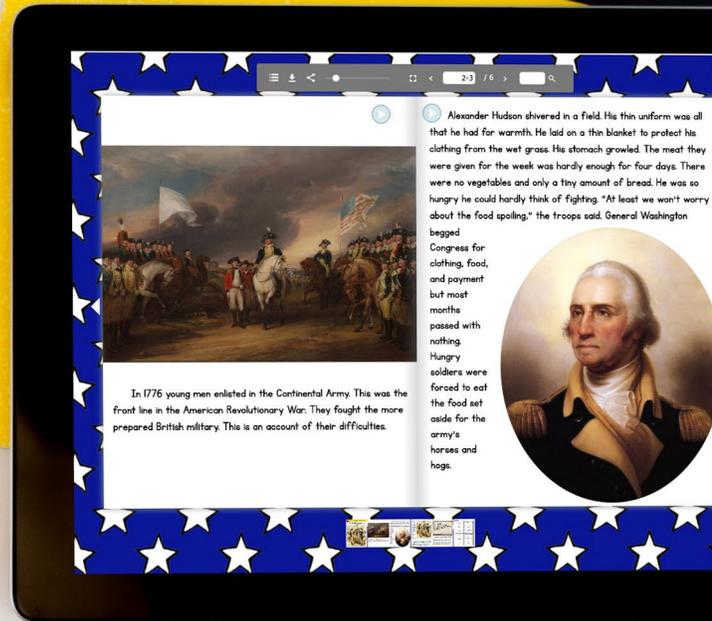
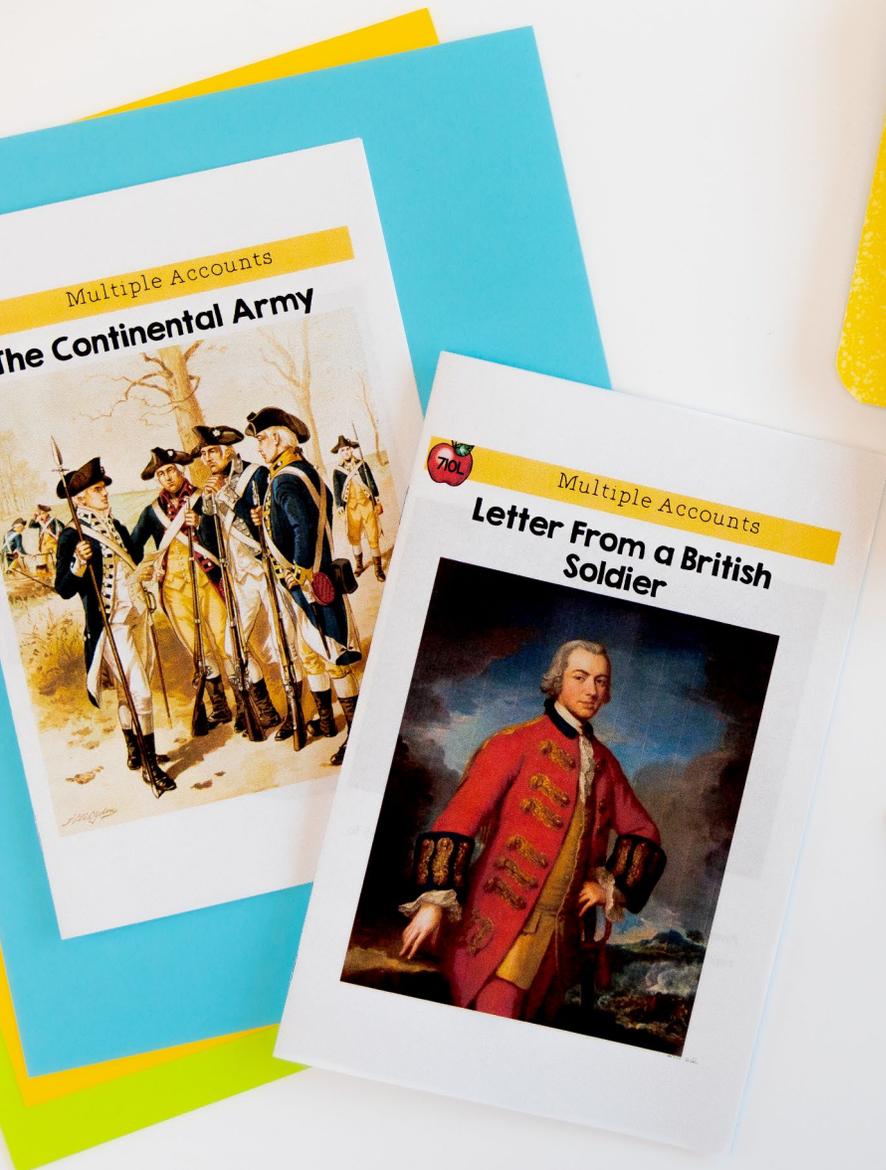


