

# GUIDED READERS

LEXILE

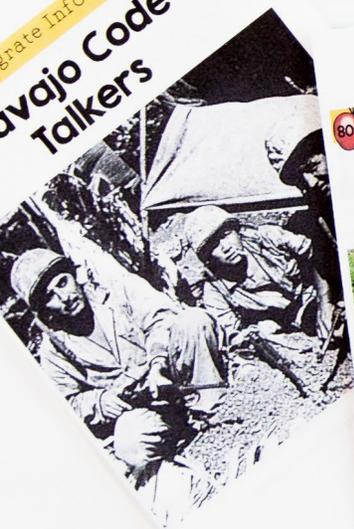
4th — 5th

Grade



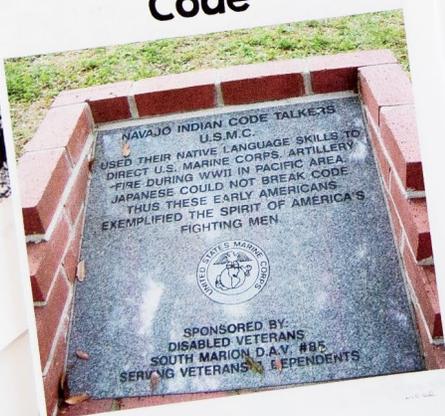
Integrate Information

Navajo Code Talkers



Integrate Information

The Unbreakable Code



integrate information

Integrate Information

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

**Integrate Information**

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

Facts from Text 1:

Write a paragraph:

Integrate Information

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

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

- Which concept from Passage 1 is most fully developed in Passage 2?
  - What do you think of when you hear the word *code*?
  - The Japanese military was famous for their code-breaking skills.
  - The code used the Navajo language to translate.
  - More than 44,000 Native Americans served in WWII.
- The column on the left lists some ideas about Code Talkers and Passage 2. One idea is found in both passages. Write the correct columns below. One idea is found in both passages.

Ideas about Code Talkers	Both
Japanese soldiers were able to break most codes	
The Navajo Code had a big impact on World War II	
Code Talkers were very brave	
Code Talkers were trained in secret	

**READING SMALL GROUP PLAN**

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

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

**MON. Pre-Reading**  
Build Schema: What do you think this text is about?  
Example: I think this text is about a secret code. I think this because...

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

NOTES: \_\_\_\_\_

The tablet screen shows a digital document with two images and text. The left image shows a desert landscape with a large rock formation. The right image shows three men in military uniforms sitting on the ground. Below the images is text about Phillip Johnston and the Navajo Code Talkers.

Phillip Johnston wanted to use the Navajo language as a code. Johnston thought it would be unbreakable. For one, it was not a written language. Very few non-Navajo people spoke or understood it. Johnston grew up on a Navajo reservation. He was one of the few non-Native speakers of the language. At first, Marine commanders didn't think it would work. But they were convinced when Johnston set up a demonstration with four bilingual Navajo.

The Navajo language worked to translate military ideas. It helped the United States be successful. Many Native Americans, including Navajo, had a tense relationship with the American government. Native people had not always been treated with fairness or kindness. Despite this, Navajo and other Native American soldiers served with honor and bravery. Some believe that Native Americans served because of the "warrior" tradition within their culture. Additionally, many Native Americans served out of a sense of patriotism. More than 44,000 Native Americans served in WWII.

**TUES. During Reading**

Students read pages 2-3 of *Navajo Code Talkers* quietly. As students read in their groups, ask:

- What were codes usually used for throughout history? (*Spying during war.*)
- Why did the US need a code during WWII? (*The Japanese was spying on us.*)

Students read page 4-5 quietly. As students read, select students to read aloud.

- Why did Phillip Johnston think the Navajo language would be good for a code? (*Very few people spoke it.*)
- Was the code successful? (*Yes, lots of Navajo and other Native Americans served in WWII.*)

NOTES: \_\_\_\_\_

Date: \_\_\_\_\_  
the text to support your

ALL GROUP PLANS Week of: \_\_\_\_\_

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

**Reading**  
Question: What do you think this text is about? What helped you make this prediction?  
Answer: I think this text is about a secret code. I think this because the title mentions talking in code.

