

GUIDED READERS



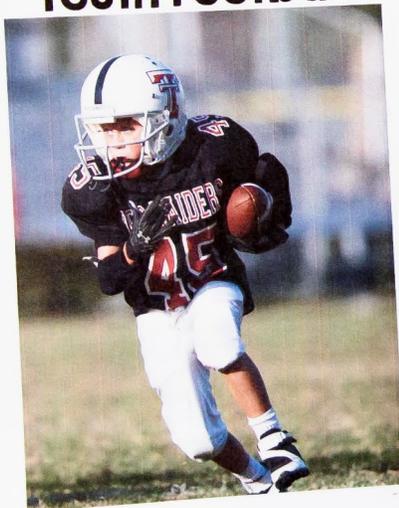
4th — 5th
Grade



790L

Reasons Support Points

Youth Football



Magi
CORE

reasons support points

Reasons Support Points

Name: _____ Date: _____

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

Main Point:

Reasons Support Points

Name: _____ Date: _____

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

1. Which of the following is the best reason for why younger players are more likely to hurt their brains playing football?
 - a. They start playing football.
 - b. Their helmets don't always fit.
 - c. Their brains are not fully developed.
 - d. They are pushed around.
2. Which of the following provides the best evidence to support the claim that playing football can hurt brains while playing football?
 - a. The Journal of Athletic Training.
 - b. The 2017 study.
 - c. Derek Kreeger's study.
 - d. None of the above.
3. Which claim could be supported by the text?
 - a. If you play football for a long time, you will get a concussion.
 - b. People who start playing football at a young age are more likely to get a concussion.
 - c. Both A and B.
 - d. Neither A nor B.

4. Explain in your own words how playing football can hurt your brain.

5. List some short- and long-term effects of playing football.

READING SMALL GROUP PLAN

Students:

Focus Skill:

St

MON.

Pre-Reading

Build Schema: What do you know about football?

Example: I think this text is about football because of the cover.

- Picture Walk
- Oral Predictions
- Review vocabulary in glossary. As you read, write down any words you don't know.

NOTES:

TUES.

During Reading

Students read pages 2-3 quietly. As students read in their heads, read, ask:

1. What is the text about? (Football is very popular, but it can be dangerous.)
2. About how many kids get hurt playing football? (25 - 30% of kids who play football get hurt.)

Students read page 4 quietly. As students read, select students to read aloud.

1. What part of your body does the author say you can hurt with a football?
2. How can being tackled injure your brain? (Your brain moves back and forth in your skull.)

NOTES:

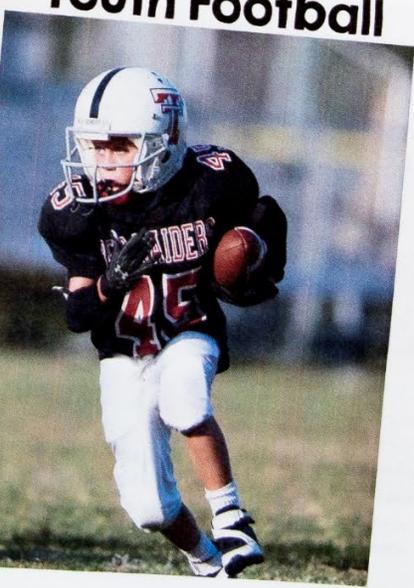


Playing football can also be very harmful to a young person's brain. A player might hurt their brain and not even realize it. Players have to wear helmets during practice and games. However, helmets do not fully protect people. Football players are often tackled, or pushed, by other players. This causes their brain to hit the inside of their skull. Important cells and blood vessels can be damaged. Their brain is weakened. It is estimated that one in four high school football players experiences at least one serious brain injury during play.

Some brain scientists ran an interesting study in 2017. They looked at the brains of adults who had played football for years. They discovered that 99 percent of them had the brain disease CTE. CTE stands for chronic traumatic encephalopathy. Many of these players had started playing football when they were very young. Younger players are much more likely to hurt their brains. A young person's brain is still growing and changing. If their brain is damaged early on, it could affect them for the rest of their life. Football players between the ages of 13 and 18 are most likely to have long-term brain damage. Young people who experience brain damage have a harder time succeeding in school. They might also struggle to make friends or get a good job.

