

GUIDED READERS

LEXILE

4th - 5th
Grade



comprehend literature

Comprehend Literature

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

1. What was peculiar about the two rocks Mason found? (Choose all that apply.)

- a. They made Mason fly.
- b. When joined, they spelled "together."
- c. They caused the ground to rumble.
- d. They had words written on them.

2. What does Mason see when he first arrives?

- a. aliens
- b. unicorns
- c. a crying dragon
- d. a colorful planet

3. Which of the following character traits best support your choice?

- a. waru

750L

Comprehend Literature

Name: _____ Date: _____

Mason Carter and the Dragon Who Lost His Fire

It was the weekend, and Mason Carter was busy playing on the swing set at the park. He had heard a story about being teleported to a magical world if you swung around the top bar, and he wanted to see if it was true.

He swung with all his might and reached a dizzying height before tumbling right off the seat. He went flying through the air, screaming as he landed on a patch of thick, soft grass.

Mason scrambled to his feet and walked back to the swings. Along the way, he kicked something that clanked across the cement path. He walked over to find two rocks, so he picked them up and inspected them. One had the word "Toge" written on it, while the other had "ther".

"Those aren't real words," Mason muttered to himself.

He held them in one hand and was about to toss them when he spotted the hidden message. When side by side, the rocks spelled "together"! Amazed, Mason shoved the rocks together as the ground began to rumble.

"2" he cried.



Mason asked softly, afraid of scaring the sad

it, its massive tears plopping into the lake.

Fiction Comprehension

When Mom and Dad told me



Chapter 1

Dorothy lived in the midst of the great Kansas prairies with Uncle Henry, who was a farmer, and Aunt Em, who was the farmer's wife. Their house was small, for the lumber to build it had to be carried by wagon many miles. There were four walls, a floor, and a roof. There was only one room in the house. This room contained a rusty stove and a cupboard. It had a table, a few chairs, and beds. Uncle Henry and Aunt Em had a big bed in one corner. Dorothy had a little bed in another corner.

There was no attic and no cellar. There was just a small hole into the ground called a cyclone cellar. This was where the family could go in case a great whirlwind arose. It could be mighty enough to crush any building in its path. There was a trap door in the middle of the floor. It had a ladder that led down into the small, dark hole.

When Dorothy stood in the doorway and looked around, she could see nothing but the great gray prairie on every side. There was not even a tree or a house that broke the broad sweep of flat country. The sun had baked the plowed land into a gray mass, with little cracks running through it. Even the grass was not green, for the sun had burned the tops of the long blades. They were now the same gray color that was seen everywhere. The house had been painted once, but the sun blistered the paint and the rains washed it away. Now the house was as dull and gray as everything else.



Comprehend Literature

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

Title: _____

Characters

Comprehend Literature

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 purpose of this chapter of the story?
 - a. to explain a plot change in the story
 - b. to build on the previous chapter
 - c. to introduce the characters and setting
 - d. to express the narrator's point of view
2. Which word best describes the tone of this text?
 - a. somber
 - b. joyous
 - c. comical
 - d. Energetic
3. What does this chapter reveal about the setting of the story?
 - a. the location
 - b. the time of day
 - c. the date and year
 - d. the time period
4. Pick two characters from the text and describe their interactions, thoughts and/or feelings towards one another?

5. Make an inference about the next chapter. What do you think will happen (e.g., mood, etc.)? What led you to make this prediction?

READING SMALL GROUP

Students: _____

Focus Skill: _____

Standard: _____

MON.

Pre-Reading

Build Schema: What do you predict?

Example: I think this story is about a boy who is in the middle of a war.

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

NOTES:

TUES.

During Reading

Students read pages 2-3 quietly. As they read, ask:

1. Who is the main character? (Dorothy)
2. What do we know about her? (She is a girl who lives in a small town.)

Students read page 4 quietly. As they read, ask:

1. How is Dorothy different from Uncle Henry? (Uncle Henry is a farmer and Dorothy is a girl who lives in a small town.)
2. Let's retell what has happened in this story so far. (Dorothy and her dog, Toto, are in a house that is being blown away by a cyclone.)

