

# GUIDED READERS

LEXILE  
2<sup>nd</sup>

Grade



reasons support points

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 show how author's use reasons to support their

**Reasons Support Points** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Answer the following questions based on the text. Be sure to use your answer.

- What is the main topic of this text?**
  - Fruit peels can be used for gardening.
  - There are ways to create less waste.
  - Bottles and cans should be recycled.
  - Cups make nice pencil holders.
- Which sentence best explains why the author thinks this is a problem?**
  - Orange peels have special oils that you can use for cooking.
  - You can turn a shoebox into a fun art project.
  - We have too much waste, and it is harming our planet.
  - They can be used to make new bottles and cans.
- What does it mean to reuse something?**
  - to use something old to make something new
  - to use a lesser amount of something
  - to keep something new for a long time
  - to throw something old into a trash can
- Read the sentence below.**  
 There is a problem here on the planet Earth.  
**How does the author support this point in the text?**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Why should people reduce, reuse, and recycle? Give 2 reasons from the text and one more reason on your own.**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**READING SMALL GROUP PLANS** Week of: \_\_\_\_\_

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

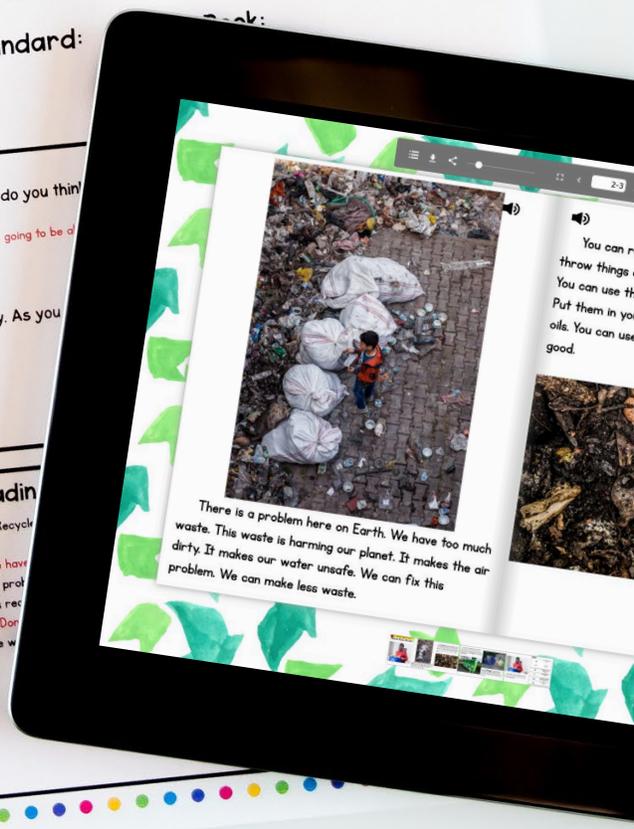
Focus Skill: \_\_\_\_\_ Standard: \_\_\_\_\_

**MON. Pre-Reading**  
 Build Schema: What do you think the text is about?  
 Example: I think this text is going to be about recycling the front cover.

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

NOTES:

**TUES. During Reading**  
 Students read page 2 of "Reduce, Reuse, Recycle" quietly. After everyone has read, ask:  
 1. What is the problem in the text? (We have too much waste.)  
 2. What does the author say about the problem?  
 Students read page 3 quietly. As students read, ask:  
 1. What can we do to reduce waste? (Don't throw things away.)  
 2. Do you think it's important to reduce waste?  
 NOTES:



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## 4. Fluency Checks (3 levels)

## 5. Printer Friendly Passages

- Included to help save paper & ink – use only if needed

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## 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."





## 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 these texts are about? What helped you make this prediction?

Example: I think this text is going to be about why you should recycle. I think this because there is a boy recycling on the front 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 page 2 of "Reduce, Reuse, Recycle" 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 problem in the text? (We have too much waste.)
2. What does the author say about the problem? (It makes the air dirty and the water unsafe.)

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

1. What can we do to reduce waste? (Don't throw things away, reuse things like banana peels and orange peels for other things.)
2. Do you think it's important to reduce waste? Why? (Answers will vary.)

NOTES:



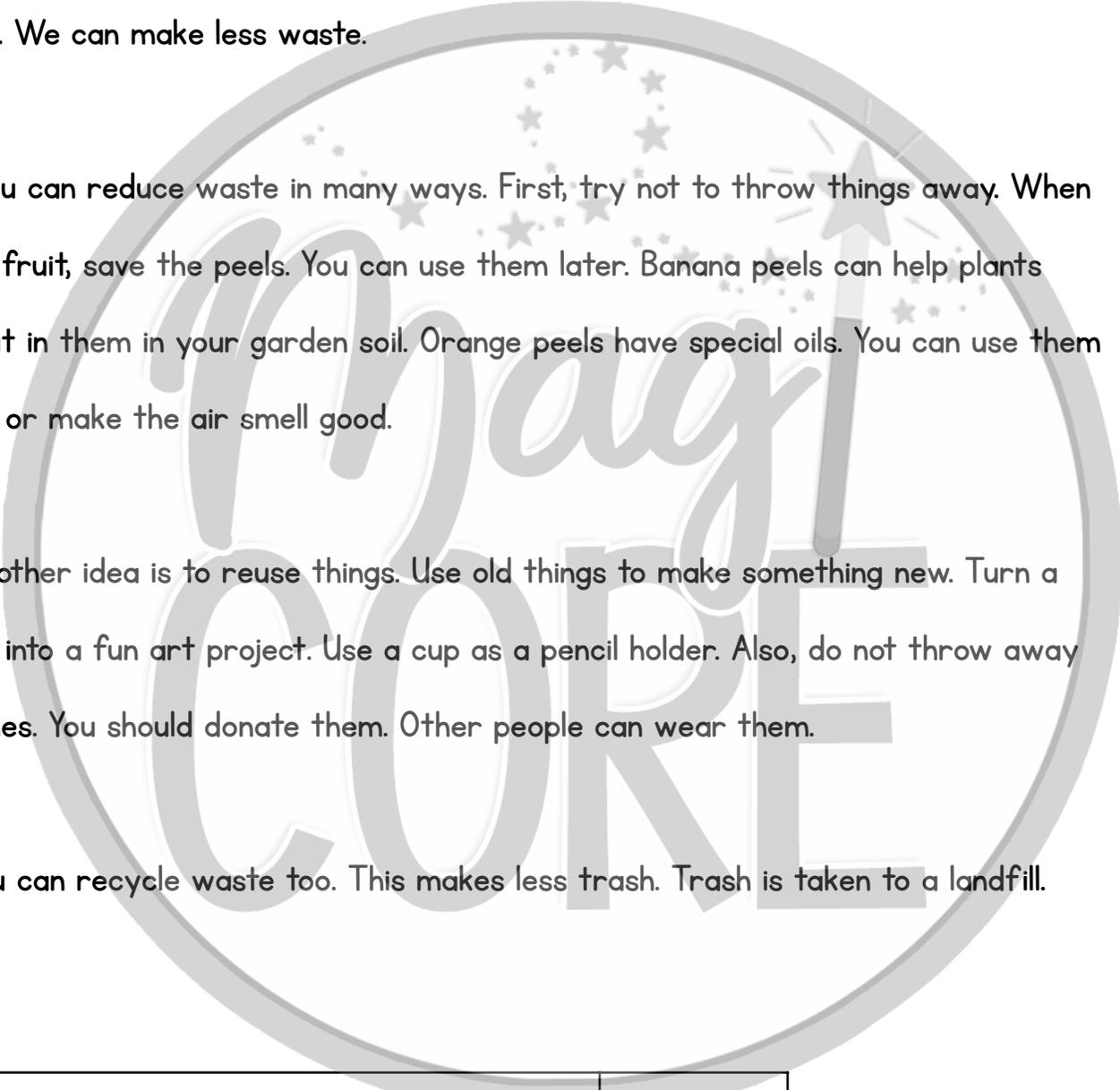
# Reduce, Reuse, Recycle

There is a problem here on Earth. We have too much waste. This waste is 15  
 harming our planet. It makes the air dirty. It makes our water unsafe. We can fix this 32  
 problem. We can make less waste. 38

You can reduce waste in many ways. First, try not to throw things away. When 53  
 you eat fruit, save the peels. You can use them later. Banana peels can help plants 69  
 grow. Put in them in your garden soil. Orange peels have special oils. You can use them 86  
 to clean or make the air smell good. 94

Another idea is to reuse things. Use old things to make something new. Turn a 109  
 shoebox into a fun art project. Use a cup as a pencil holder. Also, do not throw away 127  
 old clothes. You should donate them. Other people can wear them. 138

You can recycle waste too. This makes less trash. Trash is taken to a landfill. 153



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

FLUENCY COMPONENTS	
<input type="checkbox"/>	Rate
<input type="checkbox"/>	Accuracy
<input type="checkbox"/>	Punctuation
<input type="checkbox"/>	Expression



# Reduce, Reuse, Recycle

There is a problem here on Earth. We have too much **waste**. This waste is harming our planet. It makes the air dirty. It makes our water unsafe. We can fix this problem. We can make less waste.

You can **reduce** waste in many ways. First, try not to throw things away. When you eat fruit, save the peels. You can use them later. Banana peels can help plants grow. Put them in your garden soil. Orange peels have special oils. You can use them to clean or make the air smell good.

Another idea is to reuse things. Use old things to make something new. Turn a shoebox into a fun art project. Use a cup as a pencil holder. Also, do not throw away old clothes. You should **donate** them. Other people can wear them.

You can **recycle** waste too. This makes less trash. Trash is taken to a **landfill**. Put bottles and cans in a recycling bin. They will be recycled instead. They can be used to make new bottles and cans. We can use these new things.

