

GUIDED READERS

Printable & Digital



2nd - 3rd
Grade



comprehend informational text

Comprehend Informational Text

Name: _____ Date: _____

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

Main Idea

Comprehend Informational Text

Name: _____ Date: _____

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

- What is this text mainly about?
 - easy dessert recipe
 - interesting ways to serve
 - fun ways to serve
 - reasons why people like
- Which dessert was created?
 - chocolate chip
 - cotton candy
 - doughnuts
 - fairy floss
- Which of these people created it?
 - Cotton candy
 - Ruth Wakefield
 - Gregory
 - John Amos
- What was the purpose of the text?

- Which of these is a fact?

READING SMALL GROUP PLANS

Students: _____

Focus Skill: _____

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wor

Picture Walk
 Oral Prediction
 Review vocabulary

NOTES:

TUES.

Students read page _____
read, ask:

- What is this text about?
- What are the main ideas?

Students read page _____
ask:

- What was written about _____?
- What did he/she say about _____?

NOTES:

Comprehension

- How did seahorses get their name?
 - Seahorses have a tail like a horse's
 - Seahorses swim like fish
 - Seahorses look like horses
 - Seahorses can breathe through their skin
- What is the main idea of the text?
 - Seahorses are fascinating
 - Seahorses eat small fish
 - Seahorses live in the ocean
 - Seahorses are a type of fish
- How are seahorses different from other fish?

- Read these sentences from the text.

Seahorses mainly eat small fish.

What does the word "mainly" mean?

 - humans
 - mammals
 - shells
 - animals
- What is the author's purpose?

680L Comprehension

Seahorses are fascinating animals that resemble a horse! They have a fascinating life.

DESCRIPTION

Seahorses are a type of fish. Not seahorses! They have a horse-like head. They are called seahorses. They have a body that is 54 different types of fish. They are as small as half an inch and most other species of fish. Seahorses have a fin on the side of their head. These fish swim very slowly. Seahorses live in shallow water surroundings.

HABITAT

Seahorses live in shallow tropical and mild climates. Seahorses are found in protected areas such as coral reefs.

DIET

Seahorses mainly eat small fish and shrimp. Camouflage helps hide them. Seahorses get close to their prey and use their snout to suck up the food.



of: _____



John C. Morton was a candymaker. His friend William Morrison was a dentist. They made a sugar-spinning machine. It made thin strings of sugar. They called it fairy floss. John and William wanted to sell it. They sold fairy floss at the St. Louis Fair in 1904. Many people loved it. Years later, it was known as cotton candy.



The chocolate chip cookie was invented in the 1930s. Ruth Wakefield was a baker. She liked baking cookies. One day, she wanted to try a new recipe. Ruth tried to make chocolate cookies. She put small pieces of chocolate in her cookie batter. She baked the cookies in the oven. The chocolate did not melt! There were chunks of chocolate in the cookies. This was the first chocolate chip cookie.



Name: _____ Date: _____

The Spectacular Seahorse

Unlike any other sea creature. They are an amazing fish that this spectacular fish not only looks different, but has a bony fish. Most fish have scales. Seahorses have a thin skin over their bony seahorses because they look like a neck, trunk, and tail. There are many different kinds of seahorses. They can be as small as 1/4 inch to as large as 14 inches. Unlike most fish, seahorses swim upright. They use their tail and two fins on the sides to help them swim. They can camouflage within their environment.



The Spiny Seahorse attached to coral

© Jule Barber

530L Comprehend Informational Text

Sweet Inventions



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

Main Idea

Detail

Main Idea

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

1. What is this text mainly about?
 - a. easy dessert recipes to try at home
 - b. interesting ways that desserts were invented
 - c. fun ways to serve desserts at parties
 - d. reasons why people should eat more dessert

2. Which dessert was created by mistake?
 - a. chocolate chip cookies
 - b. cotton candy
 - c. doughnuts
 - d. fairy floss

3. Which of these events happened first?
 - a. Cotton candy was sold at the St. Louis Fair.
 - b. Ruth Wakefield tried to make chocolate chip cookies.
 - c. Gregory Hanson was on a ship making fried cake.
 - d. John and William invented a sugar-spinning machine.

