

# GUIDED READERS

## Printable & Digital

LEXILE

2<sup>nd</sup>

Grade



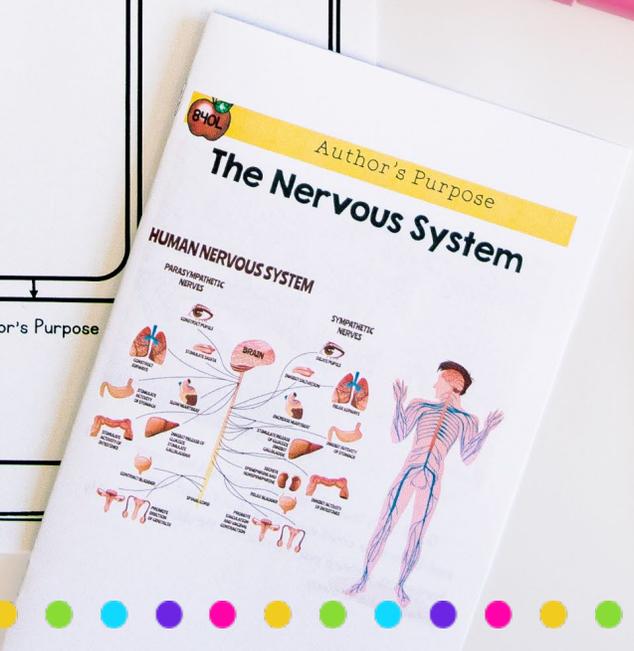
Author's Purpose Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Author's Purpose

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

Text Evidence 1	Text Evidence 2	Text Evidence 3
Author's Purpose		

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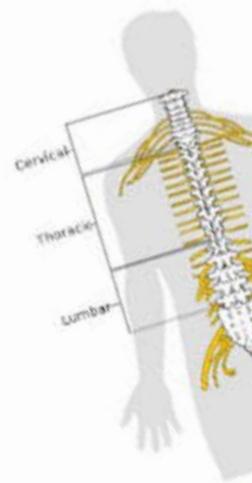


author's purpose



Ouch! Josh touched the hot stove. His finger turned red. Before he could even think about what was happening, a sharp pain turned into throbbing. He quickly pulled his hand away.

Josh's reaction to burning his finger was caused by his nervous system. The nervous system controls the body. It tells a person when to move. It helps them breathe. It is made up of the spinal cord, and nerves. The spinal cord is a long tube that runs down the back. Nerves are like strings that go to other parts of the body. They go everywhere.



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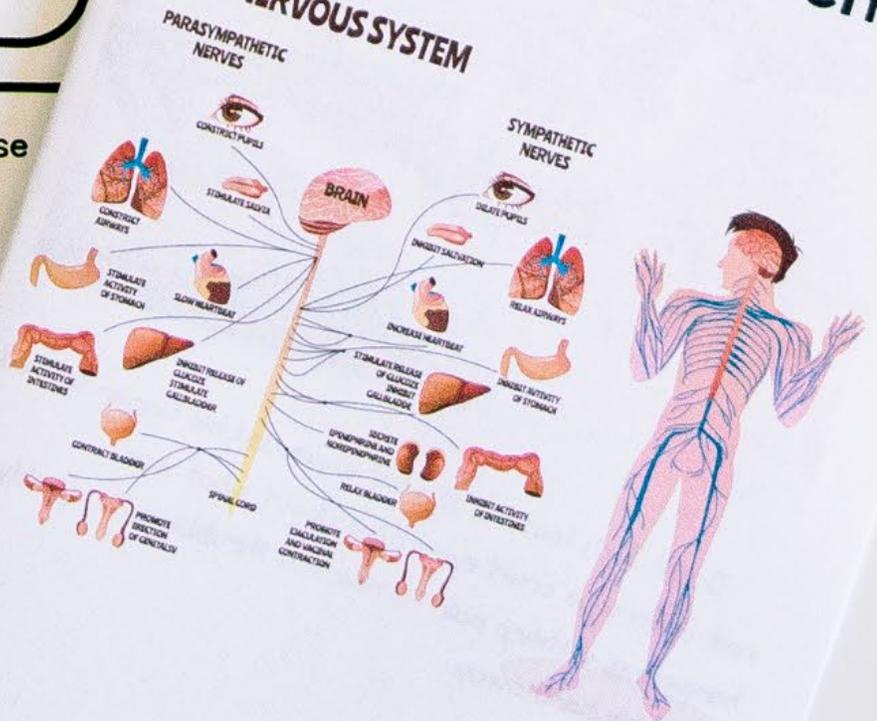
Author's Purpose



