

GUIDED READERS

LEXILE
4th

Grade

Setting and Events Name: _____ Date: _____
Describing Characters, Setting & Events
Think about the events in the story. Choose one of the main events to describe and complete the chart.

the event you
this event affect of the story?
this event affect characters in the story?
is event important why?
ou feel about this why?



character, setting and events



Character, Setting & Events

The Case of the Missing Tablet



Date: _____

Setting & Events

of the main events to describe

The duo walked up the street to the place where the phone had pinged Sam's tablet. They ended up in a small dog park, but there was not a tablet anywhere. Sam searched under benches, bushes, and even walked the trail that surrounded the park. Suddenly, his mom called him over. "I can't believe this, but my phone shows that your tablet is back at our house!" she cried. "I don't understand!"



Sam and his mom started walking home, shaking their heads in confusion and constantly refreshing the tracing app. It still indicated that the tablet was at their house, but how could that be? Sam was sure he had searched everywhere. But as they walked past the backyard, Sam caught a glimpse of something shiny in the doghouse. Could it be? He ran over to the family pet, Moby, and sitting right there on the edge of the doghouse was the tablet! Sam realized that Moby must have grabbed it from the table by the hammock, taken it down to the dog park, then returned home, all while he had been looking for it!

Characters, Setting and Events Name: _____ Date: _____

Describing Characters, Setting & Events

Directions: Think about the events in the story. Choose one of the main events to describe in detail. Complete the chart.

Describe the event you chose.	
How does this event affect the rest of the story?	
How does this event affect the characters in the story?	
How is this event important to the story?	
How do you feel about this event? Why?	



eggs Pickles

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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."





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 lost his tablet. I think this because the title talks about a missing tablet.

- 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

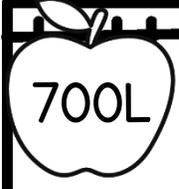
Students read pages 2-3 quietly. As students read in their heads, rotate through students to have them read aloud to you. After everyone has read, ask:

1. Who is the main character? (Sam)
2. What do we know about him? (He lost his tablet. He has a twin brother named TJ, and he is very messy.)
3. What does he think happened to his tablet? (He thinks his brother TJ borrowed it without asking.)

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

1. Where does Sam's dad say he should look? (Outside by the hammock where he likes to read.)
2. Let's retell what has happened in this story so far. (Have students volunteer to tell events. In the beginning, Sam realizes his tablet is not where he left it beside the couch. He accuses his brother of taking it, looks all over the house and still cannot find it. He has decided to ask his parents even though they might give him a lecture on responsibility.)

NOTES:



The Case of the Missing Tablet

"I know you took it!" hollered Sam. He could not find his tablet anywhere, and it was just like his twin brother, TJ, to borrow it without asking. 15
28

TJ stared at Sam, getting angrier by the minute. How could Sam accuse him of taking something without even asking him first? Sam had no proof that TJ had borrowed his tablet, and TJ would remind him of that. "Why would you think I took it?" TJ said. "You're the one always leaving your stuff all over the house. It's probably under a pile of clothes in our room." 42
57
73
88
97

Sam walked away angrily. He knew TJ was right about his messiness. But he was sure he had put his tablet on the side table next to the couch after he finished reading earlier. Still, he searched in the room he shared with TJ. He looked under a magazine strewn across his desk, under a towel on the floor, and even under the pillow on his bed. III
129
145
160
164

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 Case of the Missing Tablet

"I know you took it!" hollered Sam. He could not find his tablet anywhere, and it was just like his twin brother, TJ, to borrow it without asking.

TJ stared at Sam, getting angrier by the minute. How could Sam **accuse** him of taking something without even asking him first? Sam had no proof that TJ had borrowed his tablet, and TJ would remind him of that. "Why would you think I took it?" TJ said. "You're the one always leaving your stuff all over the house. It's probably under a pile of clothes in our room."

