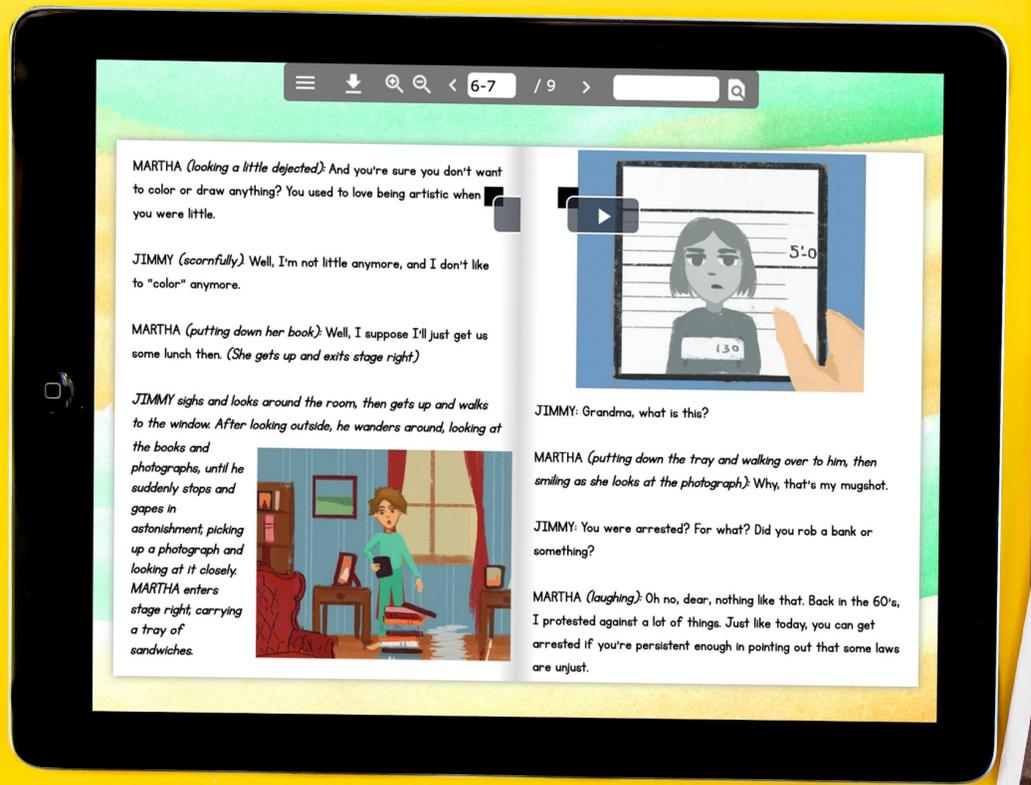


# GUIDED READERS

LEXILE

4th - 5th

Grade



structure of drama

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7. Printable Passage (3 levels: Low, Middle, High)
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9. 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 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 boy who is surprised by something his grandma did. The cover shows a boy with a shocked look and it says "Grandma's Secret."*

- 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? (*Jimmy*)
2. What do we know about him? (*He wants to stay home and play video games but he is supposed to go visit his grandmother.*)

