GUIDED READERS
Printable & Digital

LEXILE®
2nd Grade



Magi CORE

Bundle

WHAT'S INCLUDED?

Each Guided Reading Unit Contains:

1. Lexile® Leveled Guided Readers (Differentiated at 3 Levels)
    - Digital Flipbook Versions
    - Printable Booklets
    - Google Slide Versions
    - Printer Friendly Versions
2. Guided Reading Overview
3. Recommended Oral Reading Rates
4. Small Group Plans
5. Fluency Checks (3 levels)
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.

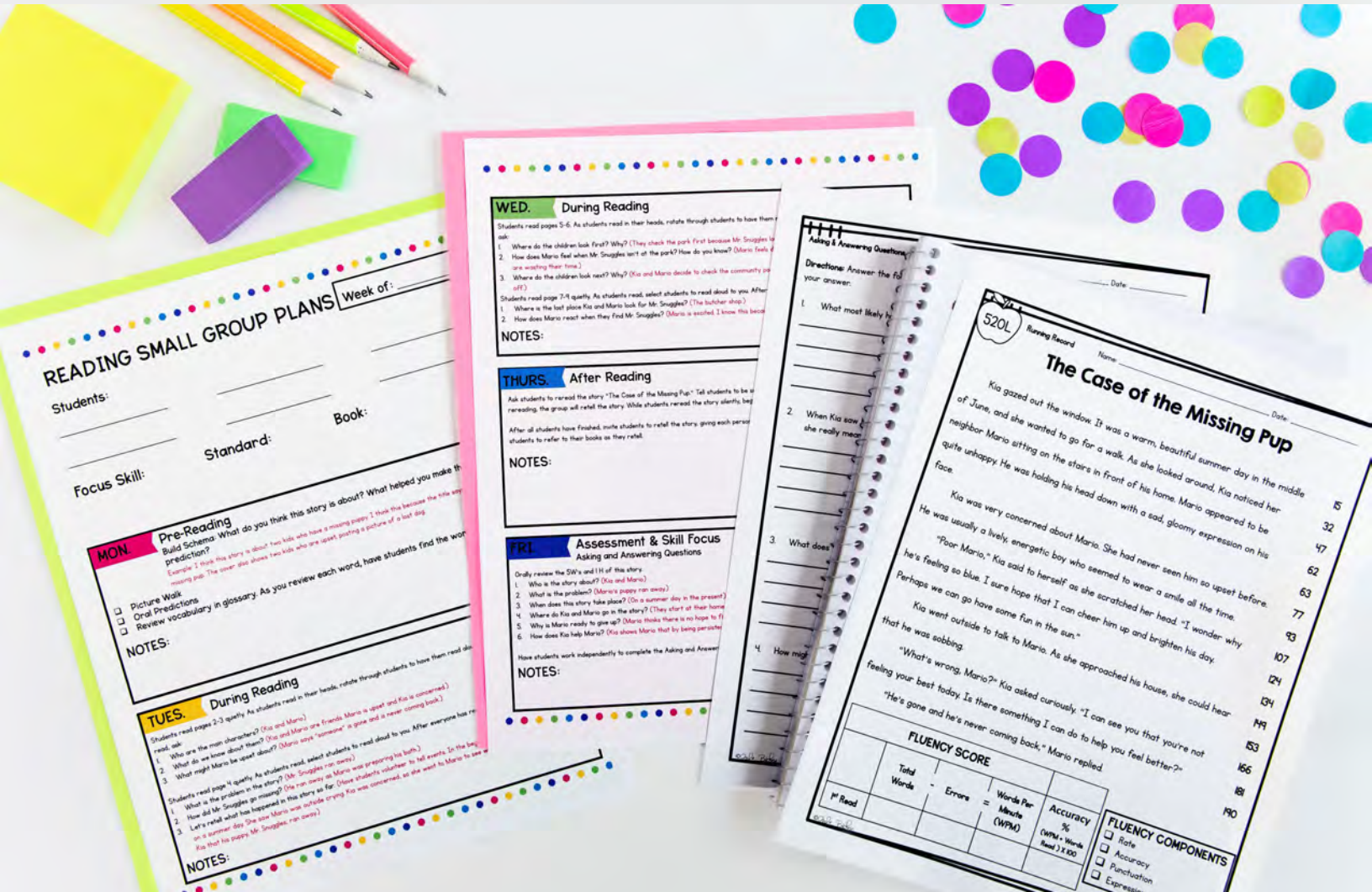
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for 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	N/A
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."