Sam walked away angrily. He knew TJ was right about his messiness. But he was sure he had put his tablet on the side table next to the couch after he finished reading earlier. Still, he searched in the room he shared with TJ. He looked under a magazine **strewn** across his desk, under a towel on the floor, and even under the pillow on his bed. Sam struck out. I probably could straighten up in here, thought Sam. He would never say it aloud and admit that TJ was right.

Finally, Sam had run out of places to look. Where could it be? He looked for his parents to ask if they had seen it, even though he knew he would probably get a **lecture** on responsibility. He found his dad in the study listening to music. Dad had not seen the tablet either but suggested Sam look in the hammock in the backyard where he often liked to read. Sam ran out to the backyard but was disappointed when he did not find it there.

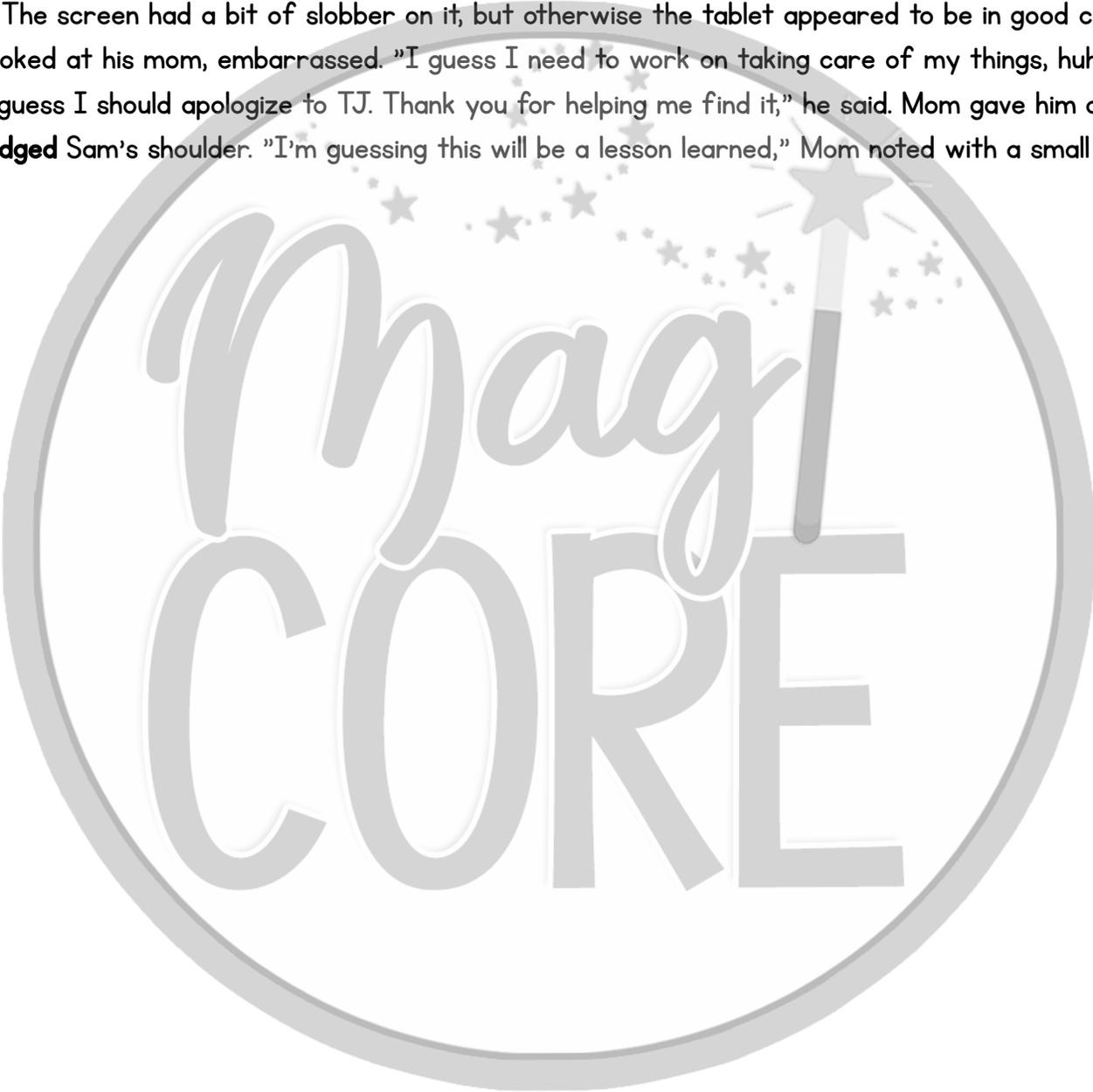
Next, Sam saw his mom sitting at the table. "Mom," Sam asked, "have you seen my tablet?" "I haven't," Mom answered. "Your dad told me you misplaced it." She raised her eyebrows at Sam but did not lecture him. "I can trace its location with my phone if you'd like."

