

GUIDED READERS

LEXILE
4th

Grade



compare & contrast theme

Compare Theme

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

Date: _____

Title: _____

Title: _____

Name: _____

Compare & Contrast Theme

Compare & Contrast Theme

Name: _____

Date: _____

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

1. What was different about the experiences of the main character in each story?
 - a. One had a grandmother, and the other did not.
 - b. One of them was lied to, and the other was not.
 - c. Both A and B.
 - d. Neither A nor B.
2. What was similar about both main characters?
 - a. They both disobeyed the underworld.
 - b. They both forgot about their underwater kingdom.
 - c. They were both fishermen.
 - d. They were both rewarded for their actions.
3. What was the same in both stories?
 - a. The animal that took the main character.
 - b. The setting of the surface world.
 - c. The reason the main character returned.
 - d. The amount of time that passed on the surface.
4. The main characters have different feelings about this and the difference between the two worlds.

5. What happened at the end of both stories? W

READING SMALL GROUP PLANS

Week of: _____

Students: _____

Focus Skill: _____

Standard: _____

MON. Pre-Reading

Build Schema: What do you think this story is about?

Example: I think these stories are fiction stories. The cover and one has a palace. These things are different.

- Picture Walk
- Oral Predictions
- Review vocabulary in glossary. As you review

NOTES: _____

TUES. During Reading

Students read "The Kingdom of the Pink Dolphins" pages 2-4 and read aloud to you. After everyone has read, ask:

1. Who is the main character? (The young fisherman)
2. What did his grandmother tell him about the pink dolphin? (The young fisherman)
3. What happened to the fisherman? (A dolphin prince)

Students read page 5-7 quietly. As students read, select students to answer the questions.

1. Under what condition does his wife let him visit the surface world? (She gets a stone to keep it with him always.)
2. What happens when the fisherman arrives home? (Everyone is happy to see him and hear his stories.)
3. What goes wrong at the end? (The fisherman forgets about the stone and loses it. Every month underwater is like a year on the surface when he lost the stone.)

NOTES: _____

When they arrived, Taro saw a silver. He was welcomed by a beautiful fancy clothes and fed him delicious food before.

Taro spent many months feasting at Dragon Palace. He eventually forgot his he dreamed of his mother waiting patiently up with a gasp, remembering everything.



730L

Compare & Contrast Theme

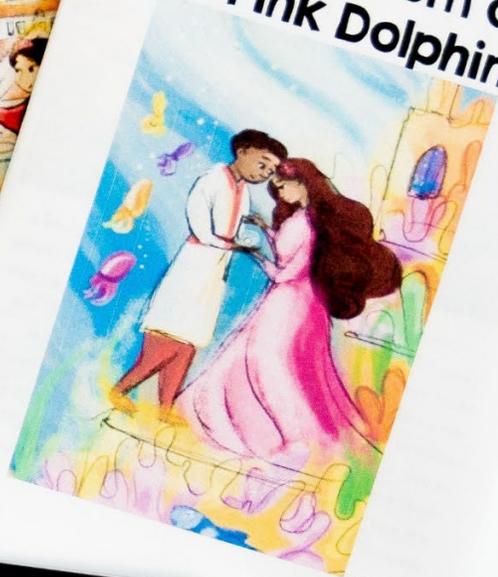
The Legend of Urashima Taro



730L

Compare & Contrast Theme

The Kingdom of the Pink Dolphins



Date: _____
the text to support

ALL GROUP PLANS Week of: _____

Standard:

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What do you think these
se stories are fiction stories
has a palace. These things are
ssary. As you review

Reading
ink Dolphins" pages 2-4
read, ask:
a young fisherman)
n about the pink dolphin
adise, but no one ever
n? (A dolphin prince
tudents read, select stu
ife let him visit the surface world? (She go
man arrives home? (Everyone is happy to see him and hear his stories.)
(The fisherman forgets about the stone and loses it. Every month underwater is like a year on earth and
e lost the stone.)

The tablet screen shows a digital reading interface with two illustrations and text. The left illustration shows a boy kneeling on a beach, talking to a turtle. The right illustration shows the boy walking away from the turtle in the water. Below the illustrations is a paragraph of text.

There once was a young boy named Urashima Taro. He lived in Japan in a village by the sea. One day, while walking on the beach, he came across several of the boys from his village. They were hurting a poor turtle, poking and prodding at it with sharp sticks. Taro was furious at the turtle's treatment. He immediately approached the boys, scolding them for their cruelty and chasing them off.