Author's Purpose

# The Nervous System

## HUMAN NERVOUS SYSTEM



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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 the human body. I think this because the cover has a picture with a body drawing and lots of labels.

- 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 do you think Josh knew to pull his hand away from the stove? Has that ever happened to you? (Answers will vary, students should remember a time they just did it automatically, like their body reacted for them.)
2. What does "throbbing" mean? (It is a kind of pain because it said "sharp pain turned into throbbing" and it's not sharp, so maybe it's dull.)

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

1. What is the nervous system made up of? (The brain, spinal cord, and nerves.)
2. Where are the nerves? (They are everywhere in the body. They come out of the spinal cord and go everywhere.)

NOTES:

# The Nervous System

Ouch! Josh touched the hot stove. His finger turned red. Before he could even think about what was happening, a sharp pain turned into throbbing. He quickly pulled his hand away.

Josh's reaction to burning his finger was caused by his nervous system. This system controls the body. It tells a person when to speak. It even tells them when to breathe. The nervous system is made up of the brain, spinal cord, and nerves. The spinal cord is a group of nerves that runs down the back. Nerves are gray bundles. They look a bit like string. The bundles come out of the spinal cord and branch out to other parts of the body. They are everywhere, from the top of the head to the fingers and toes.

The nervous system carries signals from the brain to the body. You can think of the brain as the control center.

FLUENCY SCORE				
	Total Words	- Errors	= Words Per Minute (WPM)	Accuracy % (WPM + Words Read) X 100
1 <sup>st</sup> Read				

## FLUENCY COMPONENTS

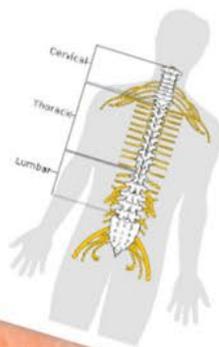
- Rate
- Accuracy
- Punctuation
- Expression

# DIGITAL FLIPBOOK READERS



Ouch! Josh touched the hot stove. His finger turned red. Before he could even think about what was happening, a sharp pain turned into throbbing. He quickly pulled his hand away.

Josh's reaction to burning his finger was caused by his nervous system. The nervous system controls the body. It tells them when to move. It helps them speak. It even tells them to breathe. It is made up of the brain, spinal cord, and nerves. The spinal cord is a group of nerves that runs down the back. Nerves are gray bundles. They look like string. Nerves come out of the spinal cord. They go to other parts of the body. They are everywhere.

