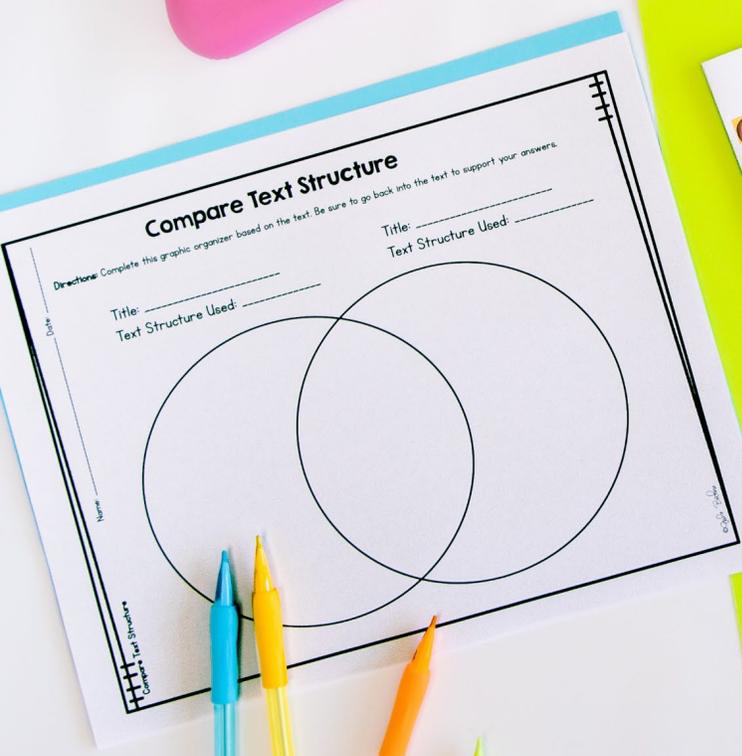


# GUIDED READERS

LEXILE  
5<sup>th</sup>

Grade



compare text structure



Compare Text Structure

100%

# Teen Entrepreneurs

Compare Text Structure

96%

# YouTube Entrepreneurs

Compare Text Structure

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

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

Text Structure Used: \_\_\_\_\_

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

Text Structure U

Comparing Text Structures

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

1. In "The History of Child Labor in the United States", which of the following factors contributed to the rise of child labor in factories?

\_\_\_\_\_ (red)

\_\_\_\_\_ (orange)

\_\_\_\_\_ (yellow)

800%

Text Structure

## The Problem with Child Labor

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

Child labor is when children work in industries or businesses. Child labor exploits, or takes advantage of, children. Child labor does not include work by child artists. It also excludes types of work such as family duties. They are unable to go to regular schools. Without an education, children who are stuck in child labor do not have much hope for the future. Child labor deprives children of their childhoods. It can cause children to be physically dangerous. It can cause children to be physically dangerous. It can cause children to be physically dangerous.

Child Labor in the United States" gives information about the conditions of child labor in mines and mines was very difficult. long hours without any breaks or the United States were under 16 years of age. In America, it still exists in poor countries. "The Problem With Child Labor." In 1854-54 were working in the United States.

Children Working in a Diamond Mine

800%

Text Structures

## The History of Child Labor in the United States

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

Throughout history, many cultures have exploited children by forcing them to work in dangerous conditions for long hours and little pay. In the United States, there are currently laws that regulate child labor. However, these laws were not always in place. Before the Industrial Revolution, it was common for children to work on family farms in their family trades. Many families learned how to make a living. Most products were made within homes using hand tools or basic machines. The Industrial Revolution started in England in the 1770s when Sir Richard Arkwright invented the spinning machine. Sherry after that, the invention of the steam engine quickly changed the way many people worked. People flocked to cities to work in large factories. They made manufactured goods like clothing and rubber products. People also started working in mines to supply coal and metals for the machines.

Many children used to work in dangerous conditions in coal mines.

What do you want to be when you grow up? What will you do when you graduate? You've probably been asked these questions since you were a kid. But they may not get any easier to answer. You don't have to wait until you "grow up" to become who you want to be.

Today, more young people than ever are starting early. They're beginning their future before they even leave the classroom. Starting a business or creating an invention can be hard. Still, so many kids have shown they can do it. They balance being a student with running a business. These teens have pushed through to make a lasting impact.



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- 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)

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

## 6. Comprehension Questions

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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."



# 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 this text is about YouTube and kids. I think this because there is a picture of JoJo on the cover and the titles talk about kids and YouTube.