**Guided Reading**  
Directions: Navajo Code Talkers quietly. As students read in their heads, rotate through students to have them read aloud to you.  
Ask: Why was the code used for throughout history? (Spying during war.)  
Ask: How was the code used during WWII? (The Japanese was spying on them and American troops were in danger.)  
Ask: Why was the code used during WWII? (The Japanese was spying on them and American troops were in danger.)  
Ask: How was the code used during WWII? (The Japanese was spying on them and American troops were in danger.)  
Ask: Why was the code used during WWII? (The Japanese was spying on them and American troops were in danger.)

Integrate Information  
**Navajo Code Talkers**  
970L

Integrate Information  
**The Unbreakable Code**  
800L



Integrate Information Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Integrate Information

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

Facts from Text 1: Facts from Text 2:

**I. Integrate Information**

Anne Frank was born into a Jewish family in Germany, in 1929. While she was growing up, Nazism was slowly gaining power in Europe. Hitler wanted to persecute Jewish people, and when Anne was thirteen, she had to go into hiding to avoid being sent to a labor camp. She and the Nazis in a secret room stored in an attic.

Integrate Information 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 concept from Passage I is most fully developed in Passage 2?

- What do you think of when you hear the word *code*?
- 
- 
- 

## READING SMALL GROUP PLANS

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

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

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

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

- Ideas about \_\_\_\_\_
- Japanese soldiers were able to break \_\_\_\_\_
- The Navajo Code had a big impact on \_\_\_\_\_
- II \_\_\_\_\_
- Type One Code is a complex \_\_\_\_\_
- Navajo Code Talkers were told not to tell their work \_\_\_\_\_

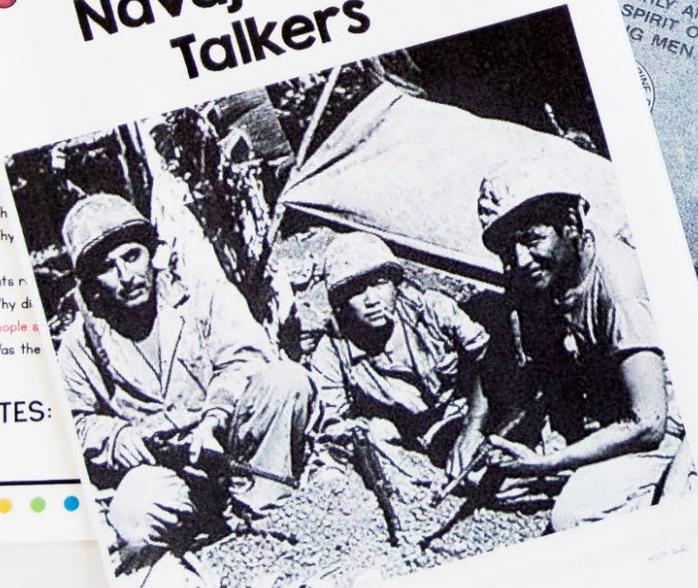
Integrate Information

# The Unbreakable Code

MON. Pre-Reading Build Schema

Integrate Information

## Navajo Code Talkers



U.S.M.C. NATIVE LANGUAGE TALKERS MARINE CORPS. ARTILLERY WWII IN PACIFIC AREA WOULD NOT BREAK CODE EARLY AMERICANS SPIRIT OF AMERICA'S FIGHTING MEN

Students r...  
1. Why di...  
2. Why...

Students r...  
1. Why di...  
2. Was the...

NOTES:

furt,  
dolf Hitler  
id of the  
family had  
hid from

Anne Frank was famous for writing a journal called *The Diary of Anne Frank*. She received the journal for her thirteenth birthday. She loved to write and recorded her thoughts, feelings, and experiences in the journal. Her journal was published in 1947, two years after her death.

Underline the text evidence in the color indicated from "The Great Barrier Reef".

**Integrate Information**

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

## Types of Reefs

A reef is formed from rock, sand, and coral. There are three main types of reefs. **Fringing reefs** are found near coastlines of islands and continents. Fringing reefs have either a shallow lagoon or shallow and narrow lagoons. Lagoons separate the reef from the land. Fringing reefs are the most common type of reef. They are found in the Bahamas and the Red Sea.



