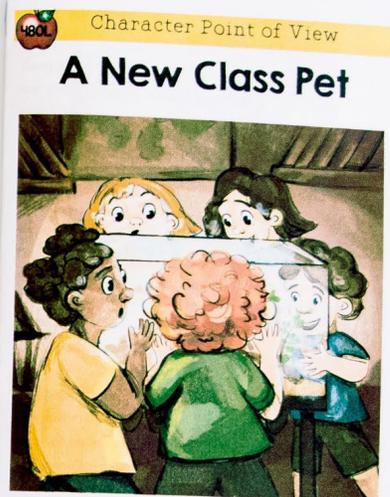


GUIDED READERS

LEXILE

2nd - 3rd

Grade



Character Point of View Name: _____ Date: _____

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

Point of View - The Way a Character Thinks or Feels

Character	Clues (details from the text)	Point of View
Maria		
Sophie		



point of view



Character Point of View

A New Class Pet



© 2012

Date: _____

Be sure to go back into the text to

Why a Character Feels

From	Point of View



Navigation bar with icons for list, back, forward, search, and page number 2-3 / 7.



Mr. Seng had us come to the carpet for an announcement. He had a big box. It was covered with a towel. Everyone was excited. We started thinking about what was inside. Mr. Seng was the best teacher. We always had fun. Something fun was in the box! Maybe he brought more pictures. Mr. Seng had brought in a snakeskin once. We had to be careful not to break it.

Mr. Seng told us that we had a new classmate. We all looked around. Mr. Seng laughed. He told us that we had to take care of our new classmate. We figured out we were getting a pet. We would be the only class with a pet. Everyone yelled. Mr. Seng asked us to be quiet. He did not want us to scare our pet.

Mr. Seng took off the towel. I could see tree bark and green leaves. He said Charlie was a chameleon. He got him from his sister. She had to find a new home for Charlie since she was moving. We talked about how Charlie can hide in the background. Mr. Seng told us to line up so we could look for him. I went to the back of the line. I was happy to get a pet, but why a lizard? A bunny would be better.





Character Point of View

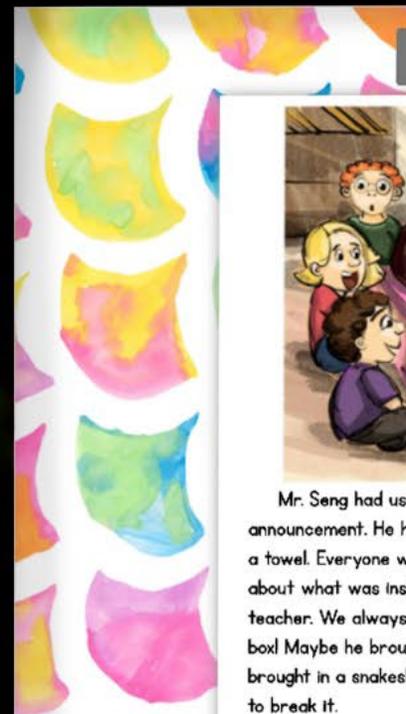
Name: _____ Date: _____

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

Point of View - The Way a Character Thinks or Feels

Character	Clues (details from the text)	Point of View
Marla		
Sophie 		

©2014 Pops



Mr. Seng had us
announcement. He h
a towel. Everyone w
about what was ins
teacher. We always
box! Maybe he brou
brought in a snakes
to break it.

TABLE OF CONTENTS

1. Guided Readers Access Page

- Digital Guided Reader Flipbooks
 - 3 levels: 310L, 480L, 830L
- 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)

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 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."





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 story is about? What helped you make this prediction?

Example: I think this story is about a class that gets a pet lizard. I think this because there is a picture of a lizard (chameleon) on the cover and it says new class pet.

- 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. Where does the story take place? (Mr. Seng's classroom)
2. Why is the class excited? (Mr. Seng always does exciting things with the class, today he brought them a pet chameleon.)
3. How did Mr. Seng get the chameleon? (he belonged to his sister, but she is moving and had to find a new home for him.)

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

1. How does the narrator feel about the chameleon? How do you know? (She doesn't like him. She wishes it was a bunny and she does not want to go to the front of the line)
2. How does Sophie feel about the chameleon? How do you know? (She is excited. She wants the narrator to come to the front of the line and asks if she can hold him)
3. Let's retell what has happened in this story so far. (Have students volunteer to tell events. In the beginning, the teacher shows them a surprise pet. The narrator doesn't seem excited. Her friend Sophie is very excited.)