- 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 2-4 of YouTube Entrepreneurs 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? (It is about kids who have jobs as YouTubers.)
2. What do we know about these jobs? (The jobs are fun. Ryan from Ryan's Toys Review reviews toys on his channel with 18 million subscribers. There are also instructions about how to become a YouTuber.)

Students read page 5-6 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

1. What does it mean to be an entrepreneur? (An entrepreneur is someone who starts a business.)
2. What famous entrepreneurs does this text mention? What do we learn about them (The text mentions Andrew Carnegie who founded a major steel company. Henry Ford who started the Ford Motor Company. And Oprah Winfrey who started Harpo Studios.)

NOTES:



# YouTube Entrepreneurs

What do you want to be when you grow up? Lots of kids might say a teacher, a doctor, or an athlete. What about a video game player or toy **reviewer**? That answer is different.

Many people dream of a job doing something they already love. Who doesn't want to get paid for their hobbies? Ryan, known online by his YouTube name Ryan ToysReview, turned his hobby into a \$22 million business. He reviews toys on his popular YouTube channel and millions of viewers tune in. He is still in elementary school, but he has around 18 million **subscribers**. Every week he gets more views. Ryan's fans tune in to watch him play with new toys. They almost feel like they know him. Ryan is an **entrepreneur**.

The number of YouTubers is on the rise. People cannot seem to get enough of the video-sharing site. Anyone can create a channel.

## 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



# YouTube Entrepreneurs

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The number of YouTubers is on the rise. People cannot seem to get enough of the video-sharing site. Anyone can create a channel. Kids who are under 13 must have their parents help them if they want to be on YouTube. First, a YouTuber must create a channel. They need to get people to watch it. Then, they can earn money based on the number of views their videos get. They can also get paid from ads on their videos. Viewers can choose to subscribe to their favorite channels, and many advertisers pay based on the number of subscribers. Videos earn around 1 cent for every view. This means they earn about \$100 for every 1,000 views. That can add up to a lot of money earned!

Entrepreneurs like those on YouTube are on the rise. But the idea isn't new! An entrepreneur is someone who starts a business. In American history, there have been many important entrepreneurs. Andrew Carnegie founded a major steel company that became one of the largest companies in U.S. history. He then **invested** his money in other businesses. Henry Ford started the Ford Motor Company,



which invented the assembly line method of mass production. His company is still in business today. Oprah Winfrey became a television star and owns the **multimedia** company Harpo Studios. She is one of the wealthiest Americans today and tries to give back to her community.

Entrepreneurs help America's **economy** grow and flourish. Many believe that, like YouTube, technology is the future of entrepreneurship. Only time will tell.

# Teen Entrepreneurs

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## Buzzing By

Mikalia Ulmer was stung by a bee when she was four. She was afraid of bees, but she decided to learn more. She came to love them. She learned all about their impact on the **ecosystem** and found out they help humans. Ulmer also loved her Great Granny Helen's lemonade. So, she combined these two ideas. Ulmer created Me & the Bees Lemonade. She used her grandmother's recipe and honey from local honeybees. She has been so successful, she even started selling her lemonade in Whole Foods. She's made \$11 million. Ulmer also donates 10% of **profits** to places that save the honeybees.



## Looking Sharp

Just as Mikalia Ulmer used a family recipe, Moziah 'Mo' Bridges was inspired by his grandmother. She taught him to sew and gave him a love of looking sharp. Bridges took a different path, and he pitched his idea for **unique** bow ties, neckties, and accessories to ABC's *Shark Tank*. This reality show has contestants tell their ideas to a panel of **investors**. These investors are called "Sharks." When he was 11, Bridges actually turned down an investment bid from a Shark. Instead, he took investor Daymond John's offer for free **mentorship**. The mentorship has paid off. Mo's Bows has sold over



\$600,000 worth of products. They scored a licensing deal with the NBA to use team logos. Bridges' success has led to big dreams. He hopes to become a fashion designer by the age of 20 after attending Parsons' School of Fashion in New York City.

Young entrepreneurs like Mikalia Ulmer and Mo Bridges prove that age isn't everything. Inexperience doesn't have to hurt success. The combination of a winning idea and the motivation to bring it to life can work together. They've already brought success to many young people.

Magi  
CORE

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

1. On which point do the authors of both texts agree?

- a. Entrepreneurs need a lot of money.
- b. Entrepreneurs have influenced America throughout history.
- c. Entrepreneurs can make a big impact.
- d. Entrepreneurs are often unsuccessful.