He was amazed when the turtle then turned to him and spoke. "Thank you for your aid, young man," the turtle said. "To thank you properly, I would like to bring you to the Dragon Palace under the sea, where a great feast will be thrown in your honor." Taro was eager to visit the mysterious underwater palace, but he didn't want to leave his elderly mother behind. The turtle promised Taro that they would not be gone long, so Taro agreed, and they set off for the palace.



Compare & Contrast Theme

Name: _____ Date: _____

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

1. What was different?

- One is better.
- One is worse.
- Both are the same.
- Neither.

2. What was the same?

- The characters.
- The setting.
- The plot.
- The theme.

3. What was the main idea?

- The characters.
- The setting.
- The plot.
- The theme.

4. The main idea is...

5. What is the author's purpose?

READING SMALL GROUP PLANS Week of: _____

Students: _____

Focus Skill: _____ Standard: _____ Book: _____



MON. Pre-Reading

1. Compare Two Stories

Country Mouse eyed the delicious spread of pastries and cakes on the table. Even though the family had finished dining, there was plenty left over to satisfy his promise. Just as he was about to come pouncing on his cousin Town Mouse had his family's cat.

Aladdin sighed and set down the magic lamp. He couldn't fault the genie, who had truly turned him into a prince with riches beyond imagination. However, riches and titles hadn't impressed the princess at all. Even if they had, she would've been in love with "Prince Ali," a person who didn't exist, not Aladdin.

Picture
 Oral Presentation
 Review

NOTES:

TUES.

Students read "The King and the Magician".

- Who is the main character?
- What did his grandfather do?
- What happened to the king?

Students read page 5-7.

- Under what condition did the king agree to let the magician stay?
- What happens when the king's son turns into a snake?
- What goes wrong at the end?

NOTES:

Compare Theme

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

Date: _____ Title: _____

Title: _____ Title: _____





Long ago, on the banks of the Napo River in Peru, there lived a young fisherman. He grew up listening to his grandmother tell stories about the magical pink dolphins that lived in the river. These dolphins were called the *bufeo colorado* by the people of his village. It was said that they could change their shape. They would sometimes appear in front of a villager as a beautiful man or woman. Then they would take the villager to the underwater kingdom of Encante. It was said that this kingdom was a paradise no human could ever dream of. However, no human had ever returned from it.

The young fisherman was not afraid of the stories. Every morning, when he went out on his boat to fish, he hoped to see one of the strange and wonderful pink dolphins.

One terrible morning, the young fisherman's boat returned empty to the shore. His mother cried, believing that he had drowned, but his grandmother knew better. She was sure that he had been taken to the underwater kingdom by the *bufeo colorado*.

fault the
ness at all
person who

to support your answers.

Compare & Contrast Theme

The Legend of Urashima Taro



Compare Themes
Answer the following questions. Underline the text evidence in the color indicated.

1. How are the tiger in "The Ungrateful Tiger" and the lion in "The Lion and the Mouse" similar?

Name: _____ Date: _____

The Lion and the Mouse

Origin: Greece

Once when a lion was asleep a little mouse
wakened the lion and he
him.

and down upon him; this
d his big jaws to swallow

I shall never forget it,
ays."

lp him that he lifted up
ap, and the hunters
went in search of a

t in which the lion
ing of the beasts.

and the Mouse"
orange

se" similar?
yellow

"Tiger"
red

tars
color of the

870L Compare Themes
Name: _____ Date: _____

The Ungrateful Tiger

Origin: Korea

Long ago, there lived a ferocious tiger that stalked a small Korean village. The people of the village were so scared that they didn't leave their houses. Something had to be done, so the village elders met to devise a plan.

The village elders discussed the situation in great lengths until they finally had a plan. They would set a trap for the tiger by digging deep holes around the village, and then they would fill each hole with meat for bait and cover the hole with branches.

Everyone in the village helped build the traps, and every family spared a little meat to place inside the traps. Finally, everyone went to their houses to await the troublesome tiger.

The following morning, the village chief's son journeyed to the village from the city. As he approached the village, he heard the frightening roar of the tiger, so he carefully investigated the hole that the sound was coming from. There was the tiger, roaring miserably.

"Please help me out of here, or I'll die of starvation! I will forever be in your debt," said the tiger.

The young man replied, "You would surely eat me if you were free!"

