

# GUIDED READERS

LEXILE  
5<sup>th</sup>

Grade



Compare Characters, Setting & Events Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Character Changes

Describe the character at the beginning of the story.

Describe the character at the end of the story.

Compare Characters, Setting & Events

## The Prankster

How did the character

Later that day at recess, someone had let the air out of all the kickballs and basketballs. Students were angry that they could not play, and the PE teacher was frustrated that she was called to re-inflate all the balls. Mrs. Martinez was losing her patience, worried about why someone would act out like this, and frustrated that she could not figure out who was causing all this havoc.

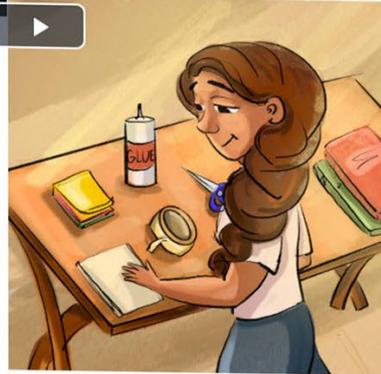
Mrs. Martinez thought about Mr. Scott's anger at lunch. She had a plan to stop the madness and discover the prankster, although she was more concerned with finding out why someone was causing so much trouble than punishing them. After school, she planned to set a trap, leaving out school glue, sticky notes, and tape. She planned to come early tomorrow to see if anyone took her bait. The next morning, Mrs. Martinez eagerly poked her head into her classroom, wondering whether the prankster had come. She was not disappointed! The trickster had struck again, taking advantage of the sticky notes the teacher had left out.



compare characters, setting & events



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Compare Characters, Setting & Events

# The Prankster



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*m. ad.*

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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 12<sup>th</sup> 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 a class clown. I think this because the title says prankster and there is a picture of a classroom on the front.

- 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? (Mrs. Martinez)
2. What do we know about her? (She is a teacher and one of her students is playing pranks on the class.)
3. Why is Mr. Scott angry? (Mrs. Martinez told him about her pranks, and he thinks the student should be caught so they don't keep doing it.)

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

1. Why is Mrs. Martinez feeling frustrated? (She cannot figure out who is causing the problems by playing pranks)
2. Let's retell what has happened in this story so far. (Have students volunteer to tell events. In the beginning, Mrs. Martinez sits on a thumb tack. Then we learn that other pranks have been going on. She tells another teacher about them and he gets angry and wants to punish the student. Mrs. Martinez feels frustrated that she cannot figure out who is doing the pranks and why.)

NOTES:

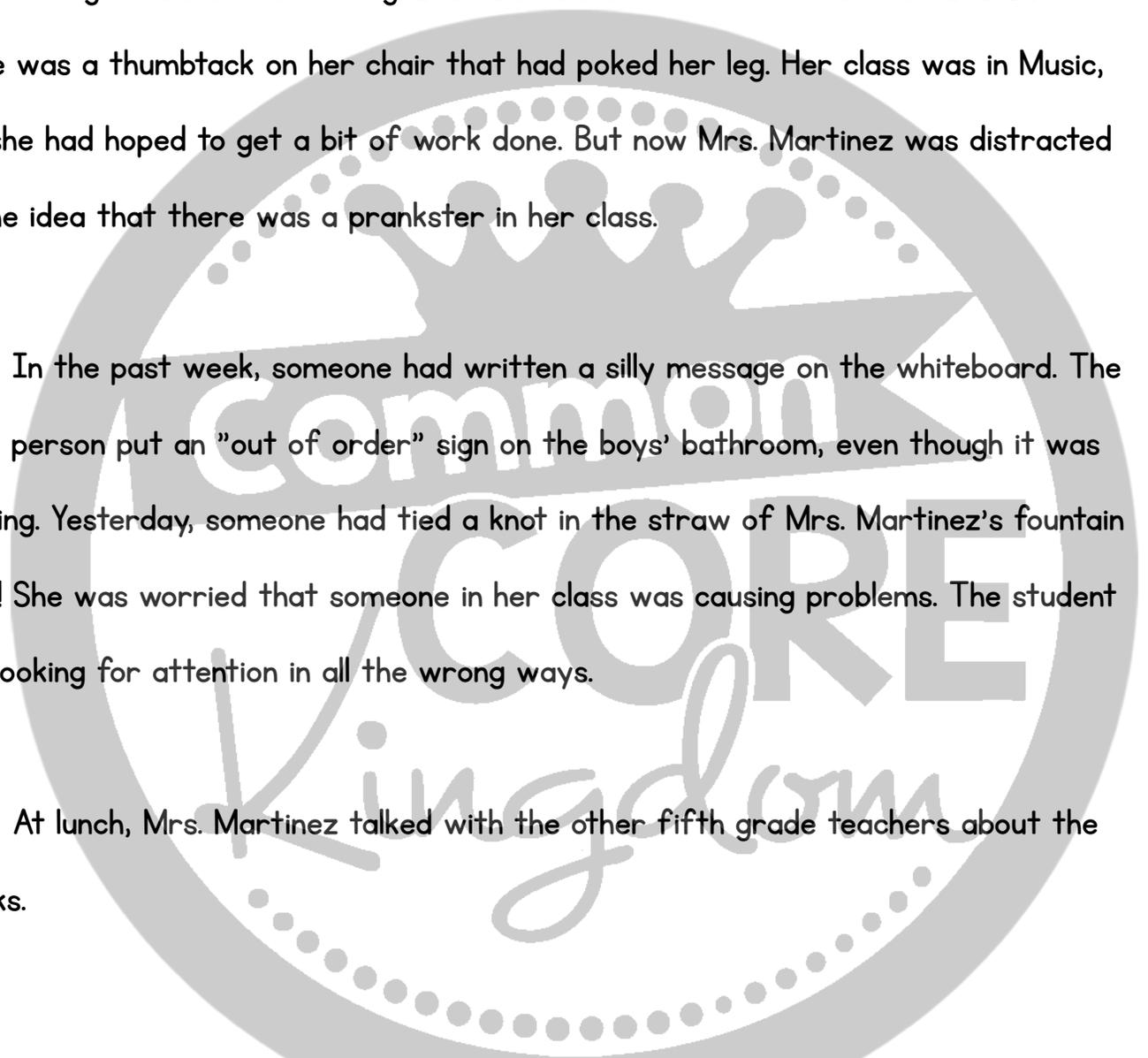


# The Prankster

Mrs. Martinez yelped as she sat down. *What in the world?* she thought. Pain 14  
 went through the back of her leg. She reached down to touch the chair. She saw 30  
 there was a thumbtack on her chair that had poked her leg. Her class was in Music, 47  
 and she had hoped to get a bit of work done. But now Mrs. Martinez was distracted 64  
 by the idea that there was a prankster in her class. 75

In the past week, someone had written a silly message on the whiteboard. The 89  
 same person put an "out of order" sign on the boys' bathroom, even though it was 105  
 working. Yesterday, someone had tied a knot in the straw of Mrs. Martinez's fountain 119  
 drink! She was worried that someone in her class was causing problems. The student 133  
 was looking for attention in all the wrong ways. 142

At lunch, Mrs. Martinez talked with the other fifth grade teachers about the 155  
 pranks. 156



FLUENCY SCORE				
Total Words	-	Errors	=	Words Per Minute (WPM)
1st Read				

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



# The Prankster

Mrs. Martinez **yelped** as she sat down. *What in the world?* she thought. Pain went through the back of her leg. She reached down to touch the chair. She saw there was a thumbtack on her chair that had poked her leg. Her class was in Music, and she had hoped to get a bit of work done. But now Mrs. Martinez was distracted by the idea that there was a **prankster** in her class.

In the past week, someone had written a silly message on the whiteboard. The same person put an "out of order" sign on the boys' bathroom, even though it was working. Yesterday, someone had tied a knot in the straw of Mrs. Martinez's fountain drink! She was worried that someone in her class was causing problems. The student was looking for attention in all the wrong ways.

At lunch, Mrs. Martinez talked with the other fifth grade teachers about the pranks. Mr. Scott became angry listening to her story. "You should find whoever's doing this and punish them! They are stopping learning. They shouldn't be allowed to get away with this."

