

370L

Name: _____

Date: _____

Malala's Story

Are you allowed to learn? Malala Yousafzai was not allowed to learn. She grew up in a country that did not let girls learn.

Malala Yousafzai was born on July 12, 1997. She lived in Mingora, Pakistan. Her parents wanted their daughter to go to school. Her father was a teacher. Yousafzai went to the Khushal Girls High School College. She was a top student. Many girls from her country did not go to school. Malala was lucky that she could go. She loved school.

When Malala was ten, the Taliban took over. The Taliban is a dangerous group in her country. Laws

quickly changed. Women and girls lost their rights. The Taliban did not want girls to go to school. They burned down schools

Malala Yousafzai did not agree with the Taliban. She wrote a blog about what they were doing. She said they were wrong. Yousafzai was brave. She did not like how the Taliban treated females. She did not like that they took away education.

On October 9, 2012, Malala Yousafzai was shot by the Taliban. They did not like that she spoke against them. Malala Yousafzai survived. She was sent to the United Kingdom to get help.

Malala did not let the shooting stop her. She wanted everyone to have an education. Malala gave a speech to the United Nations. She was 16. It was about education for all. In 2014, she was the youngest person to ever get the Nobel Peace Prize.



Name: _____ Date: _____
Directions: Answer the following questions. Underline the text evidence in the color indicated by the crayon.

1. Who is this passage about?

Malala Yousafzai

2.

Part A

When and where did this person live?

Part B

Why is the setting significant to who the person is?

3. What problems did Malala face?

- a. Malala disliked going to school.
- b. The Taliban attacked her family.
- c. Malala was struggling in school.
- d. The Taliban did not want girls in her country to attend school.

4. What did Malala do about this problem?

- a. Malala moved to the United Kingdom.
- b. Malala quit going to school.
- c. She started a school in her garage.
- d. She spoke up about this issue and created a blog.

PROACTIVE

Character Education



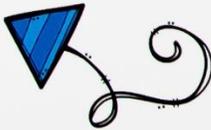
PROACTIVE vs. REACTIVE

I am in charge of my life.

- Taking action by causing change.
- Anticipating future problems, needs, or changes.



Everything is wrong.



Name: _____ Date: _____

Be Proactive You're in Charge

I am a responsible person. I take initiative. I choose my actions, attitudes, and feelings. I do not blame others for my wrong actions. I do the right thing without being told. I do what is right even when no one is looking.

I can be proactive at...

HOME



SCHOOL



FR



Name: _____ Date: _____

Proactive Vs. Reactive

Cut, sort, and paste the proactive and reactive language into the appropriate category.



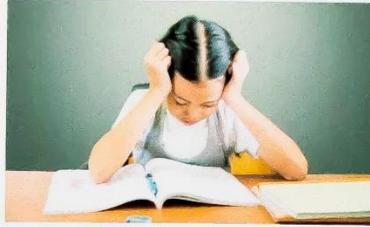
Proactive	Reactive
I prefer to...	I can't..
I can choose a different way to go about this.	
I can do this.	That's just the way I am.
	I have to...



1.

Situation:

Cassie is upset because she did not do well on her test. How can Cassie be proactive next time to avoid this problem?



Situation:

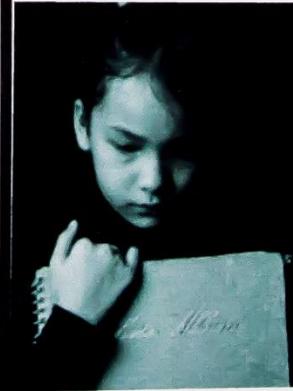
Jamie and Jessie are twins. They always get into fights. How can Jamie and Jessie be proactive to avoid this problem?



3.

Situation:

Tyra is having a lot of trouble in math class. She keeps getting zeroes on her homework, and there is a test on Monday. How can Tyra be proactive to avoid failing the test?



Name: _____ Date: _____

Directions: Answer the following questions. Underline the text evidence in the color indicated by the crayon.

1. Who is this passage about?



2.

Part A

When and where did this person live?



Part B

Why is the setting significant to who the person is?