6-7 / 10
Mario started to feel discouraged. "Mr. Snuggles is not here," he sighed. "Maybe we're just wasting our time. I should go back home."
"Don't give up so easily," said Kia. "Let's think of more places where Mr. Snuggles could possibly be. I'm sure we will figure this out together. Two heads are better than one."
"Well, it is pretty warm outside today," said Mario. "Maybe Mr. Snuggles needed some relief from the heat."
"You're right," said Kia. "He probably went somewhere to cool off. Hmm. Where could he have gone?"
"I know!" shouted Mario. "We should check the community pool."
Kia and Mario dashed towards the community pool. They looked all around the pool area. There were many people swimming, splashing, and having fun–but there was no Mr. Snuggles. This made Mario even more doubtful about ever finding his beloved puppy.
"Thanks for trying to help me, Kia," said Mario. "But we'll never find Mr. Snuggles. I think he's gone forever."
"Never say never," Kia responded. "I have one more idea. I have a feeling that this one may work."
Asking & Answering Questions
520L
The Case of the Missing Pup


READING SMALL GROUP PLANS
Week of:
Students:
Book:
Standard:
Focus Skill:
MON. Pre-Reading
Build Schema: What do you think this story is about? What helped you make the prediction?
Picture Walk
Oral Predictions
Review vocabulary in glossary. As you review each word, have students find the word
NOTES:
TUES. During Reading
Students read pages 2-3 quietly. As students read in their heads, rotate through students to have them read aloud.
NOTES:
WED. During Reading
Students read pages 5-6. As students read in their heads, rotate through students to have them read aloud.
NOTES:
THURS. After Reading
Ask students to reread the story "The Case of the Missing Pup." Tell students to be
NOTES:
FRI. Assessment & Skill Focus
Asking and Answering Questions
NOTES:
Asking & Answering Questions
Directions: Answer the
Date:
520L
Running Record
Name:
The Case of the Missing Pup
Kia gazed out the window. It was a warm, beautiful summer day in the middle of June, and she wanted to go for a walk. As she looked around, Kia noticed her neighbor Mario sitting on the stairs in front of his home. Mario appeared to be quite unhappy. He was holding his head down with a sad, gloomy expression on his face.
Kia was very concerned about Mario. She had never seen him so upset before. He was usually a lively, energetic boy who seemed to wear a smile all the time.
"Poor Mario," Kia said to herself as she scratched her head. "I wonder why he's feeling so blue. I sure hope that I can cheer him up and brighten his day. Perhaps we can go have some fun in the sun."
Kia went outside to talk to Mario. As she approached his house, she could hear that he was sobbing.
"What's wrong, Mario?" Kia asked curiously. "I can see you that you're not feeling your best today. Is there something I can do to help you feel better?"
"He's gone and he's never coming back," Mario replied.
FLUENCY SCORE
Total Words - Errors = Words Per Minute (WPM)
Accuracy % (WPM ÷ Words Read) X 100
1st Read
FLUENCY COMPONENTS
Rate
Accuracy
Punctuation
Expression


Words & Phrases
Ship in the Sky
By: Woodie Guthrie
2-3
/ 7
A curley 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.


Compare and Contrast Different Versions of Same Story
Story Title:
Culture or Country:
Story Title:
Culture or Country:
Name:
Compare Versions
Compare Versions
700L
Blanca Flor
A Mexican Folktale (adapted version)
Compare Versions
700L
Snow White
By: The Grimm Brothers (adapted version)

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		



Lexile 480L

Character Point of View

A New Class Pet





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 need 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.



Making Connections

The Lost Island



Making Connections Name: _____ Date: _____

Cause and Effect

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

Cause	→	Effect
Cause	→	
Cause	→	




Context Clues
Name: _____ Date: _____
Context Clues
Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.
Word
Clues from the Text
Definition
720L
Context Clues
The Cutest Fox
Fennec foxes can adapt. They have many traits that help them in the desert. They have thick hair. It protects them. It warms their bodies on cold nights. It also protects them from the sun. They are nocturnal. They are awake at night. This helps them stay cool.
Finally, their feet help, too. Hairy feet protect them from the hot sand. The feet act like shovels. They dig often, making the underground dens where they live. Fennec foxes live in these dens in small communities. They eat what they can find. They eat plants, small animals, and reptiles.

READING SMALL GROUP PLANS

Week of: _____

Students:

_____ _____

_____ _____

SMALL GROUP PLANS

F 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:

550L Running Record Name: _____ Date: _____

The Nervous System

Ouch! Josh touched the hot stove. His finger turned red. Before he could even 14
think about what was happening, a sharp pain turned [illegible]ickly 27
pulled his hand away. 31

FLUENCY PASSAGES

[illegible]eaction to burning his finger was caused by his nervous system. This 44
system controls the body. It tells a person when to speak. It even tells them when 60
to breathe. The nervous system is made up of the brain, spinal cord, and nerves. 75
The spinal cord is a group of nerves that runs down the back. Nerves are gray 91
bundles. They look a bit like string. The bundles come out of the spinal cord and 107
branch out to other parts of the body. They are everywhere, from the top of the 123
head to the fingers and toes. 129

