FICTION | 2ND GRADE | RL.2.3

CHARACTERS & CHALLENGES

LEXILE

TRUSTED BY OVER 2,000 TEACHERS

Characters and Challenges

Answer the following questions. Underline the text evidence in the color shown.

1. Who is the main character? Joy

2. What problem does the main character face?
Sara doesn't like Joy.
friends are being mean to her.
et an invitation to Sara's party.
she can't have a birthday party.

after the problem occurs?

700L

Characters and Challenges Name: Date:

Birthday Party Upset

It was just an average day at school. Mrs. Beckett's second graders entered their classroom with their usual enthusiastic chatter. Joy sat down at her desk and began her morning work. Joy was a good student who always completed her assignments and paid attention to her teacher.

Suddenly, Joy noticed that the chatter in the classroom had gotten louder, so she glanced up from her work. She observed a girl in her class named Sara passing out envelopes to some of the girls. The girls opened the envelopes in

heart sink. What was in the envelopes that Sara

receive one?

Feel

Joy felt her heart sink.

Joy felt very left out.

Major Events and Cha

Major Event or Challenge

problem the

ter far s

To deter

ever

Name: Date:

ST: School Bus Bully

and from school every day. She hated riding

lder kids always bullied the younger kids.

taunted. They were called babies. Some of

of the big bullies, stole Taylor's friend Natalie's

ch and ate her cookies. She threw everything else

as in tears because she had no lunch. Taylor had

other first and second graders that they needed

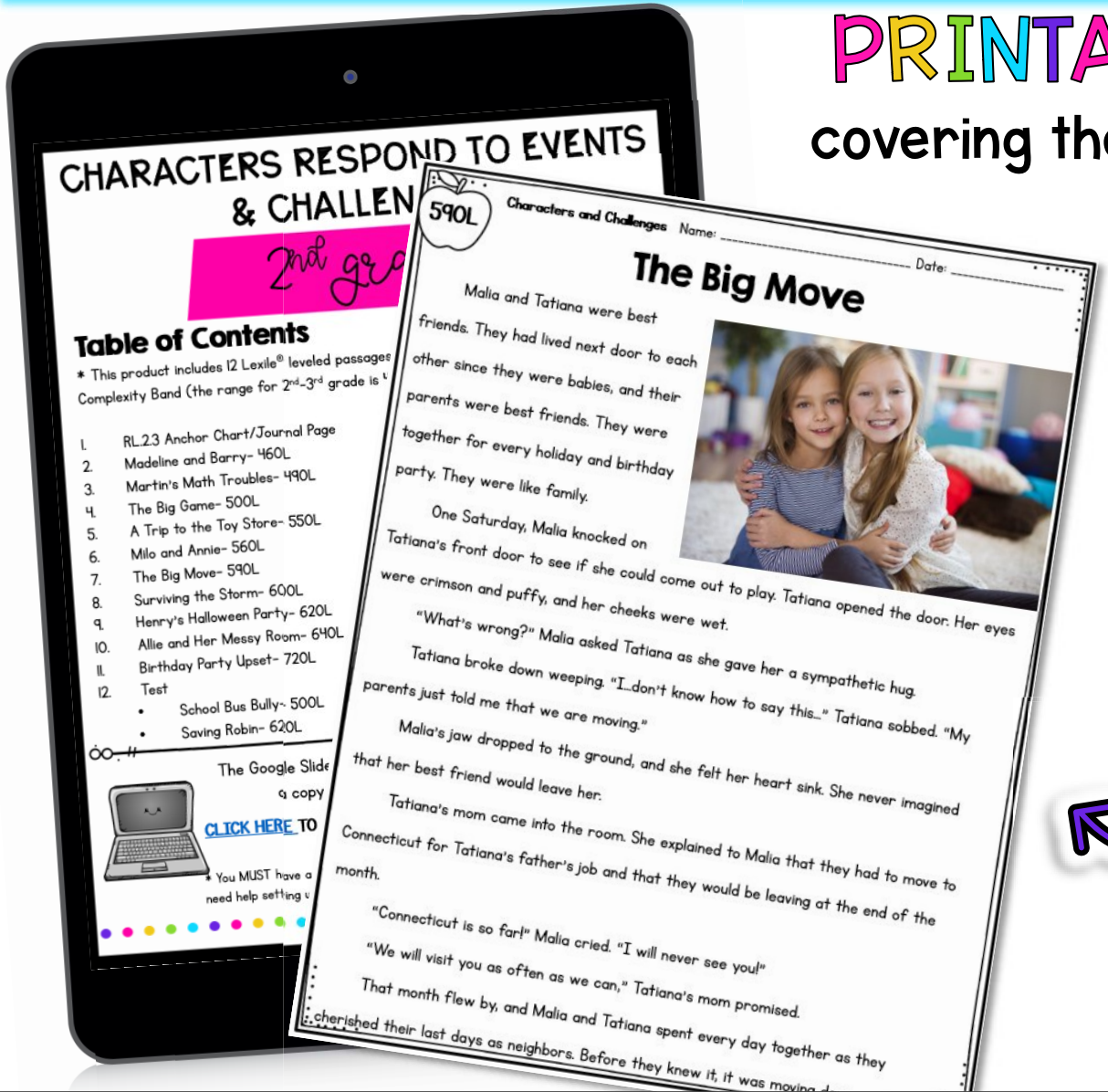
rged to help.

er heard her coach shout her name. "Hunter, you're in! Hustle!" yelled the coach.

er was shocked. Why would her coach put her in if this game was tied?