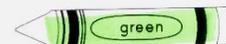
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- c. Malala was struggling in school.
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Date: _____

Rico's Risk

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590L

Name: _____ Date: _____

Rico's Risk

Rico sat in front of the window, watching as the others rode back and forth. They were in the parking lot by his apartment. He was the oldest of all the kids. However, he was the only one who could not ride a bike. When they asked if he wanted to come, he always came up with an excuse. He did not want to tell them the truth.

When summer came, it was harder to keep his secret. He would wake up early, away. He went to the pool and tried not to be seen. He would swim for hours. He played himself. Playing with the others would be more fun, but then they would find out that bike.

One morning, while practicing floating, he saw a nervous girl. She stood with her hands and she pinched her nose closed. A woman was standing in the water, begging her to join. Was she learning to swim? Her friends were cheering her on. Finally, the girl closed her eyes. She paddled toward the woman. The woman and her friends were excited she did it. Rico saw the girl smile.

After Rico left the pool, he could not stop thinking about the girl. He kept thinking about how his friends supported her. They were happy she faced her fears. He decided if she could do it, he could. Dragging his bike from storage, Rico dusted off the cobwebs. He also cleaned off the wheels. When walking his bike over to the group of boys, he took several deep breaths.

The group of boys were surprised to see Rico. Rico asked if he could ride with them. They all greeted him with high-fives and fist bumps. He told them that he got the bike a year ago for his birthday, but he never learned to ride it. As he hoped, the boys all helped and gave him some tips on balancing.

It took him two days of practice and help from his friends, but Rico finally learned how to ride his bike without help. As he rode around, the boys cheered him on and he smiled with pride.



950L

Name: _____

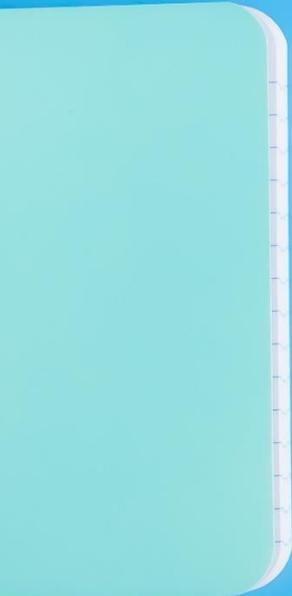
Rico sat in front of his apartment window. When they asked if he wanted to come, he always came up with an excuse. He did not want to tell them the truth.

When summer came, it was harder to keep his secret. He would wake up early, away. He went to the pool and tried not to be seen. He would swim for hours. He played himself. Playing with the others would be more fun, but then they would find out that bike.

One morning, while practicing floating, he saw a nervous girl. She stood with her hands and she pinched her nose closed. A woman was standing in the water, begging her to join. Was she learning to swim? Her friends were cheering her on. Finally, the girl closed her eyes. She paddled toward the woman. The woman and her friends were excited she did it. Rico saw the girl smile.

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The group of boys were surprised to see Rico. Rico asked if he could ride with them. They all greeted him with high-fives and fist bumps. He explained that he got the bike a year ago for his birthday, but he never learned to ride it. As he hoped, the boys all pitched in and gave him some tips on balancing.



Response to Literature

Summarize the story or passage you read. What did you learn from this passage? How can you apply this lesson to your life?

Rico was afraid to let his friends know he couldn't ride a bike. I learned we can depend on our friends when we are afraid. Rico told his friends he couldn't ride his bike and they helped him.

PROACTIVE

2nd-5th grade

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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 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."



Rico's Risk

Rico sat in front of the windowsill, watching as the others rode back and forth in the parking lot of his apartment complex. He was the oldest of all the kids, but the only one who could not ride his bike. When they asked if he wanted to come out, he always came up with an excuse to keep from telling the truth.

