

GUIDED READERS

LEXILE
3rd

Grade



Author's Viewpoint

Name: _____ Date: _____

Author's Viewpoint

What is the topic of the text?

What is the author's viewpoint/opinion?

Do you agree with the author? Why or why not?

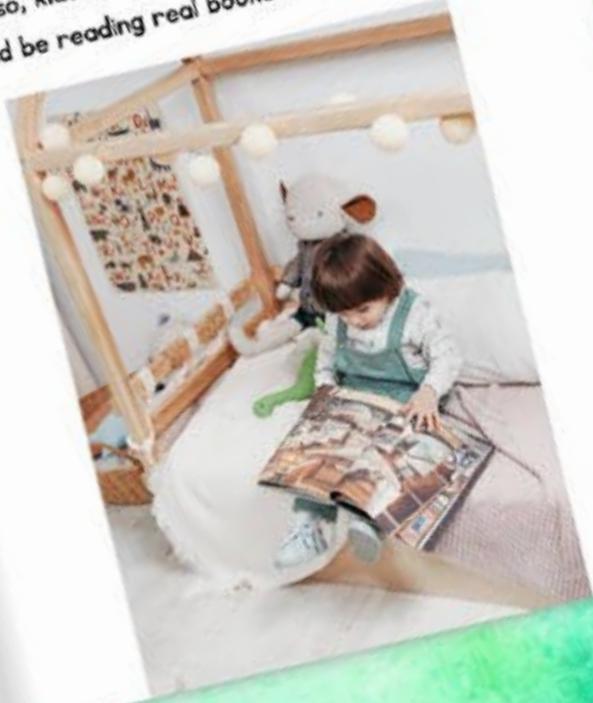
Reasons the author gives to support this viewpoint:

- 1.
- 2.
- 3.



author's viewpoint

Reading is a time for learning. Books help kids concentrate. They focus on the story. They learn new words. This is hard to do with a digital book. The bright screen is distracting. There are too many words and pictures. Also, kids will spend more time on their tablets. They should be reading real books instead.



Children spend too much time on their tablets. They watch videos. They play games. They even read books on their tablets. This is a lot of screen time. It has to stop. We can help by banning digital books.





Author's Viewpoint

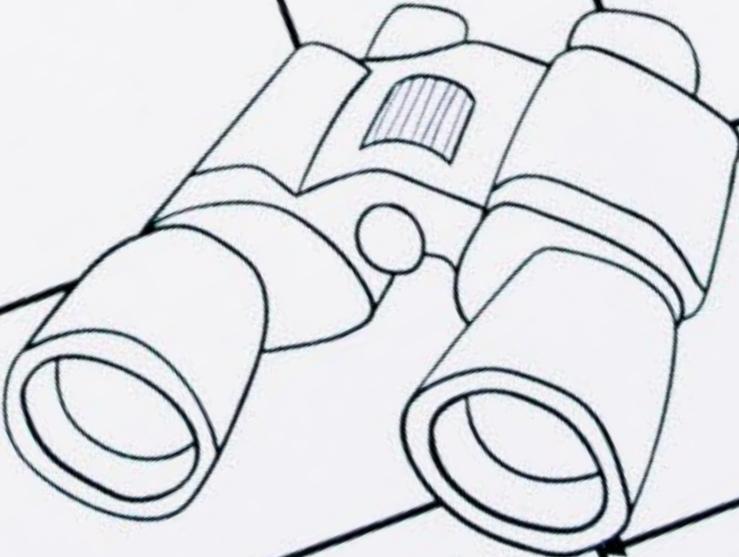
Save the Books



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

Example: I think this text is about not getting rid of books and libraries. I think this because the title says "Save the Books."

- 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 page 2 of "Save the Books" quietly. As students read in their heads, rotate through students to have them read aloud to you.

After everyone has read, ask:

1. What is the problem in this text? (Kids spend too much time on their tablets playing games and reading books.)
2. What does the author say is the solution? (Banning digital books.)