"I promise that I will not eat you," replied the cunning tiger.

The young man was convinced, so he found a long branch that was strong enough for the tiger to grab. He put one end of the stick into the hole, and the tiger gripped it and climbed out.

The tiger pounced out of the hole and into the path of the young man. Licking his lips, he said, "Thank you; you will make the perfect dinner!"

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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."



Recommended Oral Reading Rates

End of Grade	Lexile Measure	Guided Reading Level	Oral Reading Rate (WPM)
1	425L-550L	J-K	75-100
2	550L-700L	L-M-N	90-120
3	650L-800L	N-O-P	100-140
4	800L-950L	Q-R-S	120-160
5	950L-1100L	T-U-V	140-180
6	1100L-1250L	W-X-Y	160-200

Recommended Accuracy Percentages

Easy Text	Instructional Text	Challenge Instructional Text	Hard Text
96-100%	93-95%	90-92%	Below 90%
Perfect for independent reading.	Perfect for instruction with some support.	Student may require more support.	Text is too hard.

*Note: These charts are to be used as a guide to help you make informed decisions and monitor progress. I have compiled this recommendation based on research from Fountas & Pinnell and Common Core State Standards. These are presented in ranges because many variables go into a text's level. Teachers should monitor progress within a range, rather than setting an arbitrary level that varies based on many factors.

Please note that the Lexile measures in this chart vary from the Common Core Text Complexity band. This is partially due to the fact that the above chart is an end-of-the-year target.



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 these stories are about? What helped you make this prediction?

Example: I think these stories are fiction stories about underwater places. I think this because one has a pink dolphin on the cover and one has a palace. These things are not real.

- 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 "The Kingdom of the Pink Dolphins" pages 2-4 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? (The young fisherman)
2. What did his grandmother tell him about the pink dolphins? (They change shape and sometimes take humans from the village to their underwater kingdom. It is a paradise, but no one ever returns from it.)
3. What happened to the fisherman? (A dolphin princess took him to the underwater kingdom and married him.)

Students read page 5-7 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

1. Under what condition does his wife let him visit the surface world? (She gave him a small white stone and said it was his life and he must keep it with him always.)
2. What happens when the fisherman arrives home? (Everyone is happy to see him and hear his stories.)
3. What goes wrong at the end? (The fisherman forgets about the stone and loses it. Every month underwater is like a year on earth and he turned into his true age when he lost the stone.)

NOTES:

The Kingdom of the Pink Dolphins

Long ago, on the banks of the Napo River in Peru, there lived a young fisherman.	16
He grew up listening to his grandmother tell stories about the magical pink dolphins	30
that lived in the river. These dolphins were called the <i>bufeo colorado</i> by the people of	46
his village. It was said that they could change their shape. They would sometimes	60
appear in front of a villager as a beautiful man or woman. Then they would take the	77
villager to the underwater kingdom of <i>Encante</i> . It was said that this kingdom was a	92
paradise no human could ever dream of. However, no human had ever returned from	106
it.	107
The young fisherman was not afraid of the stories. Every morning, when he	120
went out on his boat to fish, he hoped to see one of the strange and wonderful pink	138
dolphins.	139
One terrible morning, the young fisherman's boat returned empty to the shore.	151
His mother cried, believing that he had drowned.	159

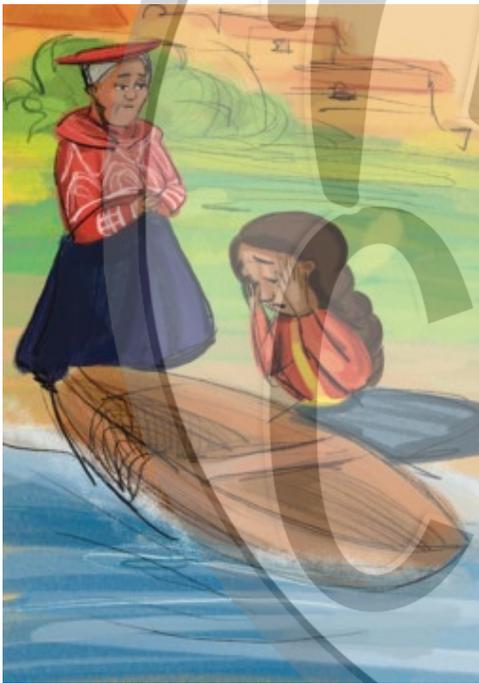
FLUENCY SCORE						
	Total Words	-	Errors	=	Words Per Minute (WPM)	Accuracy % (WPM + Words Read) X 100
1 st Read						

