GUIDED READERS
Printable & Digital

LEXILE®
3rd
Grade



Mag CORE

Bundle

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.

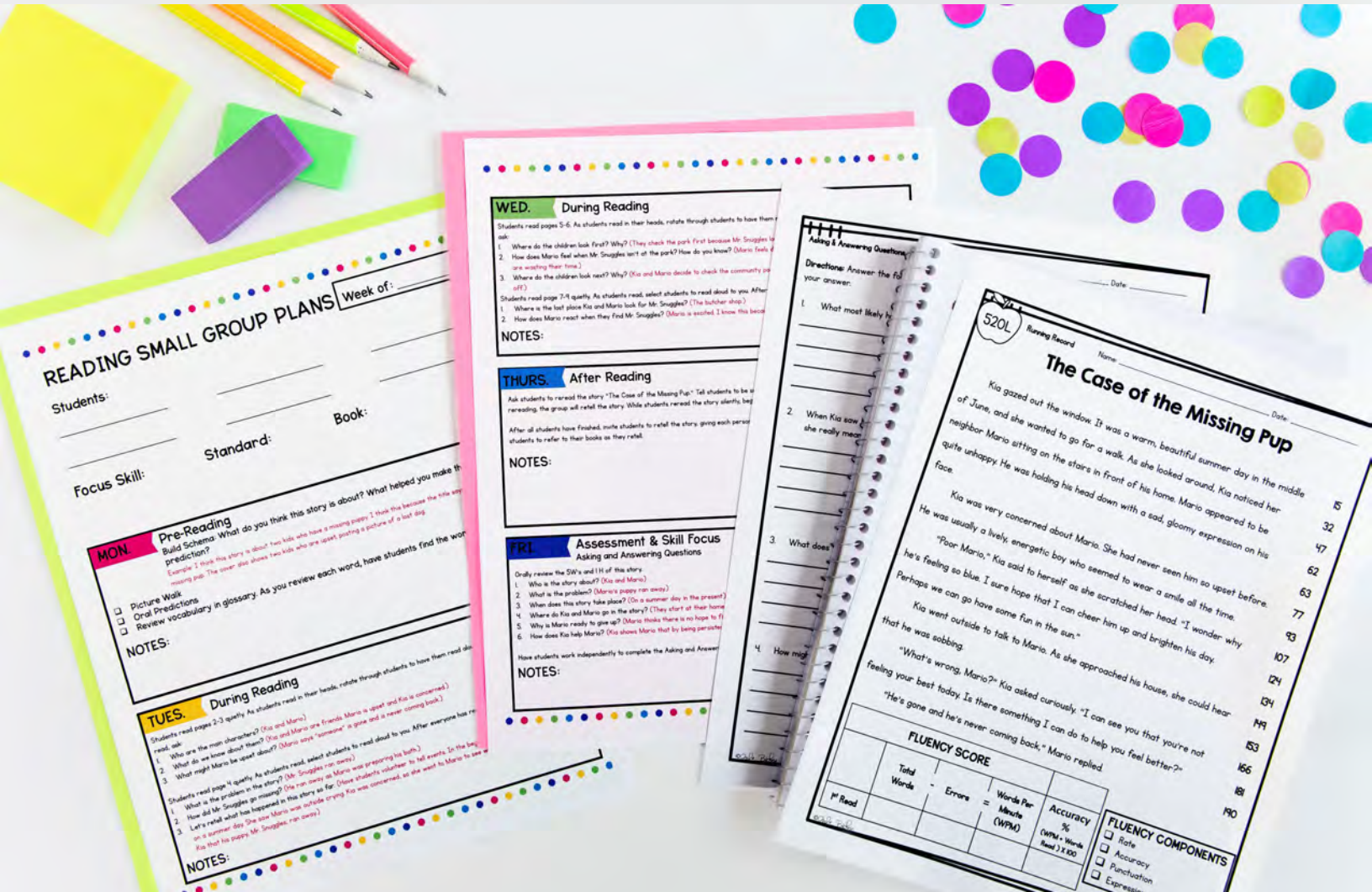
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for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

