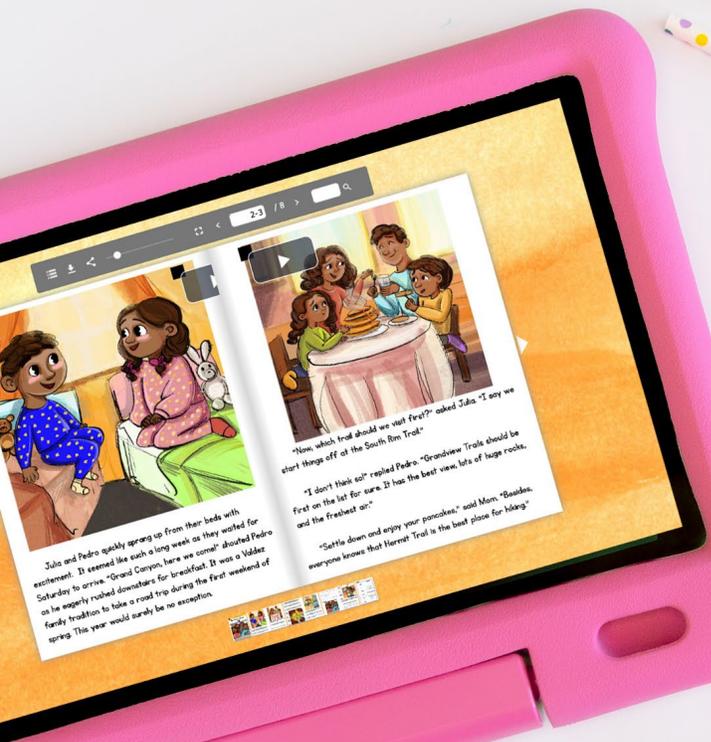


# GUIDED READERS



4th -5th  
Grade



Illustrations

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

### Illustrations

Draw another illustration to go with the story. Explain how your illustration connects with the words in the story.

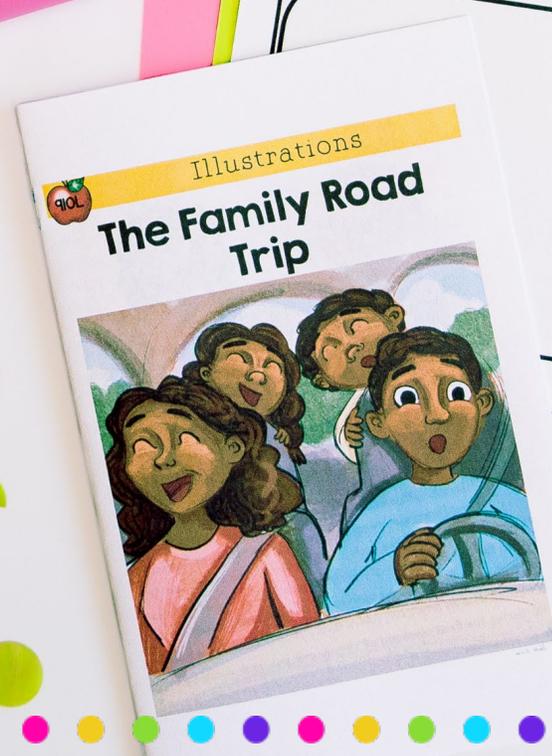
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illustrations



Illustrations

# The Family Road Trip





Julia and Pedro quickly sprang up from their beds with excitement. It seemed like such a long week as they waited for Saturday to arrive. "Grand Canyon, here we come!" shouted Pedro as he eagerly rushed downstairs for breakfast. It was a Valdez family tradition to take a road trip during the first weekend of spring. This year would surely be no exception.



"Now, which trail should we visit first?" asked Julia. "I say we start things off at the South Rim Trail."

"I don't think so!" replied Pedro. "Grandview Trails should be first on the list for sure. It has the best view, lots of huge rocks, and the freshest air."

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Illustrations

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Draw another illustration to go with the story. Explain how your illustration connects with the words in the story.