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression

The Kingdom of the Pink Dolphins

Long ago, on the banks of the Napo River in Peru, there lived a young fisherman. He grew up listening to his grandmother tell stories about the magical pink dolphins that lived in the river. These dolphins were called the *bufeo colorado* by the people of his village. It was said that they could change their shape. They would sometimes appear in front of a villager as a beautiful man or woman. Then they would take the villager to the underwater kingdom of *Encante*. It was said that this kingdom was a paradise no human could ever dream of. However, no human had ever returned from it



The young fisherman was not afraid of the stories. Every morning, when he went out on his boat to fish, he hoped to see one of the strange and wonderful pink dolphins.

One terrible morning, the young fisherman's boat returned empty to the shore. His mother cried, believing that he had drowned. His grandmother knew better. She was sure that he had been taken to the underwater kingdom by the *bufeo colorado*.

Many years later, the young fisherman visited his grandmother in a dream.

"All is well," he told her. "I have married a dolphin princess and am very rich."

The grandmother was happy to hear this, but she was worried about his poor mother. She begged him to return to the village for a short while so that his mother would know he was alright.



And so, the young fisherman told his wife that he would be visiting his family in the surface world. She agreed, but on the day of his journey, she gave him a small white stone.

“This stone is your life,” she said. “Carry it with you always, and do not lose it.”

The fisherman agreed, putting the stone into his pocket as he left.

There was much joy in the village when the fisherman suddenly appeared in the river shallows. He had been gone for ten years. The villagers were shocked to see that he looked exactly the same as he had before.

The fisherman spent many nights telling stories about the land of *Encante*. He described the wonders of the kingdom and the strange customs of its people. He stayed longer than he had planned. Soon several months had passed. He began to forget about his life under the water, and he grew careless. One day, in his rush to leave his home, the stone slipped from his pocket and was lost in the bushes.



The next morning, his mother entered his hut to find that her son had died. He now had the face and body of an old man.



Later, the grandmother remembered another part of the legend: that every month spent underwater was like a year in the surface world. The fisherman had spent over a hundred years in *Encante*. When he lost the stone, he became his true age.

The Legend of Urashima Taro

There once was a young boy named Urashima Taro. He lived in Japan in a village by the sea. One day, while walking on the beach, he saw some boys from his village. They were poking and **prodding** at a turtle with sharp sticks. Taro was **furious** when he saw how they were treating the turtle. He approached the group of boys right away, **scolding** them for their actions and chasing them off.

He was shocked when the turtle then turned to him and spoke.

"Thank you for your help, young man," the turtle said. "To thank you **properly**, I would like to bring you to the Dragon Palace under the sea. A party will be thrown there in your honor."



Taro was **eager** to visit the mysterious underwater palace, but he didn't want to leave his mother behind, as she was very old. The turtle promised Taro that they would not be gone long. Taro agreed, and they set off for the palace.



When they arrived, Taro saw a glittering palace of gold and silver. He was welcomed by a beautiful princess. She dressed him in fancy clothes and fed him delicious foods he had never tasted before.

Taro spent many months feasting and celebrating at the Dragon Palace. In time, he forgot his old life by the sea. One day, he had a dream about his mother. He woke up with a **gasp**, remembering how she was waiting patiently for his return.



He begged the Dragon Princess to send him home, and she agreed. When he left, she gave him a gift called a *Tamatebako*. It was a handmade box covered in jewels. She told him never to open the box for any reason.

When Taro returned to his village by the sea, he saw that many things had changed. The fishing boats looked newer, and many new houses had been built. When he arrived at his old home, he found a stranger living there.

“Yes, I remember the story of Urashima Taro,” the stranger said. “He disappeared over a hundred years ago. His mother was very sad when he left.”

Taro became very unhappy when he learned that everything and everyone he once knew was gone. He walked sadly down to the beach. He noticed he was still holding the box, and he decided to open it then and there. When he opened it, the box released a puff of smoke. As soon as the smoke came out, Taro turned into an old man. The box had held the hundred years of his life that had passed during his time in the Dragon Palace.



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

1. What was different about the experiences of the main character in each story?

- a. One had a grandmother, and the other did not.
- b. One of them was lied to, and the other was not.
- c. Both A and B.
- d. Neither A nor B.

