

WHAT'S INCLUDED?

Each Guided Reading Unit Contains:

1. Lexile® Leveled Guided Readers
(Differentiated at 3 Levels)
 - Digital Flipbook Versions
 - Printable Booklets
 - Google Slide Versions
 - Printer Friendly Versions
2. Guided Reading Overview
3. Recommended Oral Reading Rates
4. Small Group Plans
5. Fluency Checks (3 levels)
6. Comprehension Questions
7. Skill Focused Graphic Organizer



ABOUT LEXILE LEVELS



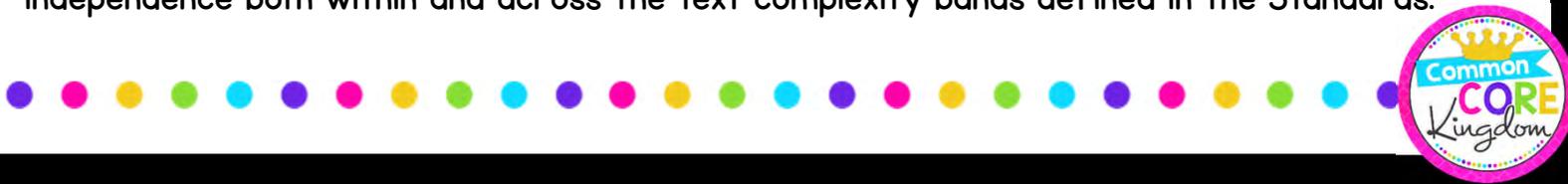
Common Core Kingdom, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

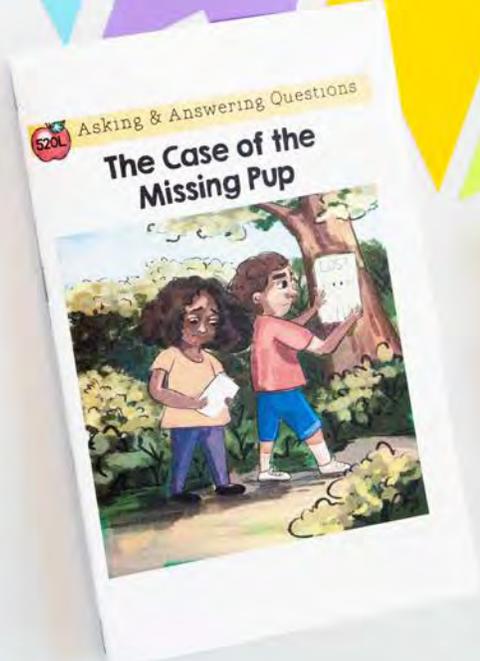
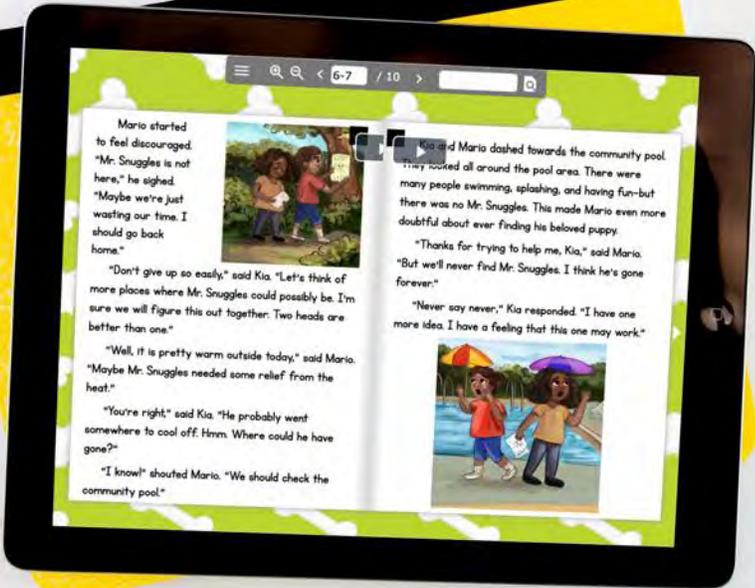
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for 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	N/A
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."





READING SMALL GROUP PLANS

Students: _____ Week of: _____

Standard: _____ Book: _____

Focus Skill: _____

MON. Pre-Reading
Build Schema: What do you think this story is about? What helped you make this prediction?
 Picture Walk
 Oral Predictions
 Review vocabulary in glossary. As you review each word, have students find the word 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.
 1. Who are the main characters? (Kia and Mario)
 2. What do we know about them? (Kia and Mario are friends. Mario is quiet and Kia is concerned.)
 3. What might Mario be upset about? (Mario says "someone" is gone and a "paw" coming back.)
 Students read page 4 quietly. As students read, select students to read aloud to you. After everyone has read, ask:
 1. What is the problem in this story? (Mr. Snuggles ran away.)
 2. How did Mr. Snuggles go missing? (He ran away on Mario's way to preschool.)
 3. Let's retell what has happened in this story so far. (Have students volunteer to tell events. Do this by using a summer day. She saw Mario was outside crying. Kia was concerned, so she went to Mario to see if that was why Mr. Snuggles ran away.)
 NOTES: _____

