

# GUIDED READERS

LEXILE  
4th

Grade

Text Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

### Chronological Order

Date: Event:		Date: Event:
Date: Event:		Date: Event:
Date: Event:		
Date: Event:		

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text structure

Text Structure

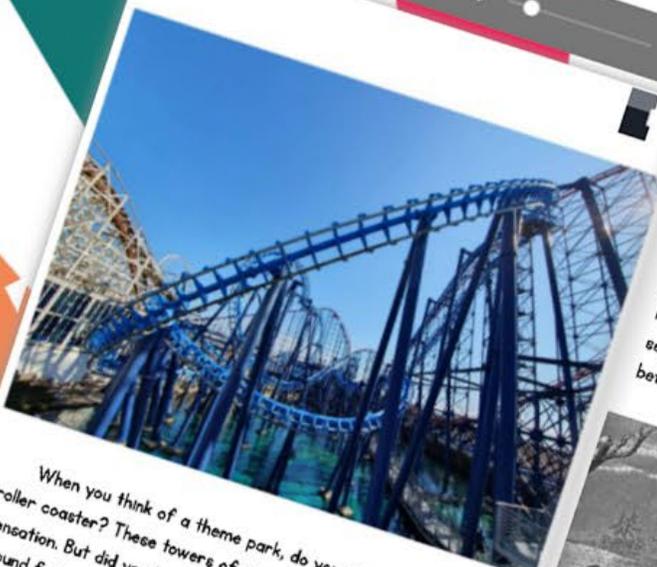
# Scream Machines



©John Beck



Date:  
Event:



When you think of a theme park, do you picture a tall, speedy roller coaster? These towers of speed have become a worldwide sensation. But did you know that the "scream machine" has been around for over three hundred years?

### Russian Mountains

The first roller coasters came from Russia. They were built in the early 1700s. "Russian Mountains" were made from sleds that used gravity. Riders traveled down hills 70 to 80 feet high. The hills had logs on the sides and were covered in snow and ice. Thrill-seekers pushed the sleds to the top of the hills then got inside before traveling down.



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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 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 text is about? What helped you make this prediction?

Example: I think this text is about old rollercoasters. I think this because there is a picture of an old rollercoaster on the cover.

- 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

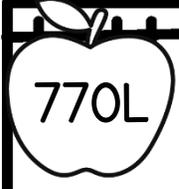
Students read pages 2-3 quietly. As students read in their heads, rotate through students to have them read aloud to you. After everyone has read, ask:

1. What is the text about? (Rollercoasters)
2. What do we know about them? (They were originally called Russian Mountains. They were first made in Russia and they were sleds that traveled on ice and snow.)
3. What year were they first built? (The 1700s.)

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

1. Why did other countries copy the Russian Mountains? (They were thrill seekers and they thought they were exciting and fun.)
2. How did the French improve them? (They added wheels and a track to make the ride faster and smoother.)

NOTES:



# Scream Machines

When you think of a theme park, do you picture a tall, speedy roller coaster? 15

These towers of speed have become a worldwide sensation. But did you know that the "scream machine" has been around for over three hundred years? 30 40

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Russian Mountains became so popular that adventurers from other places began to copy them in the early 1800s. In Spain and France, they were called Montañas Rusas and Montagnes Russes. The French took the rides a step further. They built the first sleds with wheels and a track. These rides were faster and had better control. 115 131 146 160