MagCORE

WHAT'S INSIDE?



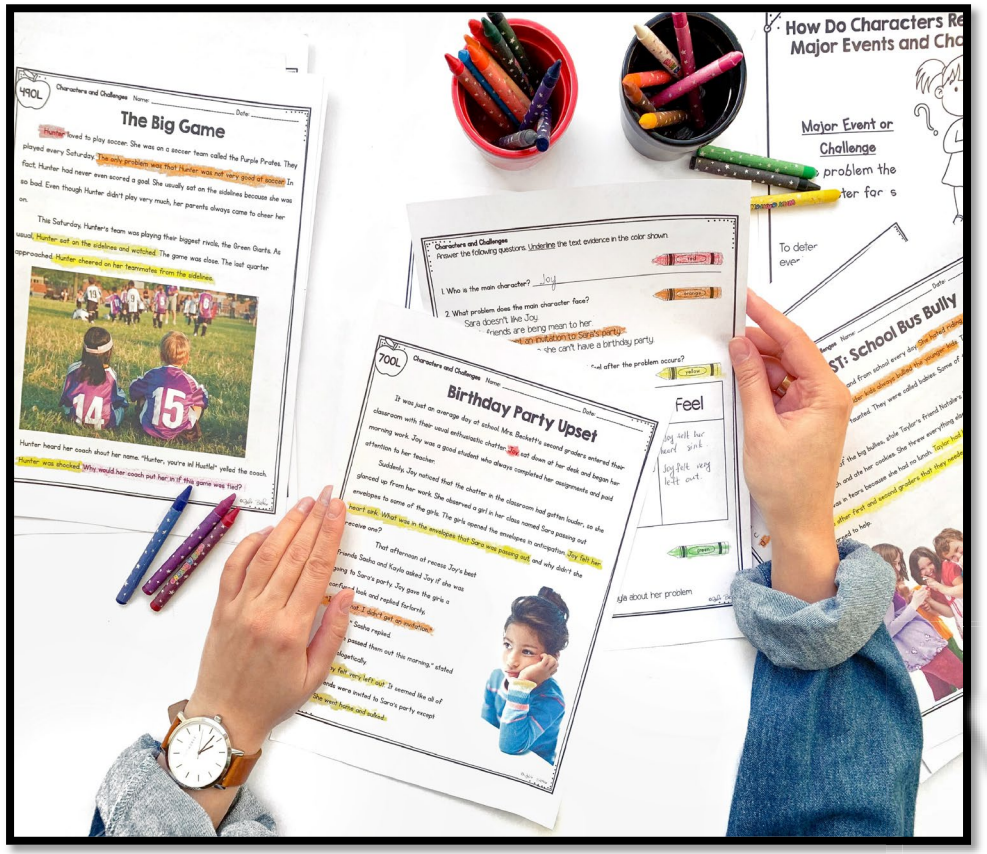
PRINTABLE PDFs and **DIGITAL** Google Slides covering the 2nd and 3rd grade text complexity band with Certified Lexile Levels.

- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

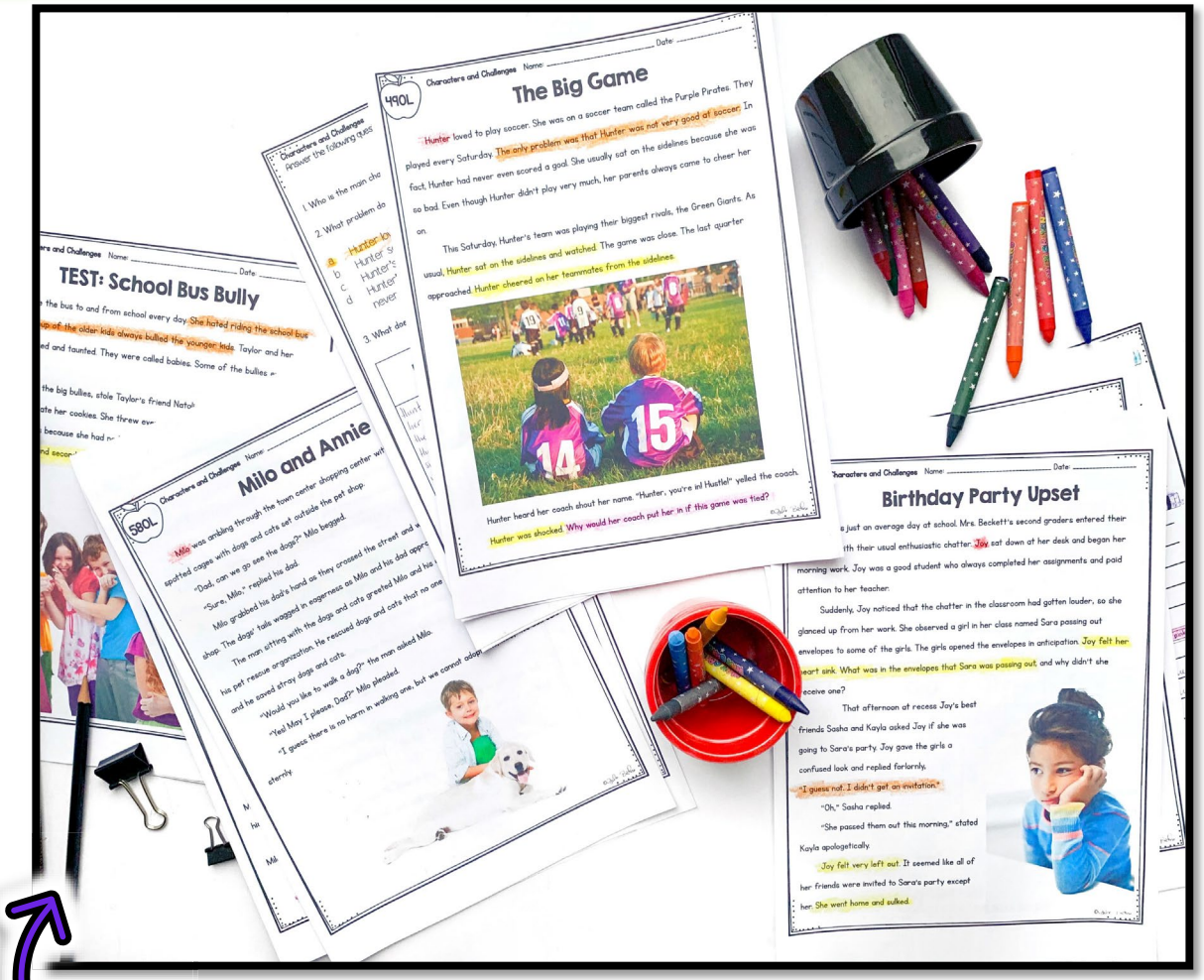
Printable and Google Slides Included

LEXILE®

10 FICTION PASSAGES



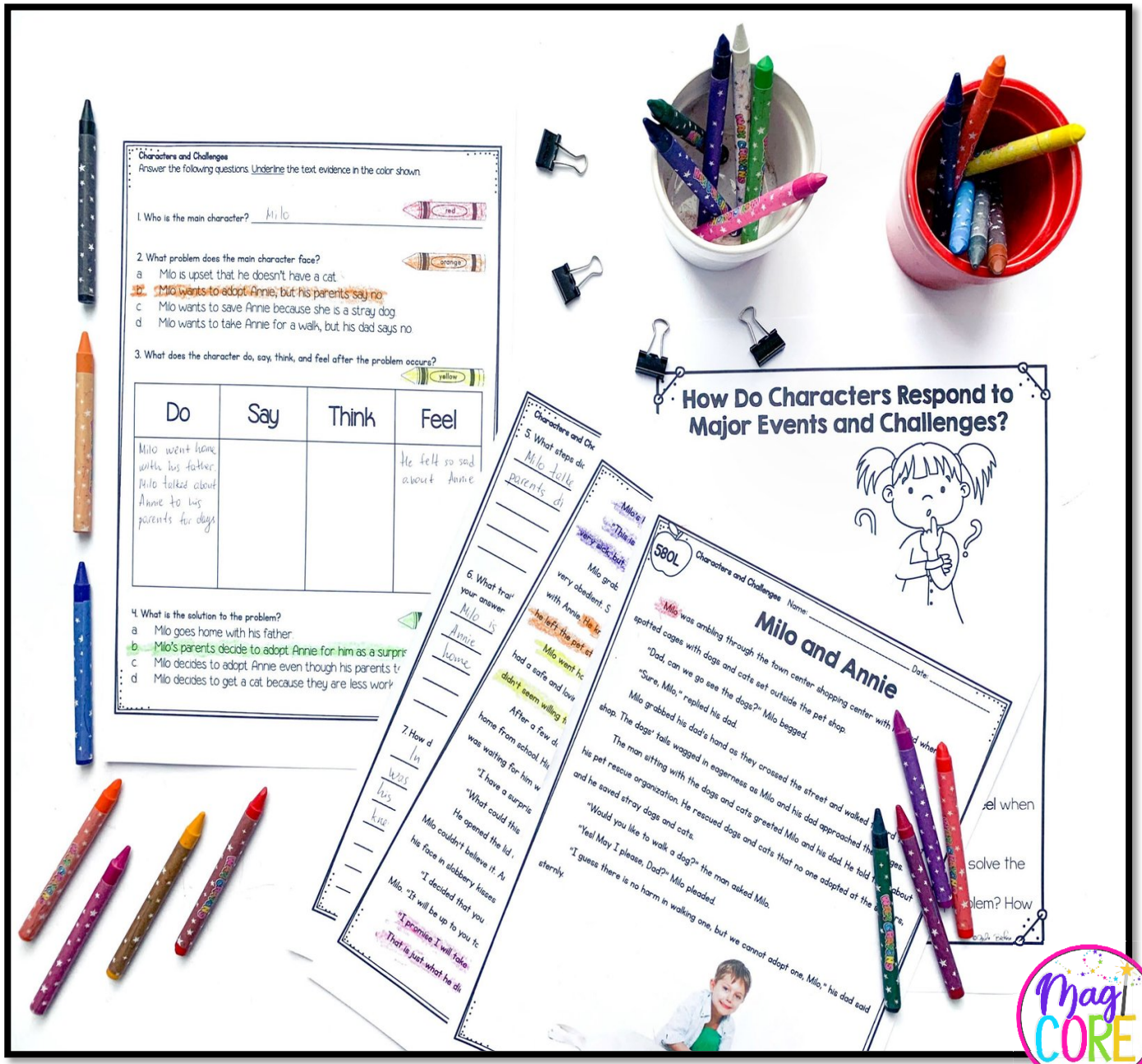
- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.



