

GUIDED READERS

LEXILE
2nd

Grade



words & phrases

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:

Poem: The Fox's Foray

MON.

Pre-Reading

Build Schema: What do you think this poem is about? What helped you make this prediction?

Example: I think this story is about a fox. I think this because there is a fox on the 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 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. Who is the poem about? (The fox)
2. Where is the fox going? (To the farm)
3. How do the ducks and geese feel? (Nervous. We know that foxes eat ducks and geese.)

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

1. What did the fox do at the farm? (Took the goose and carried him over his neck.)
2. Let's retell what has happened in this story so far. (Have students volunteer to tell events. In the beginning, the fox is trotting to the farm, he has to go a long way. When he gets there the geese and ducks are nervous. The fox takes on of the geese and carries it away over his shoulder.)

NOTES:



Ship in the Sky

A curley headed kid with a sunshiny smile	8
Heard the roar of a plane as it sailed through the sky	20
To her playmates she said with a bright twinkling eye	30
My daddy rides that ship in the sky!	38
My daddy rides that ship in the sky	46
My daddy rides that ship in the sky	54
Mama's not afraid so neither am I	61
My daddy rides that ship in the sky.	69
A pug nose kid then kicked up his heel	78
Said my daddy works in the iron and the steel	88
If you're not afraid well neither am I	96
My daddy keeps your daddy up there so high.	105

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

FLUENCY COMPONENTS

- ☐ Rate
- ☐ Accuracy
- ☐ Punctuation
- ☐ Expression

Ship in the Sky

By: Woodie Guthrie

A curly headed kid with a sunshiny smile
Heard the **roar** of a plane as it sailed through the sky
To her playmates she said with a bright **twinkling** eye
My daddy rides that ship in the sky!

My daddy rides that ship in the sky
My daddy rides that ship in the sky
Mama's not afraid so neither am I
My daddy rides that ship in the sky.

A **pug** nose kid then kicked up his heel
Said my daddy works in the **iron** and the steel
If you're not afraid well neither am I
My daddy keeps your daddy up there so high.

My daddy keeps your daddy up there so high
My daddy keeps your daddy up there so high
If you're not afraid then neither am I
'Cause my daddy keeps your daddy up there so high.

A **freckle** face girl pinched her toe in the sand
Says my daddy works at the place where they land
So you tell your mama don't be afraid
'Cause my dad'll bring your daddy back home again.



Poem: Ship in the Sky

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 “ship in the sky”?

2. What 2 lines are repeated throughout the poem?

3. There are 3 children in the poem. What connects them all?

- a. Their dads are all friends
- b. They all go to the same school
- c. Their dads all work on airplanes
- d. Their moms are all friends

