

GUIDED READERS

LEXILE
5th

Grade



compare & contrast theme

Before
on and
d not to
seeing
a donkey.

use to develop the topics in the passages?

erson narration, while the second uses dialogue
erson narration, while the second uses dialogue
develop the topic
erson narration, while the second uses setting.

A fox saw a crow fly by with a piece of cheese, which he deeply wanted. He sat down under a tree and called to the crow, "Good day, crow. Aren't your feathers lovely." The crow loved to be flattered. "I'm sure your voice is even lovelier than your feathers. Won't you sing for me?" The crow closed her eyes and began to sing, dropping the cheese. The fox noted, "Thank you, my dear. Let me give you some advice: never trust a flatterer."



rt your answers.

Compare & Contrast Theme

The Shepherd Boy and the Wolf



The Fox and the Stork

Compare & Contrast Theme

Long ago, there lived a ploughman and his wife. They were very poor, but they would have been content if only they could have had a little child.

One day, the wife persuaded her husband to go and tell the magician Merlin, who was living at the court of King Arthur, of their trouble.

At the court, the man besought Merlin with tears in his eyes to give them a child, saying that they would be quite content if it should be no bigger than his thumb. Merlin was very kind and found that his wife had



The little fellow took place with his mother. She kissed the little fellow according to her custom, and gave him a beautiful oak leaf, a fine spider's web, and his own skin of a little mouse. Dressed in these, the fairy queen kissed him all good luck, and flew away to her court.

As he grew older, he became very clever and full of tricks. His mother was afraid of him, and he was a batter to her. One day, he was in the pot.

He was nearly frightened out of her wits. Pulling the pot, he gave it to a tinker who was passing. He was



970L

Compare Themes

Name: _____

Date: _____

Issun-boshi

Origin: Japan

Long ago, there lived a kind-hearted old peasant couple that had worked hard all their lives, but they had no children of their own. They wanted a child very much, so they prayed at the shrine for a long time. At last, they were so desperate and promised to unconditionally love a child, even if the child should prove to be very

Name: _____

Date: _____

Tom Thumb

Origin: England

He was distraught at the time they didn't find the wife spotted a small object and unwrapped it to

over to their prayers. However, he did



the lord. When he was to be a

tried once him and lifted Issun-boshi

the lord.

Name: _____ Date: _____

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

Which genre best describes both texts?

READING SMALL GROUP PLANS Week of: _____

Students: _____

Book: _____

Standard: _____

Focus Skill: _____

3. How are the characters different?

a. The first story is more adventurous than the second.

b. The first story is more humorous than the second.

c. The first story is more suspenseful than the second.

d. The first story is more descriptive than the second.

4. Some stories are more interesting than others.

5. Choose with _____

MON. Pre-Reading

Build Schema: What prediction?

Example: I think these _____ and in the titles.

☐ Picture Walk

☐ Oral Predictions

☐ Review vocabulary in glossary

NOTES:

1. Compare Two Stories

A donkey and a fox went into the forest to hunt. Before long they met a lion. The fox, afraid, approached the lion and promised to help him capture the donkey if he promised not to hurt him. The fox led the donkey into a pit. But the lion, seeing the donkey was secured, attacked the fox and then the donkey.

What text structure do the authors use to develop the topics in the text?

a. The first story uses first person narration, while the second uses third person.

b. The first story uses third person narration, while the second uses first person.

c. Both stories use setting to develop the topic.

d. The first story uses first person narration, while the second uses third person.

2. Compare Two Stories

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

Title: _____



to support your answers.

Date: _____
ure to go back into the text to support

ALL GROUP PLANS Week of: _____

Standard:
at do you think these story
ories are fiction stories about anis
y. As you review each v

ding
2-3 quietly. As students r
laughing and playing tri
read, select students to
? (He serves the soup.
(The stork invites the f
learns not to play tricks on others unless

860L Compare & Contrast Theme

The Fox and the Stork



760L Compare & Contrast Theme

The Shepherd and the Wolf



For dinner, the Fox served warm, delicious soup. It was served in a very shallow dish. All the Stork could do was dip the tip of his long bill into it. He could not eat a single drop of soup, but the Fox bragged about how good it tasted.