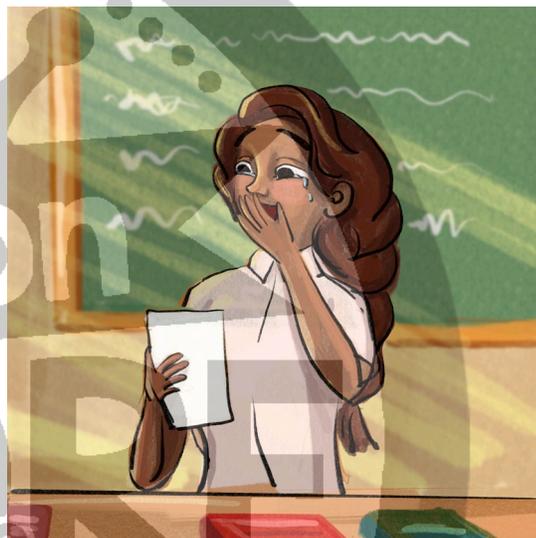


Later that day at recess, someone had let the air out of all the kickballs and basketballs. Students were angry that they could not play. The PE teacher was **frustrated** that she had to **re-inflate** all the balls. Mrs. Martinez was losing her patience and worried about why someone would act out like this. She was frustrated that she could not figure out who was causing the problems.

Mrs. Martinez thought about Mr. Scott's anger at lunch. She had a plan to discover the prankster. But she was more worried about finding out *why* someone was causing trouble than punishing them. After school, she planned to set a trap. She left out school glue, sticky notes, and tape. She planned to come early tomorrow to see if anyone took her **bait**. The next morning, Mrs. Martinez poked her head into her classroom, wondering whether the prankster had come. She was not **disappointed**! The trickster had struck again, taking advantage of the sticky notes the teacher had left out.

When Mrs. Martinez looked closer, she saw something amazing! Yes, the mystery person had used the sticky notes to decorate the room, desks, and even the classroom door. But he or she had done something much more than pull a prank. On every student's desk, the sticky note had a kind word. The colorful sticky notes on the door were filled with words about teamwork and family, creating a colorful rainbow of positive words. On Mrs. Martinez's desk was a single sticky note, reading "loving" next to a note. The note explained that the prankster had started playing tricks to try and make classmates laugh. Now they felt bad that they had taken up so much of her time and attention.

Mrs. Martinez's eyes filled with tears. She had not found out *who* had caused all the trouble, and she might never know. But she had certainly learned why.



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

1. How does Mr. Scott react differently than Mrs. Martinez? How is their perspective different?

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2. Why does Mrs. Martinez leave out glue, sticky notes, and tape?

- a. to make the prankster angry
- b. to thank the prankster for the note
- c. to lure or attract the prankster
- d. to get out her frustration

3. How does the setting impact the story? Complete the chart to show what characters are able to do because of the setting they are in.

Event	Impact on the Story
ex) Someone writes on the whiteboard and places a sign on the bathroom.	These are pranks that help the reader understand the prankster is at school.

3. Why does the prankster write on the sticky notes?

- a. to make up for the pranks
- b. to apologize to Mr. Scott
- c. to create a rainbow
- d. to reveal their identity

5. How would the story change if the setting were not a school? How would you reimagine the story in a different setting?