Sam's eyes got wide at his mom's great idea! Now, why didn't I think of that? he thought. Mom got out her phone and swiped across the screen, searching for the location tracing app. "It says..." Mom started, "that it's two streets away." They looked at each other, surprised that the tablet could have gotten so far away, especially since Sam was sure he had not taken it anywhere. "Do you think someone stole it?" Sam asked. Mom and Sam agreed that they should take her phone and walk to the place where the app said the tablet was.

The pair walked up the street to the place where the phone had **pinged** Sam's tablet. They ended up in a small dog park, but there was no tablet anywhere. Sam searched under benches, bushes, and even walked the trail around the park. **Suddenly**, his mom called him over. "I can't believe this, but my phone shows that your tablet is back at our house!" she cried. "I don't understand!"

Sam and his mom started walking home, shaking their heads while Mom refreshed the tracing app. It still showed that the tablet was at their house. How could that be? Sam was sure he had searched everywhere. But as they walked past the backyard, Sam caught a peek of something shiny in the doghouse. Could it be? He ran over to the family pet, Moby. Sitting right there on the edge of the doghouse was the tablet! Sam realized that Moby must have grabbed it from the table by the hammock, taken it down to the dog park, then come home!

The screen had a bit of slobber on it, but otherwise the tablet appeared to be in good condition. Sam looked at his mom, embarrassed. "I guess I need to work on taking care of my things, huh, Mom. And I guess I should apologize to TJ. Thank you for helping me find it," he said. Mom gave him a smile and nudged Sam's shoulder. "I'm guessing this will be a lesson learned," Mom noted with a small laugh.

A large, light gray watermark logo is centered on the page. It consists of the word "Magi" in a cursive script font, with "CORE" in a bold, blocky sans-serif font below it. The entire logo is enclosed within a thin circular border. Above the word "Magi", there is a trail of small stars and a larger star with a long tail, resembling a shooting star or a comet.

Magi
CORE

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

1. **What is Sam's problem in the story?**

- a. His room is a mess.
- b. He can't find his tablet.
- c. He walks up to the dog park.
- d. His dog hides his tablet.

2. **What is the most likely setting of the story?**

- a. a hot village
- b. a mountain path
- c. a neighborhood
- d. a playground

3. **Use the chart to identify Sam's character traits and the events in the text that reveal these traits**

Character Trait	Event in the Text
ex) Messy	Sam's room has piles of clothes

4. **How do Sam's mom's actions change what happens in the story? Use details from the text in your response.**

