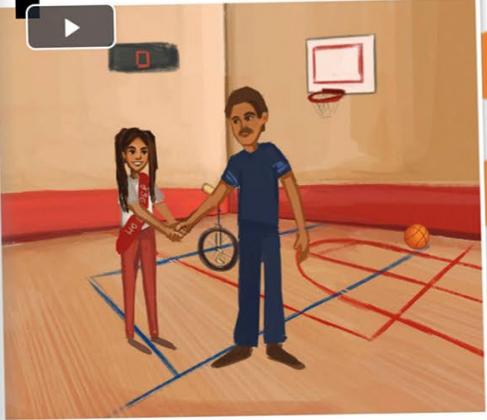


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"Yes!" Julia and the crowd roared together! She jumped off her bike just in time for her best friend Alex to squeeze her around the neck and shriek. The officials, no longer serious and unsmiling, walked over with a ribbon printed with "World Record Holder."



The stern official from earlier shook Julia's hand. "You certainly seem to have the Midas Touch, young lady," he congratulated her. "Congratulations on setting a new world record!"

Julia felt her heart explode with pride. She could hardly believe she had done what she set out to do! She decided today just might be the best day of her entire life.



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ABOUT LEXILE LEVELS



Common Core Kingdom, 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 someone who rides a unicycle and plays basketball. I know this because there is a picture of a basketball and unicycle. I also think something good will happen because it says "golden moment."

- 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

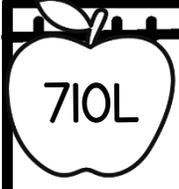
Students read pages 2 quietly. As students read in their heads, rotate through students to have them read aloud to you. After everyone has read, ask:

1. Who is the main character? (*Julia*)
2. What do we know about her? (*She is trying to break the world record for most baskets scored while riding a unicycle.*)
3. How is Julia feeling? How do you know? (*Nervous. The text says she has "butterflies in her stomach"*)

Students read page 3-4 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

1. What is the problem in the story? (*Julia is trying to break the world record*)
2. What is she worried about? (*Last time she practiced, her left shoulder cramped and kept her from making baskets.*)
3. Let's retell what has happened in this story so far. (*Have students volunteer to tell events. In the beginning, Julia and stretching and feeling nervous. We know she is nervous because she is about to try to win the world record for baskets shot on a unicycle. The officials start the stopwatch and she starts shooting baskets.*)

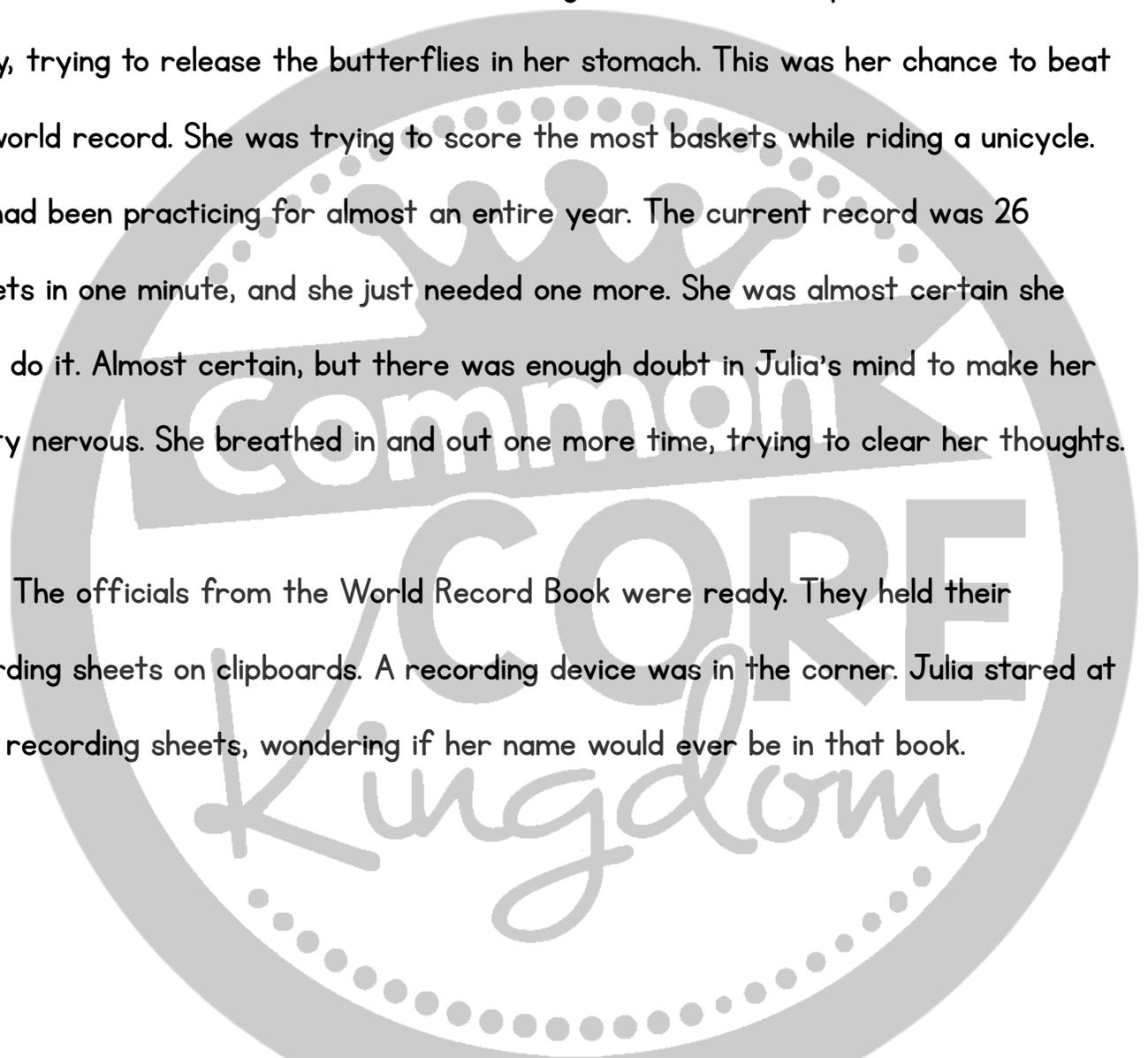
NOTES:



A Golden Moment

The moment she'd been waiting for had arrived. Julia shook out her arms to 15
 loosen her muscles and stretched left then right. She took a deep breath and exhaled 30
 slowly, trying to release the butterflies in her stomach. This was her chance to beat 45
 the world record. She was trying to score the most baskets while riding a unicycle. 60
 She had been practicing for almost an entire year. The current record was 26 75
 baskets in one minute, and she just needed one more. She was almost certain she 91
 could do it. Almost certain, but there was enough doubt in Julia's mind to make her 105
 pretty nervous. She breathed in and out one more time, trying to clear her thoughts. 119

The officials from the World Record Book were ready. They held their 131
 recording sheets on clipboards. A recording device was in the corner. Julia stared at 145
 their recording sheets, wondering if her name would ever be in that book. 158



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

FLUENCY COMPONENTS	
<input type="checkbox"/>	Rate
<input type="checkbox"/>	Accuracy
<input type="checkbox"/>	Punctuation
<input type="checkbox"/>	Expression



A Golden Moment

The moment she'd been waiting for had arrived. Julia shook out her arms to loosen her muscles and stretched left then right. She took a deep breath and **exhaled** slowly, trying to release the butterflies in her stomach. This was her chance to beat the world record. She was trying to score the most baskets while riding a unicycle. She had been practicing for almost an entire year. The current record was 26 baskets in one minute, and she just needed one more. She was almost certain she could do it. Almost certain, but there was enough doubt in Julia's mind to make her pretty nervous. She breathed in and out one more time, trying to clear her thoughts.



The officials from the World Record Book were ready. They held their recording sheets on clipboards. A recording device was in the corner. Julia stared at their recording sheets, wondering if her name would ever be in that book. She worried if her shoulder would be her Achilles heel. The last time she practiced a cramp in her left shoulder kept her from making baskets from that side. But before she had too much time to worry, the officials called her name. They got ready to start the official clock. There was no turning back now, and Julia knew it was her time to shine.

An unsmiling man holding a stopwatch instructed Julia to take her place on the court. He towered over Julia with a serious expression on his face. He frowned as he **inspected** the stopwatch. Julia wondered if there was something wrong. She mounted her unicycle with the basketball tucked under one arm. "Concentrate," she told herself. The man counted down, "In 5, 4, 3, 2, 1: begin!" Julia cycled around the court, getting ready to take the first shot. At the official's sign, she began shooting.



Julia made a shot. Then another, and three. She felt good and not tense at all. She might even say she was having fun. She concentrated so hard that she couldn't hear the buzz of the crowd. Julia thought of nothing but the **mechanics** that her basketball coach had taught her. She repeated her motions silently in her head. "Eyes on the target, grip the ball, balance your core, and follow through."

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

1. Why is Julia nervous? What evidence does the author give that supports this inference?

2. What word could be substituted for the word catastrophe in paragraph 5?

- a. exciting event
- b. disaster
- c. lucky break
- d. dream

3. Describe the meaning of the word “stern” as it is used in the story. Then find two details from the text that best support your understanding of the word and explain how the evidence supports your definition.

Definition of stern:		
	Evidence from the text:	Explanation of how text evidence supports the definition.
#1		
#2		

4. The following question has two parts. First answer Part A, then answer Part B.

Part A

Based on the story, how might you describe the phrase *Achilles heel* as the author uses it in the story?

- a. a weakness
- b. an injured foot
- c. an advantage
- d. a strong arm

Part B

Which detail from the text helps you understand its meaning?

- a. “Julia stared”
- b. “The last time she practiced”
- c. “basketball tucked under one arm”
- d. “kept her from making baskets”

5. What does it mean to have “the Midas Touch”? How does this reference help the reader understand the task the character faced?



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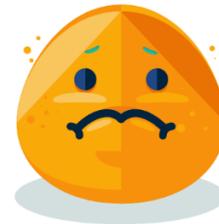


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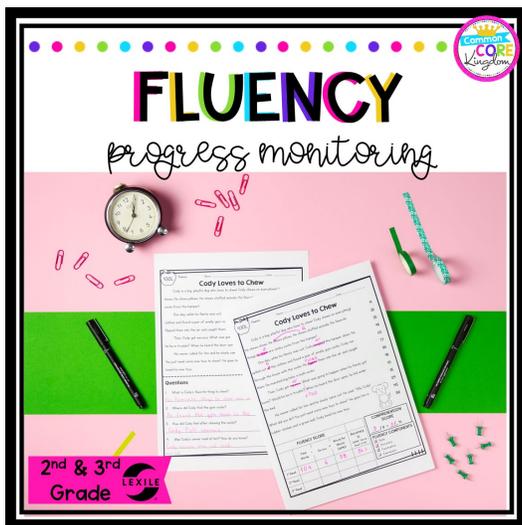


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