WED. During Reading
Students read pages 5-6. As students read in their heads, rotate through students to have them read aloud.
 1. Where do the children look first? Why? (They check the park first because Mr. Snuggles likes to play there.)
 2. How does Mario feel when Mr. Snuggles isn't at the park? How do you know? (Mario feels sad because he's worried.)
 3. Where do the children look next? Why? (Kia and Mario decide to check the community pool.)
 Students read page 7-8 quietly. As students read, select students to read aloud to you. After everyone has read, ask:
 1. Where is the last place Kia and Mario look for Mr. Snuggles? (The backyard.)
 2. How does Mario react when they find Mr. Snuggles? (Mario is excited. I know this because he says "I found him!")
 NOTES: _____

THURS. After Reading
Ask students to reread the story "The Case of the Missing Pup." Tell students to be in rereading the group will reread the story. While students reread the story, identify key events.
 After all students have finished, invite students to retell the story using each person's story to refer to their books as they retell.
 NOTES: _____

FRI. Assessment & Skill Focus
Asking and Answering Questions
Orally review the SWs and Hs of this story.
 1. Who is the story about? (Kia and Mario)
 2. What is the problem? (Mario's puppy ran away.)
 3. When does this story take place? (On a summer day in the present.)
 4. Where do Kia and Mario go in this story? (They start at their home.)
 5. Why is Mario ready to give up? (Mario thinks there is no hope to find his puppy.)
 6. How does Kia help Mario? (Kia shows Mario that by being persistent.)
 Have students work independently to complete the Asking and Answering Questions.
 NOTES: _____

520L Running Record

Directions: Answer the following questions.

- What most likely happened?
- When Kia saw _____ she really mean _____
- What does "_____"
- How might _____

The Case of the Missing Pup

Kia gazed out the window. It was a warm, beautiful summer day in the middle of June, and she wanted to go for a walk. As she looked around, Kia noticed her neighbor Mario sitting on the stairs in front of his home. Mario appeared to be quite unhappy. He was holding his head down with a sad, gloomy expression on his face.
 Kia was very concerned about Mario. She had never seen him so upset before. He was usually a lively, energetic boy who seemed to wear a smile all the time. "Poor Mario," Kia said to herself as she scratched her head. "I wonder why he's feeling so blue. I sure hope that I can cheer him up and brighten his day. Perhaps we can go have some fun in the sun."
 Kia went outside to talk to Mario. As she approached his house, she could hear that he was sobbing.
 "What's wrong, Mario?" Kia asked curiously. "I can see you that you're not feeling your best today. Is there something I can do to help you feel better?"
 "He's gone and he's never coming back," Mario replied.
 "Mario replied."

FLUENCY SCORE			
Total Words	Errors	Words Per Minute (WPM)	Accuracy % (WPM ÷ Words Read) x 100
1st Read			

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression



Words & Phrases
Ship in the Sky
 By: Woodie Guthrie



A curley headed kid with a sunshiny smile
 Heard the roar of a plane as it sailed through the sky
 To her playmates she said with a bright twinkling eye
 My daddy rides that ship in the sky!



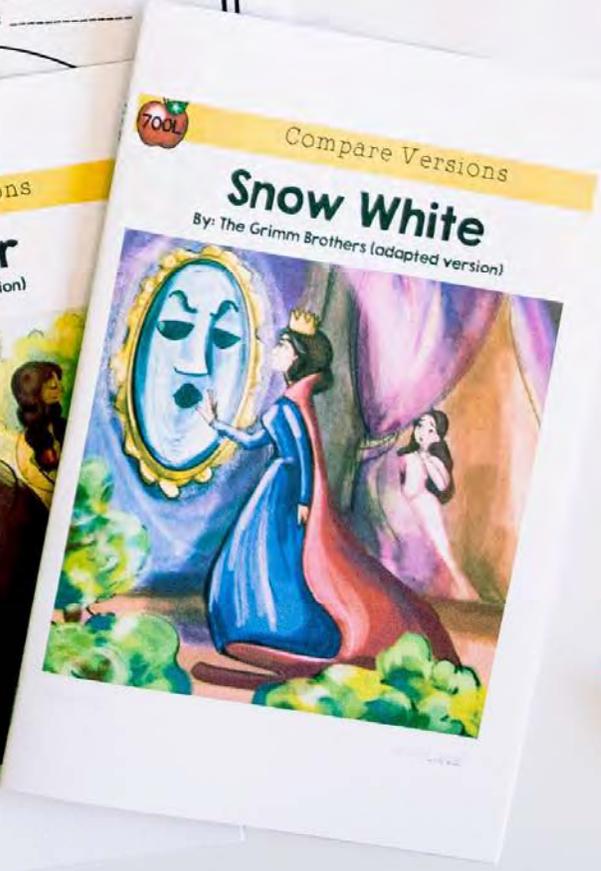
My daddy rides that ship in the sky
 My daddy rides that ship in the sky
 Mama's not afraid so neither am I
 My daddy rides that ship in the sky.



