)



1. Compare Firsthand and Secondhand Accounts

"As I got closer to Times Square, there were many more people in the area - thousands - and traffic had stopped. Everyone was looking up at the giant television monitors on the sides of the buildings in Times Square. CNN was on and they were showing video of a plane hitting one of the towers. I was stunned. It was so surreal and unbelievable. And it was happening about fifty blocks away from where I was standing." -Juleyka Lantigua-Williams

What if...

"I was in my office when the first plane harpooned the North Tower at 8:46 am. While watching the flaming building from the trading floor, I attempted to contact the observation deck to make sure they left immediately. At 9:03, the second tower was struck with the resulting blast slamming the building, bending in the windows, which shook the sound, and then the transfer of... through the rock, which shook a stream of chaos: emergency...ing." -Tony

Level: M

Compare/Contrast Accounts

Name: _____

Date: _____

Mary Jemison: Life of a Captive

Mary Jemison was born in 1743 about 10 miles from her home and Mary. Her parents...



Compare/Contrast Accounts

Answer the following questions. Underline the text evidence in the color indicated.

1. The facts in *A Narrative of the Life of Mrs. Mary Jemison*...

Level: M

Compare/Contrast Accounts

Name: _____

Date: _____

Excerpt From *A Narrative of the Life of Mrs. Mary Jemison*

By James E. Seaver



Native Americans in traditional dress.

they exhibited all the signs of real mourning... d-he has gone; he will never return!... His spirit has... whom with pleasure we greet. Dickewamis has com... is handsome and pleasant! Oh! she is our sister, and... place of our brother she stands in our tribe. With... may she be happy till her spirit shall leave us."

any, from mourning they became serene-joy sparkled in... ed to rejoice over me as over a long lost child. I was made... and was called Dickewamis; which being interpreted,

welcome... signifies a pretty girl, a handsome girl, or a pleasant, good thing. That is the name by which I have ever since been called by the Indians.



First & Secondhand Accounts

The Diary of Margaret A. Frink



Compare First and Secondhand Accounts

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

Title: _____

Date: _____

Name: _____

First & Secondhand Accounts

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

1. What information was included in "The Diary of _____"?
 - a. Pioneers had to bring all of their food for 2,000 miles long.
 - b. The Oregon Trail was 2,000 miles long.
 - c. Sometimes pioneers rode on horseback.
 - d. The biggest dangers on the Oregon Trail were _____.

2. What information is included in both texts?
 - a. The pioneers traveled with wagons.
 - b. The Oregon Trail went along rivers.
 - c. Wide, fast-moving rivers were dangerous.
 - d. Sometimes animals stampeded across the trail.

3. Where did the facts in "The Oregon Trail" come from?
 - a. An interview someone did with _____.
 - b. An article someone researched.
 - c. A letter someone found written by _____.
 - d. A diary written by someone.

4. How might a reader benefit from reading both "The Oregon Trail" and "The Oregon Trail" secondhand?

5. What is the difference between first and secondhand accounts?

READING SMALL GROUP PLANS Week of _____

Students: _____

Focus Skill: _____

Standards: _____

MON.

Pre-Reading

Build Schema: What do you know about the Oregon Trail?

Example: I think these texts are about _____ the cover.

- ☐ Picture Walk
- ☐ Oral Predictions
- ☐ Review vocabulary in glossary.

NOTES: _____

TUES.

During Reading

Students read pages 2-4 of "The Oregon Trail" quietly. After everyone has read, ask:

1. What is the text about? (Americans moving west.)
2. What do we know about them? (They traveled on horseback and by wagon. The trip took 4-6 months and they had to bring all their food.)

Students read page 5-6 quietly. As students read, ask:

1. Why was the trip dangerous? (There were wide, fast-moving rivers and sometimes animals stampeded across the trail.)
2. What brought an end to trips on the Oregon Trail? (Pioneers found gold in California.)

NOTES: _____



To prepare for the trip, pioneers sold their horses and sold everything they could not fit into their small wagons. It would take 4 to 6 months. They had to bring hundreds of pounds of food. To survive the trip, a small family would need 100 pounds of flour, 400 pounds of bacon, 120 pounds of biscuits, 60 pounds of coffee, 100 pounds of sugar, and 200 pounds of salt. They usually brought a cow for milk. The cow walked to the wagon. They also brought farming tools and seeds, wheat, and other crops.