### FLUENCY SCORE

FLUENCY SCORE				
Total Words	-	Errors	=	Words Per Minute (WPM)
1st Read				

Accuracy %  
(WPM + Words Read) X 100

### FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression





# Scream Machines





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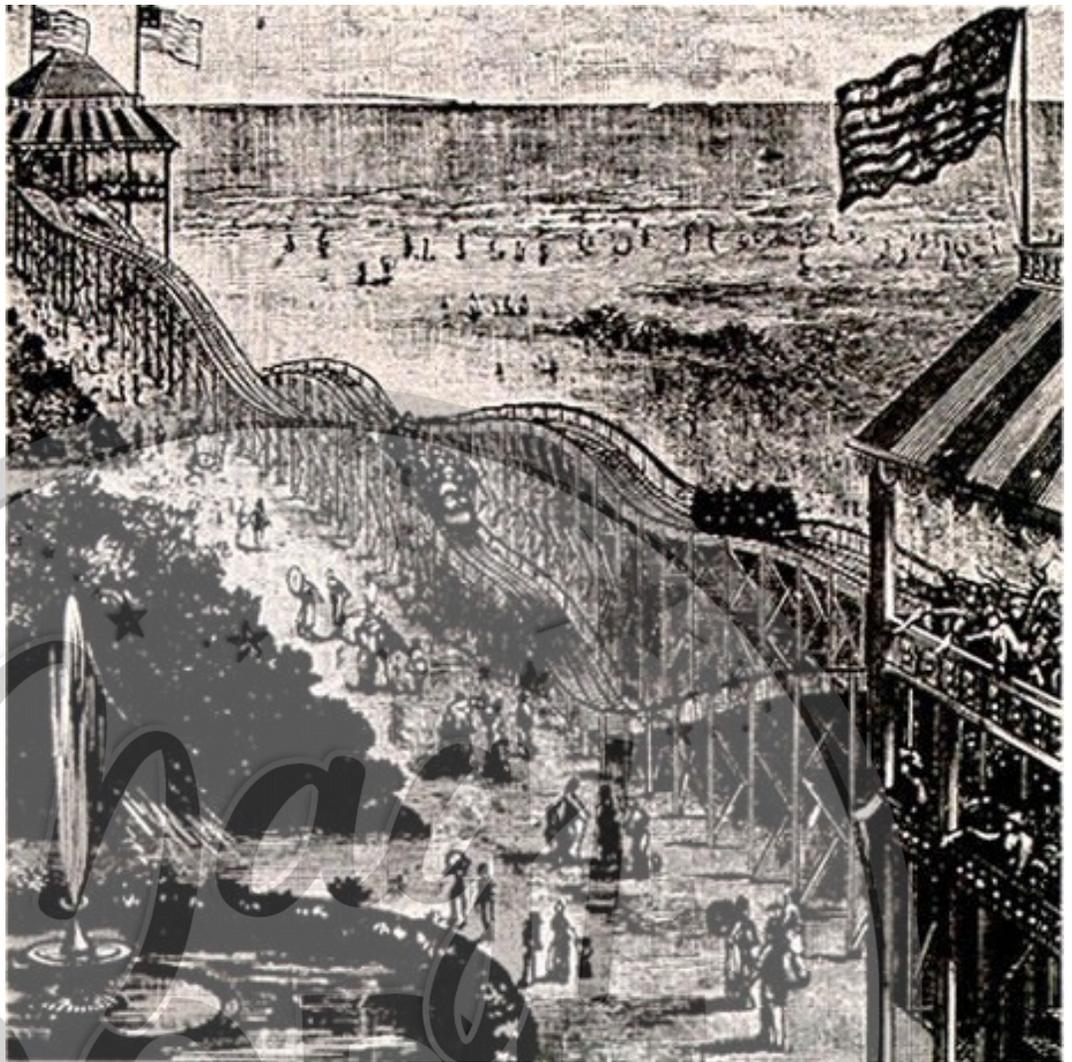


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## Gravity Rides

America's first ride was a **switchback** train.

This train traveled up hills with steam and used gravity for the downhill **portions**. It then switched back to steam again to