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

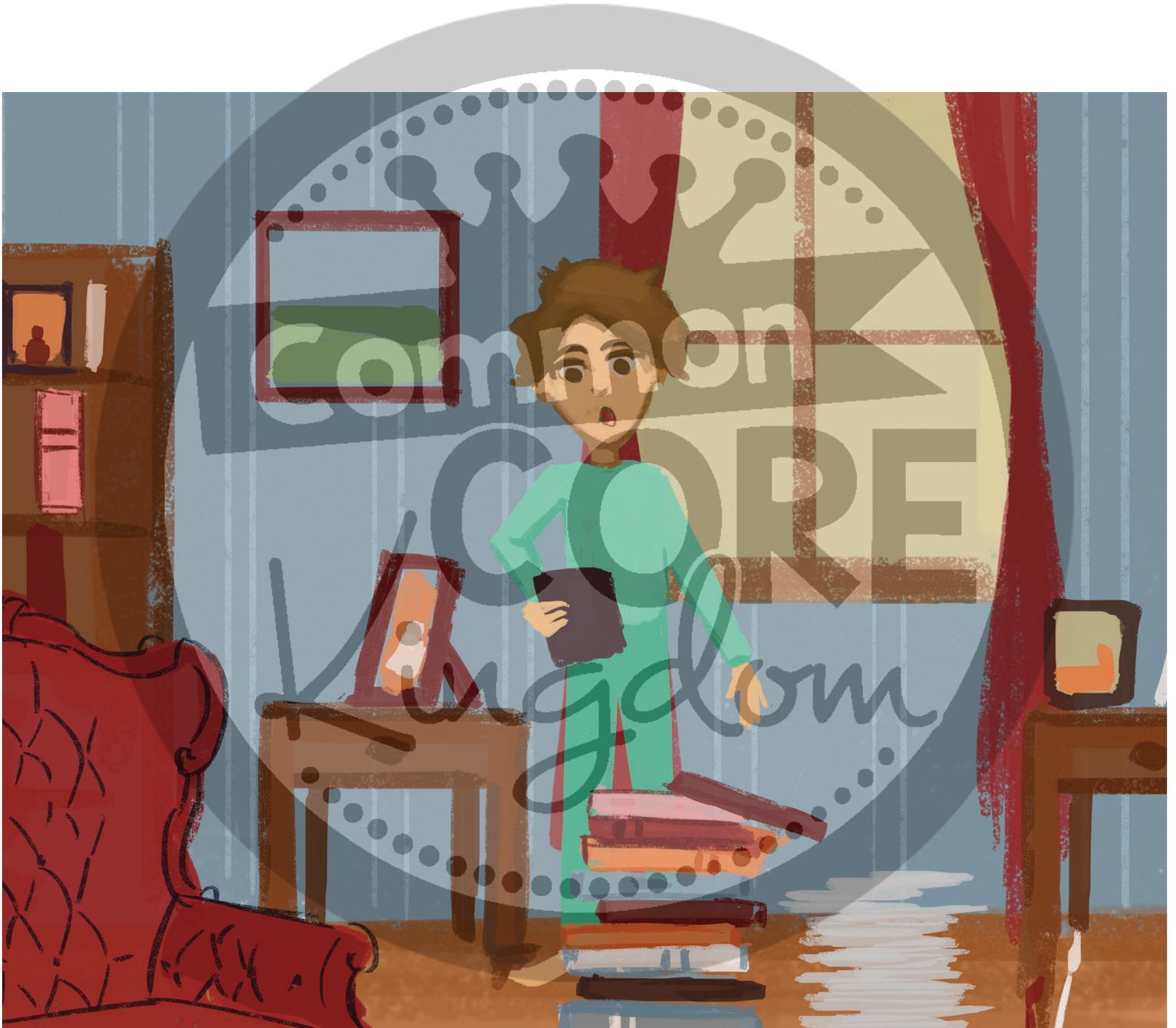
1. What is the problem in the story? (*Jimmy doesn't want to go to his grandma's house.*)
2. How is his mom feeling? How do you know? (*She is frustrated with him. The stage directions say she is "holding back anger."*)
3. Let's retell what has happened in this drama so far. (*Have students volunteer to tell events. In the beginning, Jimmy is playing video games on the couch. His mom comes home from work and is upset that he isn't ready to go. She tells him to go get ready and calls grandma to tell her they will be late.*)

NOTES:



# Structure of Drama

## Grandma's Secret



## Scene I

*Open on a living room, with a couch and two armchairs sitting in front of a television. Sprawled on the couch is JIMMY, dressed in pajamas and with tousled hair. He is holding a game controller connected to the headphones on his ears, and he is staring at the flickering television.*



*Enter KATHY, JIMMY's mom, still dressed in her waitressing uniform and apron, hurrying in from stage left, opening and closing the front door quickly as she **strides** through the living room to the door on the opposite side of the stage. She drops her purse on the empty chair next to the couch and starts to untie her apron as she spots JIMMY on the couch.*

**KATHY:** Jimmy, what are you doing? We're supposed to be getting in the car in five minutes!

*JIMMY continues to play the game, unable to hear her. KATHY rolls her eyes and walks in front of the television, causing JIMMY to jump in surprise and pull his headphones off.*



KATHY: I told you to be ready to go when I got home from work!

