

# GUIDED READERS

## Printable & Digital

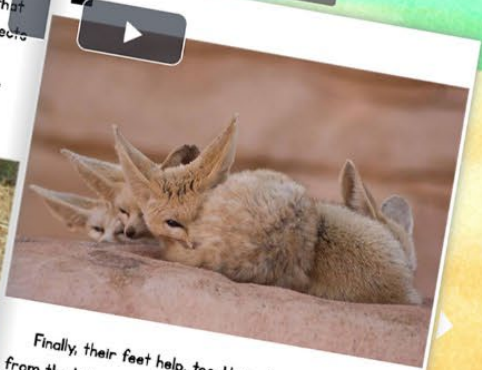
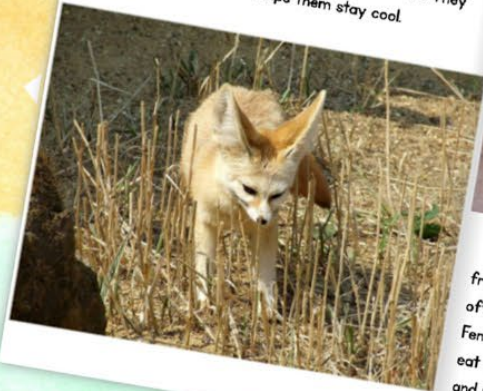
LEXILE

2nd - 3rd  
Grade



context clues

Fennec foxes can adapt. They have many traits that help them in the desert. They have thick hair. It protects them. It warms their bodies on cold nights. It also protects them from the sun. They are nocturnal. They are awake at night. This helps them stay cool.



Finally, their feet help, too. Hairy feet protect them from the hot sand. The feet act like shovels. They dig often, making the underground dens where they live. Fennec foxes live in these dens in small communities. They eat what they can find. They eat plants, small animals, and reptiles.



# Context Clues

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

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

Word	Clues from the Text	Definition



Context Clues

## The Cutest Fox



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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 a fox. I think this because the cover has a picture of a small furry animal and the title says the word fox in it.

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

1. Why is the fennec fox mistaken for a cat? (They look a little bit like a cat because they are small and cute.)
2. What makes them different? (They have very large ears.)

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

1. How do their ears help them survive? (Their ears help because they help keep them cool. They release heat through their ears.)

NOTES:



# The Cutest Fox

The fennec fox is often mistaken for a cat. It is an adorable creature. It lives in deserts and other dry regions of Africa. Fennec foxes weigh about 3 pounds. They are the smallest fox in the world. But their ears are big!

Fennec foxes are most famous for their large, bat-like ears. They are six inches. The ears aren't just for hearing. They're actually a way of survival. The tiny foxes must survive in blazing heat. Daytime temperature in the desert can go over 100 degrees. Their huge ears move heat away from their bodies. This helps keep them cool.

Fennec foxes are adaptive. They have many traits that help them in the desert. Their thick hair protects them. The hair keeps their bodies warm on cold nights. It also protects them from the sun on hot days. They are nocturnal. They are awake at night.

## 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





# The Cutest Fox

Often mistaken for a cat, the fennec fox is an adorable creature. This species of fox lives in deserts and other dry regions of Africa. At about 3 pounds, the fennec fox is the smallest fox in the world. But you would never know it by looking at its six-inch ears.



Fennec foxes are most famous for their large, bat-like ears. Those ears aren't just for hearing, though. They're actually a way of **survival**. The tiny foxes must survive in the **blazing** heat of the desert, where the daytime temperature can go over 100 degrees. Their huge ears emit heat away from their body to help keep them cool.

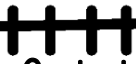
Fennec foxes are very **adaptive**. Aside from their ears, they have several other **traits** that help them thrive in the desert. Their thick hair insulates them. The hair keeps their bodies warm on cold nights. It also protects them from the sun on hot days. They are **nocturnal**. They are awake at night. This also helps them avoid the hot desert days.

Finally, their hairy feet protect them from the hot sand. The foxes' feet also act like shovels. They dig often, making the underground dens where they live. Fennec foxes live in these dens in small **communities**. They eat what they can find, looking for plants and eating small mammals and reptiles.