Students read page 3 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

1. What are the benefits to reading books? (Books help kids learn, concentrate, focus on the story and learn new words.)
2. What are the problems with digital books? (The bright screen is distracting and there are too many words and pictures on the screen.)

NOTES:

Save the Books

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Reading should be a time for learning. Books help kids concentrate. They can focus on the story. They can learn new words and phrases. This may be hard to do with a digital book because the bright screen is distracting. There are way too many words and pictures. Also, kids will spend more time on their tablets when they should be reading real books instead.

Parents should be reading to their children. This is an important time for bonding. Parents can help kids with words they don't know. They can answer questions about the story. Books are more fun when they are read aloud. Parents can use puppets and make funny voices. Digital books cannot do that.

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

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression

DIGITAL FLIPBOOK READERS



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Author's Viewpoint

Save the Books



PRINTABLE READERS



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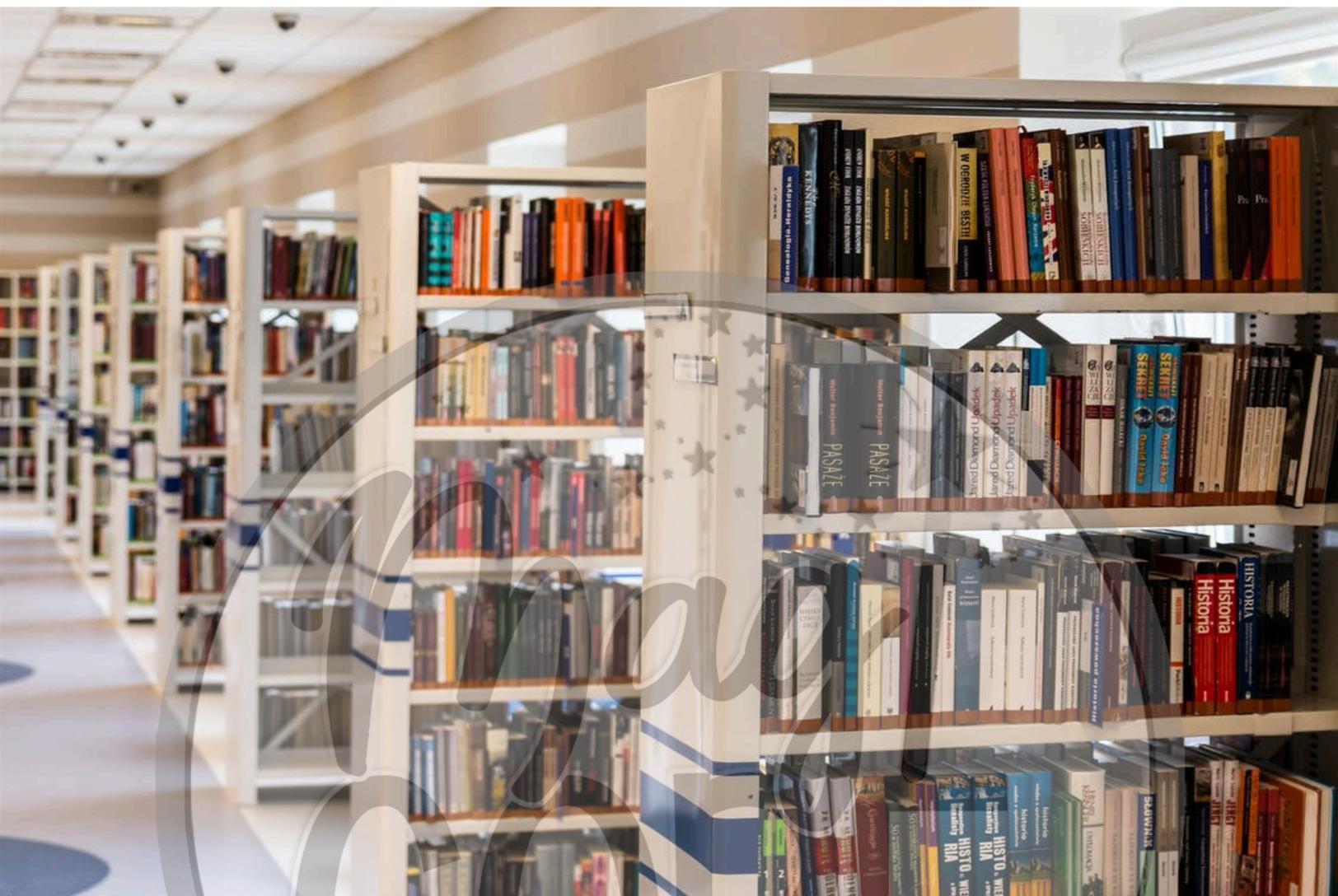
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Some digital book **collections** have over 10,000 books. It would take many hours to read all of them. Children should only use their tablets for a few hours a day. Those who love books should go to the library. There are thousands of real books to choose from and kids can read them as much as they want. They will not have a reason to look at a screen for hours.