Compare and Contrast Different Versions of Same Story

Story Title: _____
Culture or Country: _____

Story Title: _____
Culture or Country: _____



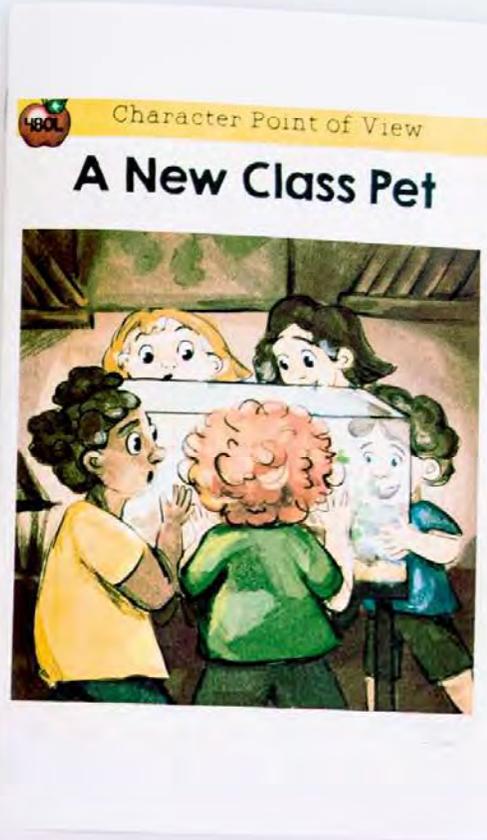


Character Point of View Name _____ Date _____

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

Point of View - The Way a Character Thinks or Feels

Character	Clues (details from the text)	Point of View
Maria		
Sophie		



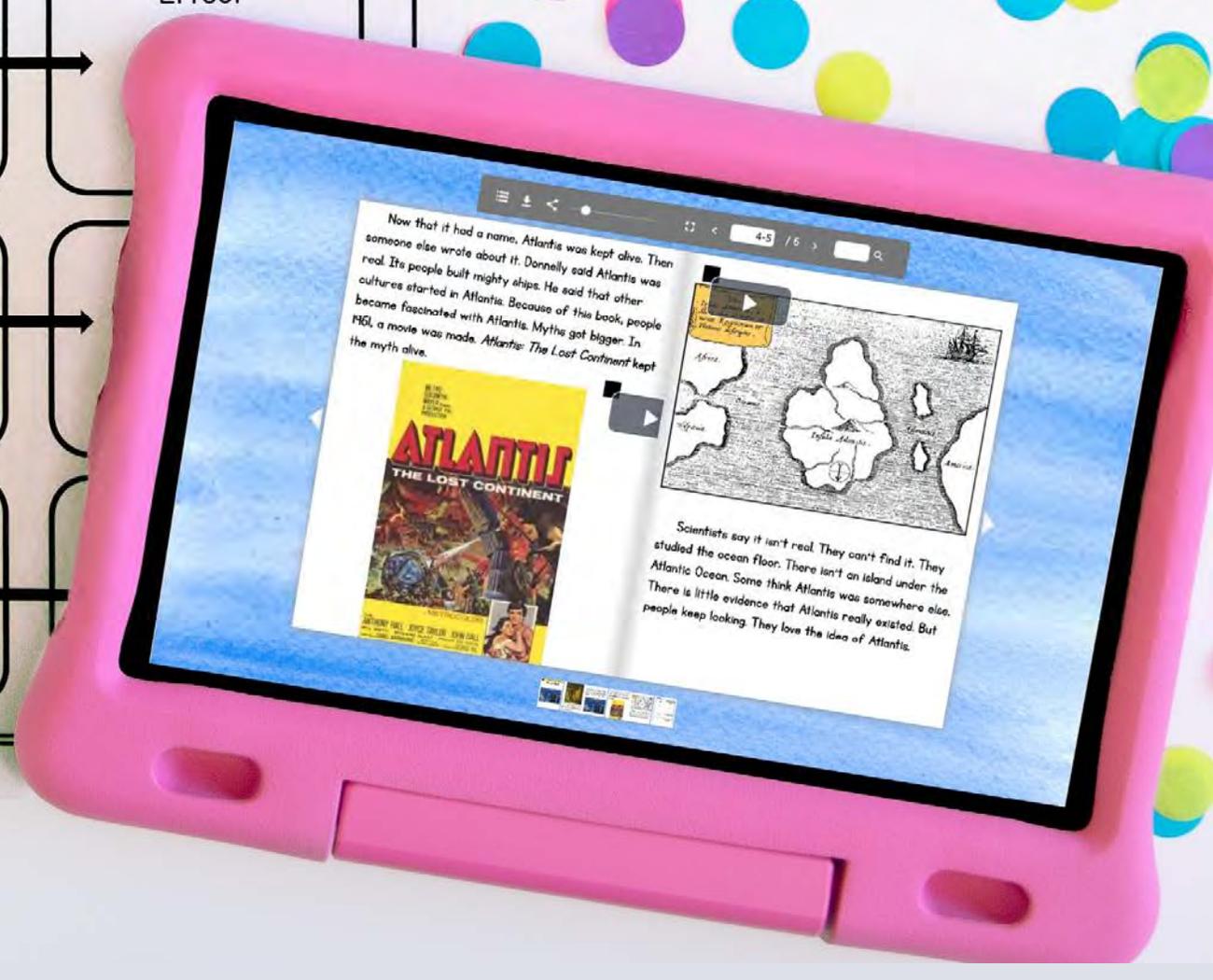

 Name: _____ Date: _____

Cause and Effect

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

Cause	Effect

Julie Beebe



Now that it had a name, Atlantis was kept alive. Then someone else wrote about it. Donnelly said Atlantis was real. Its people built mighty ships. He said that other cultures started in Atlantis. Because of this book, people became fascinated with Atlantis. Myths got bigger. In 1961, a movie was made. *Atlantis: The Lost Continent* kept the myth alive.



Scientists say it isn't real. They can't find it. They studied the ocean floor. There isn't an island under the Atlantic Ocean. Some think Atlantis was somewhere else. There is little evidence that Atlantis really existed. But people keep looking. They love the idea of Atlantis.



Context Clues

Name: _____ Date: _____

Context Clues

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

Word	Clues from the Text	Definition



READING SMALL GROUP PLANS

Week of: _____

Students:

SMALL GROUP PLANS

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 the human body. I think this because the cover has a picture with a body drawing and lots of labels.

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

1. Why do you think Josh knew to pull his hand away from the stove? Has that ever happened to you? (Answers will vary, students should remember a time they just did it automatically, like their body reacted for them.)
2. What does "throbbing" mean? (It is a kind of pain because it said "sharp pain turned into throbbing" and it's not sharp, so maybe it's dull.)

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

1. What is the nervous system made up of? (The brain, spinal cord, and nerves.)
2. Where are the nerves? (They are everywhere in the body. They come out of the spinal cord and go everywhere.)

NOTES:

The Nervous System

Ouch! Josh touched the hot stove. His finger turned red. Before he could even think about what was happening, a sharp pain turned his head quickly and he pulled his hand away.

His reaction to burning his finger was caused by his nervous system. This system controls the body. It tells a person when to speak. It even tells them when to breathe. The nervous system is made up of the brain, spinal cord, and nerves. The spinal cord is a group of nerves that runs down the back. Nerves are gray bundles. They look a bit like string. The bundles come out of the spinal cord and branch out to other parts of the body. They are everywhere, from the top of the head to the fingers and toes.

The nervous system carries signals from the brain to the body. You can think of the brain as the control center.