# GUIDED READERS

LEXILE  
5<sup>th</sup>

Grade



multiple accounts





Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Following questions based on the text. Be sure to go back into the text to support

Author's point of view in Passage 1?  
account  
and account  
account  
  
the information in Passage 2?  
  
Washington  
source  
author emphasizing mostly in the secondhand acc  
American troops wanted freedom from Britain  
ulties of revolutionary life  
money American soldiers should be paid  
ness of war  
the author of Passage 2 provide to show  
ances of war?  
army was better trained  
government was controlling the colonie  
troops believed in freedom

accounts  
a British



**Compare Multiple Accounts**

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

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

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

READING SMALL GROUP PLANS

Students: \_\_\_\_\_

Focus Skill: \_\_\_\_\_

Week of: \_\_\_\_\_

**MON.**

Picture Wa  
 Oral Predict  
 Review vocal

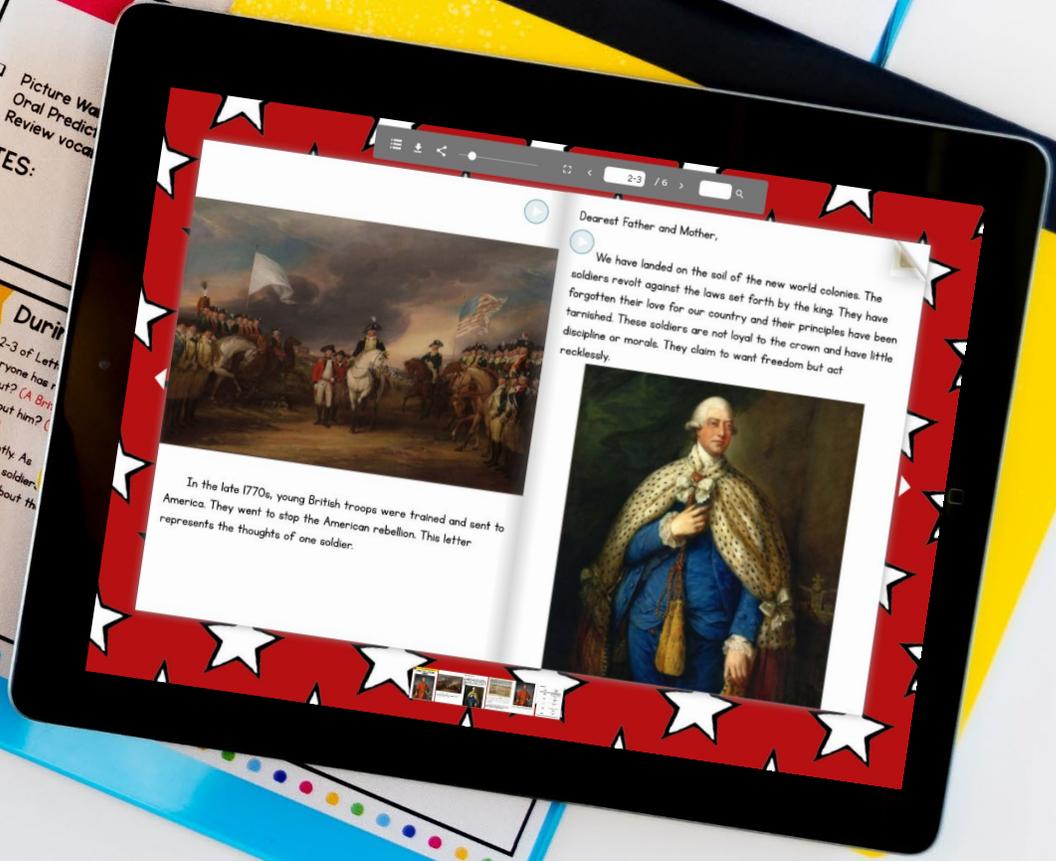
NOTES:

**TUES.**

**Durip**

Students read pages 2-3 of Lett  
about to you. After everyone has r  
1. Who is the text about? (A Brit  
2. What do we know about him? (h  
have lost their morale.)  
Students read pages 4-5 quietly. As  
1. What was hard about the soldier  
2. How does this soldier feel about th  
Britain.)

NOTES:



# Compare Multiple Accounts

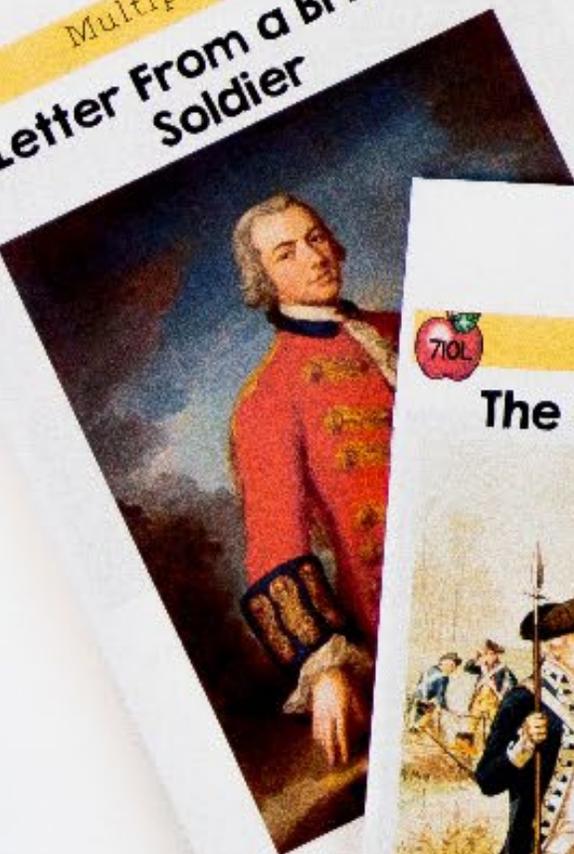
Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

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

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



## Multiple Accounts Letter From a British Soldier



710L

## Multiple Accounts

### The Continental Army



## Multiple Accounts

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

Directions: Answer the following questions based on your answer.

1. What is the author's point of view in Passage 1?
  - a. first-hand account
  - b. second-hand account
  - c. secondary account
  - d. biography
2. Who is providing the information in Passage 2?
  - a. Henry
  - b. Alexander
  - c. George Washington
  - d. An outside source
3. What is the author emphasizing mostly in Passage 2?
  - a. why American troops wanted to fight
  - b. the difficulties of revolutionary war
  - c. how much money American soldiers were paid
  - d. the unfairness of war
4. What detail does the author of Passage 2 use to describe the American experiences of war?
  - a. the British army was better trained
  - b. the British government was corrupt
  - c. American troops believed in freedom
  - d. American troops needed better weapons
5. Compare and contrast Passage 1 and Passage 2.

First-person point of view  
Third-person point of view  
Tells British perspective



# GROUP PLANS

Week of: \_\_\_\_\_

Standard: \_\_\_\_\_

Reading  
ema: What do you think this text is  
ink these texts are about the American Re  
in Soldier"

ary in glossary. As you review

## During Reading

pages 2-3 of Letter From a British Se  
After everyone has read, ask  
the text about? (A British soldier who has  
do we know about him? (He is writing to tell his par  
ent their minds)  
read pages 4-5 quietly. As students read, select students to read aloud.  
ot was hard about the soldiers' training? (He had to train from sun up to sun on  
ow does this soldier feel about the soldiers and the war? (The soldier is outraged if the  
ation.)