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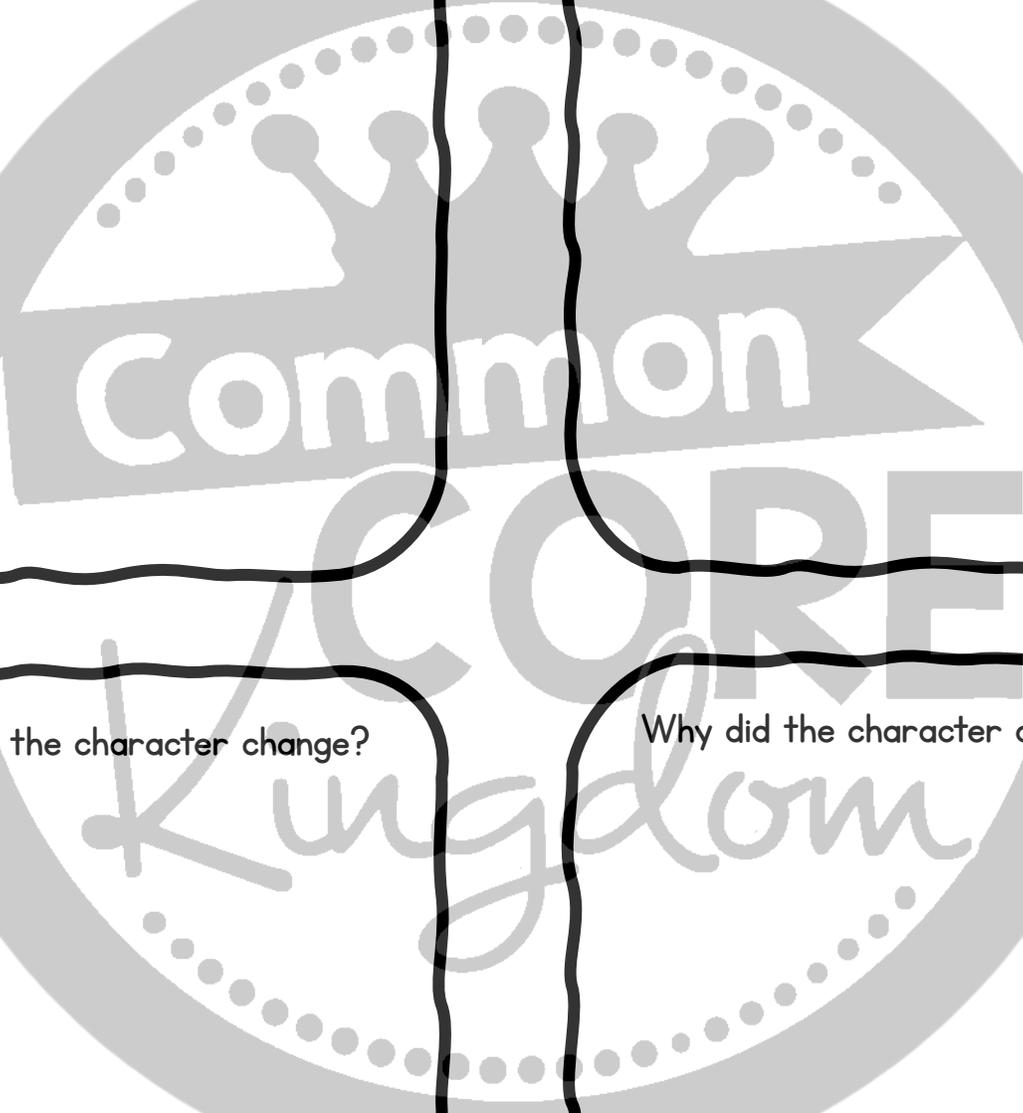
# Character Changes

Describe the character at the beginning of the story.

Describe the character at the end of the story.

How did the character change?

Why did the character change?



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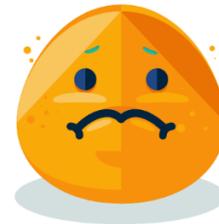


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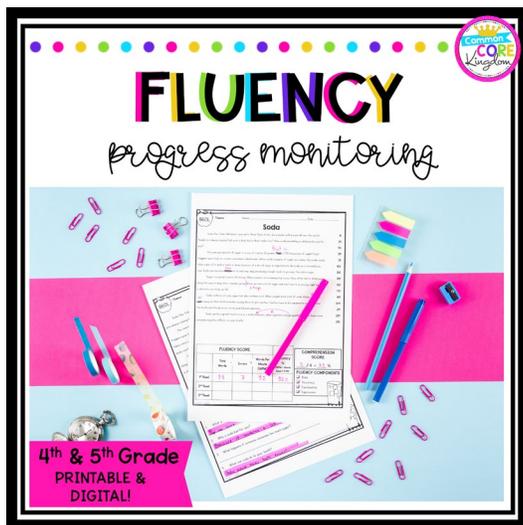


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