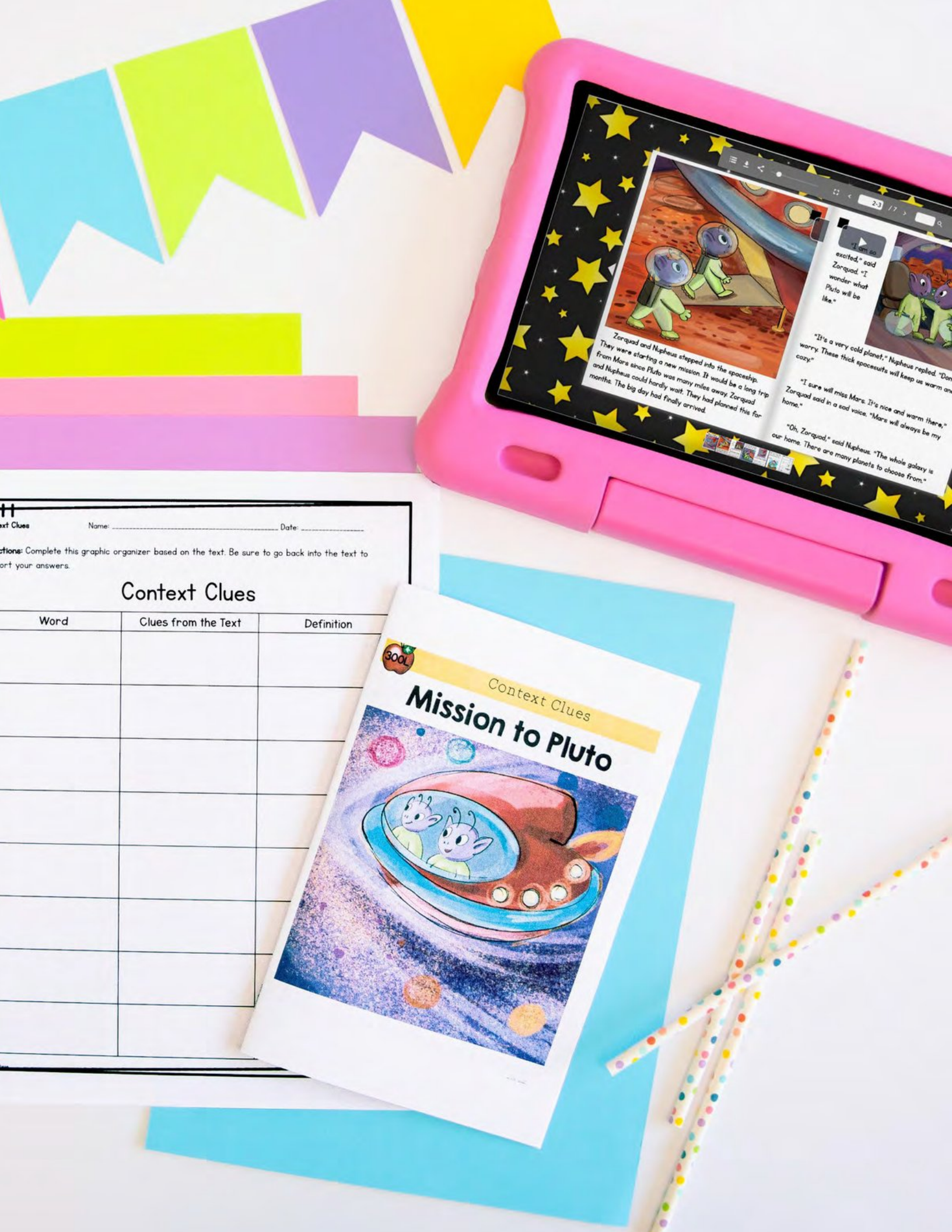
Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

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."