OTES:



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  - 3 levels: 710L & 710L, 840L & 810L, 920L & 1000L
- Google Slides Resource Link
- Instructions: How to Access & Print Guided Reader Booklets

## 2. Guided Reading Overview

## 3. Small Group Plans

## 4. Fluency Checks (3 levels)

## 5. Printer Friendly Passages

- Included to help save paper & ink – use only if needed

## 6. Comprehension Questions

## 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."



# 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 this text is about? What helped you make this prediction?

Example: I think these texts are about the American Revolution. I think this because the titles say "Continental Army" and "British Soldier."

- 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

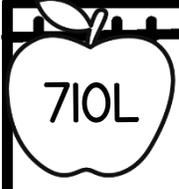
Students read pages 2-3 of Letter From a British Soldier quietly. As students read in their heads, rotate through students to have them read aloud to you. After everyone has read, ask:

1. Who is the text about? (A British soldier who has traveled to America to fight against the colonists in the American Revolution.)
2. What do we know about him? (He is writing to tell his parents about the war. He says that the soldiers are no longer loyal to Britain and have lost their morals.)

Students read pages 4-5 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

1. What was hard about the soldiers training? (He had to train from sun up to sun down and were punished if they fell out of line.)
2. How does this soldier feel about the colonists and the war? (The soldier is ashamed of the colonists and thinks it is his duty to defend Britain.)

NOTES:



# Letter From a British Soldier

In the late 1770s, young British troops were trained and sent to America. They 14  
 went to stop the American rebellion. This letter represents the thoughts of one soldier. 28

Dearest Father and Mother, 32

We have landed on the soil of the new world colonies. The soldiers revolt against 47  
 the laws set forth by the king. They have forgotten their love for our country and 63  
 their principles have been damaged. These soldiers are not loyal to the crown and have 78  
 little discipline or morals. They claim to want freedom but act recklessly. 90

Preparation for battle was very difficult. We had to wake with the sun and 104  
 endured training until it set again. We were punished for falling out of line, though the 120  
 officers tell us that battle will be much more difficult. We must be ready at all hours 137  
 to defend the rights of Great Britain. 144

We refuse to think America is lost. We wish to save this land for future 159  
 generations. 160

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



# Letter From a British Soldier

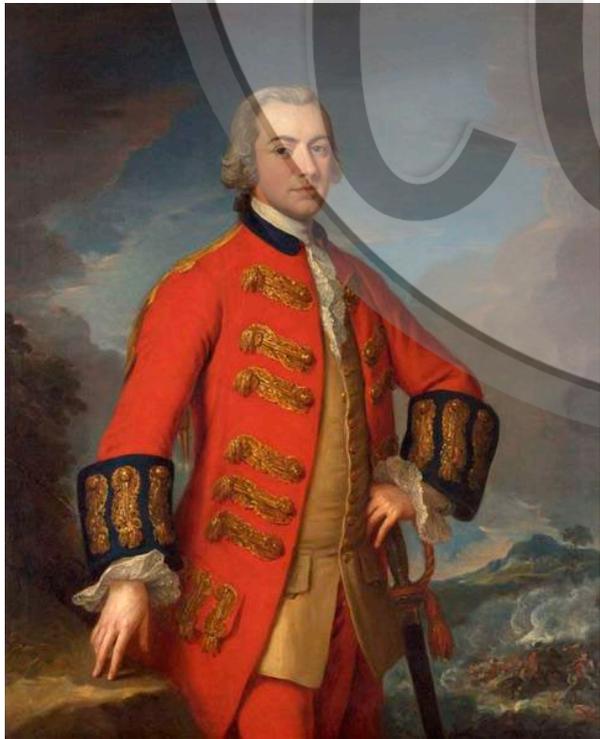
In the late 1770s, young British troops were trained and sent to America. They went to stop the American **rebellion**. This letter represents the thoughts of one soldier.

Dearest Father and Mother,

We have landed on the soil of the new world **colonies**. The soldiers **revolt** against the laws set forth by the king. They have forgotten their love for our country and their principles have been **tarnished**. These soldiers are not loyal to the crown and have little discipline or morals. They claim to want freedom but act **recklessly**.



Preparation for battle was very difficult. We had to wake with the sun and **endured** training until it set again. We were punished for falling out of line, though the officers tell us that battle will be much more difficult. We must be ready at all hours to defend the rights of Great Britain.



We refuse to think America is lost. We wish to save this land for future generations. It saddens to think about the soldiers we may lose. But we must overcome this shameful rebellion.