NOTES:



A New Class Pet

Mr. Seng had us come to the carpet for an announcement. He had a large box covered with a pink towel. Everyone was excited. They started making guesses about what was inside. Mr. Seng was the best teacher at our school. He always had us doing fun activities. There was no telling what was in the box! I thought he brought more pictures for us to look at. Last week, Mr. Seng brought in a rattlesnake skin. We had to be careful because it could break.

On the carpet, Mr. Seng told us that we had a new classmate. We all looked around. Our faces made Mr. Seng giggle. He told us that we all had to take care of our new classmate. We realized that we were getting a pet. We would be the only class in the school with a pet. Everyone shouted. Mr. Seng asked us to keep our voices down.

FLUENCY SCORE

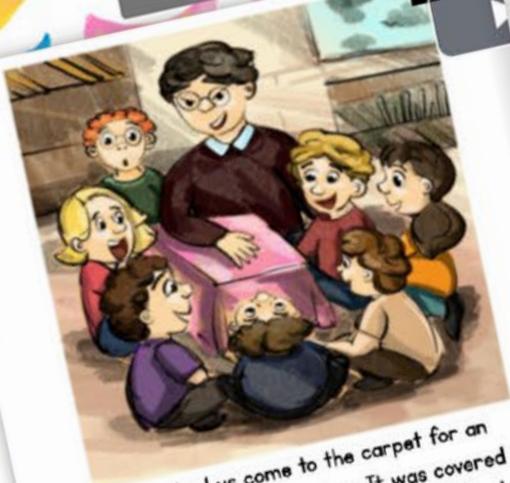
	Total Words	-	Errors	=	Words Per Minute (WPM)	Accuracy % (WPM + Words Read) X 100
1 st Read						

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression



DIGITAL FLIPBOOK READERS



Mr. Seng had us come to the carpet for an announcement. He had a big box. It was covered with a towel. Everyone was excited. We started thinking about what was inside. Mr. Seng was the best teacher. We always had fun. Something fun was in the box! Maybe he brought more pictures. Mr. Seng had brought in a snakeskin once. We had to be careful not to break it.

Mr. Seng told us that we had a new classmate. We all looked around. Mr. Seng laughed. He told us that we had to take care of our new classmate. We figured out we were getting a pet. We would be the only class with a pet. Everyone yelled. Mr. Seng asked us to be quiet. He did not want us to scare our pet.

Mr. Seng took off the towel. I could see tree bark and green leaves. He said Charlie was a chameleon. He got him from his sister. She had to find a new home for Charlie since she was moving. We talked about how

Charlie can hide in the background. Mr. Seng told us to line up so we could look for him. I went to the back of the line. I was happy to get a pet, but why a lizard? A bunny would be better.





Character Point of View

A New Class Pet



PRINTABLE READERS



A New Class Pet





Mr. Seng had us come to the carpet for an **announcement**. He had a large box covered with a pink towel. Everyone was excited. They started making guesses about what was inside. Mr. Seng was the best teacher at our school. He always had us doing fun activities. There was no telling what was in the box! I thought he brought more pictures for us to look at. Last week, Mr. Seng brought in a rattlesnake skin. We had to be **careful** because it could break.

On the carpet, Mr. Seng told us that we had a new classmate. We all looked around. Our faces made Mr. Seng giggle. He told us that we all had to take care of our new classmate. We **realized** that we were getting a pet. We would be the only class in the school with a pet. Everyone shouted. Mr. Seng asked us to keep our voices down. He did not want us to scare our new pet.

Mr. Seng took off the towel. I could see tree bark, a log, and green leaves. He said Charlie was a **chameleon**. He had **belonged** to his sister. She had to find a new home for Charlie because she was moving. We talked about how Charlie can hide in the background. Mr. Seng told us to line up one by one to see if we could see him. I went to the back of the line. I was happy to get a classroom pet, but why a reptile? A bunny or a hamster would be better.



Sophie asked me to move up in line to be closer. I shook my head no. Sophie joined me at the back of the line. She was so happy. She could not believe that Mr. Seng brought a chameleon to school. She started asking questions. She was wondering if we would be able to hold him. She wondered if we could take him outside. I told her that I did not want to. Sophie rolled her eyes.



Everyone was still talking about Charlie. I seemed to be the only one that was not excited. His changing colors are cool. However, his eyes, tail, and scales are gross.