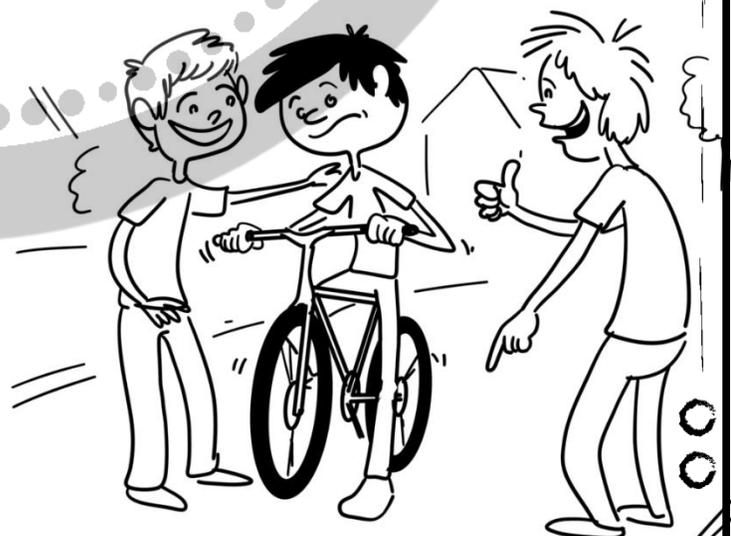
When summertime came, it became harder to keep his secret. He would wake up early, eat his cereal, and sneak away to the community pool, trying to avoid being seen. He would swim for hours, playing Marco Polo by himself. Playing with the other kids would be more fun, but then they would find out his embarrassing truth.

One morning, while practicing floating on his back, he watched a teenage girl at the end of the pool. She seemed nervous, standing with her toes on the edge of the concrete, pinching her nose closed. An older woman was standing in the water, arms outstretched, begging her to jump in. Rico wondered - was she learning how to swim? Her friends were standing behind her, cheering her on. The girl, finally, closed her eyes and jumped far out into the deep. She frantically paddled to the surface and toward the woman. As they celebrated her achievements, the girl beamed with pride.

After Rico left the pool that day, he could not stop thinking about the girl learning to swim. He kept thinking about how her friends supported her and how happy she was to have conquered her fears. He decided if she could do it, so could he. Dragging his bike from the storage space beneath his apartment building, Rico dusted off the cobwebs and cleaned off the bike seat. Walking his bike over to the group of boys at the other end of the parking lot, Rico took some heavy breaths.

The group of boys all paused and stared as they saw him coming. Rico asked if he could ride with them, and they all greeted him with high-fives and fist bumps. He explained that he got the bike a year ago for his birthday, but never learned to ride it. As he hoped, the boys all pitched in and gave him some tips on how to balance.

It took him two full days of practice, his friends right by his side, but Rico finally was able to get around the parking lot without assistance. As he circled around, the other boys cheered him on and he beamed with pride.



Rico's Risk

Rico sat in front of the window, watching as the others rode back and forth. They were in the parking lot by his apartment. He was the oldest of all the kids. However, he was the only one who could not ride a bike. When they asked if he wanted to come, he always came up with an excuse. He did not want to tell them the truth.

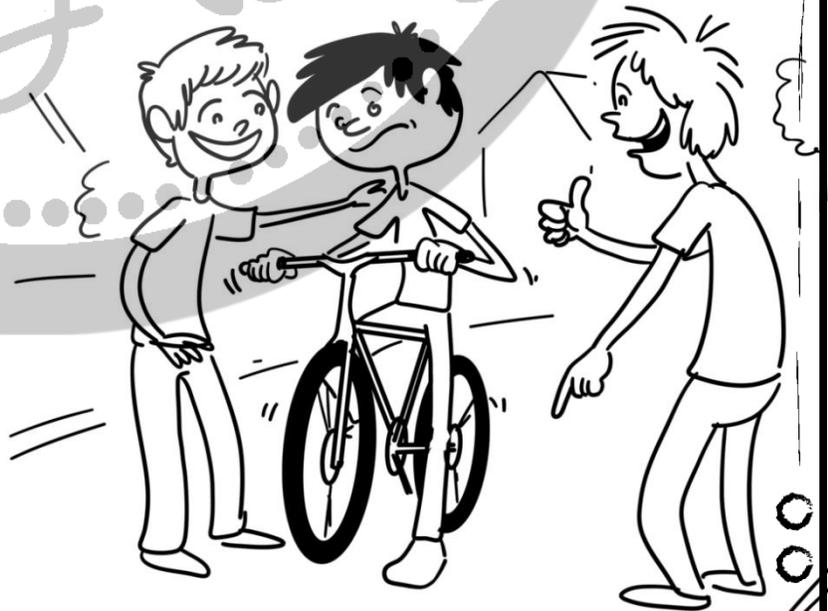
When summer came, it was harder to keep his secret. He would wake up early, eat, and sneak away. He went to the pool and tried not to be seen. He would swim for hours. He played Marco Polo by himself. Playing with the others would be more fun, but then they would find out that he could not ride a bike.