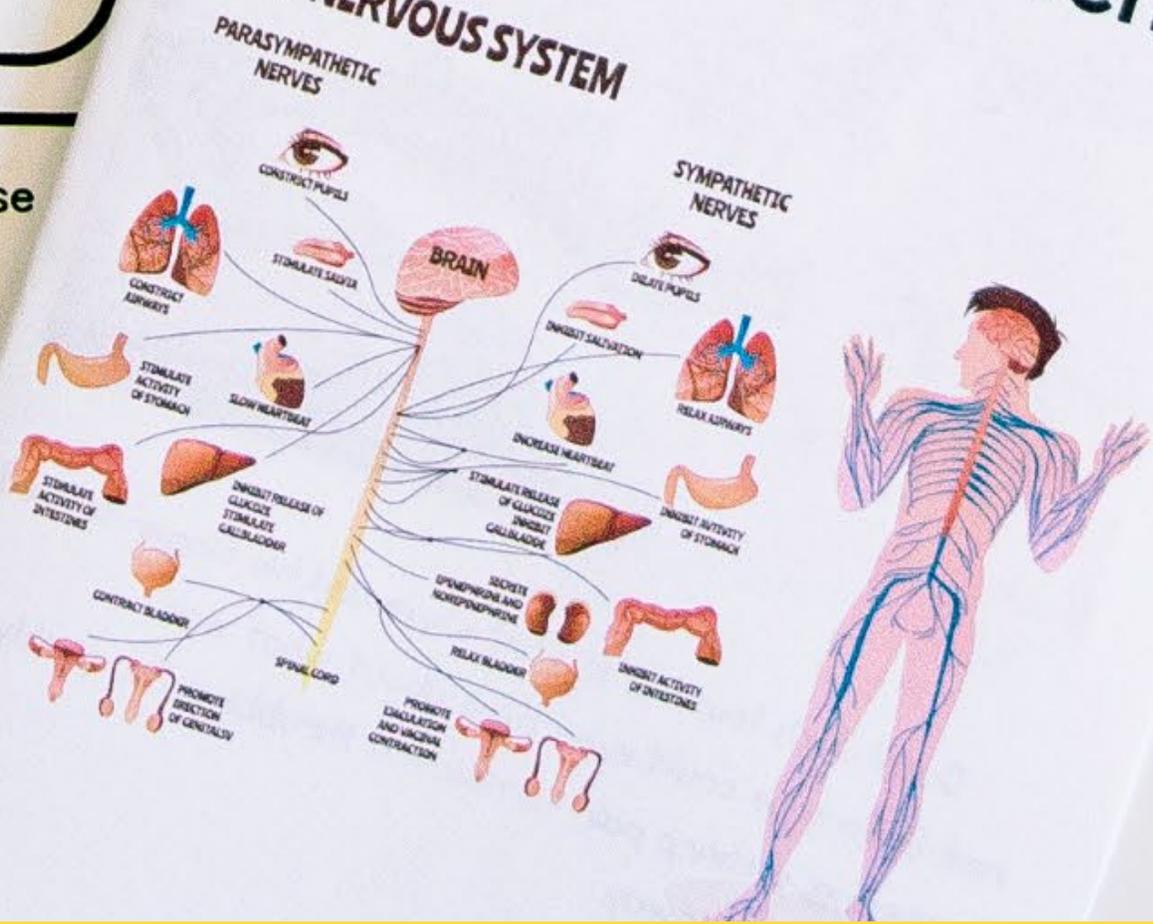




Author's Purpose

# The Nervous System

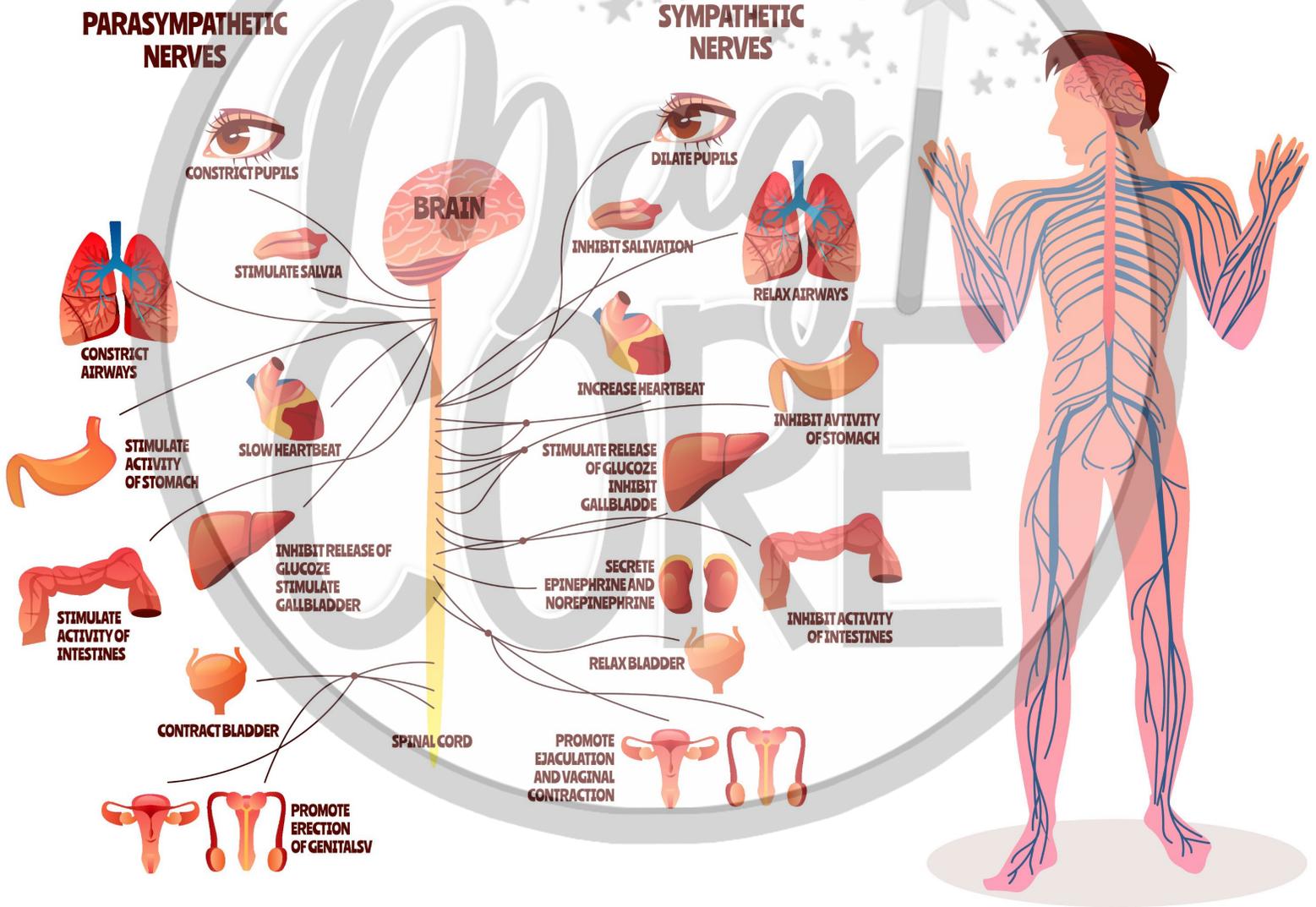
## HUMAN NERVOUS SYSTEM