The hungry Stork was quite displeased with the trick, but he was a calm, mild-tempered fellow. He saw no reason to fly into a rage.

Instead, he invited the Fox to dine with him the next day. The Fox arrived promptly at the time that had been set. The Stork served a fish dinner. It had a very appetizing smell. But it was served in a tall jar with a very narrow neck. The Stork could easily get the food with his long bill. All the Fox could do was lick the outside of the jar. He sniffed angrily at the delicious smell of fish. When the Fox lost his temper, the Stork said calmly, "Do not play tricks on your neighbors unless you can stand the same treatment yourself."

TABLE OF CONTENTS

1. Guided Readers Access Page

- Digital Guided Reader Flipbooks
 - 3 levels: 710L & 760L, 860L & 830L, 1000L & 930L
- 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."





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 stories are about? What helped you make this prediction?

Example: I think these stories are fiction stories about animals. I think this because there are animals in the pictures and in the titles.

- ☐ 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 "The Fox and the Stork" 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 main character? (The fox)
2. What do we know about him? (He enjoys laughing and playing tricks on the stork.)

Students read pages 3-5 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

1. What trick does the fox play on the stork? (He serves the soup in a shallow dish so the stork can't eat it with his long beak.)
2. How does the stork get back at the fox? (The stork invites the fox for dinner and serves the food in a tall jar so the fox cannot get it out.)
3. What lesson does the fox learn? (The fox learns not to play tricks on others unless he can stand the same treatment himself.)

NOTES:



The Fox and the Stork

One day, the Fox was thinking of a plan to amuse himself. He decided to play a trick on the Stork. The Fox enjoyed laughing at his odd appearance.

“Come and have dinner with me tonight,” said the Fox to the Stork. He was smiling to himself as he thought about the trick he was going to play. The Stork gladly accepted the invitation. He arrived on time with a big appetite.

For dinner, the Fox served warm, delicious soup. It was served in a very shallow dish. All the Stork could do was dip the tip of his long bill into it. He could not eat a single drop of soup, but the Fox lapped it up easily. And to make the Stork even more upset, The Fox bragged about how good it tasted.

The hungry Stork was quite displeased with the trick, but he was a calm, mild-tempered fellow.

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 Fox and the Stork

One day, the Fox was thinking of a plan to amuse himself. He decided to play a trick on the Stork since he enjoyed laughing at his odd appearance. 17 29

“You should come and have dinner with me tonight,” said the Fox to the Stork. He was smiling to himself as he thought about the trick he was going to play. The Stork gladly accepted the invitation. He arrived on time with a big appetite. 45 62 74

For dinner, the Fox served warm, delicious soup. It was served in a very shallow dish, so all the Stork could do was dip the tip of his long bill into it. He could not eat a single drop of soup. But the Fox lapped it up easily and, to make the Stork even more upset, he bragged about how good it tasted. 89 III 129 137

The hungry Stork was quite displeased with the trick, but he was a calm, mild-tempered fellow. 152 154

FLUENCY SCORE

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

FLUENCY COMPONENTS

- ☐ Rate
☐ Accuracy
☐ Punctuation
☐ Expression

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

1. Which of these genres best describes both texts?

- a. mystery
- b. realistic fiction
- c. adventure
- d. fable

2. Which of these themes can be found in both texts?

- a. competition
- b. trickery
- c. friendship
- d. bravery

3. How are the animals different in each text?

- a. The animals are main characters in only one story.
- b. The animals can talk in only one story.
- c. There are different types of animals in each story.
- d. all of the above

4. Some stories teach morals and life lessons. What can you learn from each story?

5. Choose a character from each story. Compare and contrast their traits. How are their interactions with other characters similar/different?