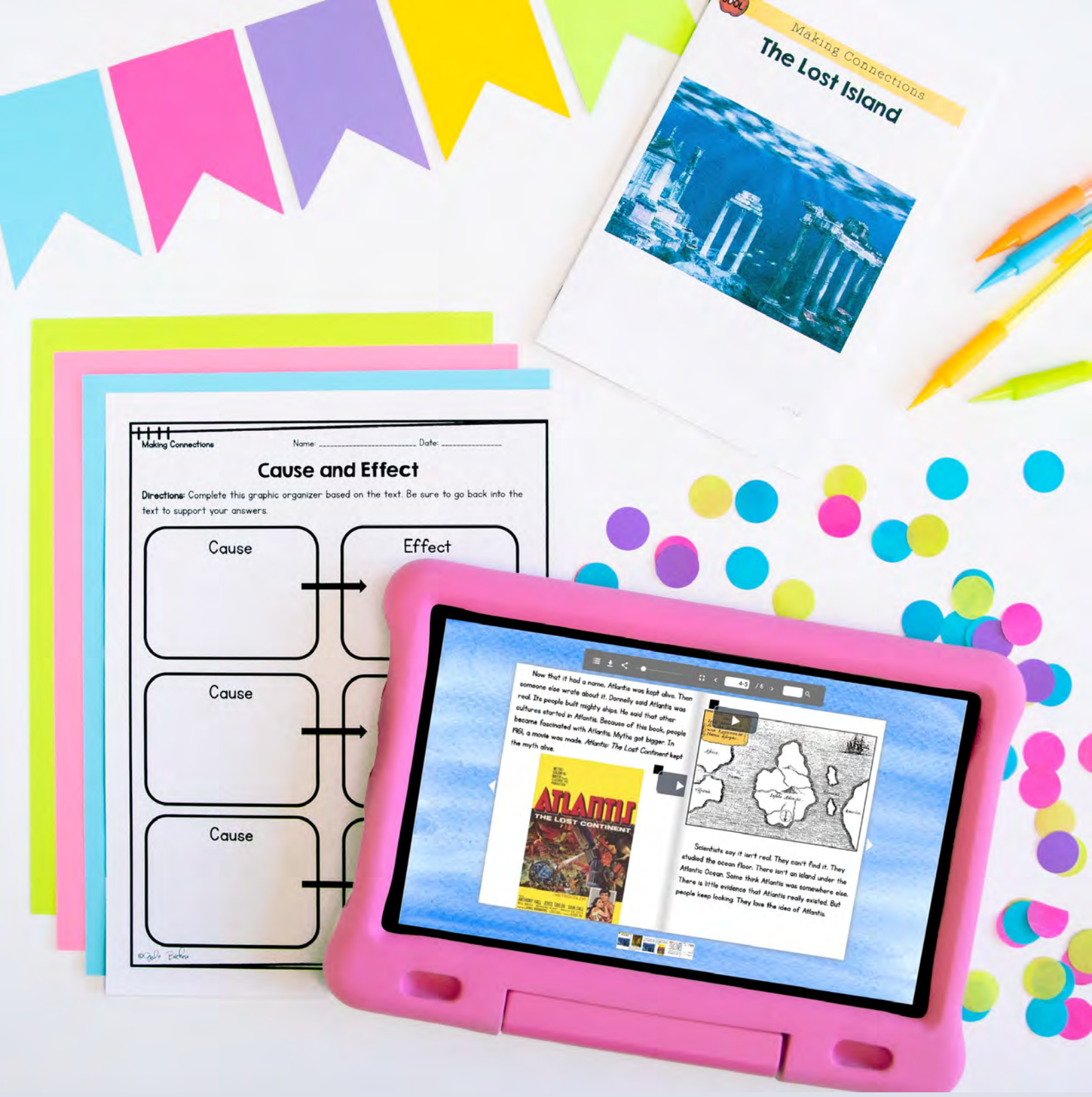

6-7 / 10
Mario started to feel discouraged. "Mr. Snuggles is not here," he sighed. "Maybe we're just wasting our time. I should go back home."
"Don't give up so easily," said Kia. "Let's think of more places where Mr. Snuggles could possibly be. I'm sure we will figure this out together. Two heads are 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