What will happen to books if we don't read them? All books might be digital someday. Bookstores may have to close, and no one will visit the library. We must **prevent** this from happening. Everyone should stop reading digital books. It's time to save the books.

Glossary

digital	something presented electronically instead of on paper <i>(page 2)</i>
concentrate	focus on and think about something for a long time <i>(page 3)</i>
distracting	to draw away the attention of <i>(page 3)</i>
bonding	a shared interest that brings people together <i>(page 3)</i>
collections	a group of things of the same type <i>(page 5)</i>
prevent	to keep from happening <i>(page 6)</i>

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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. What is the main idea of this text?

- a. To get more people to check out books from the local library
- b. To get more parents to start reading stories to their children at bedtime
- c. To show parents that reading on a tablet is a good form of screen time and children should be allowed to read as many digital books as they want
- d. To get people to stop reading on digital devices and read real, paper books

2. People write for different reasons. Why do you think the author wrote this text?

3. What is the author's point of view about this topic?

- a. Paper books are better than digital books
- b. All books are good as long as you are reading
- c. Digital books are better than paper books
- d. Families should read more together

4. How does the author want you to feel about this topic?

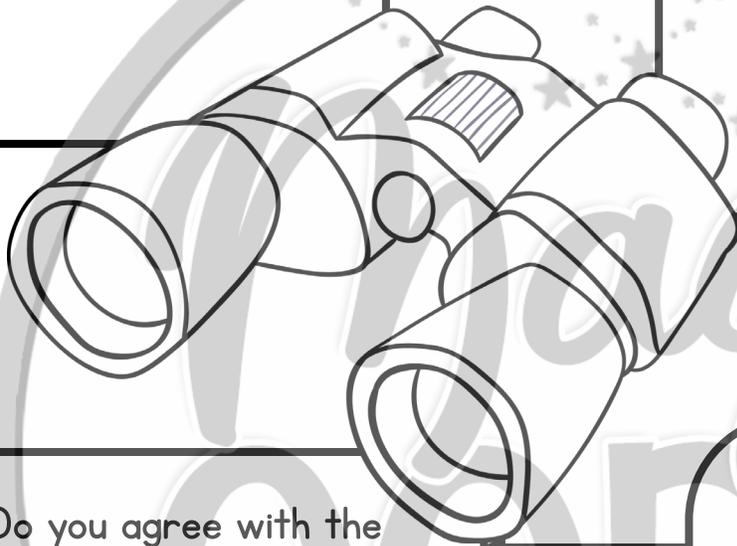
5. Do you agree with the author? Provide at least 2 reasons.

COMPREHENSION QUESTIONS

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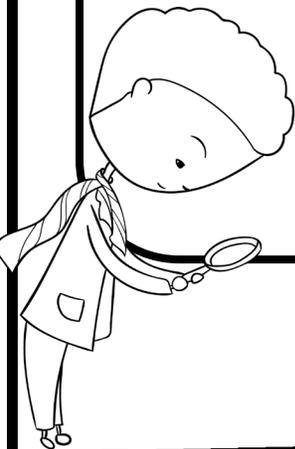
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GRAPHIC ORGANIZER



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Good to Go



Not O.K.

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