# The Nervous System

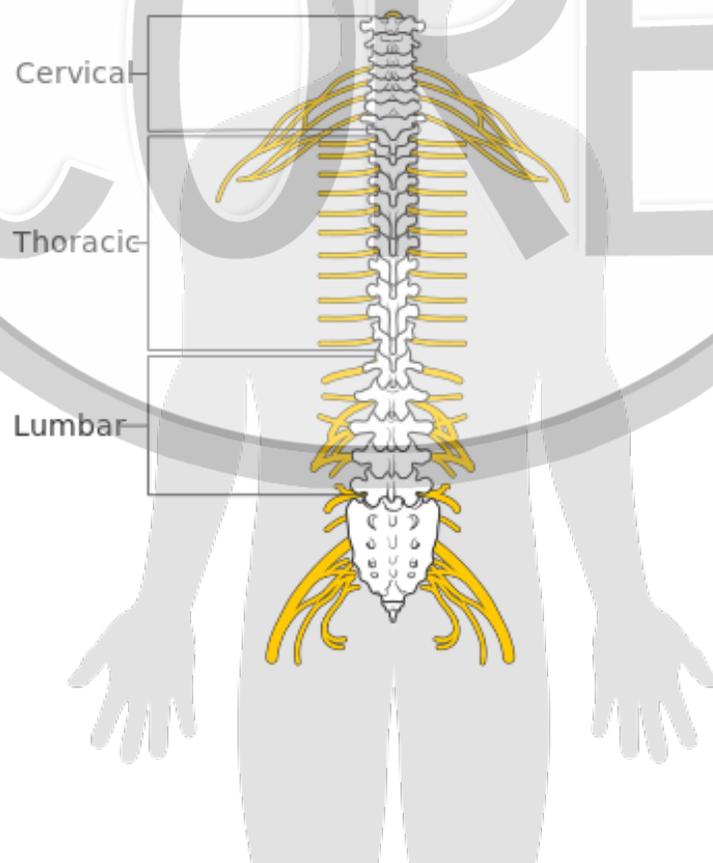
## HUMAN NERVOUS SYSTEM





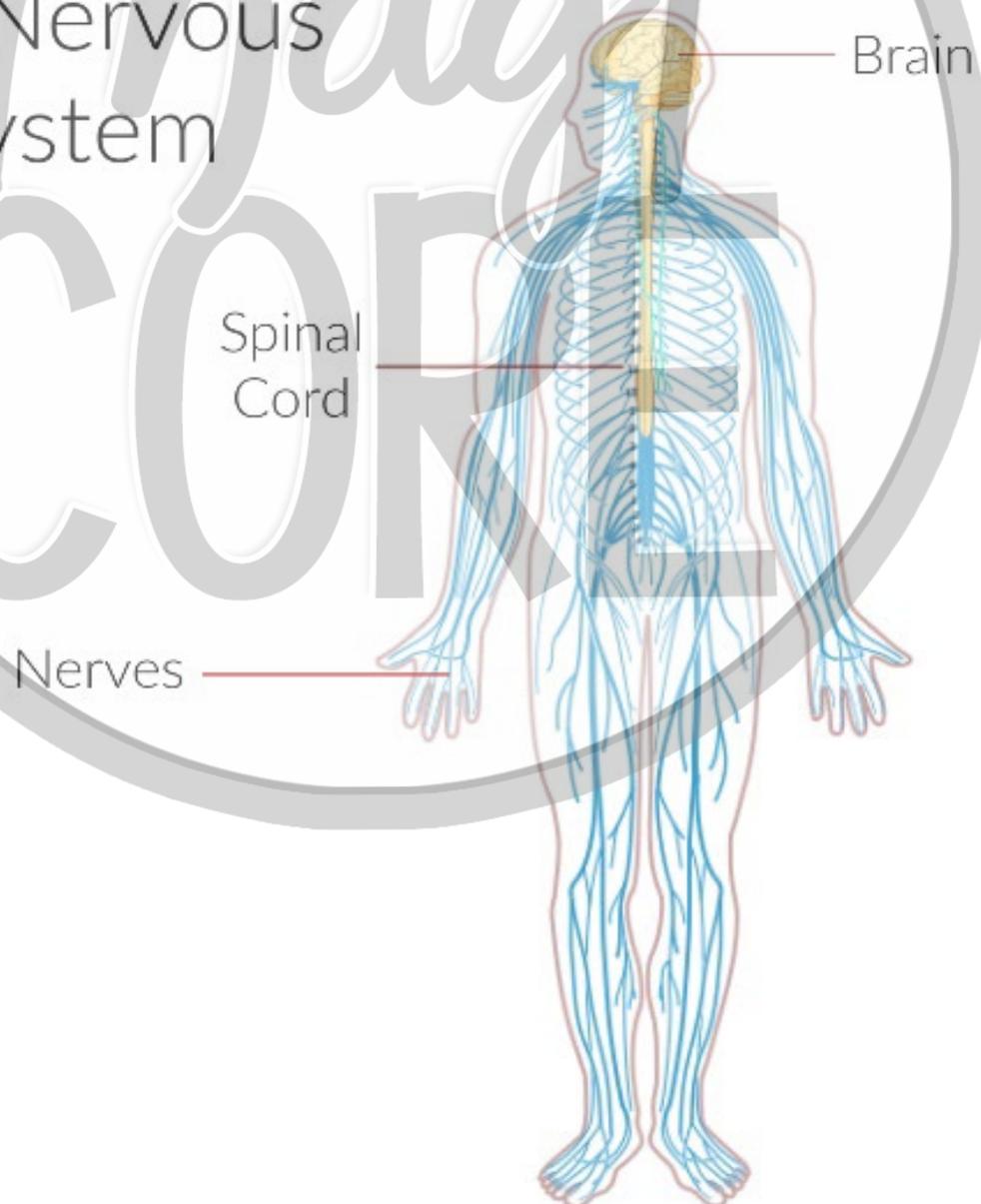
Ouch! Josh touched the hot stove. His finger turned red. Before he could even think about what was happening, a sharp pain turned into **throbbing**. He quickly pulled his hand away.