Reasons Support Points

Youth Football



Name: _____ Date: _____

_____ based on the text. Be sure to go back into the text to

Reasons Support Points
 Directions: Complete support your answer

Name: _____ Date: _____

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

_____ the best reason for why younger players are more likely to hurt their

1. Which of the brains play?
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 - b. Th
 - c. Th
 - d. T

2. Which brains
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 - c.
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3. v

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READING SMALL GROUP PLANS

Week of: _____

Students: _____

Focus Skill: _____

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Pre-Reading

Build Schema: What do you

Example: I think this text is about kids cover.

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

NOTES:

TUES.

During Reading

Students read pages 2-3 quietly. As students read in their heads, rotate through read, ask:

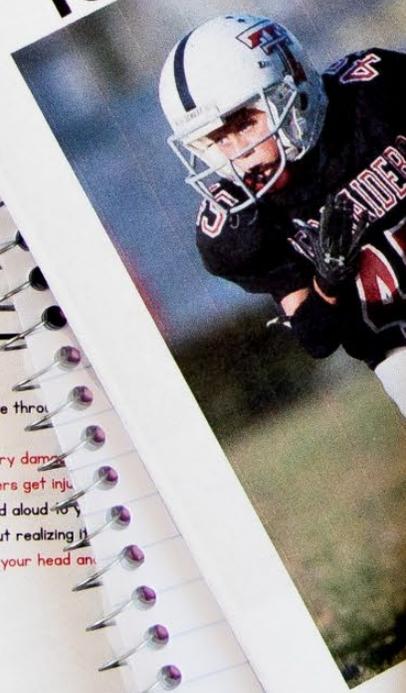
1. What is the text about? (Football is very popular, but it can be very dangerous)
 2. About how many kids get hurt playing football? (25 - 30% of players get injured)
- Students read page 4 quietly. As students read, select students to read aloud to you.

1. What part of your body does the author say you can hurt without realizing it?
2. How can being tackled injure your brain? (Your brain moves inside your head and

NOTES:



Youth Football



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What is a Toothbrush?

2. Reasons and Evidence

Have you ever explored a cave? There are lots of passageways, cool formations, and even some creatures to see. It takes millions of years for a cave to form. Many caves are made from a soft rock called limestone. When water flows over this type of rock, it causes it to dissolve, leaving passages and rooms. The water formations found in caves are stalactites and stalagmites. They are made by the constant dripping of water. Some animals love the dark, wet environment a cave provides. Some include bats, spiders, and bears.

Which piece of evidence helps explain how caves are formed?

- a These animals include bats, spiders, and bears.
- b Some animals love the dark, wet environment.
- c There are lots of passageways, cool formations, and stalagmites.
- d The constant dripping of water creates formations.

Reasons Support Points

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

1. Which sentence expresses the **main point** of the article?
 - a Sugar is unhealthy.
 - b It is important for kids to drink milk.
 - c It is important for kids to drink chocolate milk.

790L

Reasons Support Points

Name: _____ Date: _____

The Great Milk Debate

It is important for kids to drink milk. Milk has calcium and vitamin D. This helps build your bones. The benefits of milk are undeniable. There is a great debate about the type of milk children should consume. Many people are upset that schools are giving children chocolate milk instead of regular milk. Children are much more likely to opt for chocolate milk because of its sugary taste.

While chocolate milk still provides the same benefits of white milk, chocolate milk is loaded with sugar. Chocolate milk can contain as much sugar as soda. Some schools give chocolate milk for breakfast and lunch. Would you drink soda for both breakfast and lunch?

Think about your sugar intake. Children should have no more than 25 grams of added sugar each day!

Chocolate milk contain forty-eight grams of sugar. Consuming too much sugar can lead to obesity. Excess sugar can cause cavities. Diabetes is another result of too much sugar. Think twice before you choose chocolate milk.