Illustrations

# Family Road Trip



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- Digital Guided Reader Links
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- Included to help save paper & ink – use only if needed

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## 7. Skill Focused Graphic Organizer



# 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 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

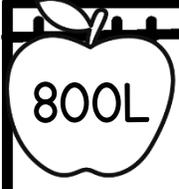
Students read pages 2-3 quietly. As students read in their heads, rotate through students to have them read aloud to you. After everyone has read, ask:

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 Family Road Trip

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 seemed like such a long week as they waited and waited for Saturday to finally arrive. 29  
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"Oh kids, please settle down and enjoy your pancakes," said Mom. "Besides, 144  
 everyone knows that Hermit Trail is definitely the best place for hiking." 156

## FLUENCY SCORE

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



# DIGITAL FLIPBOOK READERS

2-3 / 8



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Illustrations

# The Family Road Trip



PRINTABLE READERS



Illustrations

# The Family Road Trip





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“Oh kids, please settle down and enjoy your pancakes,” said Mom. “Besides, everyone knows that Hermit Trail is definitely the best place for hiking.”

As everyone began to **debate** about plans for the day, Dad lightly tapped his glass of juice with a fork. The clinking sound easily grabbed everyone's attention. "I have a great solution. Let's work together to figure this out, since there are so many places to choose from. If we can't put our heads together on this, we won't have any fun at all."

After breakfast, the Valdez family started working on a hiking map. They planned every detail of their trip from start to finish. "We are finally done!" said Dad as he let out a big sigh of relief.

"Now it's time for the fun part, so let's get packed up and ready to hit the road." Everyone **scrambled** to get dressed and finish up any last-minute packing.





Julia and Pedro swiftly sprinted out the door and into the van. “The slowest one loses!” Julia said to Pedro teasingly.

“It’s a family trip, not a **competition**,” Mom replied in a stern voice. “Now, let’s get inside and buckle our seatbelts. We have quite a long road ahead of us.”

“Let’s get things moving with a little bit of music,” said Dad as he started driving down the road.

“Well, it has to be rock-and-roll, of course,” said Julia.

“Nobody likes rock music!” snapped Pedro. “We should listen to something fun and upbeat like K-pop.”

“Actually, I’d **prefer** something smooth and relaxing like jazz or classical music,” said Mom.

“How about we make our own music instead?” said Dad. “Let’s have a sing-along! We can sing whatever we want, as long as we sing it together.”



The Valdez family sang their favorite songs in harmony throughout the long drive to the Grand Canyon. Soon, they arrived in front of the natural wonder that they had waited so long



to see. They were **stunned** by the view as they looked out through the window. Mom, Dad, Julia, and Pedro all gasped in awe as the long drive came to an end.

“This is the most amazing thing I’ve ever seen,” said Julia.

“The view from here is absolutely breathtaking,” said Mom.

“Well, I think that we can all agree that this will be the best Valdez family trip yet!” said Dad with a bright, happy smile.

# Glossary

<b>exception</b>	the act of leaving out <i>(page 2)</i>
<b>debate</b>	a discussion between two people or groups who disagree on an important subject <i>(page 4)</i>
<b>scrambled</b>	to move quickly using both the hands and feet <i>(page 4)</i>
<b>competition</b>	the process or act of trying to win <i>(page 5)</i>
<b>prefer</b>	to choose above all others as the best liked or most wanted <i>(page 6)</i>
<b>stunned</b>	to shock or amaze <i>(page 7)</i>

# The Family Road Trip

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**PRINTER FRIENDLY VERSIONS**

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**PRINTER FRIENDLY VERSIONS**

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

1. How did Julia and Pedro feel about the trip at the beginning of the story? How do you know? Which clues from the text and illustrations helped you?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. The Valdez family had a debate during breakfast. What does the illustration reveal about their thoughts and feelings?

- a. The debate started a food fight
- b. Mom and Dad are sad but Julia and Pedro are excited
- c. Julia and Pedro went back to their room feeling sad
- d. Julia and Pedro are upset but Mom and Dad are happy

3. How do the characters change as they start to work on the map?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What are the conflicts (problems) in this story? How are they resolved?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. This story has the \_\_\_\_\_ explain how this is shown in the illustrations \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**COMPREHENSION  
QUESTIONS**

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

# Illustrations

Draw another illustration to go with the story. Explain how your illustration connects with the words in the story.



**GRAPHIC ORGANIZER**

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