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

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression

PRINTABLE READER BOOKLETS



Character Response

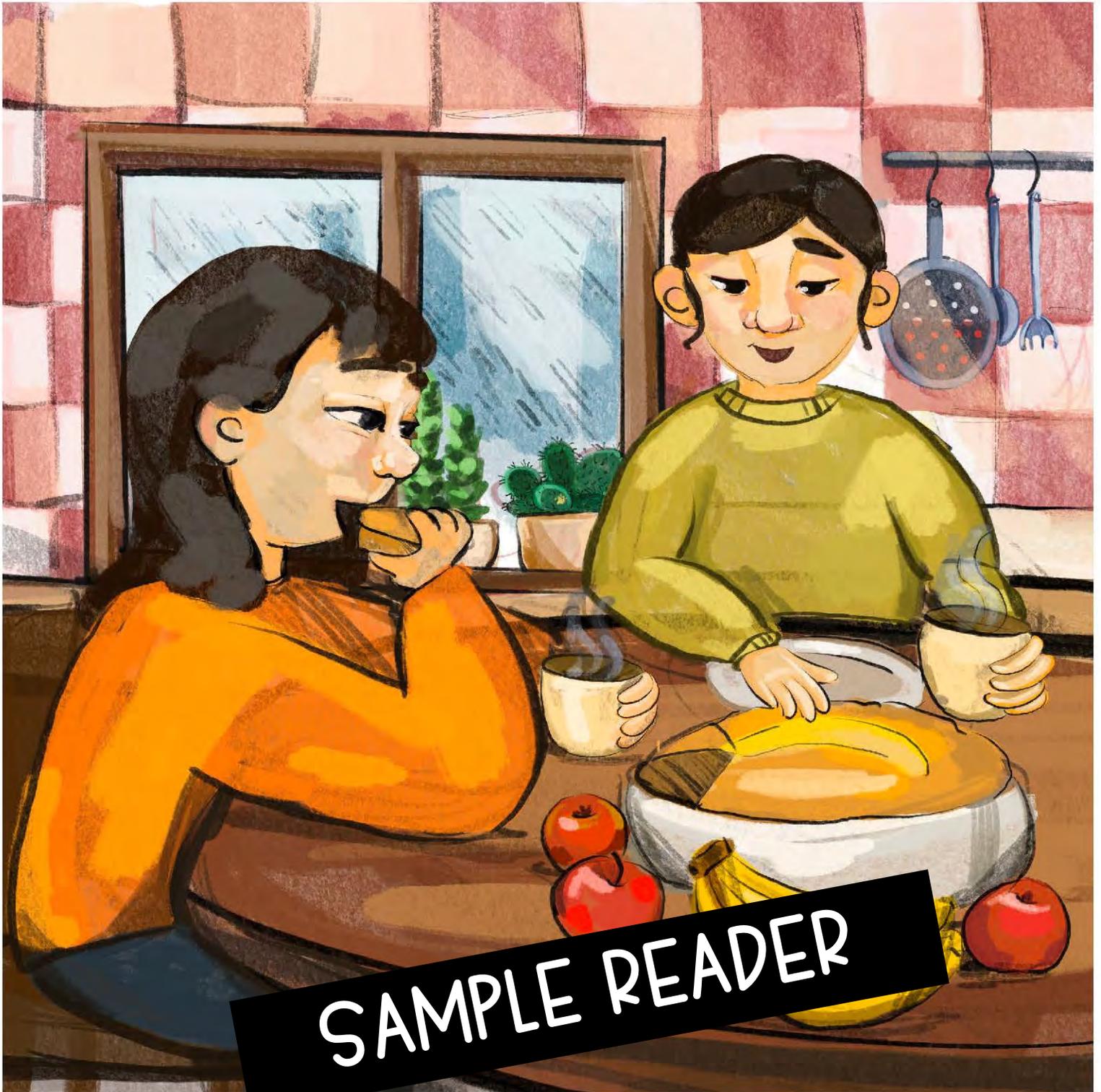
Marisol Bakes Banana Bread



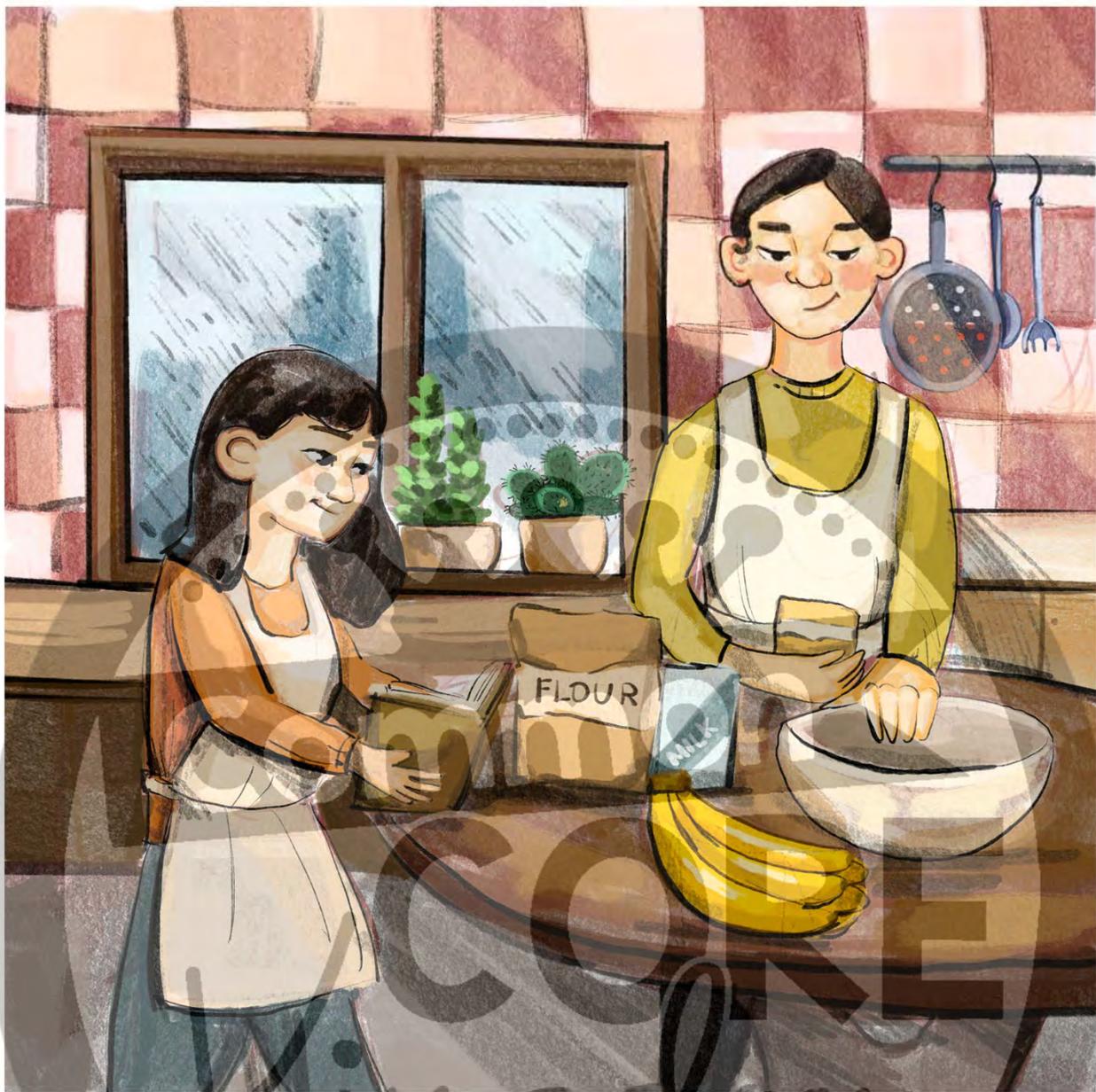
and read



Marisol Bakes Banana Bread



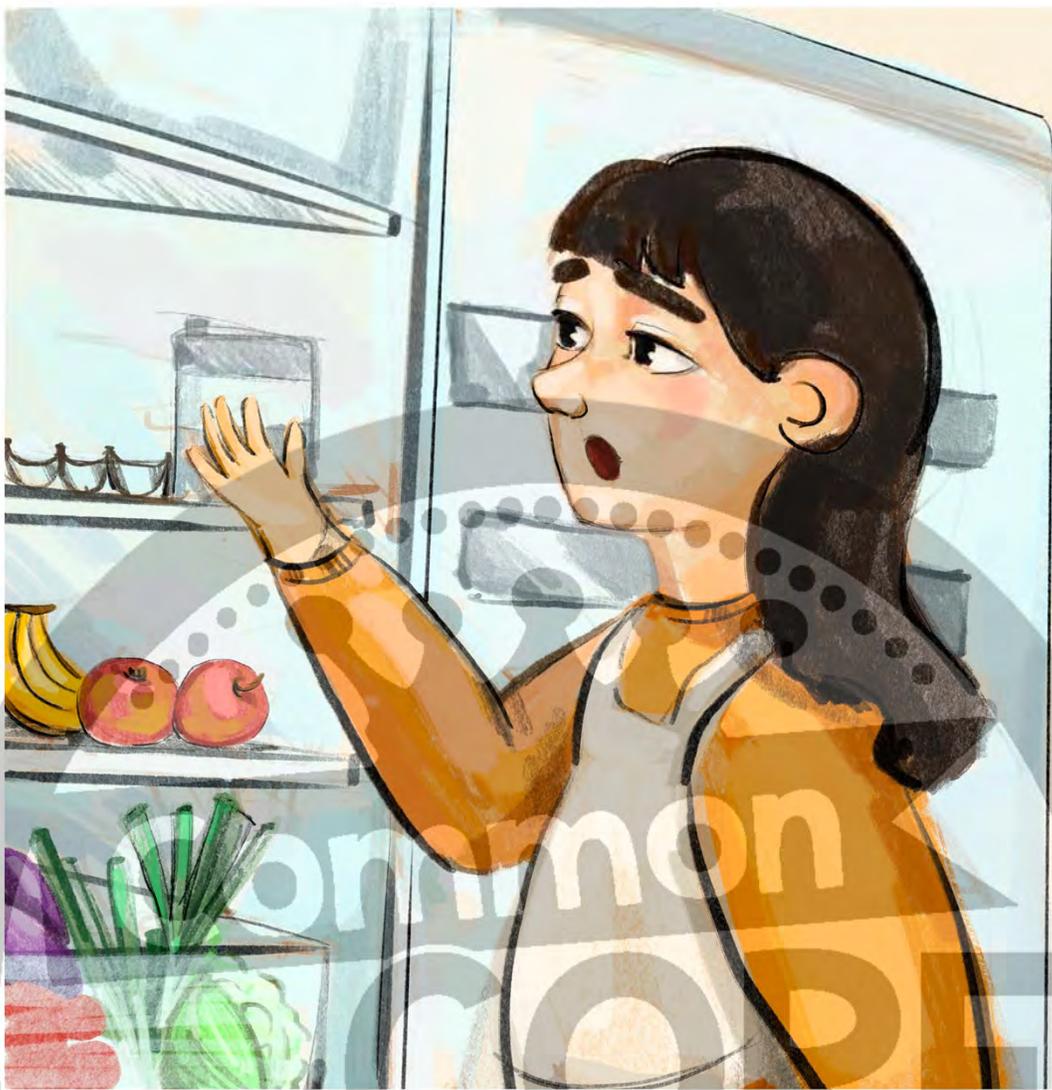
SAMPLE READER



It was a rainy Saturday afternoon. Marisol was bored.

“Why don’t you bake banana bread?” her mother said. “You can follow Nana Sofia’s recipe.”

“That’s a good idea,” Marisol said. She got her grandmother’s recipe book. It had been a year since Nana Sofia died. Marisol missed baking with her.



“She always made **delicious** banana bread,” Marisol remembered.

First, Marisol **gathered** all the ingredients in the recipe.

“I need bananas, flour, sugar, and eggs,” Marisol said. She opened the fridge and looked inside.