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personality. recently did a survey where 40% of youth football players reported injuries. In fact, it's so common that it's almost expected to be strong. Some mean even with injuries. A doctor realized that many of these injuries could be prevented by choosing safer sports.

Playing football at a young age can have serious consequences. There are plenty of other sports that are a lot less harmful. The evidence above makes the solution to this problem clear: young people should no longer be allowed to play football.



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

Example: I think this text is about kids who play football. I think that because there is a kid in a football uniform 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? (Football is very popular, but it can be very damaging to the bodies and minds of young people.)
2. About how many kids get hurt playing football? (25 - 30% of players get injured.)

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

1. What part of your body does the author say you can hurt without realizing it? (Your brain.)
2. How can being tackled injure your brain? (Your brain moves inside your head and bangs into your skull.)

NOTES:



Youth Football

Football is a very popular sport in the United States. Lots of people watch the National Football League games on television. Football is played in schools and after-school clubs. Some people start playing when they are only five years old! Football is exciting and fun to watch. However, it can have very harmful effects on young players. Football can be very damaging to the bodies and minds of young people.

If someone starts playing football at a young age, there is a big chance that they will get hurt. The Journal of Athletic Training recently studied the number of injuries experienced by football players. They looked at players aged 5 to 14. They found that between 25 and 30 percent of these players are injured on the field every year. Some of them end up spending a long time in the hospital.

Playing football can also be very harmful to a young person's brain. A player might hurt their brain and not even realize it.

FLUENCY SCORE

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

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression



Youth Football

Football is a very popular sport in the United States. Lots of people watch the National Football League games on television. Football is played in schools and after-school clubs. Some people start playing when they are only five years old! Football is exciting and fun to watch. However, it can have very **harmful** effects on young players. Football can be very damaging to the bodies and minds of young people.



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Playing football can also be very harmful to a young person's brain. A player might hurt their brain and not even realize it. Players have to wear helmets during practice and games. However, helmets do not fully protect people. Football players are often **tackled**, or pushed, by other players. This causes their brain to hit the inside of their **skull**. Important cells and blood vessels can be damaged. Their brain is weakened. It is estimated that one in four high school football players experiences at least one serious brain injury during play.

Some brain scientists ran an interesting study in 2017. They looked at the brains of adults who had played football for years. They discovered that 99 percent of them had the brain disease CTE. CTE stands for **chronic traumatic encephalopathy**. Many of these players had started playing football when they were very young.

Younger players are much more likely to hurt their brains. A young person's brain is still growing and changing. If their brain is damaged early on, it could affect them for the rest of their life. Football players between the ages of 13 and 18 are most likely to have long-term brain damage. Young people who experience brain damage have a harder time **succeeding** in school. They might also struggle to make friends or get a good job.

Playing football can also affect a young person's personality. Professor Derek Kreager of Penn State University recently did a study on this. He found that high school football players were 40 percent angrier than high schoolers who didn't play football. In order to do well during a game, football players have to be strong and mean. But Kreager found that these players became mean even when they weren't playing. They got into more fights with classmates than students who played other sports. Kreager realized that their coaches were making these players into angrier people.

Playing football at a young age can have serious **consequences**. There are plenty of other sports that are a lot less harmful. The evidence above makes the solution to this problem clear: young people should no longer be allowed to play football.



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

1. Which of the following is the best reason for why younger players are more likely to hurt their brains playing football?
 - a. They start playing football when they are very young.
 - b. Their helmets don't always protect them.
 - c. Their brains are not fully formed.
 - d. They are pushed around a lot by other players.

2. Which of the following provided evidence that 25 percent of high school players damage their brains while playing football?
 - a. The Journal of Athletic Training.
 - b. The 2017 study.
 - c. Derek Kreager's study.
 - d. None of the above.

3. Which claim could be supported by the 2017 study?
 - a. If you play football for long enough, your brain will most likely become damaged.
 - b. People who start playing football at a young age almost always get brain damage.
 - c. Both A and B.
 - d. Neither A nor B.