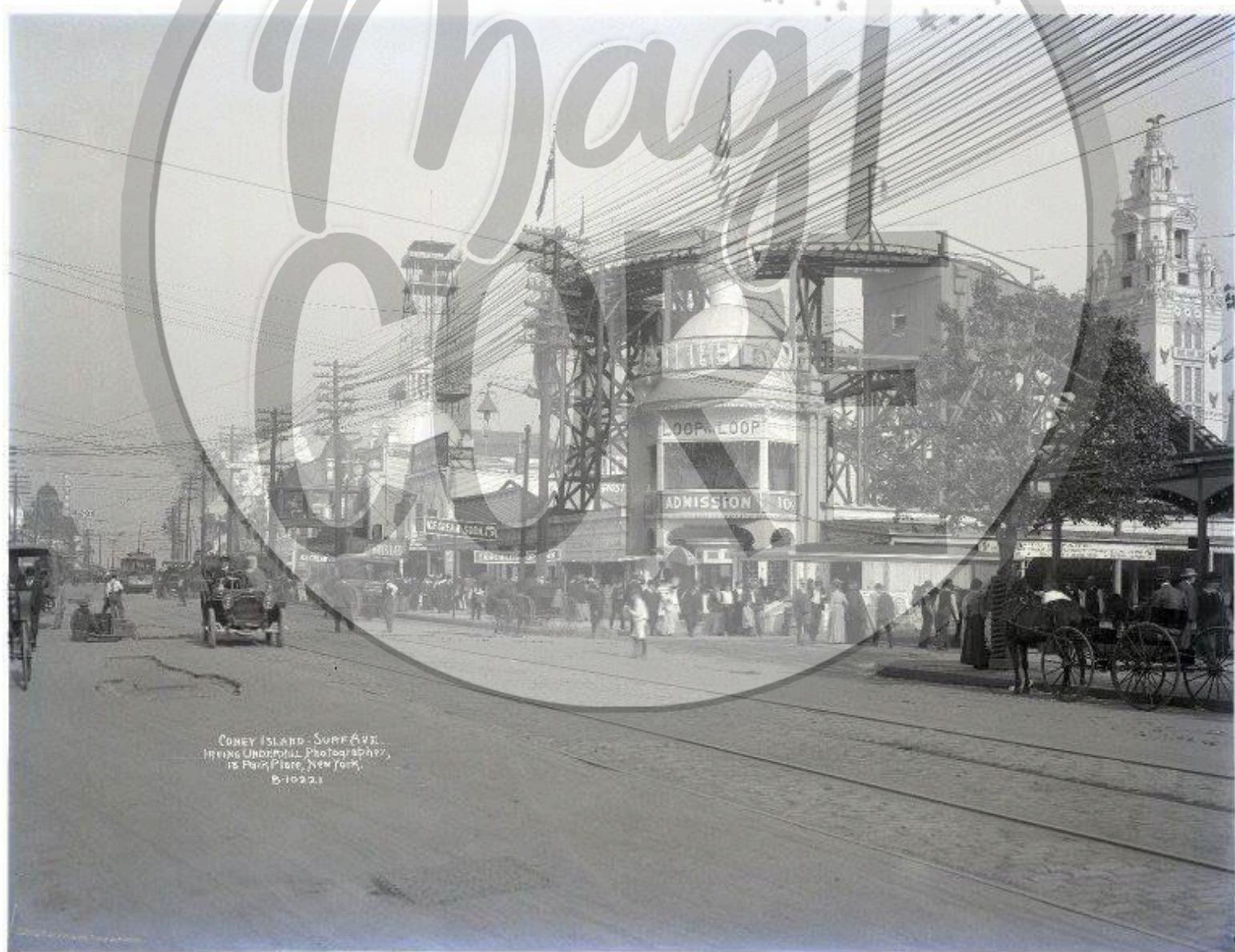


travel up the next hill. The switchback train was originally a working train that carried coal to nearby towns. In 1850, the Pennsylvania railroad began selling rides to make money.

Gravity rides became so popular that others noticed. First, in 1884, LaMarcus Thompson opened a switchback train ride at Coney Island, New York. This ride was made to make money. Then in 1885, Philip Hinkle created the first full-circle ride at Coney Island. He called it the Gravity Pleasure Road. Next, Thompson built an egg-shaped track with dark tunnels and painted scenery. These exciting **improvements** drew the attention of others. Soon rides with tunnels popped up all over the country.

## Coney Island Thrills

Edwin Prescott created the famous "Loop the Loop" at Coney Island. He got a **patent** in 1898. Prescott created a safe loop like roller coasters still use today. Prescott's Loop the Loop wasn't very successful. It closed after just nine years. However, his invention is celebrated every year on August 16, the date he got the patent. It is now National Roller Coaster Day.



By the early 1900s, these rides were called roller coasters. Engineers added even more thrills. They used figure eights and designs that allowed tracks to curve. Cars on the tracks could pass underneath each other. Roller coasters became longer and faster than ever.

In 1927, the Coney Island Cyclone opened. It was 85 feet high with a 2,640-foot-long wooden track. It could travel at 60 mph and lasted almost two minutes. The ride had two camel's humps, four U-turns, six loops, and twelve drops. When it opened in 1927, riders paid twenty-five cents per ride. Amazingly, the Cyclone is still open today. Now, riders pay ten dollars. Roller coasters have been around

a long time. The success of the Cyclone shows how exciting these scream machines still are today.