First & Secondhand Accounts

The Diary of Margaret A. Frink



First & Secondhand Accounts

The Oregon Trail



f: _____

2-3 / 7

Pioneers traveled by a type of covered wagon called a Prairie Schooner. Prairie Schooners got their name because the white covering on the wagon bed made it look like a sailing ship. These wagons were about 6 feet wide and 12 feet long. They were pulled by teams of 6 yoked oxen. The wagons moved at a speed of about 2 miles per hour. Families typically traveled only 15-20 miles per day.



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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."





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 these texts are about the Oregon Trail. I think this because there is a picture of a covered wagon 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 2-4 of The Oregon Trail 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 the text about? (Americans who moved west on The Oregon Trail.)
2. What do we know about them? (They traveled 2,000 miles to Oregon City in a covered wagon. Their speed was only 2 miles per hour. The trip took 4-6 months and they had to bring all of their food and supplies with them.)

Students read page 5-6 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

1. Why was the trip dangerous? (They could get cholera or other diseases. Rivers were also dangerous.)
2. What brought an end to trips on The Oregon Trail? (The transcontinental railroad)

NOTES:

The Oregon Trail

From 1840-1860, thousands of Americans traveled west. They traveled on what is known as The Oregon Trail. The travelers were called Pioneers. They set out in hopes of finding fertile farmland, adventure, and possibly even gold. The trail stretched about 2,000 miles from Independence, Missouri to Oregon City, Oregon. The trip along the trail was long and brought many dangers.

Pioneers traveled by wagon. These wagons were called Prairie Schooners. Prairie Schooners got their name because the white covering on the wagon bed made it look like a sailing ship. These wagons were about 6 feet wide and 12 feet long. They were pulled by teams of 6 yoked oxen. The wagons moved at a speed of about 2 miles per hour. Families typically traveled only 15-20 miles per day.

To prepare for the trip, pioneers sold their homes. They also sold everything they could not fit into their small wagon. The trip would take 4 to 6 months.

FLUENCY SCORE

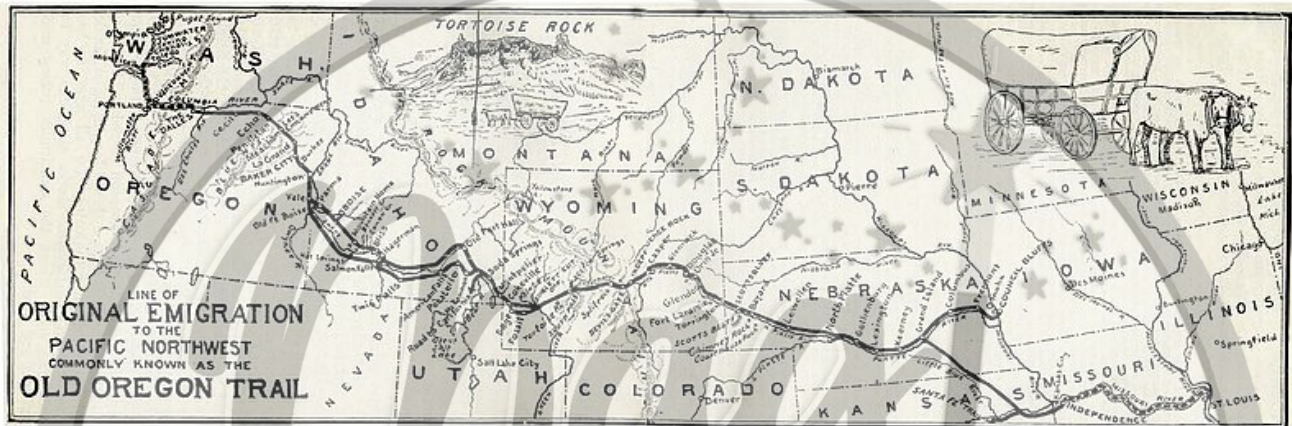
	Total Words	-	Errors	=	Words Per Minute (WPM)	Accuracy % (WPM ÷ Words Read) X 100
1 st Read						

FLUENCY COMPONENTS

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

The Oregon Trail

From 1840-1860, thousands of Americans traveled west. They traveled on what is known as The Oregon Trail. The travelers were called **Pioneers**. They set out in hopes of finding **fertile** farmland, adventure, and possibly even gold. The trail stretched about 2,000 miles from Independence, Missouri to Oregon City, Oregon. The trip along the trail was long and brought many dangers.