JIMMY (*hesitantly*): Well, Anton finally got his copy of my favorite game, so I thought I could stay home by myself instead of staying with Grandma so we could play together.

KATHY (*holding back frustration*): Jimmy, I told you already, you are too young to stay home by yourself! Besides, Grandma hasn't seen anyone since quarantine started, and she's extremely excited about spending time with you.

JIMMY: Mom, I'm ten now! I'm not a little kid any more.

KATHY: End of discussion! Go get changed and packed. Immediately!

*JIMMY mutters into the headphones and turns off the television before exiting stage right. KATHY watches him go as she goes to her purse and pulls out her cell phone, dialing and finally taking off her apron as she waits for the call to connect.*

KATHY: Hi Mom! We're running a little late... Yes, everything's fine. Just... well, you know how hormonal boys are at this age. *(she exits stage right)*





## Scene 2

*Open on another living room, with armchairs around a coffee table piled high with books, paper, and art supplies. Bookshelves stand on either side of the window, filled with a variety of books. There are end tables covered in framed photographs, with more on the bookshelves. JIMMY is sitting in one of the armchairs, looking bored. MARTHA sits across from him, reading a book.*

*MARTHA (looking up after reading for a few moments): I have some board games in the closet if you'd like to play something.*

*JIMMY (pointedly not looking at her): No thanks.*

MARTHA (*looking a little dejected*): And you're sure you don't want to color or draw anything? You used to love being artistic when you were little.

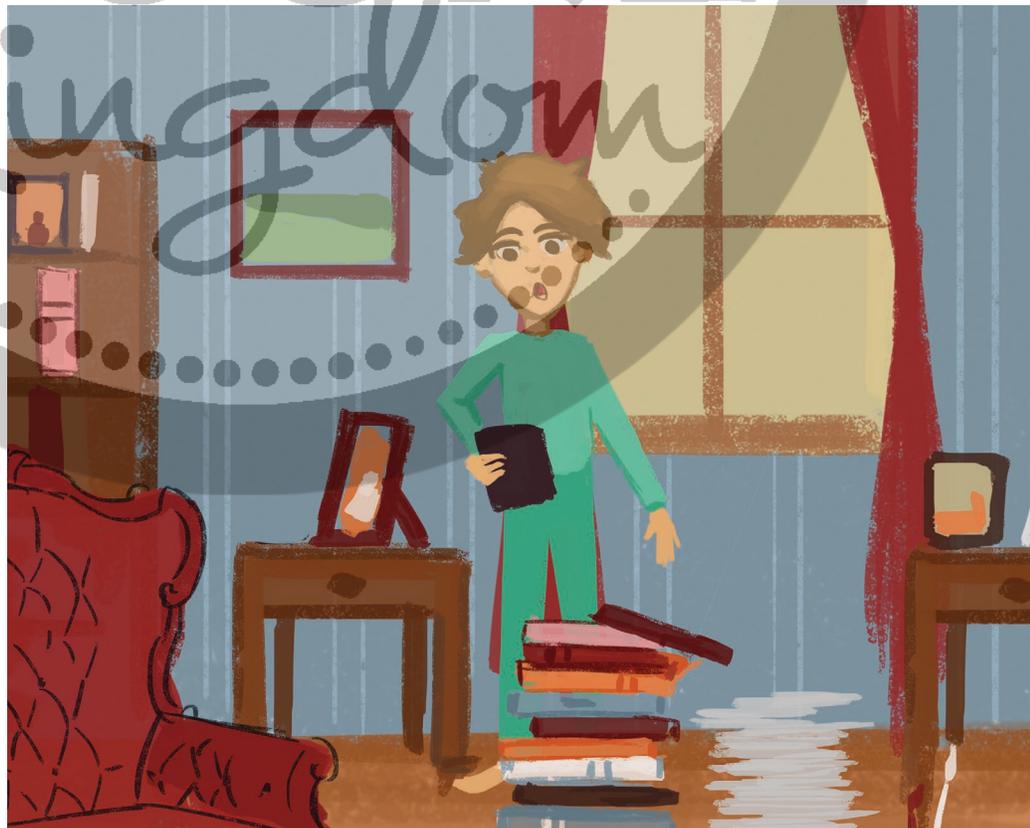
JIMMY (*scornfully*): Well, I'm not little anymore, and I don't like to "color" anymore.