After we all tried to find Charlie, we went back to our desks. Mr. Seng answered a few questions. He said that we would not be holding Charlie. He said we would not be taking him around the school. However, each weekend Charlie would need to go to our homes. We had to care for him. Mr. Seng said that taking care of a pet teaches **responsibility**. He said we would need to work together to keep Charlie safe. I got the feeling that I was the only one that was not excited. I was already thinking about giving Sophie my weekend with Charlie.



On Friday, everyone ran to class. They wanted to ask Mr. Seng if they could be the first one to take home Charlie. Mr. Seng told everyone that he had a way to make sure that everyone got their chance. Mr. Seng put all our names in order on the board. He said we would use this order to see who was on what weekend. I saw my name, Maria Alvarado, at the very top of the list. I started to sweat. I wanted to cry, but I did not want everyone to know that I did not like Charlie. They would think I was mean. I looked over at Sophie. She gave me two thumbs up and said “lucky.” Funny thing is, I did not feel lucky at all.

Glossary

announcement	a public or formal statement <i>(page 2)</i>
careful	done with care and effort <i>(page 2)</i>
realized	to understand completely <i>(page 3)</i>
chameleon	a type of lizard with the ability to change its skin color to blend in with its habitat <i>(page 3)</i>
belonged	owned by <i>(page 3)</i>
responsibility	something you are expected to do or take care of <i>(page 5)</i>

A New Class Pet

Mr. Seng called us all over to the carpet for a huge announcement. He had what looked like a large box covered with a bright pink towel. Everyone was so excited and started making guesses about what could be inside. Mr. Seng was the best teacher at our school. He always had us doing experiments, plays, field trips, and other fun activities. There was no telling what he could have up his sleeve this time! We had been studying deserts science, so I **assumed** maybe he brought more pictures or findings for us to look at from his travels. Last week, Mr. Seng brought in a six-foot rattlesnake skin. We had to be extra careful when holding it because it was very **delicate**.



After we settled on the carpet, Mr. Seng told us that our room had a new classmate. We all looked around, searching for our new friend. The confusion on our faces made Mr. Seng chuckle. He continued to tell us that we all had to pitch in to take care of our new classmate. At that moment, we all realized that we were getting a classroom pet. We would be the only class in the whole school with a pet. There were shouts of joy. Mr. Seng asked us to keep our voices down, so we did not scare our new friend.

Mr. Seng slowly removed the pink towel. All I could see was a lot of tree bark, a log, and some bright green leaves. He explained that Charlie was a chameleon that had belonged to his sister. She had to find a new home for Charlie because she was moving. We talked about Charlie's ability to hide among his surroundings. Mr. Seng told us to line up one by one and pass by Charlie's home to see if we could spot him. I went straight to the back of the line. I was happy to get a classroom pet, but why a reptile? A bunny or a hamster would be so much better.



Sophie, my desk neighbor, **motioned** for me to move up in the line to be closer to her. I shook my head no. Sophie joined me at the back of the line and was **squealing** with excitement. She could not believe that Mr. Seng brought a chameleon to school.

PRINTER FRIENDLY VERSIONS

ould be
at I was
nor interested. Sophie rolled her eyes at me.

Everyone was still buzzing about Charlie. I seemed to be the only one that was not excited about the pet. I had to admit, changing colors is amazing. However, the moving eyes, curling tail, and scales were gross. After we all had a chance to walk by and try to find Charlie, Mr. Seng had us go back to our desks. He answered a few questions and said that we would not be holding Charlie or taking him around the school building. However, each weekend Charlie would need to rotate between our homes to be cared for. Mr. Seng said that taking care of a pet teaches responsibility and that we would need to all work together to keep Charlie safe and healthy. Looking around the room, I got the feeling that I was the only one that was not excited about this new responsibility. I was already thinking about how Sophie would gladly take over my weekend for me.

When Friday came around, everyone rushed to class to ask Mr. Seng if they could be the first one to take home Charlie. Mr. Seng **reassured** everyone that he had a fair system in place to make sure that everyone got their chance to care for Charlie. Mr. Seng posted all of our names in alphabetical order on the front board. He explained that we would use this order to determine which student was on which weekend. Seeing my name, Maria Alvarado, at the very top of the list made me start to sweat. I wanted to bury my head in my hands and cry, but I also did not want everyone to know that I did not like Charlie. They would think I was a monster. As I **glanced** over to Sophie, she gave me two thumbs up and mouthed "lucky." Funny thing is, I did not feel lucky at all.