The nervous system carries signals from the brain to the body. You can think 143
of the brain as the control center. 150

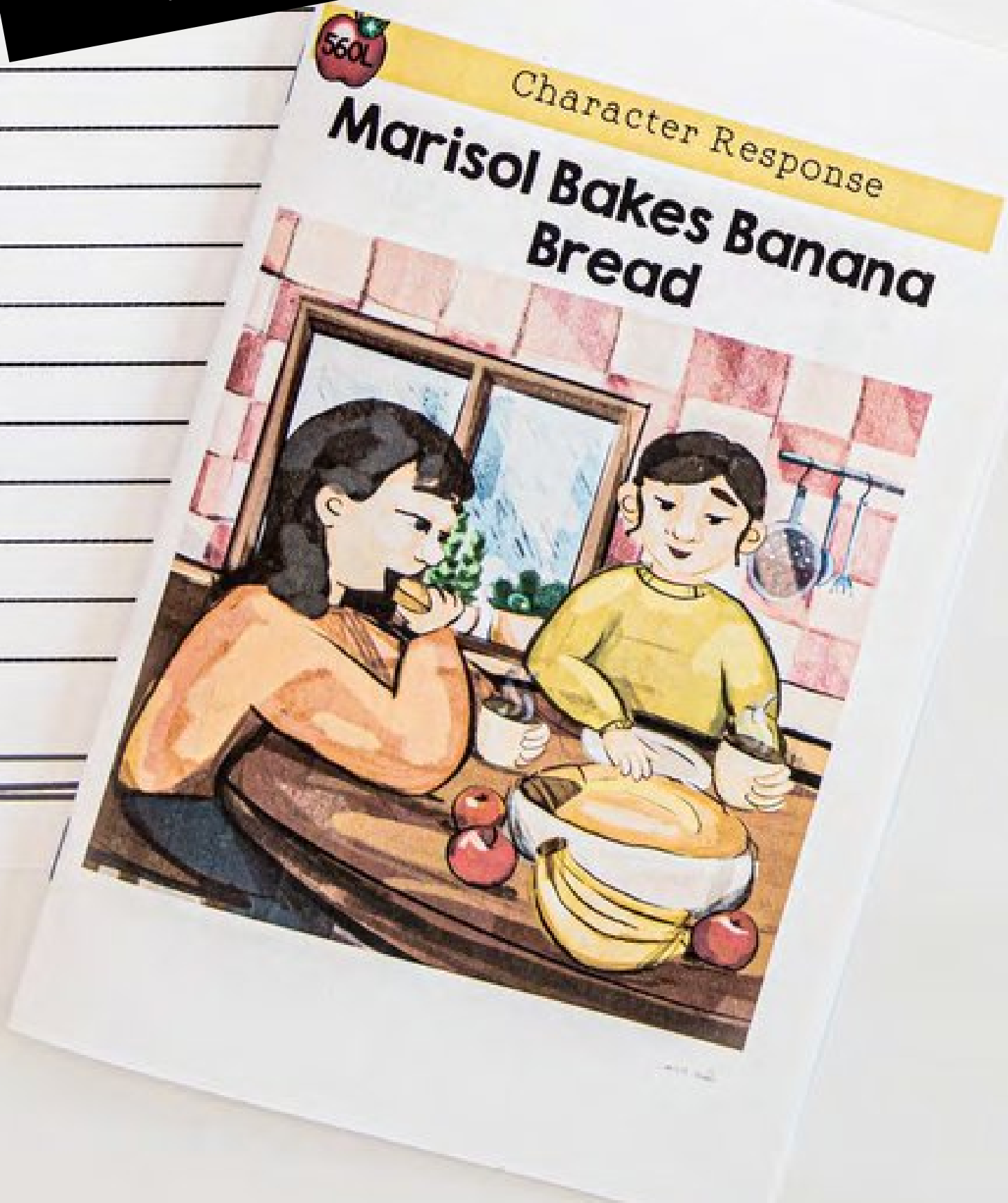
FLUENCY SCORE					
	Total Words	-	Errors	= Words Per Minute (WPM)	Accuracy % (WPM ÷ Words Read) X 100
1st Read					