NOTES:

Suddenly Uncle Henry stood up and said, "There's a cyclone coming, Em. I'll go look after the stock." Then, he ran toward the sheds where the cows and horses were kept.

Aunt Em dropped her work and came to the door. One glance told her of the danger close at hand.

"Quick, Dorothy!" she screamed. "Run for the cellar!"



Toto jumped out of Dorothy's arms and hid under the bed. Aunt Em, badly frightened, threw open the trap door in the floor and climbed down the ladder into the small, dark hole. Dorothy caught Toto and started to follow her aunt. When she was halfway across the room, there came a great shriek from the wind. The house shook so hard that she lost her balance and sat down suddenly upon the floor.

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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 this story is about? What helped you make this prediction?

Example: I think this story is about a wizard in the prairie. I think this because wizard is in the title and the picture on the front is in the prairie.

- ☐ 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:

1. Who is the main character? (Dorothy)
2. What do we know about her? (She lives with Aunt Em and Uncle Henry in a tiny house in the prairie. Everything is dull, gray and flat.)

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

1. How is Dorothy different from Aunt Em and Uncle Henry? (She is happy and able to laugh because she has Toto her dog. Aunt Em and Uncle Henry are both solemn and never laugh.)
2. Let's retell what has happened in this story so far. (Have students volunteer to tell events. In the beginning, the author describes the setting and the house. We learn that Dorothy lives with her aunt and uncle and that she is a happy child but her aunt and uncle are no longer joyful.)

NOTES:

The Wonderful Wizard of Oz

Dorothy lived in the midst of the great Kansas prairies with Uncle Henry, who 14
 was a farmer, and Aunt Em, who was the farmer's wife. Their house was small, for 30
 the lumber to build it had to be carried by wagon many miles. There were four walls, 47
 a floor, and a roof. There was only one room in the house. This room contained a 64
 rusty stove and a cupboard. It had a table, a few chairs, and beds. Uncle Henry and 81
 Aunt Em had a big bed in one corner. Dorothy had a little bed in another corner. 98

There was no attic and no cellar. There was just a small hole dug into the 114
 ground called a cyclone cellar. This was where the family could go in case a great 130
 whirlwind arose. It could be mighty enough to crush any building in its path. There 145
 was a trap door in the middle of the floor. 155

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 Wonderful Wizard of Oz

Chapter I

Dorothy lived in the midst of the great Kansas prairies with Uncle Henry, who was a farmer, and Aunt Em, who was the farmer's wife. Their house was small, for the **lumber** to build it had to be carried by wagon many miles. There were four walls, a floor, and a roof. There was only one room in the house. This room contained a rusty stove and a cupboard. It had a table, a few chairs, and beds. Uncle Henry and Aunt Em had a big bed in one corner. Dorothy had a little bed in another corner.

There was no attic and no cellar. There was just a small hole dug into the ground called a **cyclone** cellar. This was where the family could go in case a great **whirlwind** arose. It could be mighty enough to crush any building in its path. There was a trap door in the middle of the floor. It had a ladder that led down into the small, dark hole.

When Dorothy stood in the doorway and looked around, she could see nothing but the great gray prairie on every side. There was not even a tree or a house that broke the broad sweep of flat country. The sun had baked the plowed land into a gray mass, with little cracks running through it. Even the grass was not green, for the sun had burned the tops of the long blades. They were now the same gray color that was seen everywhere. The house had been painted once, but the sun blistered the paint and the rains washed it away. Now the house was as dull and gray as everything else.