I pray all is well on the farm and that you are in good health. I don't know when I might be home as I must do my duties for our country.

Your devoted son,  
Henry

# The Continental Army

In 1776 young men **enlisted** in the Continental Army. This was the front line in the American Revolutionary War. They fought the more prepared British military. This is an account of their difficulties.

Alexander Hudson shivered in a field. His thin uniform was all that he had for warmth. He laid on a thin blanket to protect his clothing from the wet grass. His stomach growled. The meat they were given for the week was hardly enough for four days. There were no vegetables and only a tiny amount of bread. He was so hungry he could hardly think of fighting. "At least we won't worry about the food spoiling," the troops said. General Washington begged Congress for clothing, food, and payment but most months passed with nothing. Hungry soldiers were forced to eat the food set aside for the army's horses and hogs.

Alexander joined the Continental Army to fight for freedom and **liberty**. He was **naïve** and young. He still believed in these **principles**, but months on the battlefield were hard. Now Alexander wondered if their new leaders were any better than those they fought.

The soldiers were constantly **overtaken** by British troops who had better discipline. The American army had a difficult time **recruiting** new soldiers and those who did join had no training. Alexander often wrote home about the struggles of war.

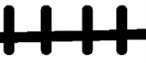
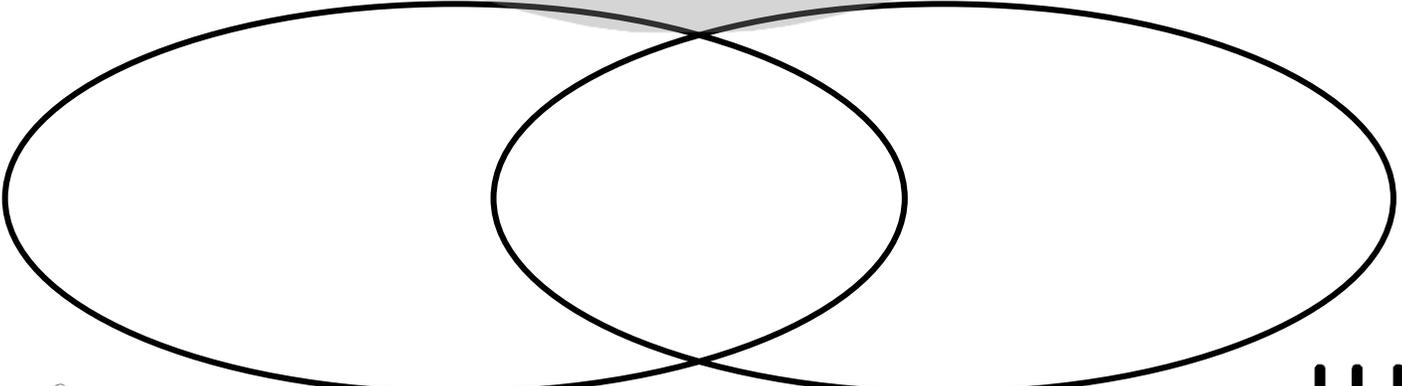


Alexander thought the difficulties were even harder because the soldiers weren't paid. They were to receive six dollars and sixty-seven cents in Continental money each month. In August Alexander received the full amount. After that, he wasn't paid. "Had I known we would not be paid, I may have thought twice about risking my life on the battlefield," he wrote to his family. "My loyalty to freedom is strong. But so much has been asked of me and I have little in return."

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

1. What is the author's point of view in Passage 1?
  - a. first-hand account
  - b. second-hand account
  - c. secondary account
  - d. biography
  
2. Who is providing the information in Passage 2?
  - a. Henry
  - b. Alexander
  - c. George Washington
  - d. An outside source
  
3. What is the author emphasizing mostly in the secondhand account (Passage 2)?
  - a. why American troops wanted freedom from Britain
  - b. the difficulties of revolutionary life
  - c. how much money American soldiers should be paid
  - d. the unfairness of war
  
4. What detail does the author of Passage 2 provide to show the difference between the British and American experiences of war?
  - a. the British army was better trained
  - b. the British government was controlling the colonies
  - c. American troops believed in freedom
  - d. American troops needed better uniforms
  