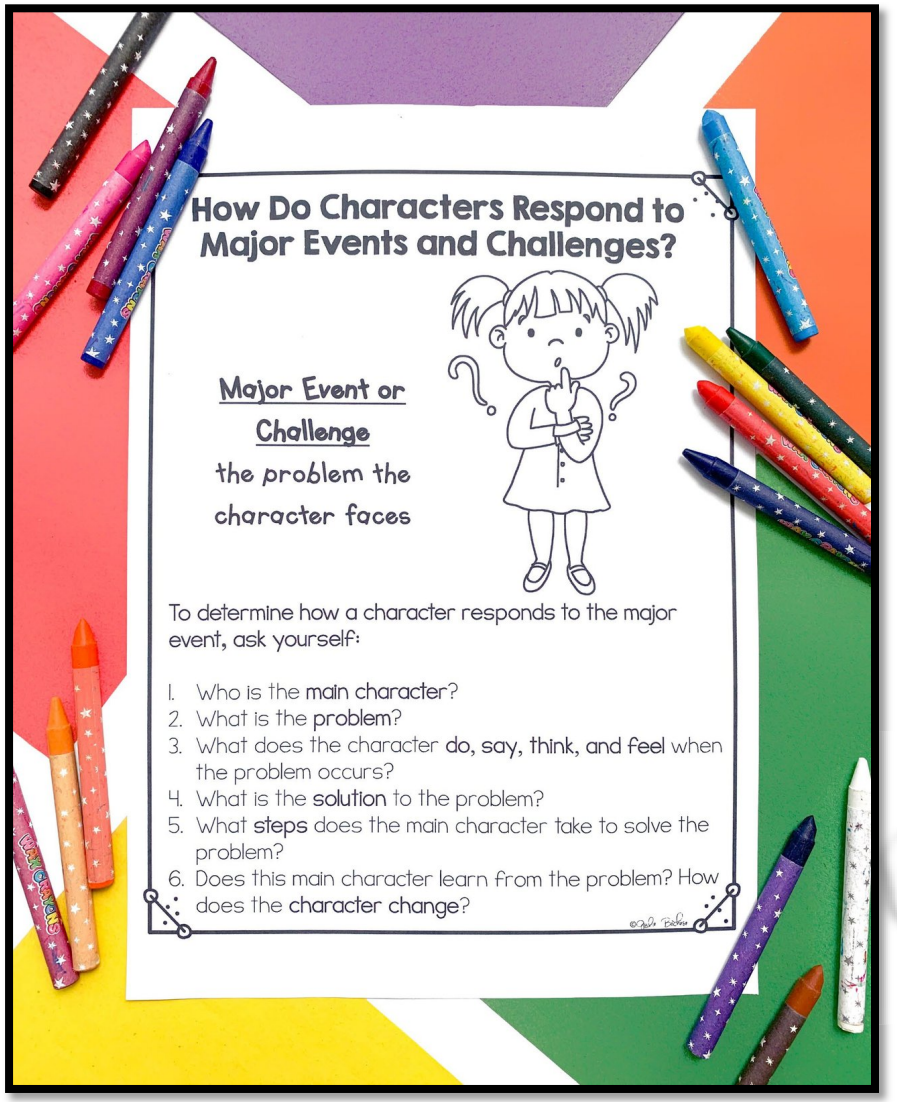
- Variety of realistic fiction stories your students can relate to!