4. What was Captain Gregory Hanson's problem? How did he solve it?

5. Which dessert invention do you think was the most interesting? Why?

READING SMALL GROUP

Students: _____

Focus Skill: _____

Standard: _____

MON.

Pre-Reading

Build Schema: What do you think this text is about?

Example: I think this text is about how dessert was invented. The word "inventions" is in the title.

- Picture Walk
- Oral Predictions
- Review vocabulary in glossary. As you review each word, write a sentence using the word.

NOTES:

TUES.

During Reading

Students read page 2 quietly. As students read in their heads, rotate through the questions.

1. What is this text about? (Where desserts came from.)
 2. What are the 2 ways new desserts were made? (Some came from new inventions.)
- Students read page 3 quietly. As students read, select students to read aloud.
1. What was wrong with Gregory Hanson's cakes? (They were greasy.)
 2. What did he do about it? (He cut a hole in the middle of the cake.)

NOTES:

S Week of: _____

Think about your favorite dessert. Who invented it? How was it first made? You can read a book about it. You can learn about it on the Internet. You might find a sweet surprise.

Glossary	
invented	to think of, come up with, or create something new (page 2)
accident	an event that happens by chance (page 2)
raw	not cooked (page 3)
doughnuts	a circle shaped fried cake with a hole in the middle (page 3)
recipe	set of instructions for making food (page 5)
batter	a raw mixture of ingredients that is baked into a cake or bread (page 5)

530L Comprehend Informational Text

Sweet Inventions



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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 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."



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 how dessert was invented. I think this because it has desserts on the cover and the word "inventions" is in the title.

- 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. What is this text about? (*Where desserts came from.*)
2. What are the 2 ways new desserts were made? (*Some came from new ideas and some were made by accident.*)

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

1. What was wrong with Gregory Hanson's cakes? (*They were greasy, the edges were crisp and the centers were raw.*)
2. What did he do about it? (*He cut a hole in the middle of the cake.*)

NOTES:



Sweet Inventions

Everybody loves dessert. There are many sweet treats to enjoy. Have you ever wondered where they come from? Many desserts have a fun story. Some were invented from new ideas. Others were made by accident.

In 1847, Captain Gregory Hanson was on a ship. He was making fried cakes. Gregory did not like the cakes. He thought they were too greasy. The edges were crispy. The center was raw. Gregory had an idea. He cut a hole in the middle of the dough. He fried the cakes again. They were perfect! We now call these cakes doughnuts.

John C. Morton was a candymaker. His friend William Morrison was a dentist. They made a sugar-spinning machine. It made thin strings of sugar. They called it fairy floss. John and William wanted to sell it. They sold fairy floss at the St. Louis Fair in 1904. Many people loved it. Years later, it was known as cotton candy.

FLUENCY SCORE

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

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression



Sweet Inventions

Everybody loves dessert. There are many sweet treats to enjoy. Have you ever wondered where they come from? Many desserts have a fun story. Some were **invented** from new ideas. Others were made by **accident**.

In 1847, Captain Gregory Hanson was on a ship. He was making fried cakes. Gregory did not like the cakes. He thought they were too greasy. The edges were crispy. The center was **raw**. Gregory had an idea. He cut a hole in the middle of the dough. He fried the cakes again. They were perfect! We now call these cakes **doughnuts**.

John C. Morton was a candymaker. His friend William Morrison was a dentist. They made a sugar-spinning machine. It made thin strings of sugar. They called it fairy floss. John and William wanted to sell it. They sold fairy floss at the St. Louis Fair in 1904. Many people loved it. Years later, it was known as cotton candy.

The chocolate chip cookie was invented in the 1930s. Ruth Wakefield was a baker. She liked baking cookies. One day, she wanted to try a new **recipe**. Ruth tried to make chocolate cookies. She put small pieces of chocolate in her cookie **batter**. She baked the cookies in the oven. The chocolate did not melt! There were chunks of chocolate in the cookies. This was the first chocolate chip cookie.

Think about your favorite dessert. Who invented it? How was it first made? You can read a book about it. You can learn about it on the Internet. You might find a sweet surprise.