Pioneers traveled by wagon. These wagons were called Prairie Schooners. Prairie Schooners got their name because the white covering on the wagon bed made it look like a sailing ship. These wagons were about 6 feet wide and 12 feet long. They were pulled by teams of 6 **yoked** oxen. The wagons moved at a speed of about 2 miles per hour. Families typically traveled only 15-20 miles per day.



To prepare for the trip, pioneers sold their homes. They also sold everything they could not fit into their small wagon. The trip would take 4 to 6 months. They had to bring hundreds of pounds of food. To survive the trip, a small family would need 600 pounds of flour, 400 pounds of bacon, 120 pounds of biscuits, 4 pounds of tea, 60 pounds of coffee, 100 pounds of sugar, and 200 pounds of lard. They usually brought a cow for milk. The cow walked behind or next to the wagon. They also brought farming tools and seeds for crops.

The trip along the trail was extremely dangerous. The biggest danger was disease. Travelers could get **Cholera** from water **contaminated** with bacteria. Diseases like smallpox and the flu also spread easily among travelers. Another danger was wide, fast-moving rivers. When crossing rivers, wagons could overturn or animals could get scared and run. Sometimes people and animals drowned.

Eventually, the **transcontinental** railroad was completed. This offered a much safer and faster trip west. Fewer and fewer people traveled by wagon. If you visit any of the states once included in the path of The Oregon Trail, you can still see the wheel ruts the wagons left behind.

The Diary of Margaret A. Frink

Friday, July 5: "... From here we drove on to the banks of the Bear River, some distance to the left, and took our noon lunch. Then we traveled on to Thomas Fork... The thermometer at noon showed eighty degrees."

Saturday, July 6: "We started at six o'clock, **forded** Thomas Fork, and, turning to the west, came to a high steep **spur** that extends to the river. Over this high spur we were **compelled** to climb... Part of the way I rode on horseback, the rest I walked. The **descent** was very long and steep. All the wheels of the wagon were tied fast, and it slid along the ground. At one place the men held it back with ropes, and let it down slowly. After coming to the valley, we drove to the river and rested some time for dinner. In the afternoon we went seven miles further, down the valley, and encamped at sundown by a beautiful stream..."



Monday, July 8: It rained considerably during the night. Mr. Frink was on guard until two o'clock, when he returned to camp bringing the startling news, that for some unknown cause, the horses had **stampeded**. We had no means of knowing whether it was the work of Indians or not, but it was useless to look for them in the darkness... (the animals were found the next morning) When we arose, we found the range of mountains covered in new-fallen snow. This is a beautiful valley, and when under settlement and **cultivation**, will be a delightful region... At half past ten we passed a village of Snake River Indians (Shoshone)..."

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

1. What information was included in “The Diary of Margaret A. Frink” but not in “The Oregon Trail?”
 - a. Pioneers had to bring all of their food for the trip with them in their wagon.
 - b. The Oregon Trail was 2,000 miles long.
 - c. Sometimes pioneers rode on horseback or walked next to the wagons.
 - d. The biggest dangers on the Oregon Trail were diseases like Cholera.
2. What information is included in both texts?
 - a. The pioneers traveled with wagons.
 - b. The Oregon Trail went along rivers and over mountains.
 - c. Wide, fast-moving rivers were dangerous for wagons to cross.
 - d. Sometimes animals stampeded away from wagons
3. Where did the facts in “The Oregon Trail” most likely come from?
 - a. An interview someone did with a person who traveled on the Oregon Trail.
 - b. An article someone researched about the Oregon Trail.
 - c. A letter someone found written by a child who traveled with their family.
 - d. A diary written by someone while they were traveling from Missouri to Oregon.
4. How might a reader benefit from reading the firsthand “The Diary of Margaret A. Frink” text and the secondhand “The Oregon Trail” text? Use at least two details from the texts to support your response.