FLUENCY COMPONENTS

- ❑ Rate
- ❑ Accuracy
- ❑ Punctuation
- ❑ Expression

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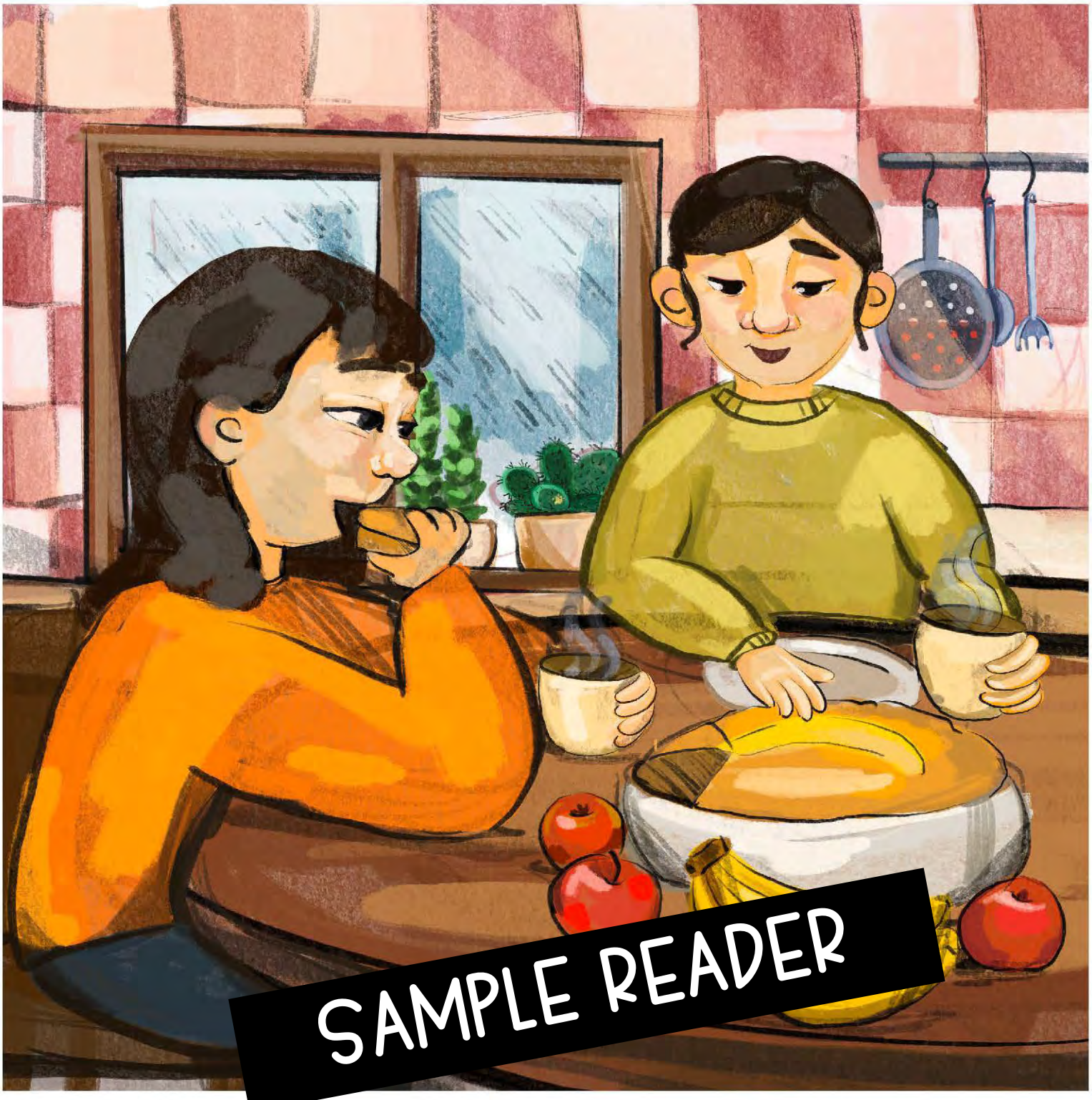
PRINTABLE READER BOOKLETS