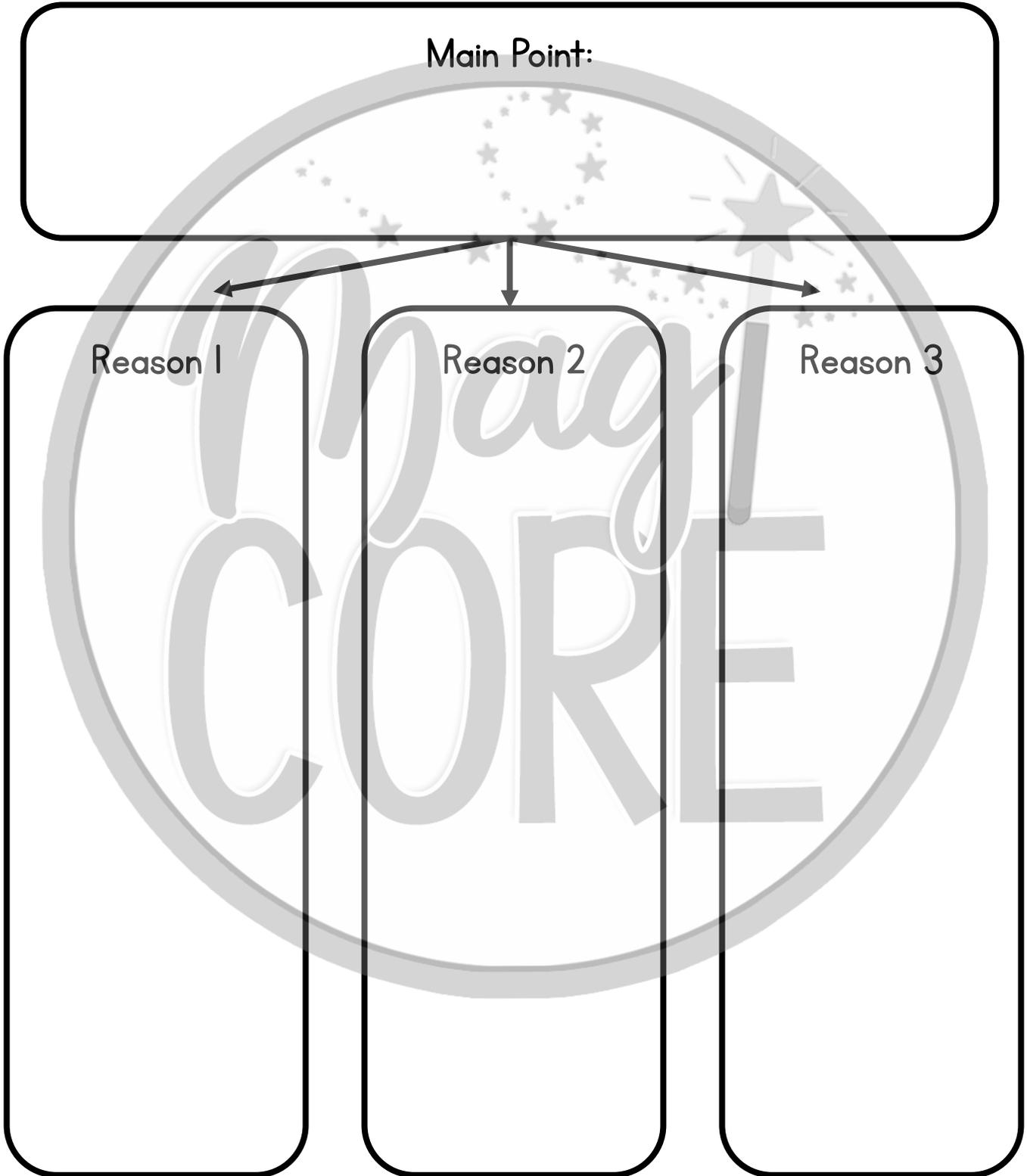
4. Explain in your own words how someone's personality might change as a result of playing football.

5. List some short- and long-term effects of playing football as a young person. Explain how you know.





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



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