MARTHA (*putting down her book*): Well, I suppose I'll just get us some lunch then. (*She gets up and exits stage right*)

JIMMY *sighs and looks around the room, then gets up and walks to the window. After looking outside, he wanders around, looking at the books and photographs, until he suddenly stops and gapes in*

*astonishment, picking up a photograph and looking at it closely.*

MARTHA *enters stage right, carrying a tray of sandwiches.*



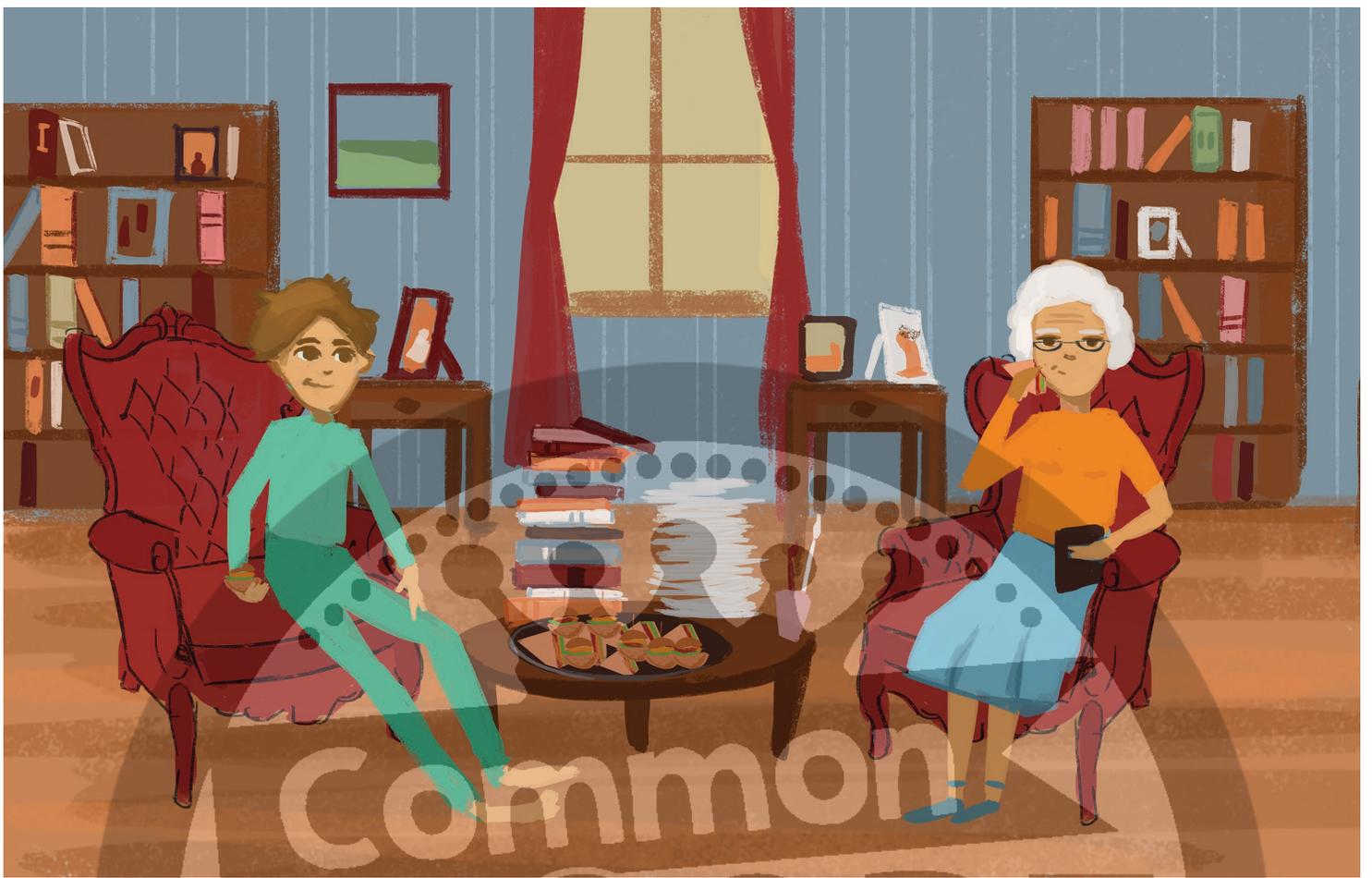


JIMMY: Grandma, what is this?