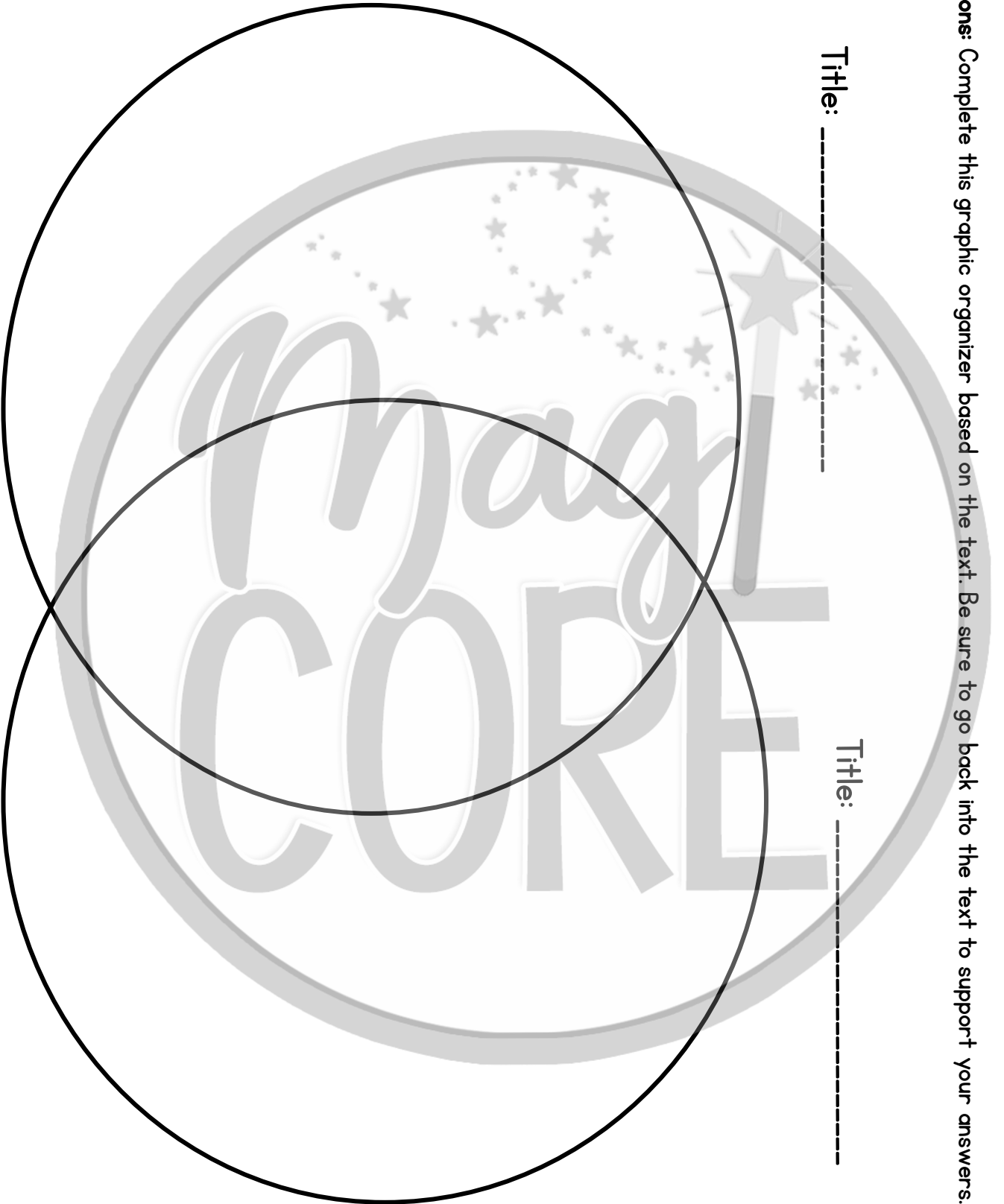
5. What is the difference in focus between the two texts?

Compare First and Secondhand Accounts

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

Title: _____

Title: _____



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Good to Go



Not O.K.

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