5. Compare and contrast Passage 1 and Passage 2 by copying the phrases into a Venn diagram.

First-person point of view	Tells American perspective
Third-person point of view	Tells about the Revolutionary War
Tells British perspective	Tells about soldier's reason for fighting

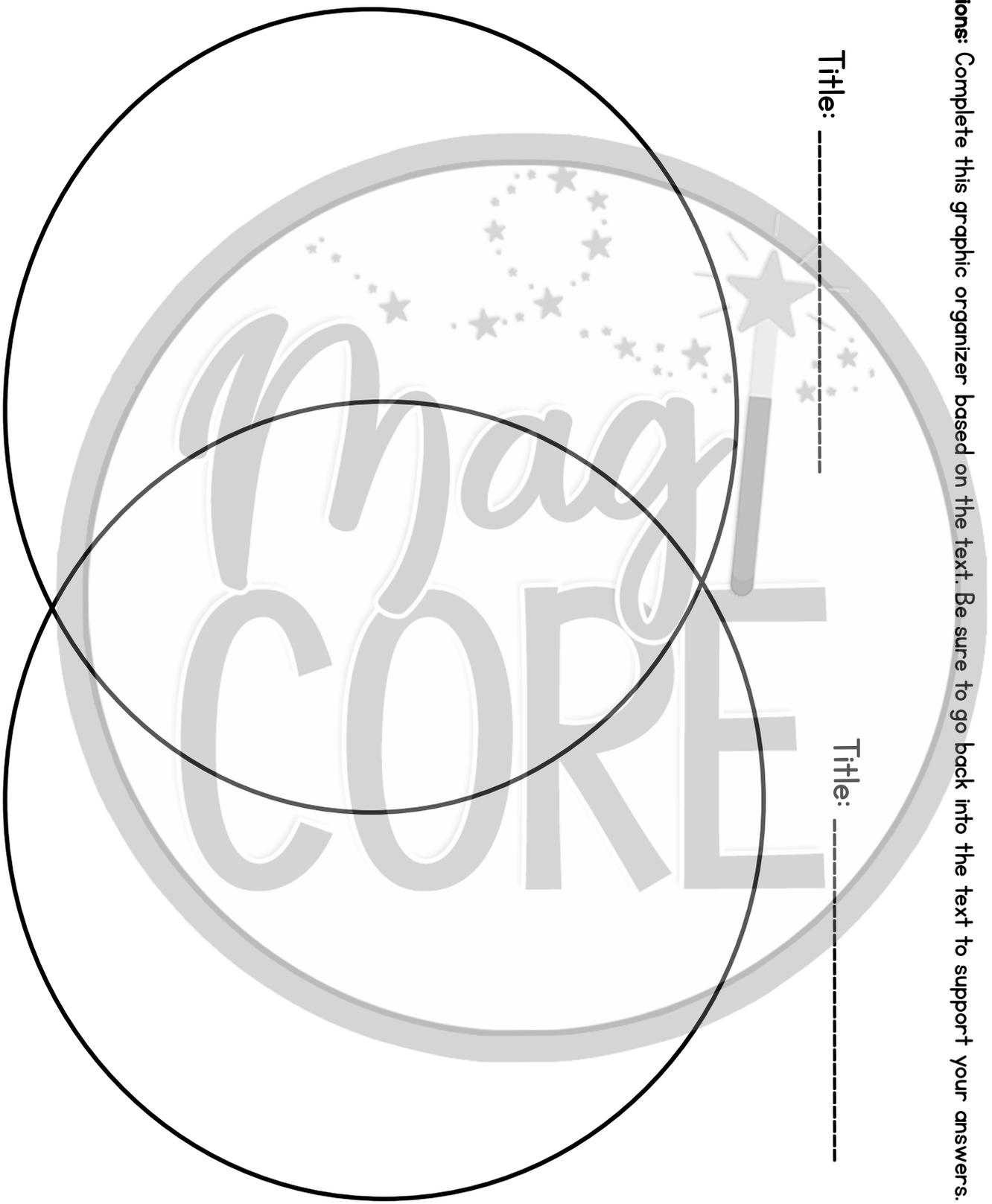


# Compare Multiple Accounts

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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