PRINTER FRIENDLY VERSIONS

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

1. Who is telling the story?

- a. Sophie
- b. Mr. Seng
- c. Charlie
- d. Maria

2. Who is the "new classmate"? _____

3. Why does Mr. Seng's sister have to find a new home for Charlie?

- a. She is moving
- b. She wants a hamster
- c. She wants a bunny
- d. She is scared of him

4. Why does Maria go to the back of the line when Mr. Seng tells the class to line up to look for Charlie?

5. Why does Maria say she does not feel lucky at all at the end of the story?

- a. She wanted to line up with Sophie but had to go to the back of the line instead
- b. She wants to take Charlie home first but Mr. Seng calls the students in order
- c. Her name is first to take Charlie home but she has to wait to know she doesn't like him
- d. Sophie gets to take Charlie home first

COMPREHENSION QUESTIONS





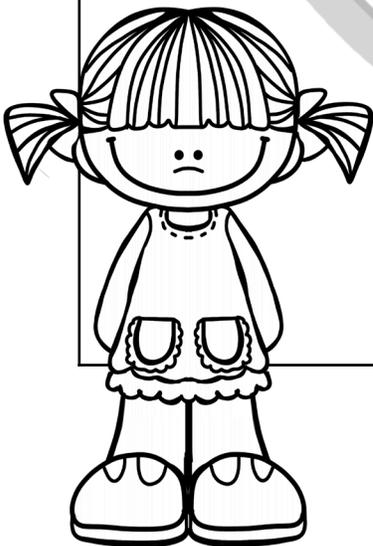
Character Point of View

Name: _____ Date: _____

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

Point of View - The Way a Character Thinks or Feels

Character	Clues (details from the text)	Point of View
Maria		
Sophie		



GRAPHIC ORGANIZER



Terms of Use



How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at julie@magicorelearning.com.



Good to Go



Not O.K.

- Use this resource personally or with your own children.
 - Use this resource in your own classroom with your students.
 - Provide this resource to your students to use at your instruction.
 - Print and/or copy for use in your own classroom.
 - Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
 - Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
 - Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:
- Share with others to use personally.
 - Share with others to use in another classroom.
 - Print or copy any page(s) and distribute them to other teachers or other classrooms.
 - Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom, including but not limited to personal, classroom, or district websites that are accessible to the general public.
 - Use this resource commercially (e.g. Outschool).
 - Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

<https://magicorelearning.com/>

<https://www.teacherspayteachers.com/Store/Magicore>

© Copyright 2020, 2022. All rights reserved. The unlicensed reproduction or distribution of this product is strictly prohibited. Permission is granted to the original purchaser or licensee to make copies to use with students and/or to assign to students digitally providing it is only available to students assigned directly to the purchaser. Using this product in any manner that makes it accessible to the general public is strictly forbidden. Commercial use, including but not limited to online or in person classes, is prohibited. Contact julie@magicorelearning.com for commercial licensing information. Sharing without permission or hosting online in a public manner is a violation of the Digital Millennium Copyright Act (DMCA). These terms may be updated at any time. You can see the most up to date Terms of Use at

<https://magicorelearning.com/terms-of-use>.

Let's Connect!

www.magicorelearning.com



<https://www.teacherspayteachers.com/Store/Magicore>



<https://www.facebook.com/Magicorelearning/>



<https://www.instagram.com/magicorelearning>

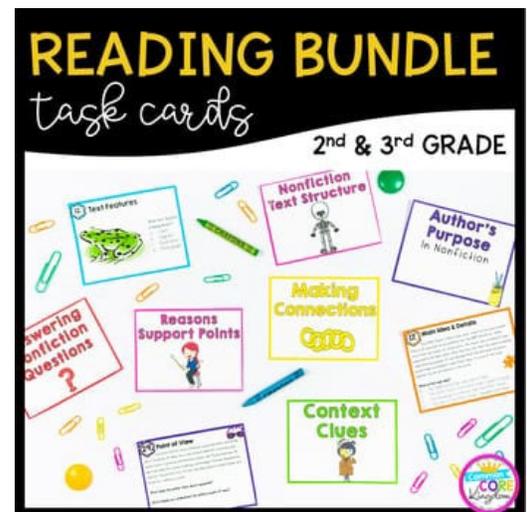


<https://www.pinterest.com/magicorelearning/>



julie@magicorelearning.com

Looking for more?



Membership Opportunity!



If you love these resources and want access to more, check out my membership opportunity with the Core Kingdom Club.

[Join my Core Kingdom Club waitlist!](#)

Core Kingdom Club opens its membership doors twice a year to offer teachers all of the resources you love, with a membership discount. You can also find support through my custom learning plan.

Find out more magicorelearning.com/membership.



CREDITS