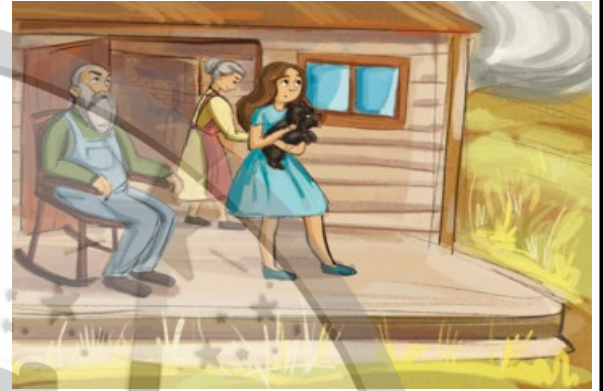
When Aunt Em first came to live there, she was young. The sun and wind had changed her, too. They had taken the sparkle from her eyes and left them a sober gray. They had taken the red from her cheeks and lips, and they were gray also. She was thin and **gaunt**, and never smiled now. When Dorothy, who was an orphan, first came to her, Aunt Em was always so startled by the child's laughter. Aunt Em would scream and press her hand upon her heart whenever Dorothy's merry voice reached her ears. She still looked at the little girl with wonder that she could find anything to laugh at.



Uncle Henry never laughed. He worked hard from morning till night and did not know what joy was. He was gray also, from his long beard to his rough boots. He looked stern and **solemn**, and rarely spoke.

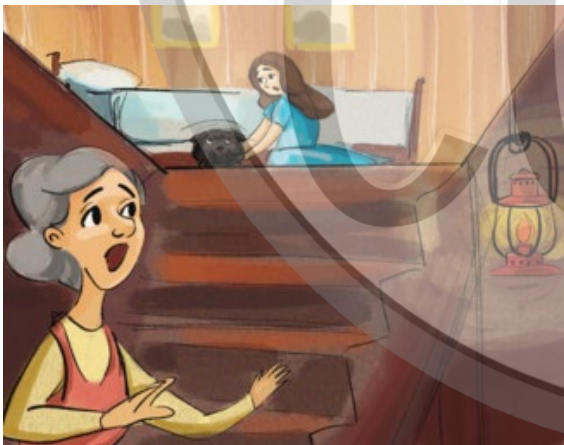
It was Toto that made Dorothy laugh, and saved her from growing as gray as her other surroundings. Toto was not gray. He was a little black dog, with long silky hair and small black eyes. His eyes twinkled merrily on either side of his funny, wee nose. Toto played all day long, and Dorothy played with him. She loved him dearly.

Today, however, they were not playing. Uncle Henry sat upon the doorstep and looked anxiously at the sky. It was even grayer than usual. Dorothy stood in the door with Toto in her arms and looked at the sky too. Aunt Em was washing the dishes.



From the far north, they heard a low wail of the wind. Uncle Henry and Dorothy could see where the long grass bowed in waves before the coming storm. There now came a sharp whistling in the air from the south. As they turned their eyes that way, they saw ripples in the grass coming from that direction also.

Suddenly Uncle Henry stood up. "There's a cyclone coming, Em," he said. "I'll go look after the **stock**." Then, he ran toward the sheds where the cows and horses were kept.



Aunt Em dropped her work and came to the door. One glance told her of the danger close at hand.

"Quick, Dorothy!" she screamed. "Run for the cellar!"

Toto jumped out of Dorothy's arms and hid under the bed. Aunt Em, badly frightened, threw open the trap door in the floor and climbed down the ladder into the small, dark hole. Dorothy caught Toto and started to follow her aunt. When she was halfway across the room, there came a great shriek from the wind. The house shook so hard that she lost her balance and sat down suddenly upon the floor.

Then a strange thing happened. The house whirled around two or three times and rose slowly through the air. Dorothy felt as if she were going up in a balloon.

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 purpose of this chapter of the story?

- a. to explain a plot change in the story
- b. to build on the previous chapter
- c. to introduce the characters and setting
- d. to express the narrator's point of view

2. Which word best describes the tone of this text?

- a. somber
- b. joyous
- c. comical
- d. Energetic

3. What does this chapter reveal about the setting of the story?

- a. the location
- b. the time of day
- c. the date and year
- d. the time period

4. Pick two characters from the text and describe their interactions. How does the text reveal their thoughts and/or feeling towards one another?

5. Make an inference about the next chapter. What do you think will change (characters, setting, mood, etc.)? What led you to make this prediction?

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

Title: _____

Characters

Setting

Problem

Solution

Theme

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