MARTHA (*putting down the tray and walking over to him, then smiling as she looks at the photograph*): Why, that's my **mugshot**.

JIMMY: You were arrested? For what? Did you rob a bank or something?

MARTHA (*laughing*): Oh no, dear, nothing like that. Back in the 60's, I **protested** against a lot of things. Just like today, you can get arrested if you're persistent enough in pointing out that some laws are unjust.



JIMMY: I never knew you were in jail! What happened? What were you protesting?

MARTHA *(smiling)*: Well, that's a long story. Let's eat first, and then I'll show you how to make a protest sign while I tell you about it.

JIMMY *(hurriedly sitting down and grabbing a sandwich)*: That sounds great!

*MARTHA smiles and walks back to her chair, bringing the photograph and sitting down to eat.*

End

# Glossary

<b>flickering</b>	to burn or shine in an unsteady way. <i>(page 2)</i>
<b>strides</b>	to walk with long, even steps <i>(page 2)</i>
<b>gapes</b>	to stare in surprise or wonder, especially with the mouth open <i>(page 6)</i>
<b>astonishment</b>	filled with great surprise or amazement <i>(page 6)</i>
<b>mugshot</b>	a photo of a person from the waist up, usually taken after the person has been arrested <i>(page 7)</i>
<b>protested</b>	an objection or complaint <i>(page 7)</i>

# Grandma's Secret

The moment she'd been waiting for had arrived. Julia shook out her arms to 14  
loosen her muscles and leaned left then right, stretching. She took a deep breath, 28  
exhaling slowly in an effort to release the butterflies fluttering in her stomach. 41  
This was her opportunity to beat the world record for the number of baskets 55  
scored while balancing on a unicycle. She had been practicing for almost an entire 69  
year. All she needed was one more than the current record of 26 baskets in one 85  
minute. She was almost certain she could do it. Almost certain, but there was 99  
enough doubt in Julia's mind to make her pretty nervous. She breathed in and out 114  
one more time, trying to clear her thoughts. 122

The officials from the World Record Book were in position, holding their 134  
recording sheets on clipboards formally. A recording device was mounted nearby. 145  
Julia stared at their recording sheets, wondering if her name would ever be in 159  
that book 161

## FLUENCY SCORE

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

## FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression

# Grandma's Secret

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*JIMMY sighs and looks around the room, then gets up and walks to the window. After looking outside, he wanders around, looking at the books and photographs, until he suddenly stops and gapes in astonishment, picking up a photograph and looking at it closely. MARTHA enters stage right, carrying a tray of sandwiches.*

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JIMMY (*hurriedly sitting down and grabbing a sandwich*): That sounds great!

MARTHA *smiles and walks back to her chair, bringing the photograph and sitting down to eat.*



End

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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. What is Jimmy supposed to be doing when his mom gets home from work?

- a. Playing video games with his friends
- b. Making dinner so she can eat when she comes in
- c. Packing his things and getting ready to go stay at grandma's house
- d. Talking to grandma on the phone about his visit

2. Write a sentence from the text that describes the setting of scene 2. In what part of the text did you find your sentence?

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3. Why is Jimmy surprised when he finds grandma's photograph?

- a. He doesn't know the person she is with in the picture
- b. It is mugshot and he is surprised grandma was arrested
- c. He has never seen an old picture of grandma before
- d. He didn't know she had taken a trip there before

4. What do the stage directions tell you about how grandma feels in scene 2 of the text?

- a. At first she feels sad and at the end she is laughing and feels excited
- b. At first she feels angry and at the end she feels sad and grumpy
- c. At first she feels surprised and at the end she feels frustrated that she has to make lunch
- d. At first she feels excited that Jimmy came over and at the end she feels sad that he has to leave

5. Why are the stage directions important to the text? Use examples from the drama in your answer.

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

# Story Map

Title: \_\_\_\_\_

Characters

Setting

Problem

Solution



# Terms of Use

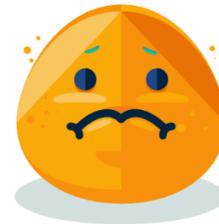


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4th grade



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