2. The author organized the third paragraph of Passage 1 using chronological order. What organizational structure did the author of Passage 2 use overall?

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

3. Complete the chart to compare the text features used in each passage and their impact on the reader's understanding.

	Passage 1	Passage 2
Text feature used		
Purpose/ impact of text feature		

4. Which text is more effective in explaining how entrepreneurs have impacted America over the years? Use details from the texts to support your conclusion.

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5. How is the overall structure used in the explanation of entrepreneurs in Passage 1 and Passage 2 alike and different? Use details from the texts to support your comparison.

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# Compare Text Structure

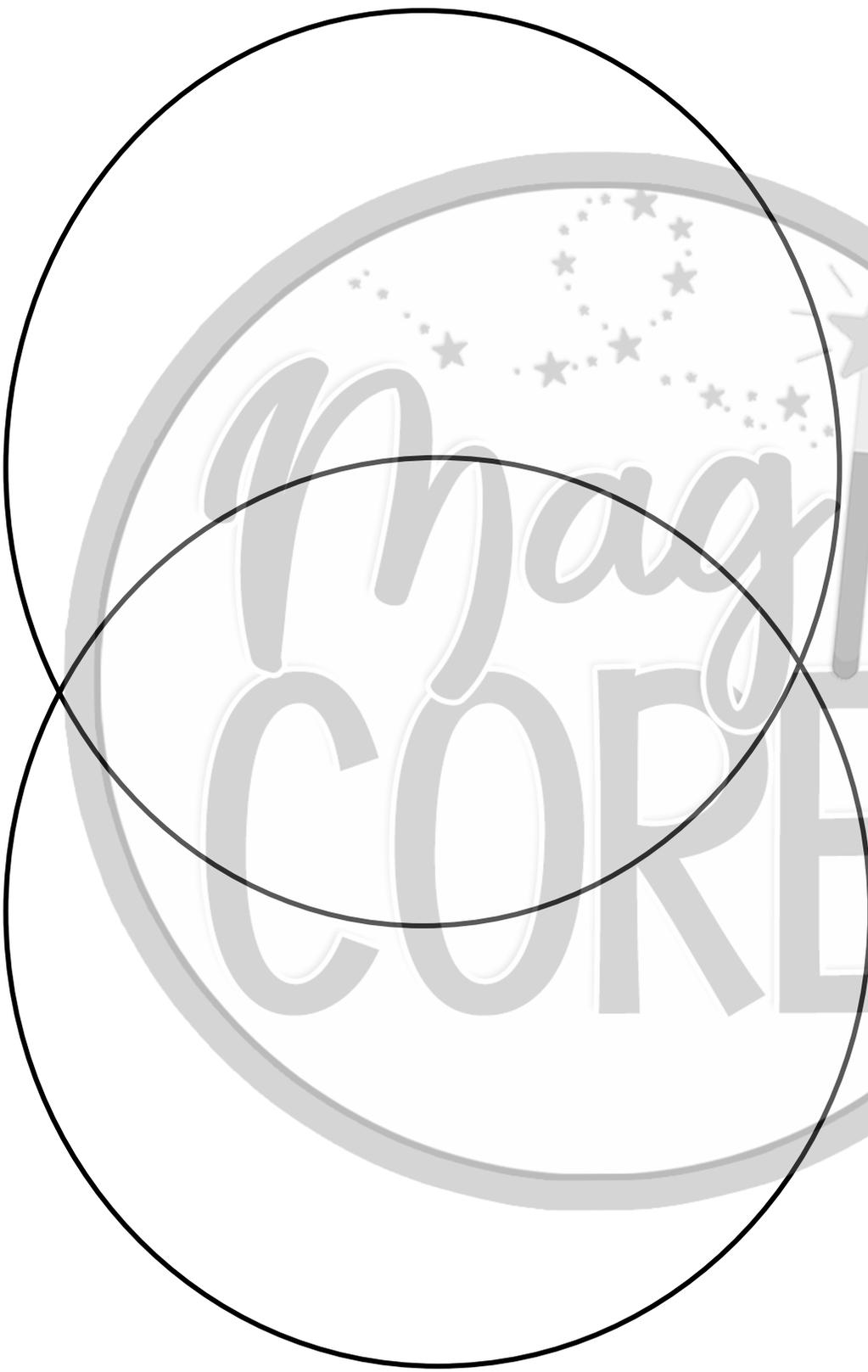
Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

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

Text Structure Used: \_\_\_\_\_

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

Text Structure Used: \_\_\_\_\_



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