**Fringing Reefs**  
Barrier reefs  
They are steep and deeper lagoons. Points can reach out and form "barrier islands".



770L

**Integrate Information**

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

## The Great Barrier Reef

The Great Barrier Reef is the largest coral reef system in the world. It contains more than 2,900 individual reefs. The Great Barrier Reef is longer than 1,400 miles. It spans 900 islands. The Great Barrier Reef is in the Coral Sea. It is off the coast of Queensland, Australia. The Great Barrier Reef is so large that it can be seen from space. It is built by billions of coral polyps, which are small living organisms. It was distinguished as a World Heritage Site in 1981. It was also labeled as one of the seven natural wonders of the world.



Code Talkers could quickly translate messages. The Navajo code was so successful that the military kept it secret even after the war. In 1968, the Navajo Code Talkers' Dictionary was declassified. Finally, the Navajo Code Talkers began to receive the recognition they deserved.

Table 1. Navajo Type One Code

Navajo Code	English Word	English Letter
BA-GOSHI	COW	
BE	DEER	C
AH-JAH	EAR	D
NA-AS-TSO-SI	MOUSE	E
TLO-CHIN	ONION	M
		O

Try to read the following code:  
BE · AH-JAH · BA-GOSHI · TLO-CHIN · BE · AH-JAH · NA-AS-TSO-SI · AH-JAH

It is translated as:  
BE (DEER = D), AH-JAH (EAR = E), BA-GOSHI (COW = C), TLO-CHIN (ONION = O), BE (DEER = D), AH-JAH (EAR = E), NA-AS-TSO-SI (MOUSE = M), AH-JAH (EAR = E) = D-E-C-O-D-E M-E

ecosystem.  
and animals. Some species that  
s, dolphins, and porpoises that  
of fish live here. There are 17  
ed on the reef. There are about  
e Great Barrier Reef is also home  
er Reef holds cultural importance  
ustralian and Torres Strait  
very popular tourist destination.  
urists love to boat and scuba dive in

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  - 3 levels: 710L & 700L, 850L & 800L, 970L & 930L
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## 2. Guided Reading Overview

## 3. Small Group Plans

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## 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 this text is about a secret code. I think this because the title mentions talking in code.

- 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

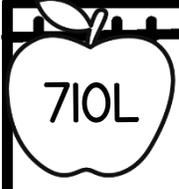
Students read pages 2-3 of Navajo Code Talkers quietly. As students read in their heads, rotate through students to have them read aloud to you. After everyone has read, ask:

1. What were codes usually used for throughout history? (Spying during war.)
2. Why did the US need a code during WWII? (The Japanese was spying on them and American troops were in danger.)

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

1. Why did Phillip Johnston think the Navajo language would be good for a code? (It was not a written language and very few non-Navajo people spoke it.)
2. Was the code successful? (Yes, lots of Navajo and other Native Americans served in the war.)

NOTES:



# Navajo Code Talkers

What do you think of when you hear the word *code*? Today, coding usually means symbols that help computer programs run. But for most of history, code was used in spying. Secret codes used symbols including letters, numbers, or pictures to share information. Codes meant that information could not easily be understood by others. They are important during war.

During World War II, the military needed a code that could not be broken because the Japanese military was famous for code-breaking. The US military was being spied on. Their codes weren't working. This resulted in many deaths among American troops.

Phillip Johnston wanted to use the Navajo language as a code. Johnston thought it would be unbreakable. For one, it was not a written language. Very few non-Navajo people spoke or understood it. Johnston grew up on a Navajo reservation. He was one of the few non-Native speakers of the language.

## FLUENCY SCORE

FLUENCY SCORE				
Total Words	-	Errors	=	Words Per Minute (WPM)
1 <sup>st</sup> Read				

**Accuracy %**  
 (WPM + Words Read) X 100

## FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression



# Navajo Code Talkers

What do you think of when you hear the word *code*? Today, coding usually means symbols that help computer programs run. But for most of history, code was used in spying. Secret codes used symbols including letters, numbers, or pictures to share information. Codes meant that information could not easily be understood by others. They are important during war.