Josh's **reaction** to burning his finger was caused by his **nervous system**. This system controls the body. It tells a person when to speak. It even tells them when to breathe. The nervous system is made up of the brain, spinal cord, and nerves. The spinal cord is a group of nerves that runs down the back. Nerves are gray bundles. They look a bit like string. The bundles come out of the spinal cord and branch out to other parts of the body. They are everywhere, from the top of the head to the fingers and toes.

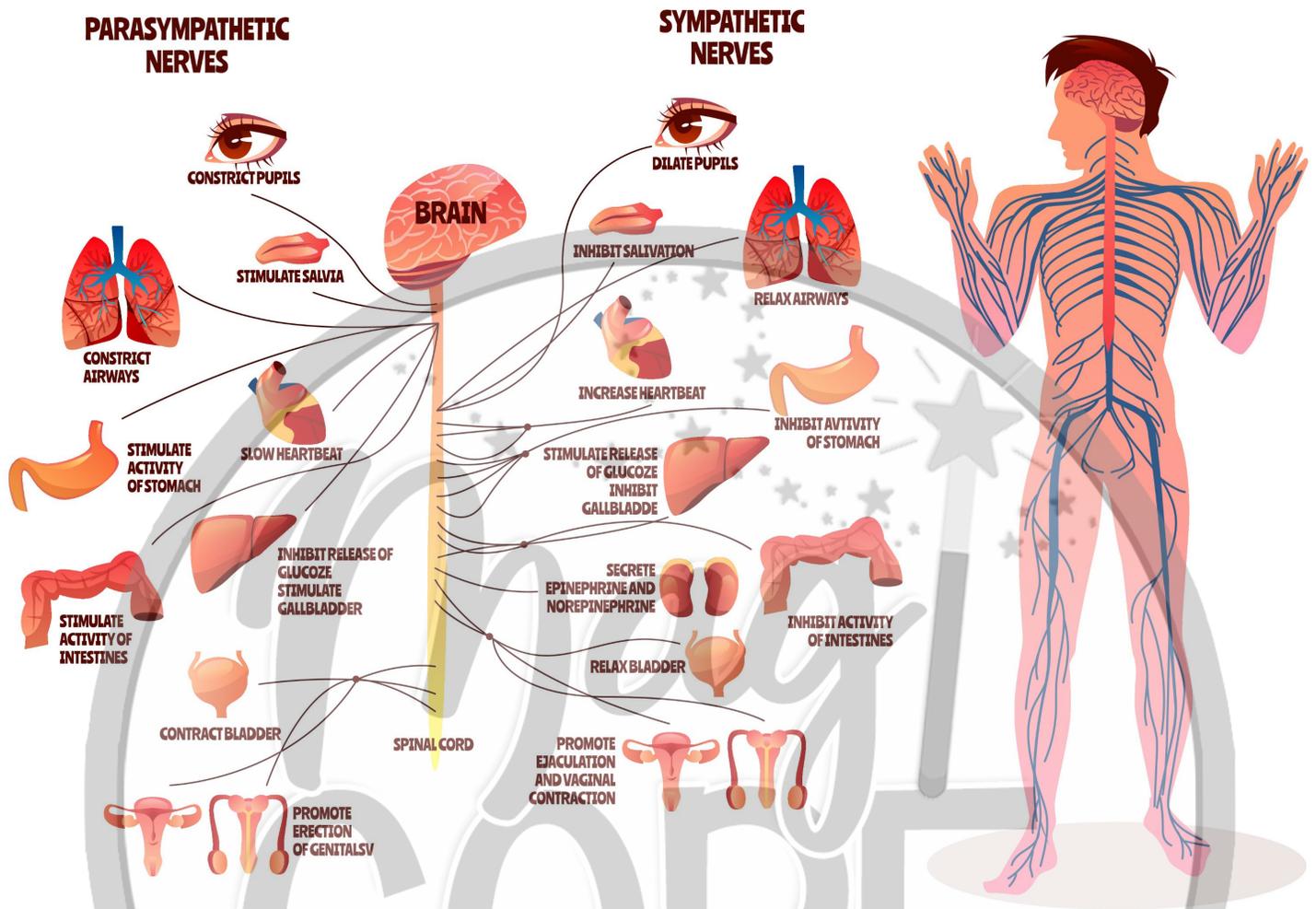


The nervous system carries **signals** from the brain to the body. You can think of the brain as the control center. The spinal cord is a big highway. Nerves are smaller roads that go all over. The brain sends signals to nerves all the time. They keep the body working. Nerves carry messages to and from different parts of the body. Then the brain **translates** them and takes action.

## The Nervous System



# HUMAN NERVOUS SYSTEM



Josh's nerves sent a pain signal to the brain. Then the brain sent a signal to move his hand away. All of this happened so fast that Josh could not tell which happened first. Signals from the nervous system also tell a person's body to do things. It helps the heart beat. It helps the eyes blink. It even tells the stomach to **digest** food. Without the nervous system, the body could not work!

# Glossary

<p><b>throbbing</b></p>	<p>to beat or pulse quickly and strongly <i>(page 2)</i></p>
<p><b>reaction</b></p>	<p>an action or response to something that has happened <i>(page 3)</i></p>
<p><b>nervous system</b></p>	<p>the system of nerves and nerve centers in most animals <i>(page 3)</i></p>