You can reduce, reuse, and recycle. It will help the planet. Our water will be safer. There will be less waste. Try to get started today!



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 main topic of this text?

- a. Fruit peels can be used for gardening.
- b. There are ways to create less waste.
- c. Bottles and cans should be recycled.
- d. Cups make nice pencil holders.

2. Which sentence best explains why the author thinks this topic is important?

- a. Orange peels have special oils that you can use.
- b. You can turn a shoebox into a fun art project or use a cup as a pencil holder.
- c. We have too much waste, and it is harming our planet.
- d. They can be used to make new bottles and cans

3. What does it mean to reuse something?

- a. to use something old to make something new
- b. to use a lesser amount of something
- c. to keep something new for a long time
- d. to throw something old into a trash can

4. Read the sentence below.

There is a problem here on the planet Earth.

How does the author support this point in the text?

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5. Why should people reduce, reuse, and recycle? Give 2 reasons from the text. Think of one more reason on your own.

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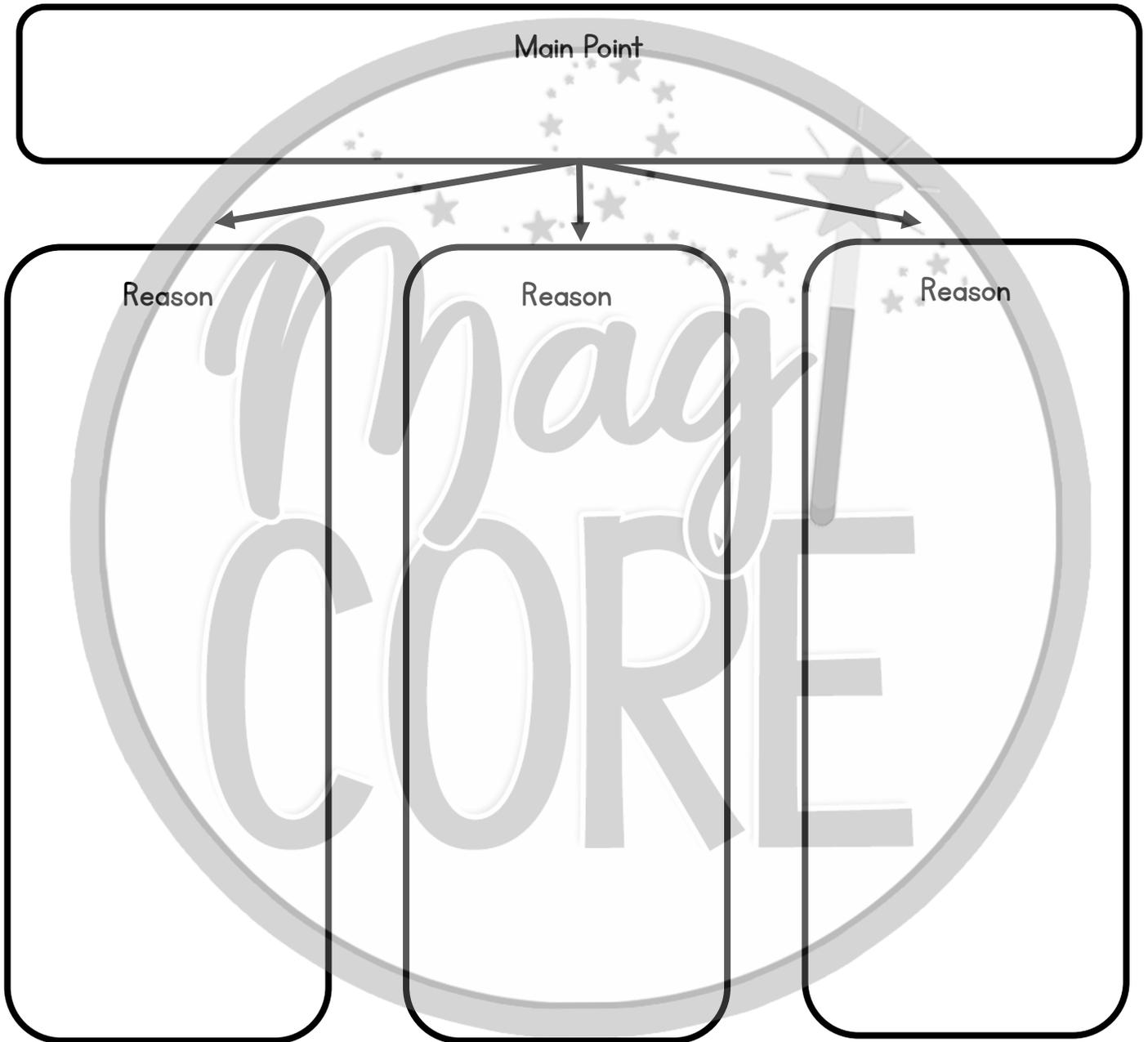




Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Reasons Support Points

**Directions:** Fill in the chart to show how author's use reasons to support their points.



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