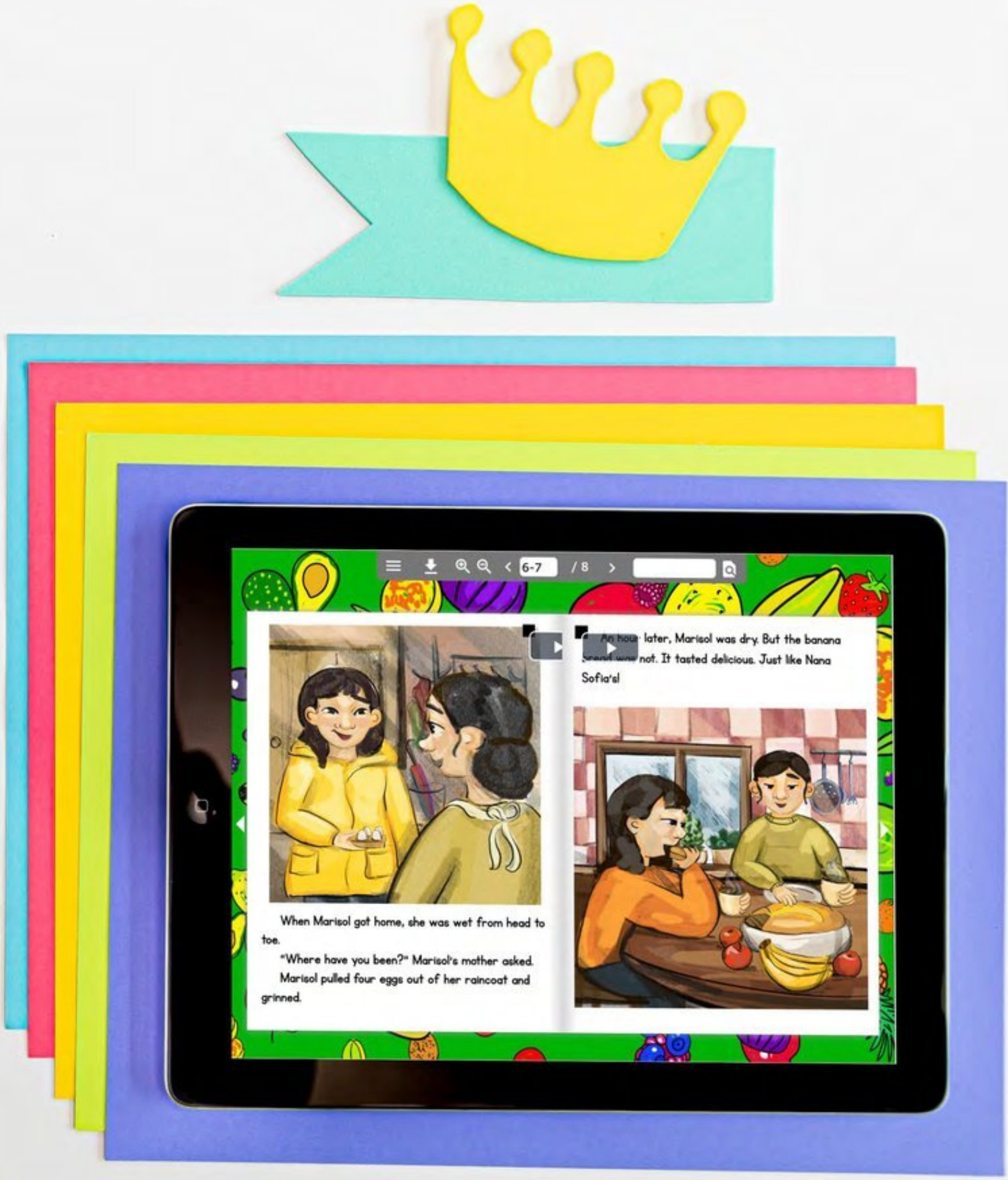

Zorquad and Nupheus stepped into the spaceship. They were starting a new mission. It would be a long trip from Mars since Pluto was many miles away. Zorquad and Nupheus could hardly wait. They had planned this for months. The big day had finally arrived.
excited," said Zorquad. "I wonder what Pluto will be like."
"It's a very cold planet," Nupheus replied. "Don
worry. These thick spacesuits will keep us warm an
cozy."
"I sure will miss Mars. It's nice and warm there," Zorquad said in a sad voice. "Mars will always be my home."
"Oh, Zorquad," said Nupheus. "The whole galaxy is our home. There are many planets to choose from."
xt Clues
Name: _____ Date: _____
ctions: Complete this graphic organizer based on the text. Be sure to go back into the text to ort your answers.
Context Clues
Word
Clues from the Text
Definition
300L
Context Clues
Mission to Pluto


Compare Stories
Tale of Pete
Rabbit
By: Beatrix Potter (adapted versi
Compare Stories
520L
The Tale of
Benjamin Bunny
By: Beatrix Potter (adapted version)
Compare and Contrast Stories wit
Author
Date:
Story Title:
Culture or Country:
Story Title:
Culture or Country:
2-3 / 10
There were four little rabbits. Their names were Flopsy, Mopsy, Cottontail, and Peter. They lived with their mother in a sandbank. It was underneath a very big fir tree.
"Listen, my dears," said Mrs. Rabbit, "you may go into the fields. You may go down the lane. But don't go into Mr. McGregor's garden. Your father had an accident there. Now run along, and don't get into mischief. I am going to the store."
Then, Mrs. Rabbit took a basket and her umbrella. She went to the bakery. She bought brown bread and currant buns.
Flopsy, Mopsy, and Cottontail were good little bunnies. They went down the lane to gather blackberries. But Peter was very naughty. He ran to Mr. McGregor's garden. He squeezed right under the gate!


Character Point of View
A New Class Pet
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
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 had 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
Now that it had a name, Atlantis was kept alive. Then someone else wrote about it. Donnelly said Atlantis was real. Its people built mighty ships. He said that other cultures started in Atlantis. Because of this book, people became fascinated with Atlantis. Mythe got bigger. In 1961, a movie was made. Atlantis: The Lost Continent kept the myth alive.
ATLANTIS
THE LOST CONTINENT
Scientists say it isn't real. They can't find it. They studied the ocean floor. There isn't an island under the Atlantic Ocean. Some think Atlantis was somewhere else. There is little evidence that Atlantis really existed. But people keep looking. They love the idea of Atlantis.


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.


6-7
/ 8
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.
later, Marisol was dry. But the banana
not. It tasted delicious. Just like Nana
Sofia's!