QUESTIONS

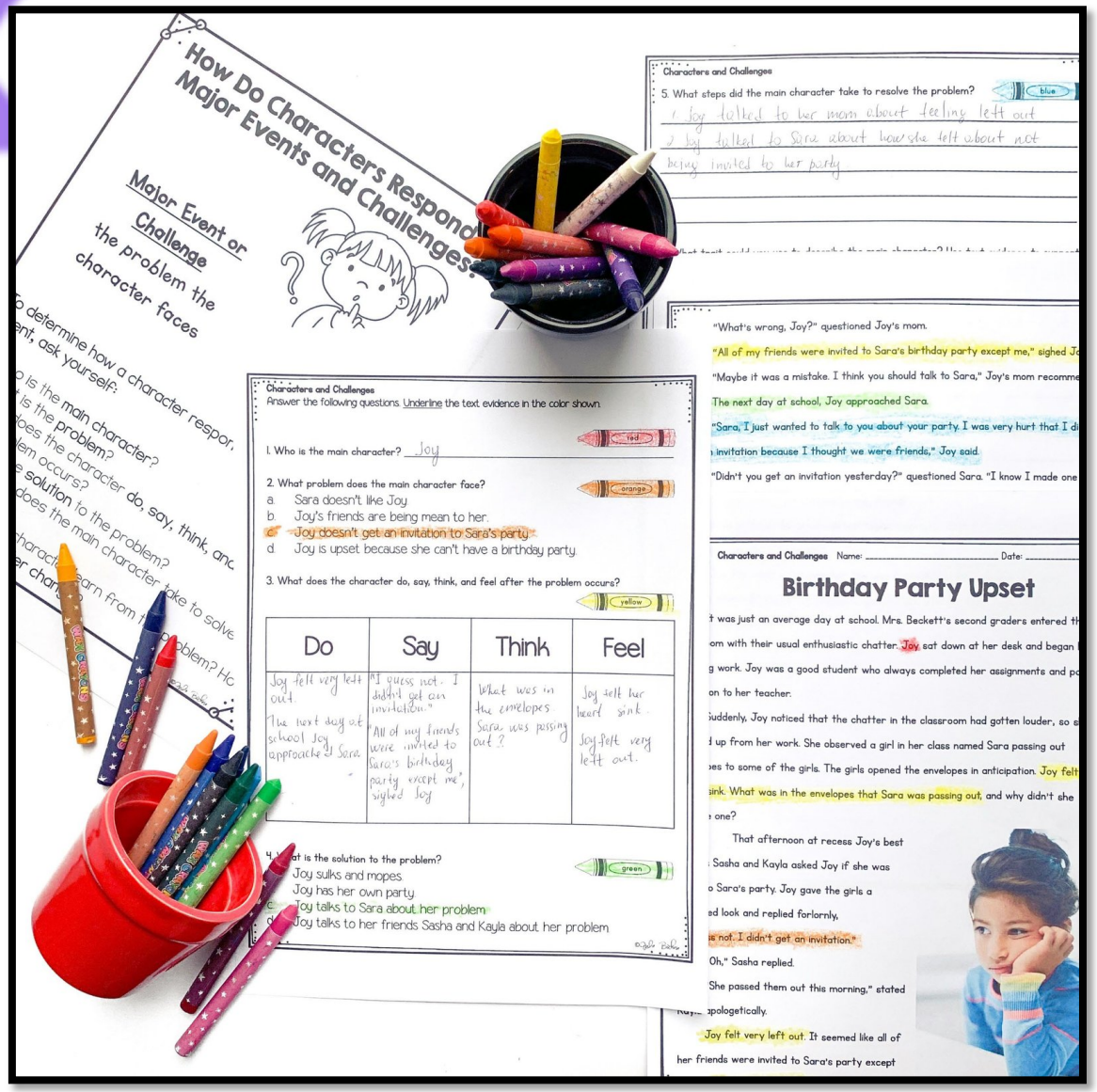
- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning



ANCHOR CHART



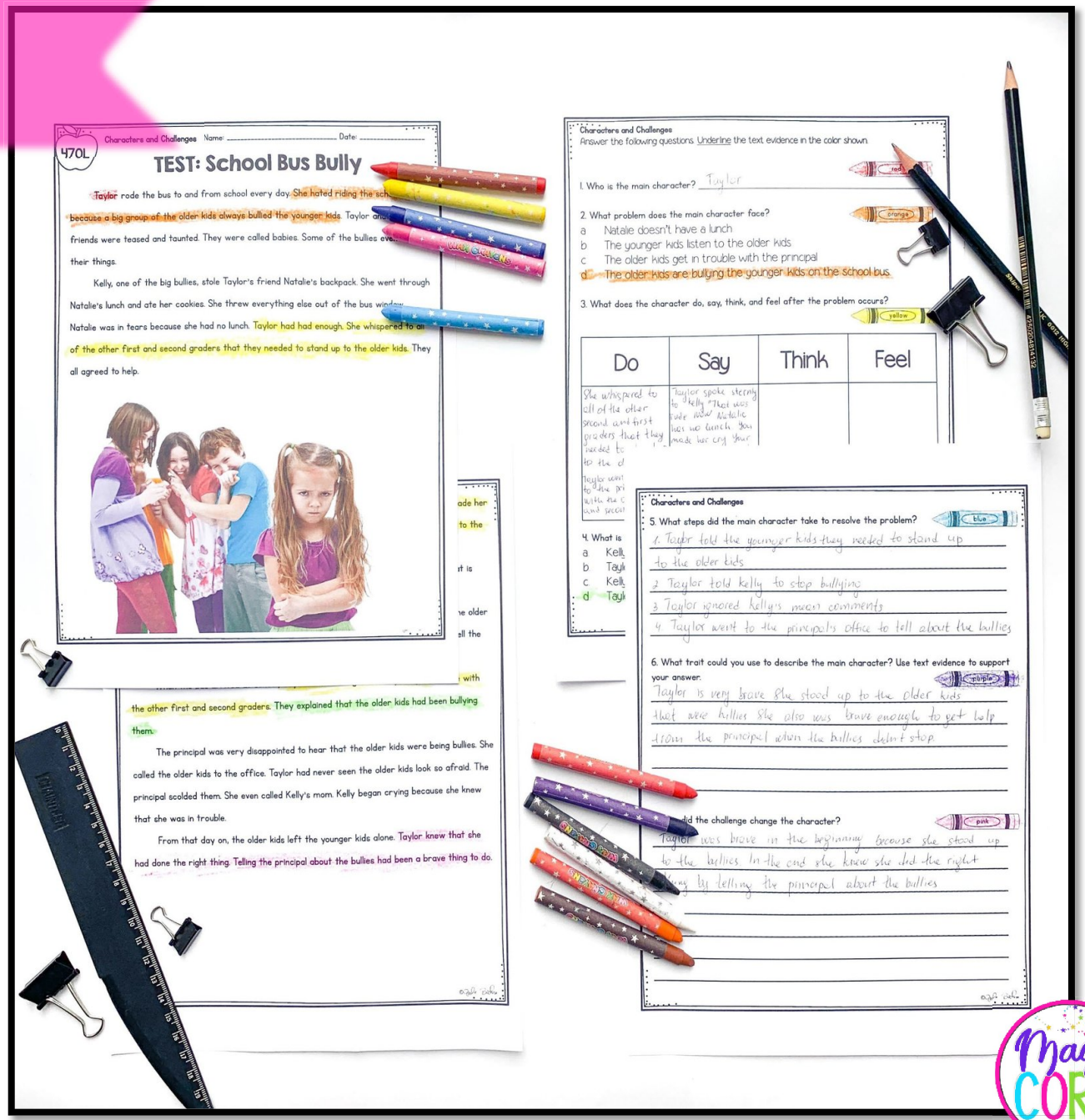
- Anchor chart
- Use to introduce the skill
- Students reference throughout the unit



Your students can refer to the anchor chart throughout the unit.

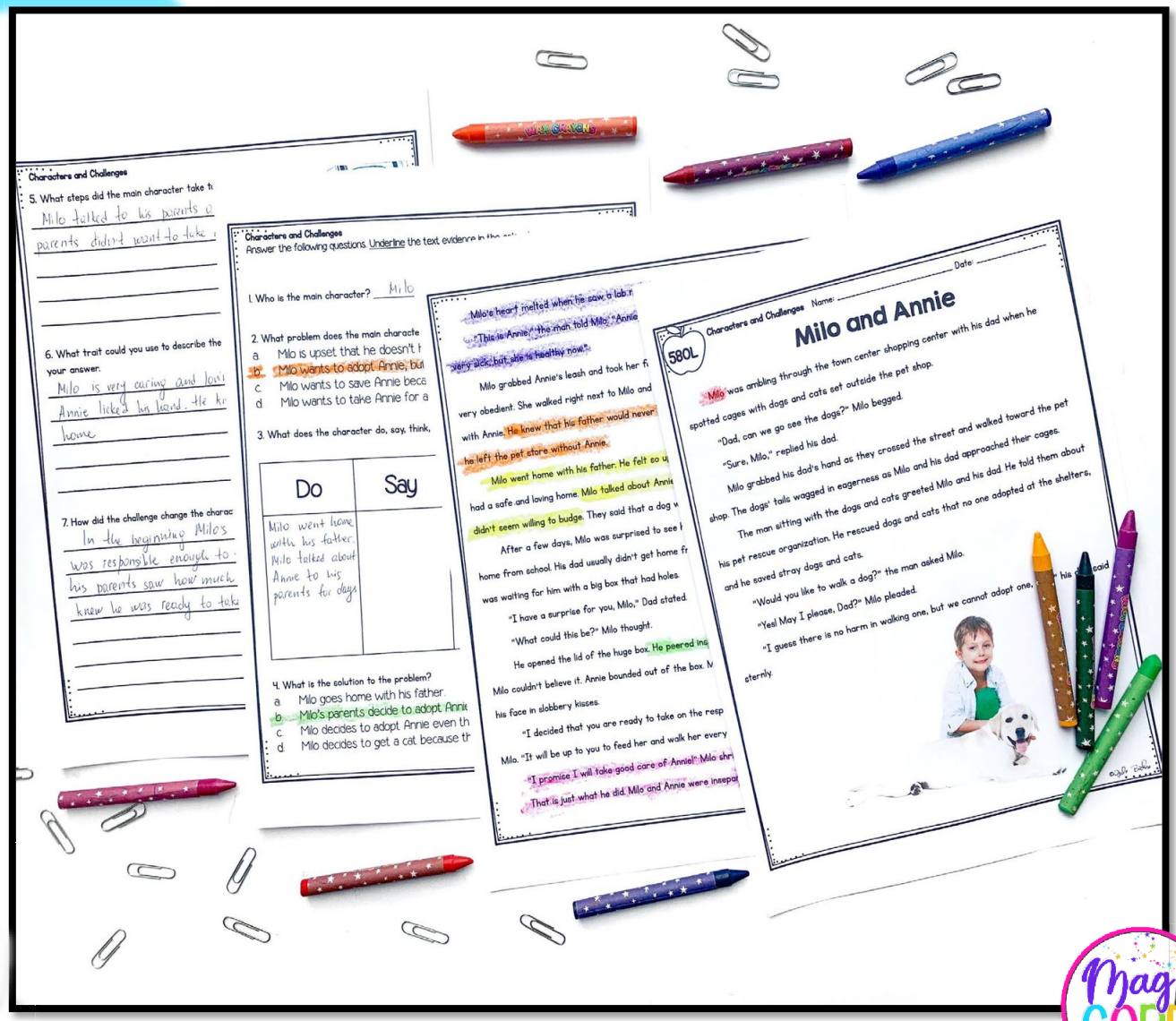
ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Diverse genres
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 2,000 teachers... and counting!...