One morning, while practicing floating, he saw a nervous girl. She stood with her toes on the edge and she pinched her nose closed. A woman was standing in the water, begging her to jump. Rico thought - was she learning to swim? Her friends were cheering her on. Finally, the girl closed her eyes and jumped in. She paddled toward the woman. The woman and her friends were excited she did it. This made the girl smile.

After Rico left the pool, he could not stop thinking about the girl. He kept thinking about how her friends supported her. They were happy she faced her fears. He decided if she could do it, he could too. Dragging his bike from storage, Rico dusted off the cobwebs. He also cleaned off the bike seat. While walking his bike over to the group of boys, he took several deep breaths.

The group of boys were surprised to see him. Rico asked if he could ride with them. They all greeted him with high-fives and fist bumps. He told them that he got the bike a year ago for his birthday, but he never learned to ride it. As he hoped, the boys all helped and gave him some tips on balancing.

It took him two days of practice and help from his friends, but Rico finally learned how to ride his bike without help. As he rode around, the boys cheered him on and he smiled with pride.



Rico's Risk

Rico sat by the window. He watched them ride their bikes. He was the oldest. However, he could not ride a bike. The boys asked him to ride, but he gave excuses. He did not want them to know.

It was hard to keep his secret. He would wake up early. He ate his breakfast. Then, he would run to the pool. He did not want to be seen. He would swim for a long time. He played Marco Polo alone. He wanted to have friends, but he did not want them to know he could not ride a bike.

One day, he saw a girl. She was learning to swim. She was nervous. She stood with her toes by the side. She pinched her nose. A woman was in the water. She told her to jump. Her friends were there. They were cheering her on. Finally, the girl closed her eyes. She jumped in. She paddled toward the woman. Her friends were so excited for her. This made the girl smile.

Rico kept thinking about the girl. He liked that her friends were happy for her. Rico knew he could do it too. He got his bike from storage. He cleaned it off. He walked to the boys. He was nervous and took big breaths.

The boys were happy to see him. They gave him high-fives and fist bumps. He told them that he got the bike last year. He also told them he did not know how to ride it. The boys helped him. They gave him tips. They taught him to balance.

It took him two days. Then, he knew how to ride his bike. The boys cheered him on. Rico was smiling.



Name: _____ Date: _____

Directions: Answer the following questions. Underline the text evidence in the color indicated by the crayon.

1. Who is the main character?

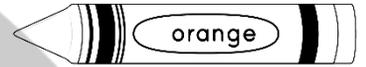


2.

Part A

What is the setting? (Choose all that apply.)

- a. An apartment complex
- b. A swimming pool
- c. Fall
- d. Rico's bedroom



Part B

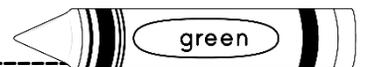
Why is the setting of the swimming pool important to the plot of the story?

3. What is the problem?

- a. Rico didn't know how to ride a bike.
- b. Rico didn't have any friends.
- c. Rico didn't know how to swim.
- d. Rico was made fun of for not knowing how to ride a bike.



4. How does Rico feel at the beginning of the story when the neighborhood kids want him to ride bikes?



5. What does Rico do to solve his problem?



- a. He learns how to swim.
- b. He asks the neighborhood kids if he could ride with them, and then reveals his secret to them.
- c. He teaches a girl at the pool how to swim.
- d. He avoids others in order to hide his secret.

6. What motivates Rico to solve his problem?



7. How has Rico changed from the beginning to the end?



- a. In the beginning, Rico hid his secret. In the end, Rico revealed his secret.
- b. In the beginning, Rico was made fun of. In the end, Rico was left alone.
- c. In the beginning, Rico didn't know how to swim. In the end, Rico found a new hobby.
- d. In the beginning, Rico had lots of friends. In the end, Rico did not have any friends because he didn't know how to ride a bike.

8. What is the lesson Rico learns? Use text evidence to support your answer.



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Not O.K.

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Julie@commoncorekingdom.com

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