560L

Character Response

Marisol Bakes Banana Bread



560L

Character Response

Marisol Bakes Banana Bread

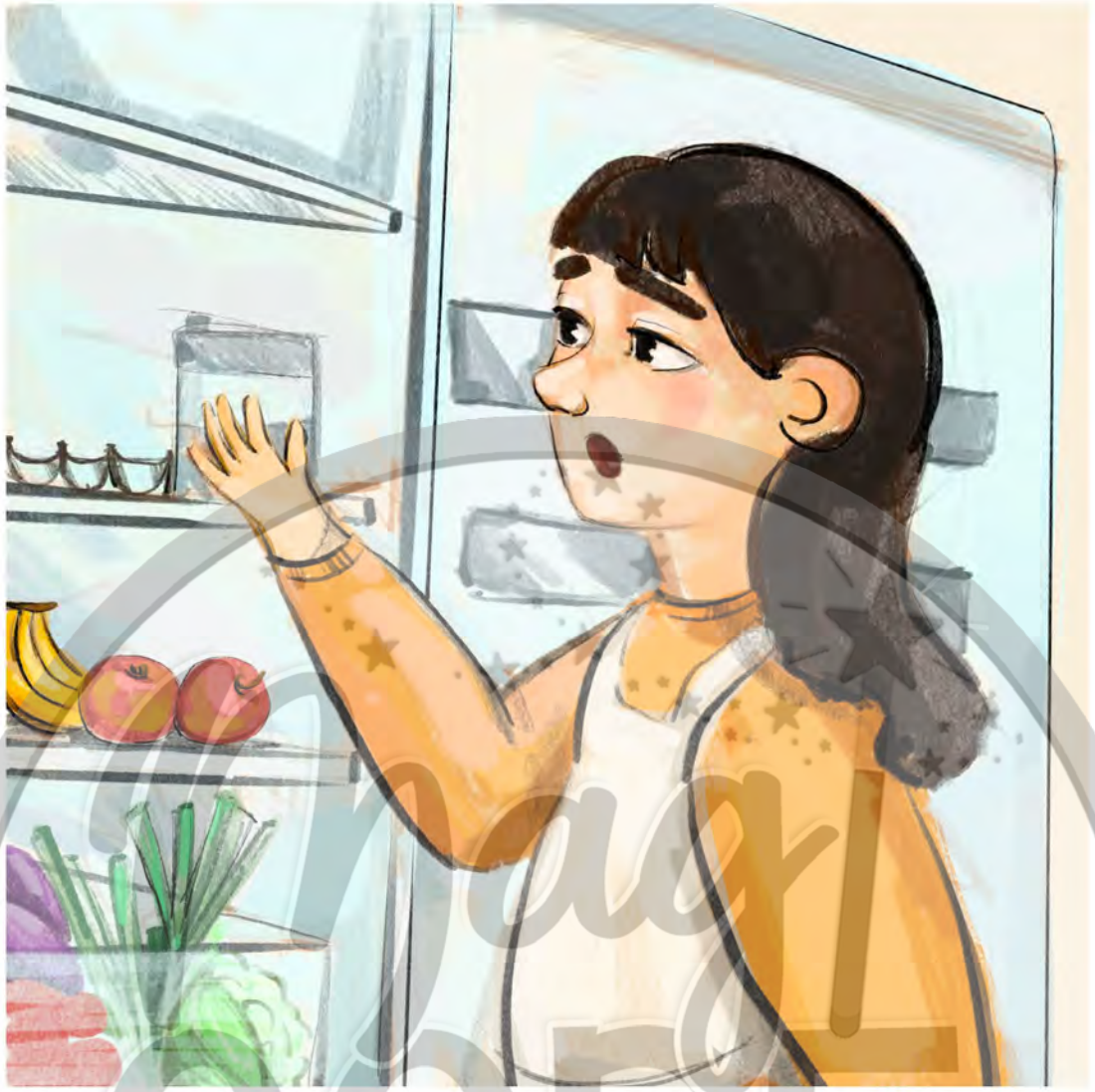




It was a rainy Saturday afternoon. Marisol was bored.