560L

Character Response

Marisol Bakes Banana Bread



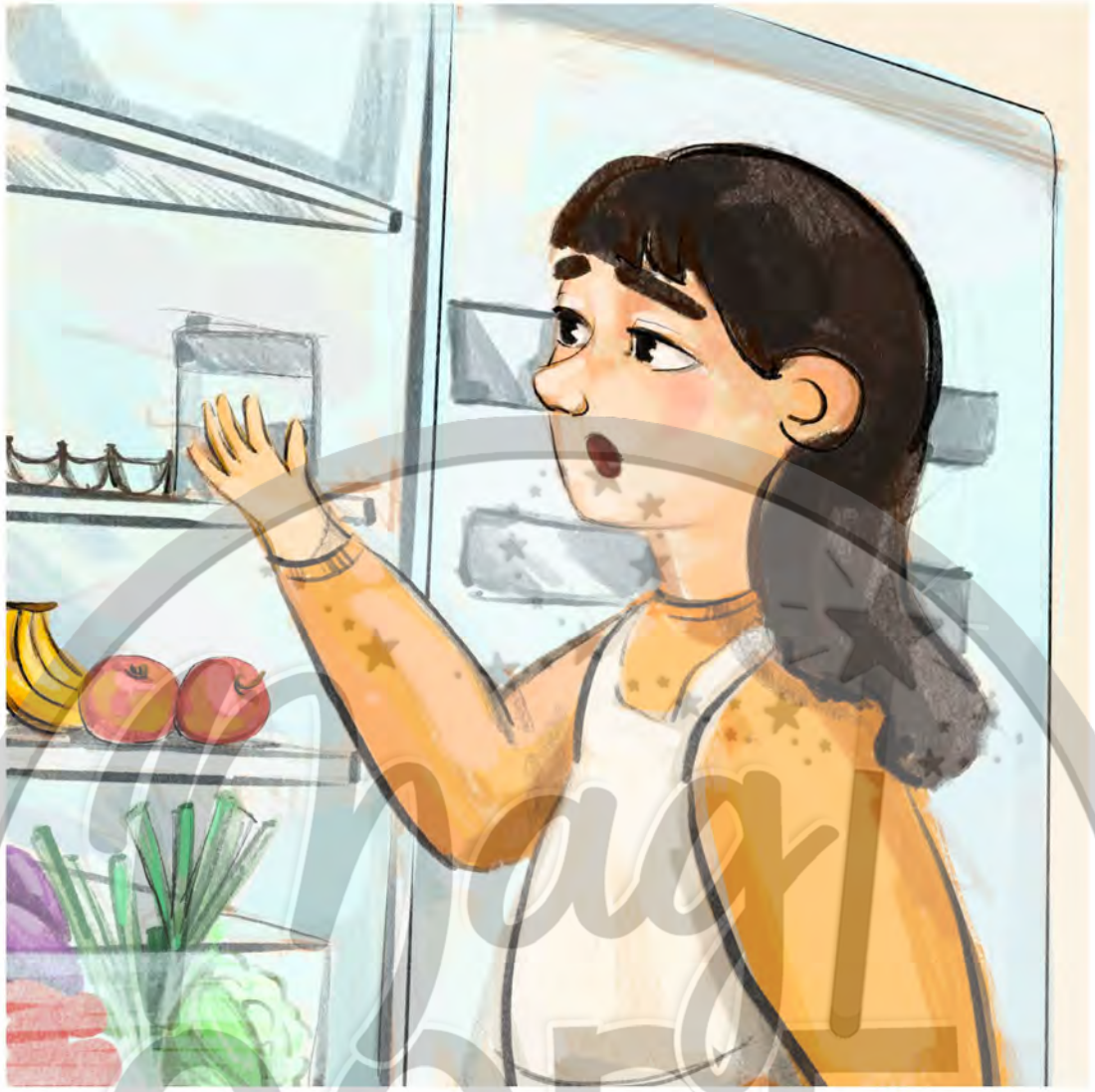
©



It was a rainy Saturday afternoon. Marisol was bored.

"Why don't you bake banana bread?" her mother said. "You can follow Nana Sofia's recipe."

"That's a good idea," Marisol said. She got her grandmother's recipe book. It had been a year since Nana Sofia died. Marisol missed baking with her.



"She always made **delicious** banana bread," Marisol remembered.

First, Marisol **gathered** all the ingredients in the recipe.

"I need bananas, flour, sugar, and eggs," Marisol said. She opened the fridge and looked inside.

"Oh no," Marisol said. "I need three eggs, but we only have one!"

Marisol didn't know what to do. Without enough eggs, the banana bread would taste too dry.

All of a sudden, thunder **boomed**. The rainstorm was getting bad. Marisol looked out the window. This gave her an idea. She could see her neighbor's chicken **coop**!

"Mrs. Kumar keeps chickens. She must have eggs," Marisol said. "Maybe she will let me borrow some!"



Quick as lightning, Marisol made a plan to go out in the rain. First, she found her raincoat and boots. Next, she **grabbed** an umbrella.

Outside, the wind almost knocked Marisol over. She had to hold on to the umbrella with both hands.

At last, she reached Mrs. Kumar's house and knocked on the door.

"Marisol, what are you doing out in the rain?" Mrs. Kumar asked.

"I'm baking banana bread, but I need more eggs," Marisol said. "May I borrow some from your chickens?"



"Of course!" Mrs. Kumar said. "I gathered lots of eggs before the rain started."



When Marisol got home, she was wet from head to toe.

"Where have you been?" Marisol's mother asked.

Marisol pulled four eggs out of her raincoat and **grinned**.

An hour later, Marisol was dry. But the banana bread was not. It tasted delicious. Just like Nana Sofia's!