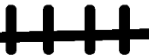
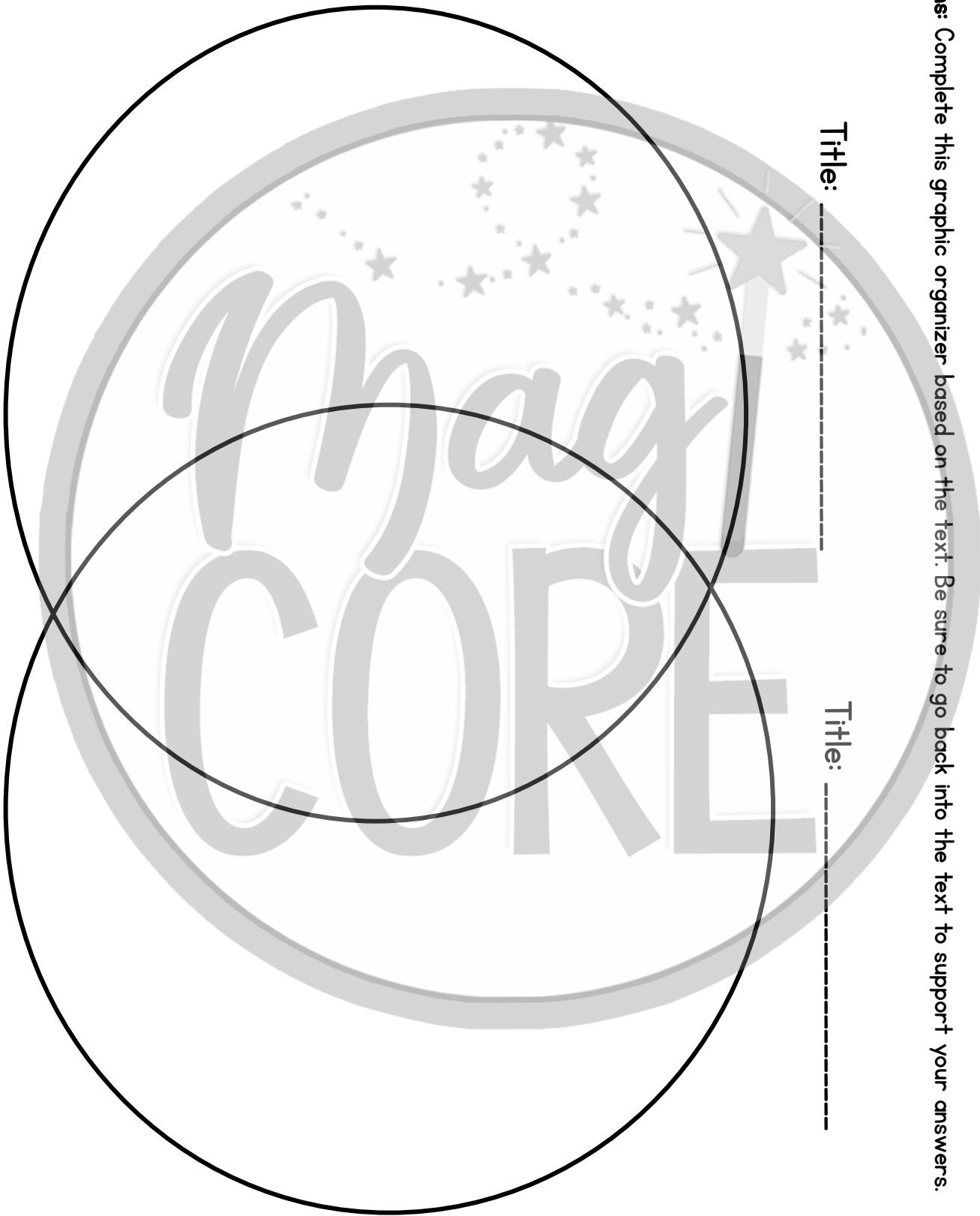


Compare Theme

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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