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

1. What is this text mainly about?

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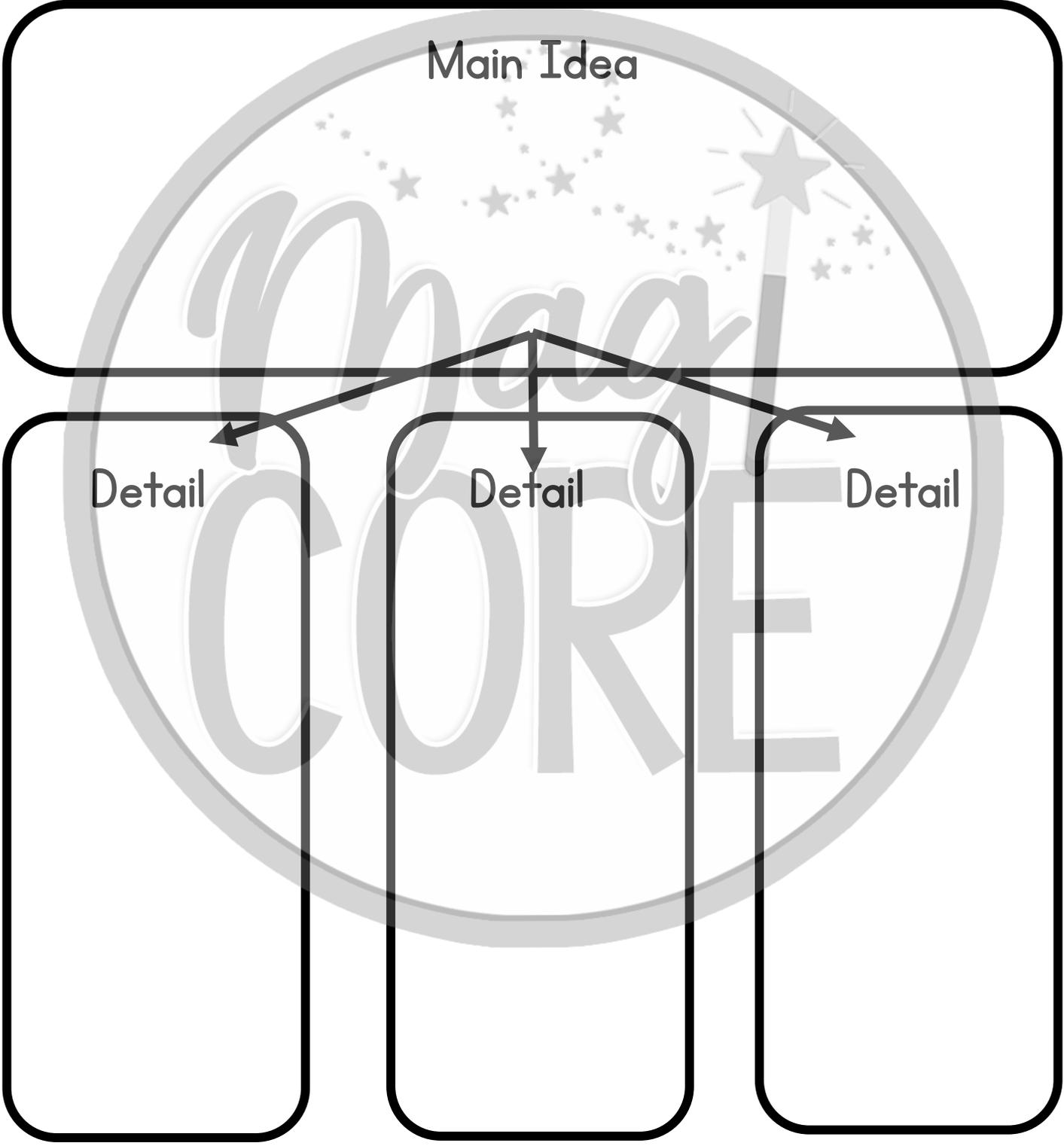
4. What was Captain Gregory Hanson's problem? How did he solve it?

5. Which dessert invention do you think was the most interesting? Explain.



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

Main Idea



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Good to Go



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