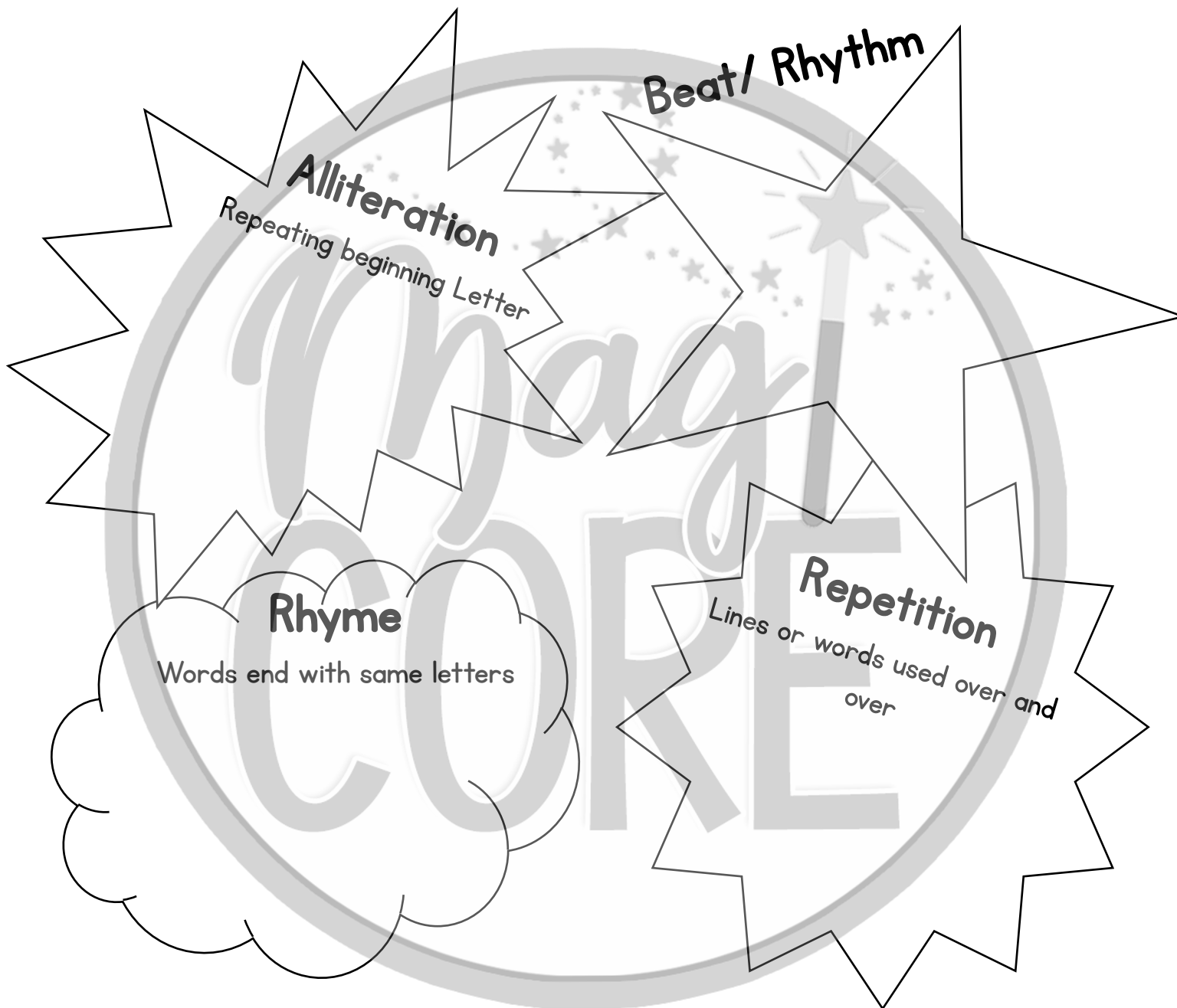
4. Why do you think the children in the poem keep talking about not being afraid? Use details from the text in your answer.

5. Write down all the pairs of rhyming words you see in the poem.

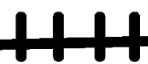


Poetry Language

Poem: _____



How does this language contribute to the meaning of the poem?



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Good to Go



Not O.K.

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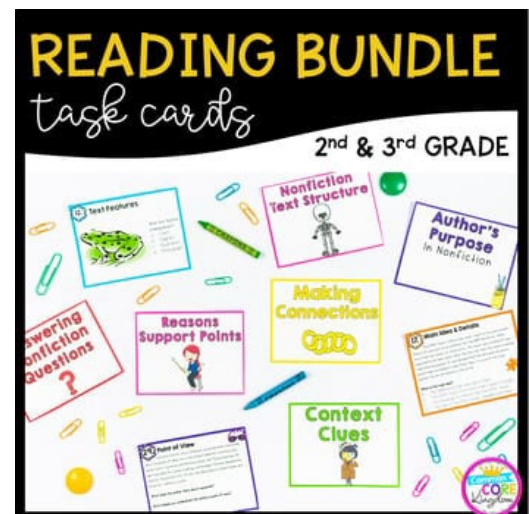


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julie@magicorelearning.com

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