Glossary

delicious	Tasting very good *(page 3)*
gathered	Pick up and put all together in a group *(page 3)*
boomed	Made a very loud noise *(page 4)*
coop	A small house for animals, usually chickens *(page 4)*
grabbed	Picked up very quickly *(page 5)*
grinned	Smiled *(page 6)*

Page CORE

DIGITAL FLIPBOOK READERS





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8
/ 8
Glossary
delicious
Tasting very good
(page 3)
gathered
Pick up and put all together in a group
(page 3)
boomed
Made a very loud noise
(page 4)
coop
A small house for animals, usually chickens
(page 4)
grabbed
Picked up very quickly
(page 5)
grinned
Smiled
(page 6)

Author's Purpose Name: _____ Date: _____

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

COMPREHENSION QUESTIONS

1. **What is the author's intent in this text?**
   a. to answer a question
   b. to entertain
   c. to explain
   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 most wants you to learn from the text? How does the image on the cover support this information? Give evidence from the text to support your answer.**

_____

_____

_____

_____

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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.

GRAPHIC ORGANIZERS

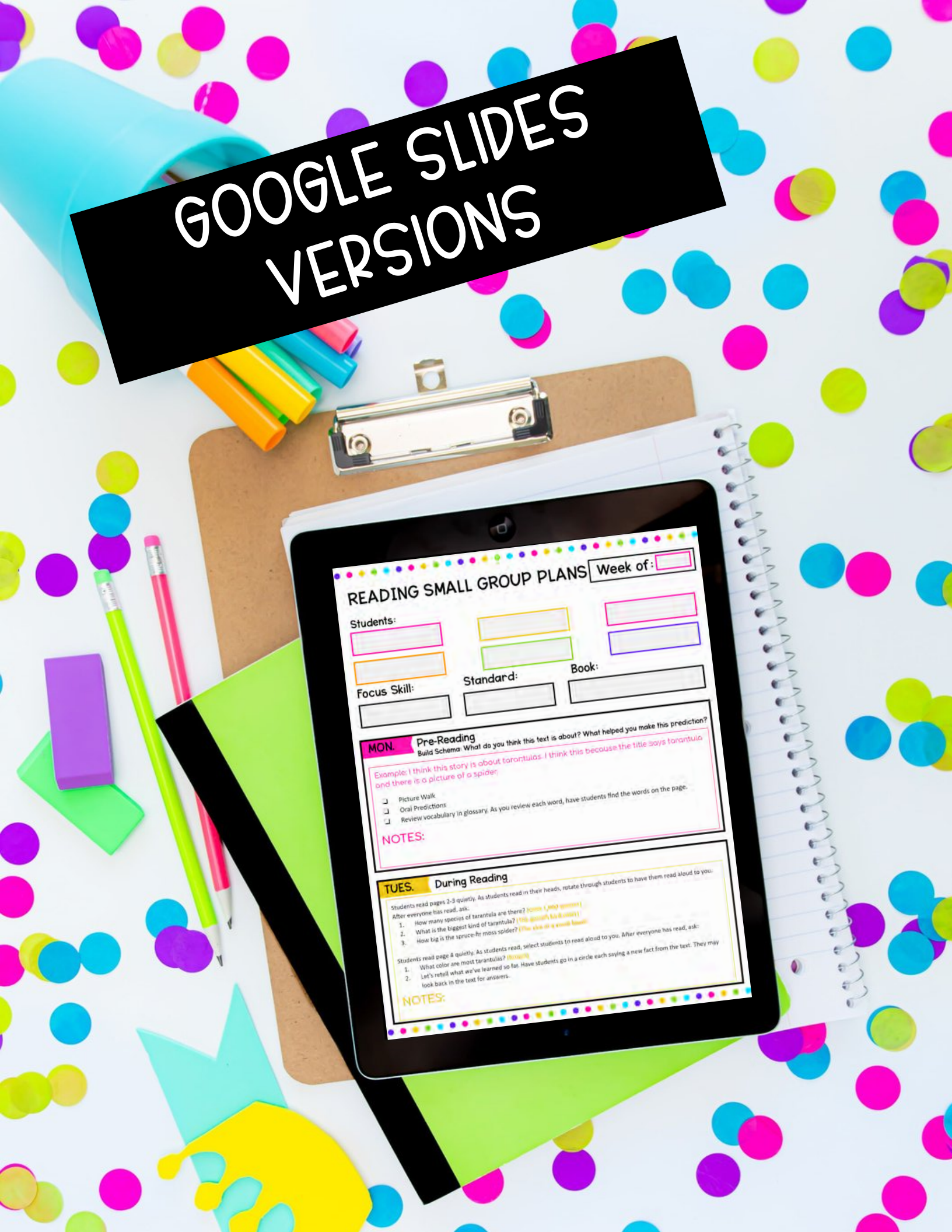
Text Evidence 2

Text Evidence 3

Author's Purpose

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GOOGLE SLIDES VERSIONS

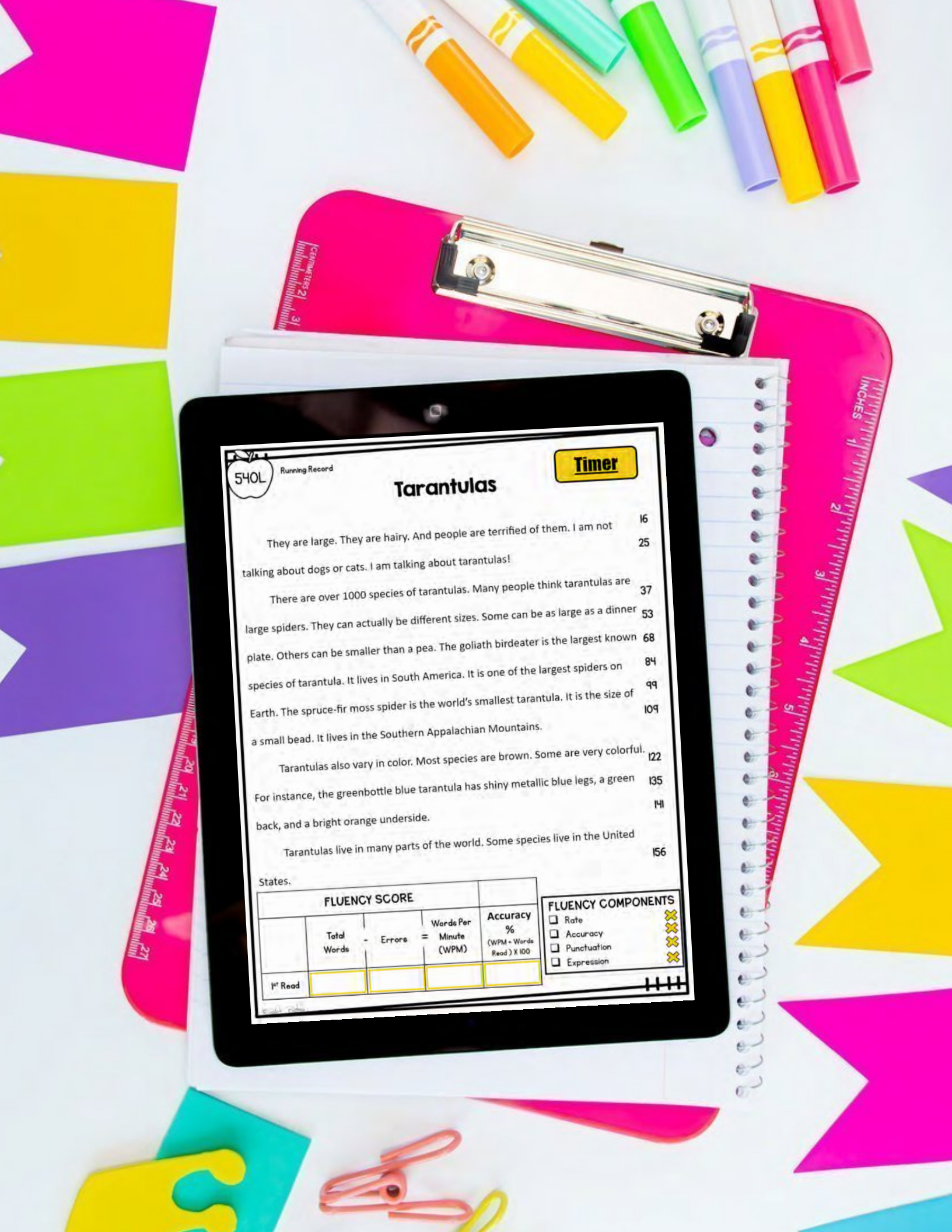


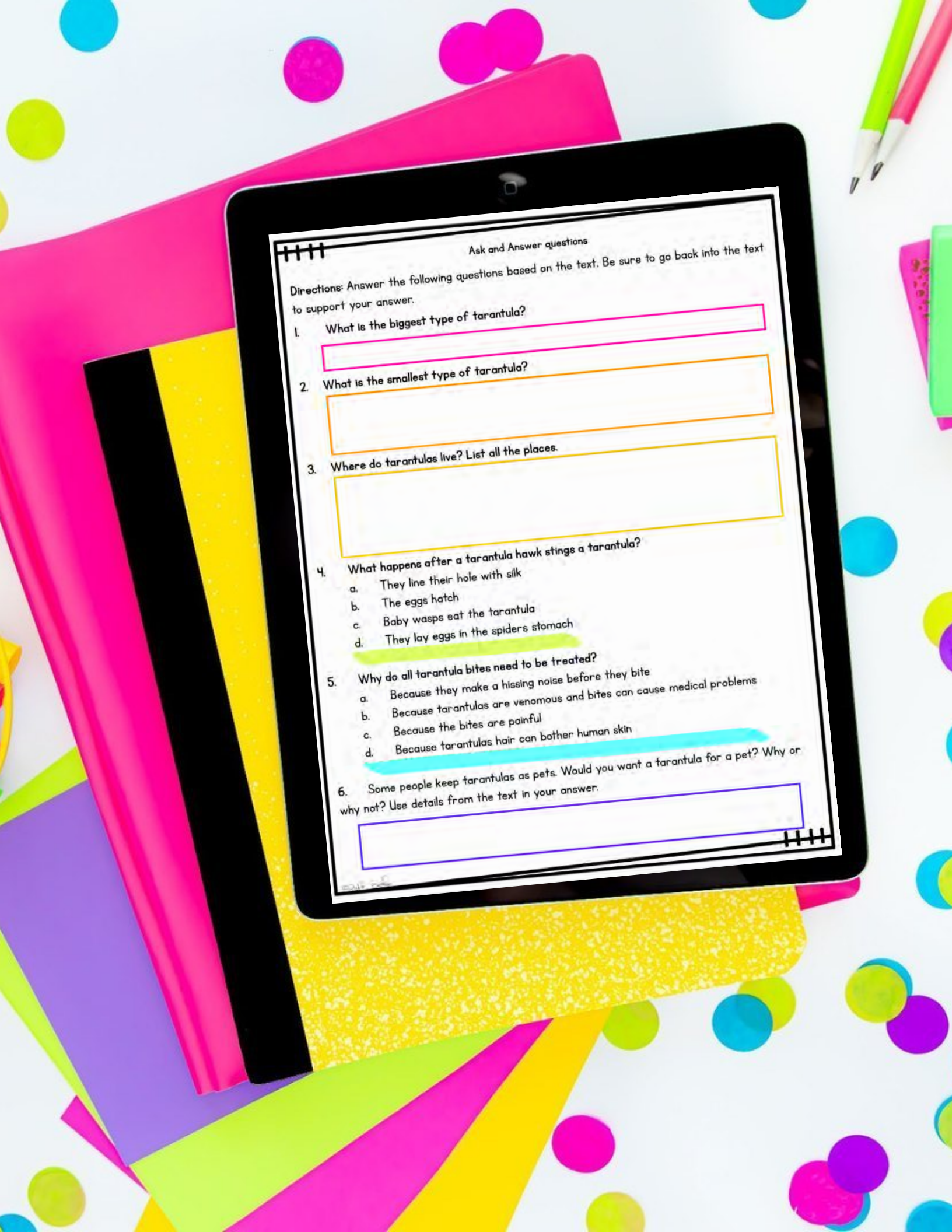


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540L
Running Record
Timer
Tarantulas
They are large. They are hairy. And people are terrified of them. I am not talking about dogs or cats. I am talking about tarantulas!
There are over 1000 species of tarantulas. Many people think tarantulas are large spiders. They can actually be different sizes. Some can be as large as a dinner plate. Others can be smaller than a pea. The goliath birdeater is the largest known species of tarantula. It lives in South America. It is one of the largest spiders on Earth. The spruce-fir moss spider is the world's smallest tarantula. It is the size of a small bead. It lives in the Southern Appalachian Mountains.
Tarantulas also vary in color. Most species are brown. Some are very colorful. For instance, the greenbottle blue tarantula has shiny metallic blue legs, a green back, and a bright orange underside.
Tarantulas live in many parts of the world. Some species live in the United States.
16
25
37
53
68
84
99
109
122
135
141
156
FLUENCY SCORE
Total Words
Errors
Words Per Minute (WPM)
Accuracy %
(WPM ÷ Words Read) X 100
1st Read
FLUENCY COMPONENTS
Rate
Accuracy
Punctuation
Expression



Ask and Answer questions

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 biggest type of tarantula?

2. What is the smallest type of tarantula?

3. Where do tarantulas live? List all the places.

4. What happens after a tarantula hawk stings a tarantula?
   a. They line their hole with silk
   b. The eggs hatch
   c. Baby wasps eat the tarantula
   d. They lay eggs in the spiders stomach

5. Why do all tarantula bites need to be treated?
   a. Because they make a hissing noise before they bite
   b. Because tarantulas are venomous and bites can cause medical problems
   c. Because the bites are painful
   d. Because tarantulas hair can bother human skin

6. Some people keep tarantulas as pets. Would you want a tarantula for a pet? Why or why not? Use details from the text in your answer.


Ask and Answer Questions
Questions
Directions: Write a question about the text that starts with each question word. Then answer the question.
Who?
(Pg. #)
Where?
(Pg. #)
When?
(Pg. #)
What?
(Pg. #)
Why?
(Pg. #)
How?
(Pg. #)

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