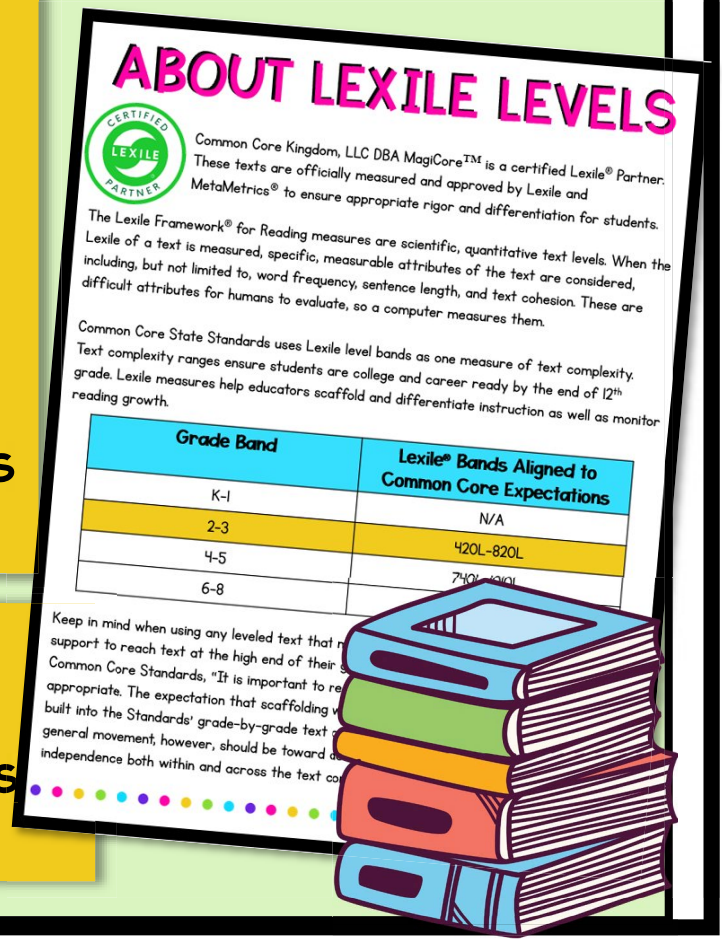
ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposure to linguistic and textural features, putting them further behind.

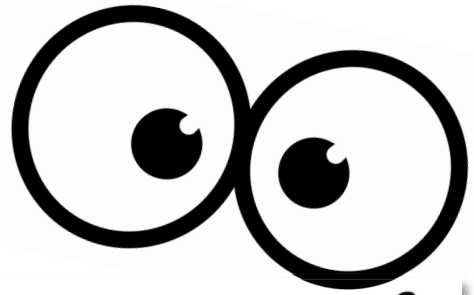
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

TAKE A PEEK



CHARACTERS RESPOND TO EVENTS & CHALLENGES

2nd grade

Table of Contents

* This product includes 12 Lexile® leveled passages in the 2nd-3rd Grade Common Core Text Complexity Band (the range for 2nd-3rd grade is 420-820).

1. RL.2.3 Anchor Chart/Journal Page
2. Madeline and Barry- 460L
3. Martin's Math Troubles- 490L
4. The Big Game- 500L
5. A Trip to the Toy Store- 550L
6. Milo and Annie- 560L
7. The Big Move- 590L
8. Surviving the Storm- 600L
9. Henry's Halloween Party- 620L
10. Allie and Her Messy Room- 640L
11. Birthday Party Upset- 720L
12. Test
    - School Bus Bully- 500L
    - Saving Robin- 620L



The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

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* You MUST have a Google account in order to access this resource. Click HERE if you need help setting up a Google account.