During World War II, the military needed a code that could not be broken because the Japanese military was famous for code-breaking. The US military was being spied on. Their codes weren't working. This resulted in many deaths among American troops.



Phillip Johnston wanted to use the Navajo language as a code. Johnston thought it would be unbreakable. For one, it was not a written language. Very few non-Navajo people spoke or understood it. Johnston grew up on a Navajo reservation. He was one of the few non-Native speakers of the language. At first, Marine commanders didn't think it would work. But they were convinced when Johnson set up a demonstration with four bilingual Navajo.

The Navajo language worked to translate military ideas. It helped the United States be successful. Many Native Americans, including Navajo, had a tense relationship with the



American government. Native people had not always been treated with fairness or kindness. Despite this, Navajo and other Native American soldiers served with honor and bravery. Some believe that Native Americans served because of the "warrior" tradition within their culture. Additionally, many Native Americans served out of a sense of patriotism. More than 44,000 Native Americans served in WWII.

# The Unbreakable Code

During World War II, the Navajo developed a military code used to keep the enemy from spying. The Navajo Code Talkers developed two levels of codes. A Type Two Code was simple. A phrase was translated into Navajo. Someone relayed it over the radio. A receiver on the other end translated it back. There were some military words with no Navajo translation. So, the Code Talkers created special words. For example, a military transport plane was called *astá*. This is the Navajo word for eagle.



Type One Code was more complex. It used words that stood for letters. A Navajo word was assigned to each English letter. Code Talkers memorized the code so they used words that would be familiar to all Navajo. These included cat, dog, and bear. Code Talkers used several different words for each letter, making it even more difficult for spies. After the war, the Japanese said that they had never been able to break the Navajo code.

Table 1. Navajo Type One Code

Navajo Code	English Word	English Letter
BA-GOSHI	COW	C
BE	DEER	D
AH-JAH	EAR	E
NA-AS-TSO-SI	MOUSE	M
TLO-CHIN	ONION	O

Try to read the following code:

BE · AH-JAH · BA-GOSHI · TLO-CHIN · BE · AH-JAH · NA-AS-TSO-SI · AH-JAH

It is translated as:

BE (DEER = D), AH-JAH (EAR = E), BA-GOSHI (COW = C), TLO-CHIN (ONION = O), BE (DEER = D), AH-JAH (EAR = E), NA-AS-TSO-SI (MOUSE = M), AH-JAH (EAR = E) = D-E-C-O-D-E M-E

Code Talkers could quickly translate messages. The Navajo code was so successful that the military kept it secret even after the war. In 1968, the Navajo Code Talkers' Dictionary was declassified. Finally, the Navajo Code Talkers began to receive the recognition they deserved.

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

1. Which concept from Passage 1 is most fully developed in Passage 2?
  - a. What do you think of when you hear the word *code*?
  - b. The Japanese military was famous for their code-breaking skills.
  - c. The code used the Navajo language to translate military ideas.
  - d. More than 44,000 Native Americans served in WWII.
  
2. The column on the left lists some important ideas about Code Talkers. One idea is found in both Passage 1 and Passage 2. One idea is found in Passage 1 only, and one idea is found in Passage 2 only. Place the ideas in the correct columns below. One idea will not be used.

Ideas about Code Talkers	Both Passages	Passage 1 Only	Passage 2 Only
Japanese soldiers were able to break most codes			
The Navajo Code had a big impact on World War II			
Type One Code was very complex			
Navajo Code Talkers were told not to talk about their work			

3. Which detail in Passage 2 helps the reader understand the effectiveness of the Navajo code?
  - a. It was kept secret for many years.
  - b. It was easy to learn.
  - c. The code was too easy to understand.
  - d. Special words had to be created.
  
4. Given the information presented in these two texts, explain how Code Talkers impacted World War II. Give evidence from the text to support your answer.

- 
5. What topic is more fully explained by Passage 2 than Passage 1?
    - a. how the Navajo code worked
    - b. how Navajo workers were paid for their work
    - c. why the military needed a code
    - d. the relationship between Navajo and the government



# Integrate Information

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

Facts from Text 1:

Facts from Text 2:

Write a paragraph about the topic. Include information from both texts:



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Not O.K.

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