<p><b>signals</b></p>	<p>an understood movement or other sign that is meant to start some action <i>(page 4)</i></p>
<p><b>translates</b></p>	<p>to change into the words of another language <i>(page 4)</i></p>
<p><b>digest</b></p>	<p>to break down into materials that can be absorbed and used by the body <i>(page 5)</i></p>



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

1. **What is the author's intent in this text?**
  - a. to answer a question
  - b. to explain
  - c. to describe
  - d. to persuade
  
2. **What does the author explain in this text?**
  - a. how the nervous system works
  - b. why Josh burned his finger
  - c. what the brain looks like
  - d. how people breathe
  
3. **Complete the following chart describing the three parts of the nervous system and the function of each (what it does).**

Nervous System Part	Function
brain	
	carry messages to body parts

4. **Which of the following helps you know the author's purpose for writing the text?**
  - a. The author describes how nerves look.
  - b. The author uses many adjectives.
  - c. The author explains how nerves work.
  - d. The author states a question
  
5. **What do you think the author's purpose is? How does the image on the cover of the text support your answer?**

COMPREHENSION QUESTIONS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Author's Purpose

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

# Author's Purpose

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

Text Evidence 1

Text Evidence 2

Text Evidence 3

Author's Purpose

**GRAPHIC ORGANIZER**



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