# Glossary

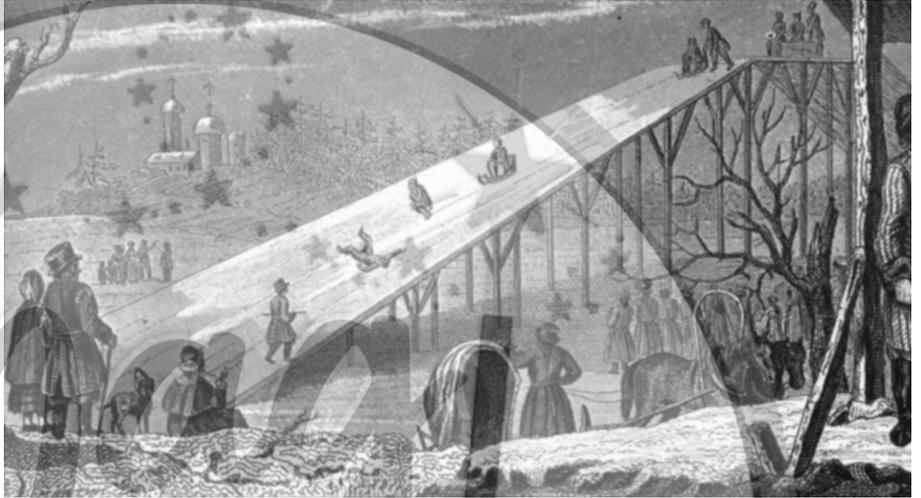
<p><b>sensation</b></p>	<p>the cause of much excitement <i>(page 2)</i></p>
<p><b>gravity</b></p>	<p>the force by which all objects in the universe are attracted to each other <i>(page 3)</i></p>
<p><b>switchback</b></p>	<p>a road, path or track that climbs a mountain using a zigzag route <i>(page 5)</i></p>
<p><b>portions</b></p>	<p>a part of a whole <i>(page 5)</i></p>
<p><b>improvements</b></p>	<p>changes that make something better than it was <i>(page 5)</i></p>
<p><b>patent</b></p>	<p>a government grant that gives someone the right to make, use, or sell an invention <i>(page 6)</i></p>

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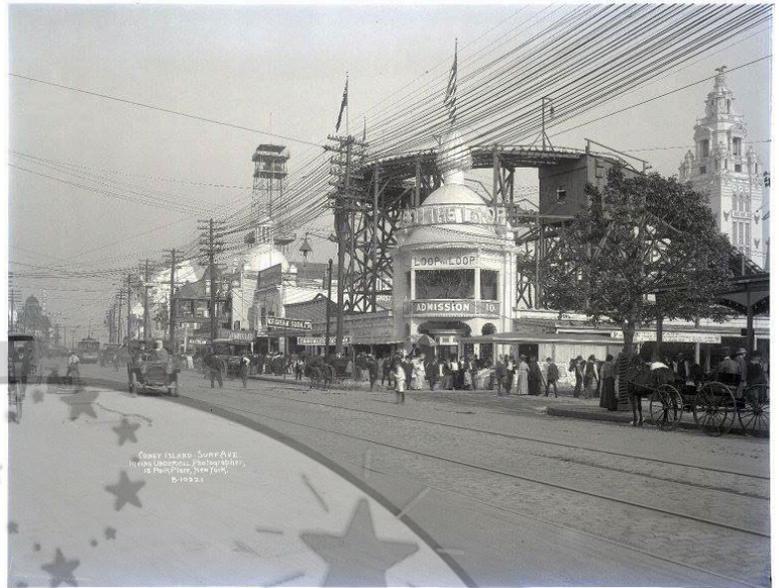
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Directions: Answer the following questions based on the text. Be sure to go back into the text to support your answer.

1. Use the chart to compare the Russian and French versions of the Russian Mountains.

Russian Mountain Versions	Similarities	Differences
Russian		
French		

2. What features in the text help you find information about what you are reading?

- a. bolded words help the reader understand vocabulary words.
- b. diagrams label the ideas.
- c. section headings label the ideas being compared.
- d. the title questions what the text will be about.

3. What is the overall structure of paragraph 5?

- a. compare and contrast
- b. chronological order
- c. cause and effect
- d. problem and solution

4. Read the following passage from the text.

“When it opened in 1927, riders paid twenty-five cents per ride. Amazingly, the Cyclone is still open today. Now, riders pay ten dollars.”

What ideas are being compared and contrasted? Give evidence from the text to support your answer.

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5. Read the following passage from the text.

“This train traveled up hills with steam and used gravity for the downhill portions. It then switched back to steam again to travel up the next hill.”

Which words help the reader identify chronological order text structure?

- a. traveled, portions
- b. used, switched
- c. then, next
- d. steam, gravity



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# Chronological Order

Date:  
Event:



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