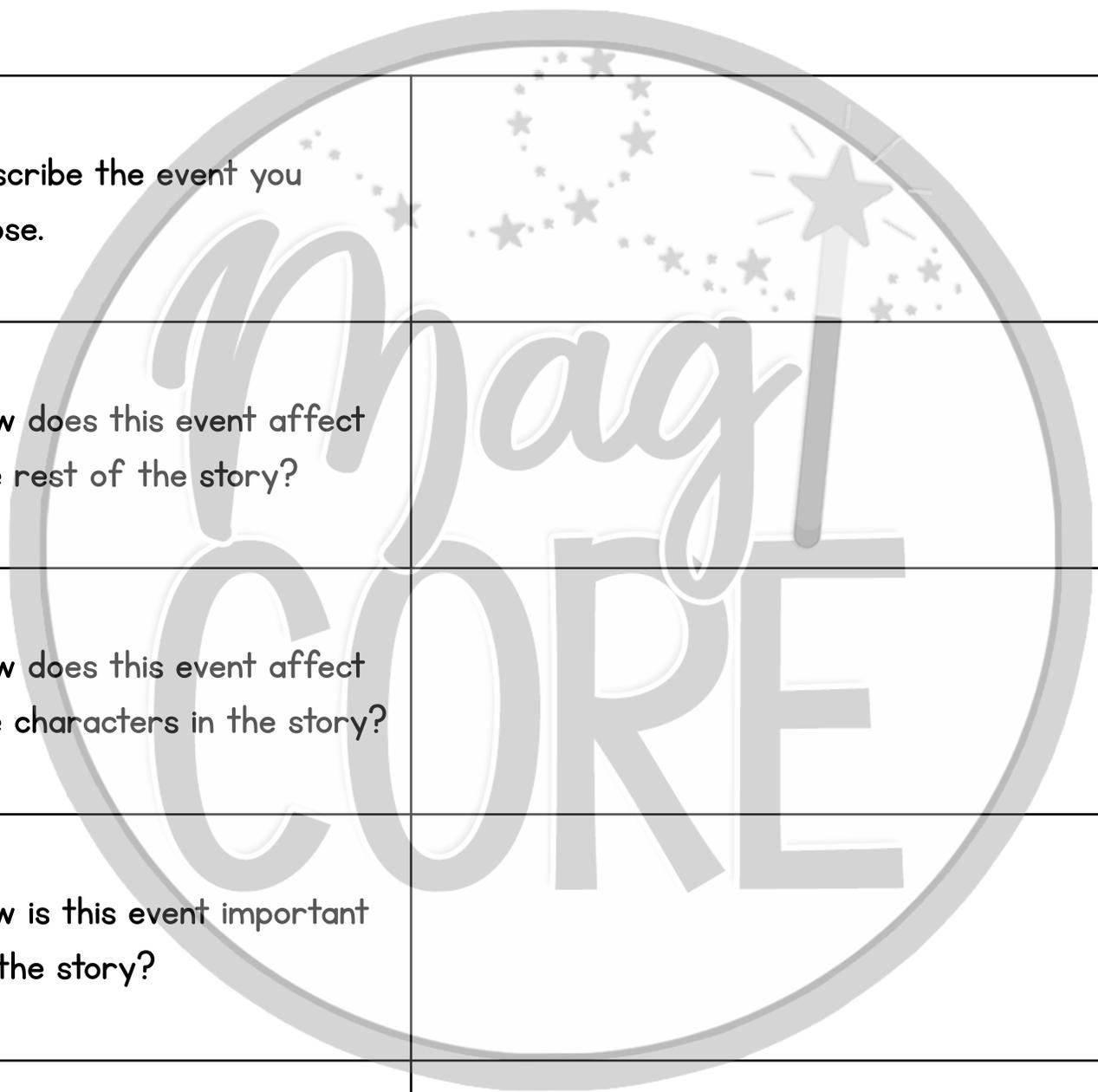
5. **How does Sam change throughout the story?**

- a. He realizes he needs to be more careful.
- b. He learns not to trust Moby.
- c. He finds out his mom can help him.
- d. He understands that TJ is usually right.



Describing Characters, Setting & Events

Directions: Think about the events in the story. Choose one of the main events to describe in detail. Complete the chart.

<p>Describe the event you chose.</p>	
<p>How does this event affect the rest of the story?</p>	
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<p>How do you feel about this event? Why?</p>	

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Not O.K.

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