2. What was similar about both main characters?

- a. They both disobeyed the underwater princess.
- b. They both forgot about their underwater life.
- c. They were both fishermen.
- d. They were both rewarded for their kindness to animals.

3. What was the same in both stories?

- a. The animal that took the main character to the underwater world.
- b. The setting of the surface world.
- c. The reason the main character returned to the surface world.
- d. The amount of time that passed on the surface world.

4. The main characters have different feelings about going to the underwater kingdoms. Describe how each character feels about this and the differences.

5. What happened at the end of both stories? What was similar and different about the endings?

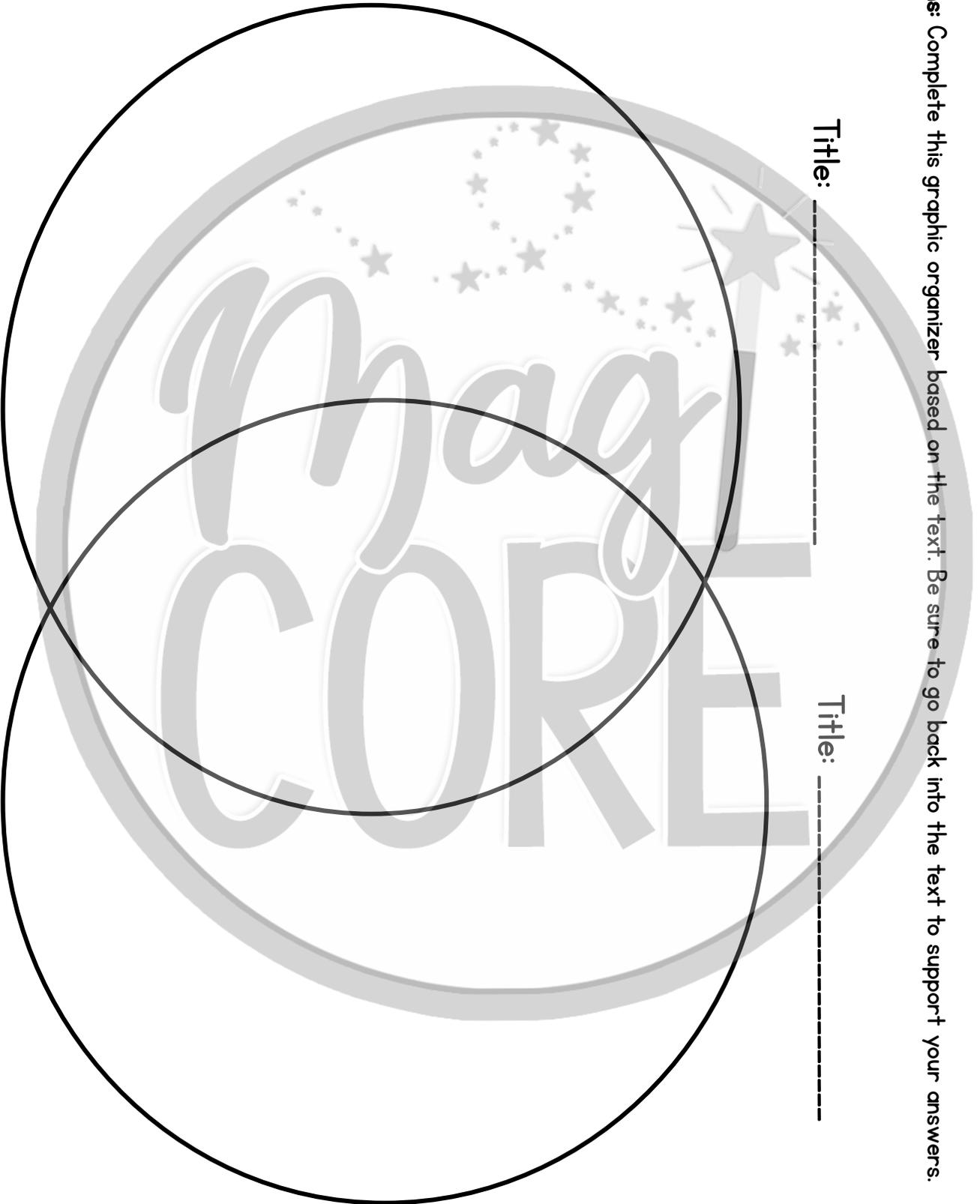


Compare Theme

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

Title: _____

Title: _____



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