“Oh no,” Marisol said. “I need three eggs, but we only have one!”

Marisol didn’t know what to do. Without enough eggs, the banana bread would taste too dry.

All of a sudden, thunder **boomed**. The rainstorm was getting bad. Marisol looked out the window. This gave her an idea. She could see her neighbor's chicken **coop!**

“Mrs. Kumar keeps chickens. She must have eggs,” Marisol said. “Maybe she will let me borrow some!”



Quick as lightning, Marisol made a plan to go out in the rain. First, she found her raincoat and boots. Next, she **grabbed** an umbrella.

Outside, the wind almost knocked Marisol over. She had to hold on to the umbrella with both hands.

At last, she reached Mrs. Kumar's house and knocked on the door.

"Marisol, what are you doing out in the rain?" Mrs. Kumar asked.

"I'm baking banana bread, but I need more eggs," Marisol said. "May I borrow some from your chickens?"

"Of course!" Mrs. Kumar said. "I gathered lots of eggs before the rain started."





When Marisol got home, she was wet from head to toe.

“Where have you been?” Marisol’s mother asked. Marisol pulled four eggs out of her raincoat and **grinned**.

An hour later, Marisol was dry. But the banana bread was not. It tasted delicious. Just like Nana Sofia's!



Glossary

delicious

Tasting very good
(page 3)

gathered

Pick up and put all together in a
group
(page 3)

boomed

Made a very loud noise
(page 4)

coop

A small house for animals, usually
chickens
(page 4)

grabbed

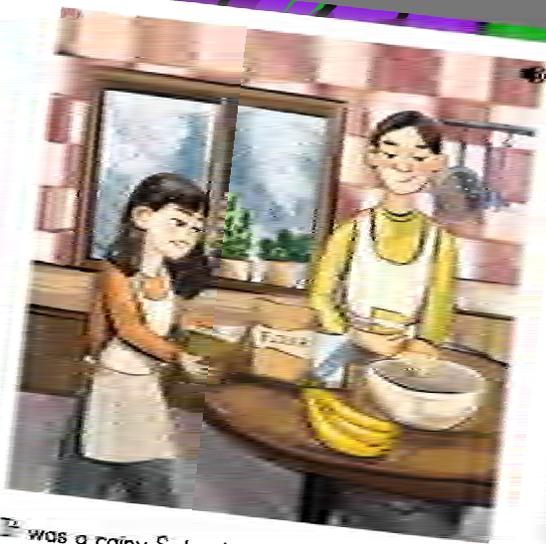
Picked up very quickly
(page 5)

grinned

Smiled
(page 6)

DIGITAL FLIPBOOK READERS





It was a rainy Saturday afternoon. Marisol was bored.

"Why don't you bake banana bread?" her mother said. "You can follow Nana Sofia's recipe."

"That's a good idea," Marisol said. She got her grandmother's recipe book. It had been a year since Nana Sofia died. Marisol missed baking with her.



"She always made delicious banana bread," Marisol remembered.

First, Marisol gathered all the ingredients in the recipe.

"I need bananas, flour, sugar, and eggs," Marisol said. She opened the fridge and looked inside.

"Oh no," Marisol said. "I need three eggs, but we only have one!"

Marisol didn't know what to do. Without enough eggs, the banana bread would taste too dry.

All of a sudden, thunder boomed. The rainstorm was getting bad. Marisol looked out the window. This gave her an idea. She could see her neighbor's chicken coop!

"Mrs. Kumar keeps chickens. She must have eggs," Marisol said. "Maybe she will let me borrow some!"



Quick as lightning, Marisol made a plan to go out in the rain. First, she found her raincoat and boots. Next, she grabbed an umbrella.

Outside, the wind almost knocked Marisol over. She had to hold on to the umbrella with both hands.

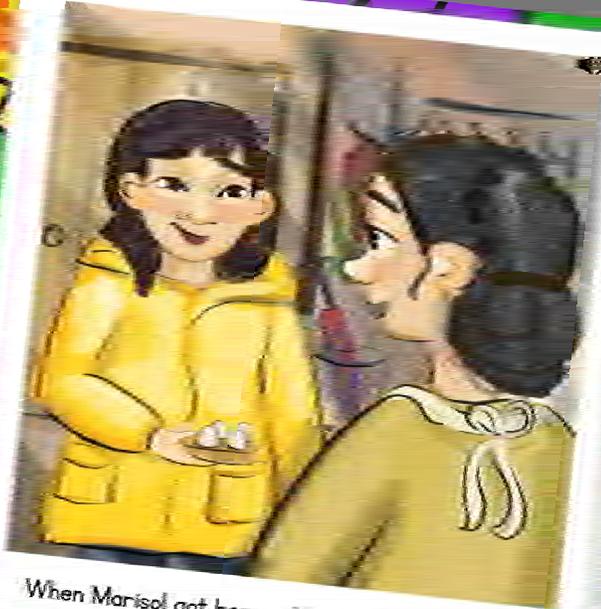
At last, she reached Mrs. Kumar's house and knocked on the door.