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

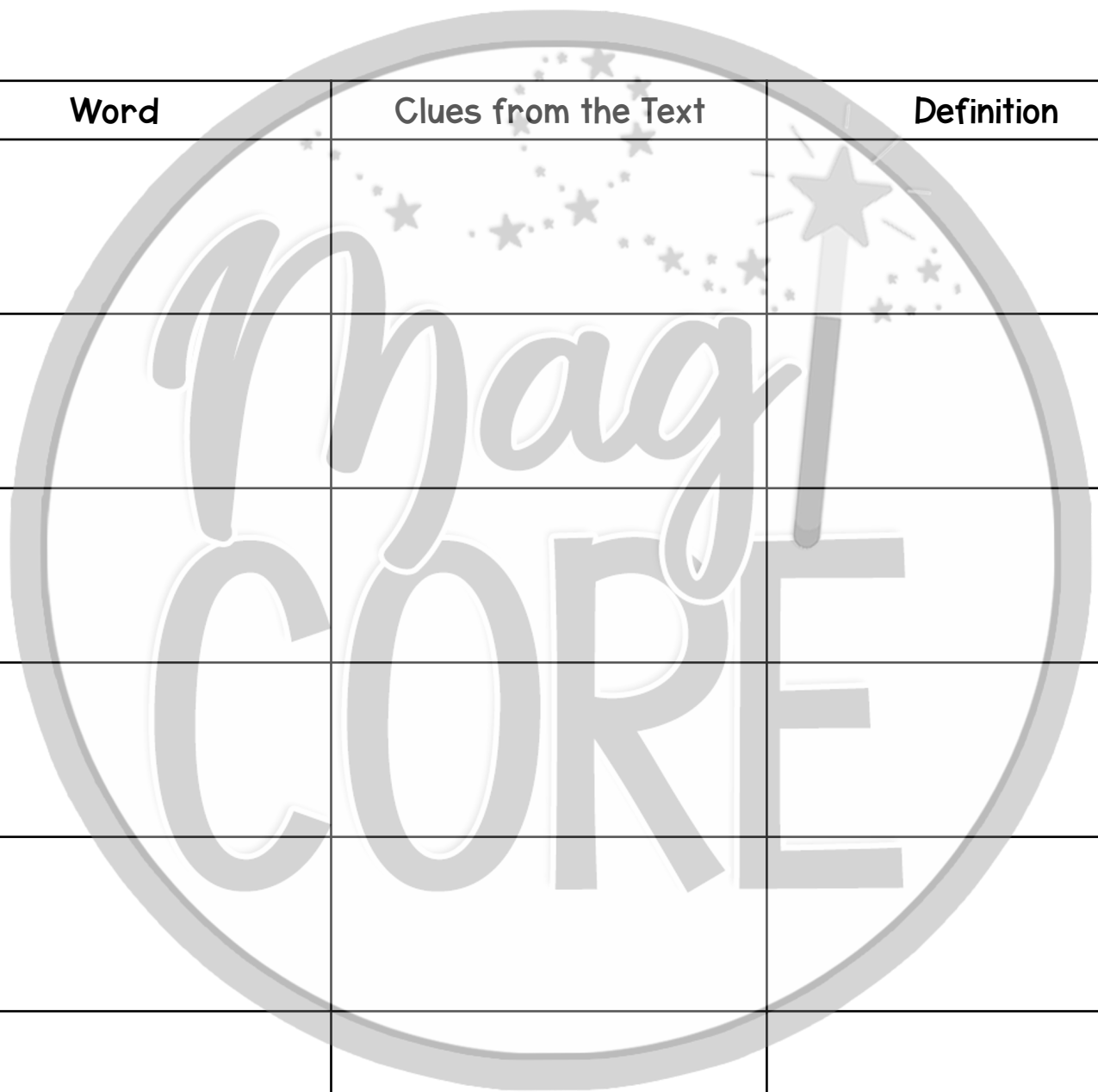
1. What does the word *blazing* mean in paragraph 2?
  - a. desert
  - b. hot
  - c. cold
  - d. environment
  
2. What word could be substituted for the word *dens* in paragraph 4?
  - a. homes
  - b. foods
  - c. shovels
  - d. plants
  
3. Which word or phrase helps you know the meaning of *nocturnal*?
  - a. small communities
  - b. bodies warm
  - c. thick hair
  - d. awake at night
  
4. What is the purpose of the hair on the feet on fennec foxes?
  - a. to move heat away from their bodies
  - b. to dig dens
  - c. to keep them warm at night
  - d. to protect them from the hot sand
  
5. Why do you think the author used the word *adapt* or *adaptive* to describe fennec foxes? Use evidence from the text to support your answer.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Context Clues

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

Word	Clues from the Text	Definition



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Good to Go



Not O.K.

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