"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


1 / 8
Character Response
560L
Marisol Bakes Banana Bread



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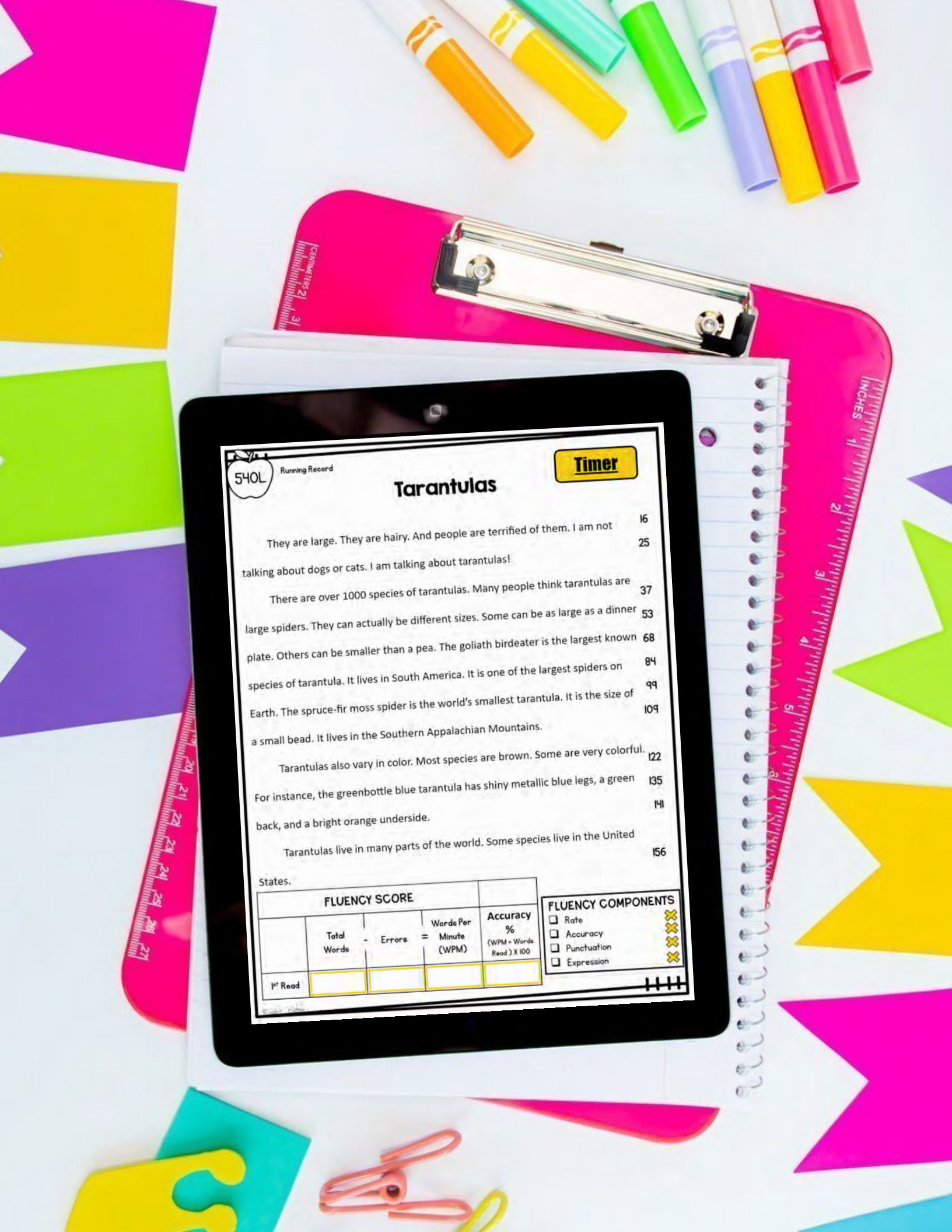
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8
/ 8
Glossary
delicious
Tasting very good
(page 3)
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Pick up and put all together in a group
(page 3)
boomed
Made a very loud noise
(page 4)
coop
A small house for animals, usually chickens
(page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


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 story is about tarantulas. I think this because the title says tarantula and there is a picture of a spider.
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. How many species of tarantula are there?
2. What is the biggest kind of tarantula?
3. How big is the spruce-fir moss spider?
Students read page 4 quietly. As students read, select students to read aloud to you. After everyone has read, ask:
1. What color are most tarantulas?
2. Let's retell what we've learned so far. Have students go in a circle each saying a new fact from the text. They may look back in the text for answers.
NOTES:

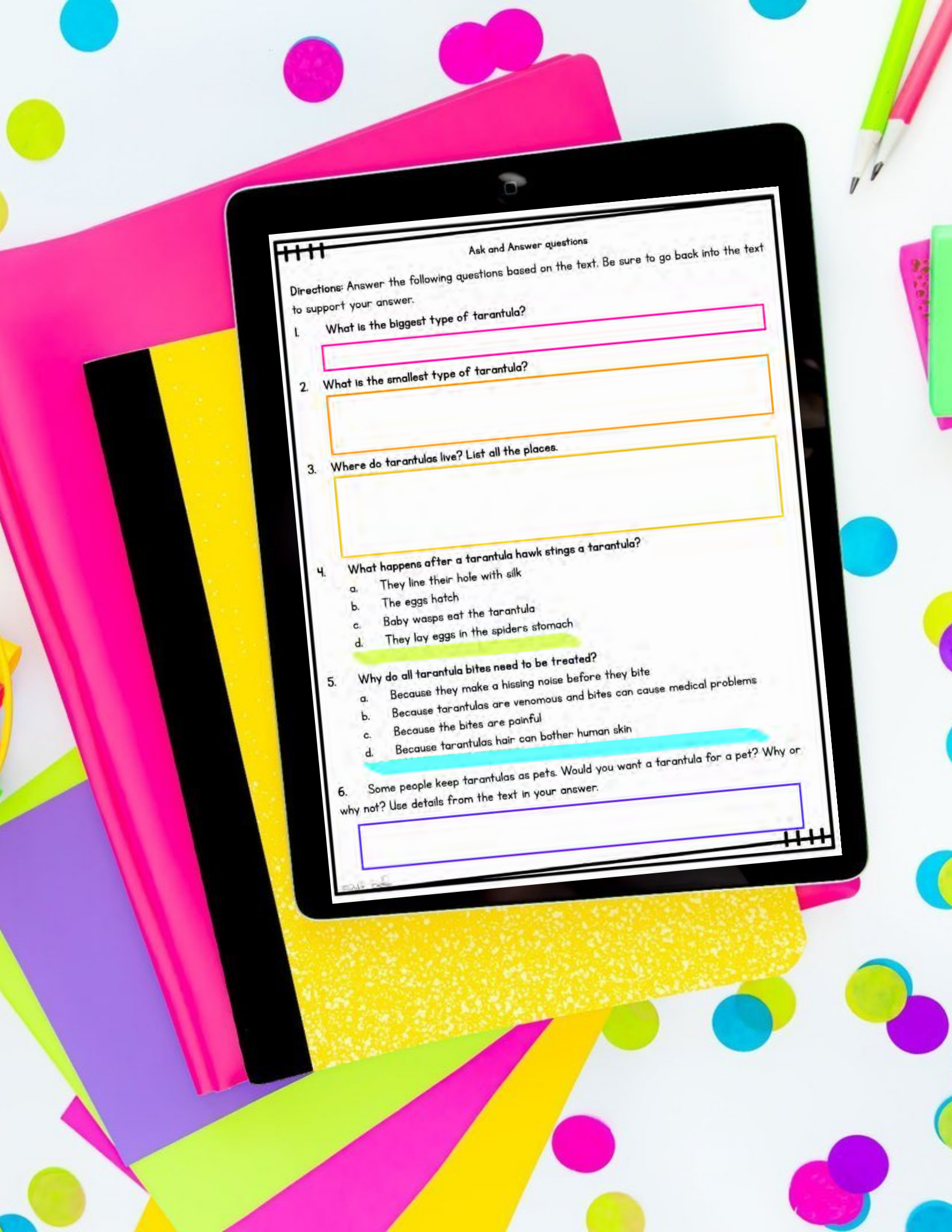

540L
Running Record
Timer
Tarantulas
They are large. They are hairy. And people are terrified of them. I am not talking about dogs or cats. I am talking about tarantulas!
There are over 1000 species of tarantulas. Many people think tarantulas are large spiders. They can actually be different sizes. Some 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



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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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