"Marisol, what are you doing out in the rain?" Mrs. Kumar asked.

"I'm baking banana bread, but I need more eggs," Marisol said. "May I borrow some from your chickens?"

"Of course!" Mrs. Kumar said. "I gathered lots of eggs before the rain started."





When Marisol got home, she was wet from head to toe.

"Where have you been?" Marisol's mother asked. Marisol pulled four eggs out of her raincoat and grinned.

An hour later, Marisol was dry. But the banana bread was not. It tasted delicious. Just like Nana Sofia's!



Glossary

delicious	Tasting very good (page 3)
gathered	Pick up and put all together in a group (page 3)
boomed	Made a very loud noise (page 4)
coop	A small house for animals, usually chickens (page 4)
grabbed	Picked up very quickly (page 5)
grinned	Smiled (page 6)



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

COMPREHENSION QUESTIONS

1. What is the author's intent in the text?
 - a. to answer a question
 - b. to tell a story
 - c. to describe something
 - d. to explain something

2. What does the author explain in this text?
 - a. how the nervous system works
 - b. why Josh burned his finger
 - c. what the brain looks like
 - d. how people breathe

3. Complete the following chart describing the three parts of the nervous system and the function of each (what it does).

Nervous System Part	Function
brain	
	carry messages to body parts

4. Which of the following helps you know the author's purpose for writing the text?
 - a. The author describes how nerves look.
 - b. The author uses many adjectives.
 - c. The author explains how nerves work.
 - d. The author states a question

5. What do you think the author most wants you to learn from the text? How does the image on the cover support this information? Give evidence from the text to support your answer.





Author's Purpose

Name: _____ Date: _____

Author's Purpose

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

GRAPHIC ORGANIZERS

Text Evidence 2

Text Evidence 3



Author's Purpose



GOOGLE SLIDES VERSIONS

READING SMALL GROUP PLANS

Week of:

Students:

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<input type="text"/>	<input type="text"/>	<input type="text"/>

Focus Skill:

Standard:

Book:

<input type="text"/>	<input type="text"/>	<input type="text"/>
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MON.

Pre-Reading

Build Schema: What do you think this text is about? What helped you make this prediction?

Example: I think this story is about tarantulas. I think this because the title says tarantula and there is a picture of a spider.

- 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:

- How many species of tarantula are there? (Over 1,000 species)
- What is the biggest kind of tarantula? (The goliath bird eater)
- How big is the spruce finch? (The size of a small bread)

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

- What color are most tarantulas? (Brown)
- Let's learn what we've learned so far. Have students go in a circle each saying a new fact from the text. They may look back in the text for answers.

NOTES:



It was a rainy Saturday afternoon. Marisol was bored.

"Why don't you bake banana bread?" her mother said. "You can follow Nana Sofia's recipe."

"That's a good idea," Marisol said. She got her grandmother's recipe book. It had been a year since Nana Sofia died. Marisol missed baking with her.

540L

Running Record

Timer

Tarantulas

They are large. They are hairy. And people are terrified of them. I am not
 talking about dogs or cats. I am talking about tarantulas!

There are over 1000 species of tarantulas. Many people think tarantulas are
 large spiders. They can actually be different sizes. Some can be as large as a dinner
 plate. Others can be smaller than a pea. The goliath birdeater is the largest known
 species of tarantula. It lives in South America. It is one of the largest spiders on
 Earth. The spruce-fir moss spider is the world's smallest tarantula. It is the size of
 a small bead. It lives in the Southern Appalachian Mountains.

Tarantulas also vary in color. Most species are brown. Some are very colorful.
 For instance, the greenbottle blue tarantula has shiny metallic blue legs, a green
 back, and a bright orange underside.

Tarantulas live in many parts of the world. Some species live in the United
 States.

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

- FLUENCY COMPONENTS**
- Rate XX
 - Accuracy XX
 - Punctuation XX
 - Expression XX

16
25
37
53
68
84
99
109
122
135
141
156

Ask and Answer questions

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

1. What is the biggest type of tarantula?

2. What is the smallest type of tarantula?

3. Where do tarantulas live? List all the places.

4. What happens after a tarantula hawk stings a tarantula?

- a. They line their hole with silk
- b. The eggs hatch
- c. Baby wasps eat the tarantula
- d. They lay eggs in the spiders stomach

5. Why do all tarantula bites need to be treated?

- a. Because they make a hissing noise before they bite
- b. Because tarantulas are venomous and bites can cause medical problems
- c. Because the bites are painful
- d. Because tarantulas hair can bother human skin

6. Some people keep tarantulas as pets. Would you want a tarantula for a pet? Why or why not? Use details from the text in your answer.

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Ask and Answer Questions

Questions

Directions: Write a question about the text that starts with each question word. Then answer the question.

Who?

(Pg. #)

Where?

(Pg. #)

When?

(Pg. #)

What?

(Pg. #)

Why?

(Pg. #)

How?

(Pg. #)

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