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-1385L

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."

How Do Characters Respond to Major Events and Challenges?



Major Event or Challenge

the problem the character faces

To determine how a character responds to the major event, ask yourself:

1. Who is the **main character**?
2. What is the **problem**?
3. What does the character **do, say, think, and feel** when the problem occurs?
4. What is the **solution** to the problem?
5. What **steps** does the main character take to solve the problem?
6. Does this main character learn from the problem? How does the character change?

©Beth Becker

AND ANOTHER PEEK

550L

Characters and Challenges Name: _____ Date: _____

A Trip to the Toy Store



Dylan raced to the mailbox. It was his eighth birthday. He wanted to see if he had any birthday cards. A smile spread across his face as he spotted an envelope from his grandparents in Missouri. Dylan brought the envelope inside and opened it. He was overjoyed when he saw a twenty-dollar bill folded neatly inside a note. The note read:

Dear Dylan,

Happy birthday! We love you and miss you. Please use this money wisely. We can't wait to visit you in a week.

Love,

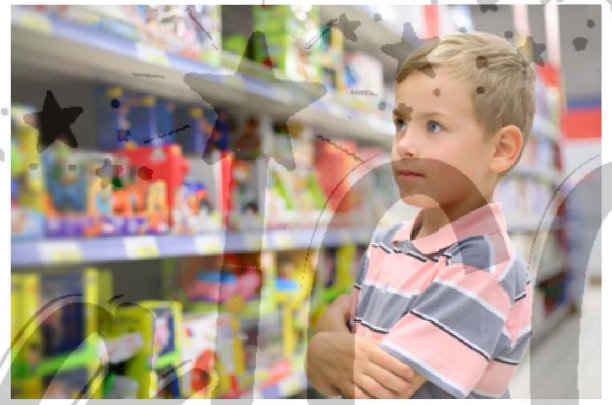
Grandma and Grandpa

Dylan was so excited. His mind raced with the toys he could buy. Should he buy one of the new Transformers? Should he add to his Lego collection? Maybe he should buy a new video game.

©Josh Becker

Dylan begged his mom to drive him to the mall. She agreed because it was his birthday. His mom was going to shop at a store next to the toy store. Before she left, she warned Dylan, "Be sure to spend the money wisely."

Once in the toy store, Dylan became overwhelmed by his choices. His stomach growled as he spotted the candy bins. He grabbed a bag and quickly began filling it. He could easily buy candy and a toy!



Dylan filled a bag with candy and picked out a Transformer. The cashier rang up the candy. She told Dylan that the candy cost $19.35. Dylan was forced to put the Transformer back.

When Dylan's mom saw that he had spent his money on candy, she was disappointed. "The candy will be gone. That is a waste." Dylan felt guilty. His mom was right. The candy was gone in a day, and Dylan was left with nothing. He could have had a new toy that lasted a long time, or he could have saved the money for something more special. On his next birthday, Dylan planned to make a better choice with his money.

©Josh Becker

Characters and Challenges

Answer the following questions. Underline the text evidence in the color shown.

red

1. Who is the main character? _____

orange

2. What problem does the main character face?

a. Dylan wants a lot of toys for his birthday.
b. Dylan spends his birthday money on candy.
c. Dylan spends his birthday money on a new Transformer.
d. Dylan does not get enough birthday money to buy everything he wants.

3. What does the character do, say, think, and feel after the problem occurs?

yellow

Do	Say	Think	Feel

green

4. What is the solution to the problem?

a. Dylan buys a lot of candy.
b. Dylan buys Legos for his birthday the next year.
c. Dylan's mom buys him the Transformer he wants.
d. Dylan learns that it is better to save his money for something that will last.

©Josh Becker

Magnoli MORE

CHECK THIS OUT TOO!

600L

Characters and Challenges Name: _____ Date: _____

Surviving the Storm

Becca was ten years old and was in fourth grade. Becca lived with her mom in a house in Greensburg, Kansas. Becca's mom had to work late one day.

"Becca, would you like me to call Aunt Kristen to stay with you after school tomorrow?" her mom inquired.

"I can stay by myself, Mom. After all, I am ten now!" Becca replied confidently.

Becca's mom was apprehensive about leaving Becca alone, but she knew that Becca was trustworthy and responsible. She earned straight As in school, and she always completed her homework. She would only be alone for an hour.

The next day, Becca came straight home from school. The sky was clear, and the sun was shining. While Becca would have liked to go outside to play, she knew that she needed to get her homework done, so Becca sat at her desk and worked. After some time, Becca observed the room darken. She peered out the window and noticed that the sky was very dark and dismal. Suddenly, Becca heard a loud crash. Instantly after the crash, a flash of light streaked across the sky.

In Kansas, there were often storms. Sometimes these storms created treacherous tornados. Becca knew this, so she immediately turned on the radio.

"Tornado conditions are forming near Greensburg, Kansas. If you live here, take shelter," the reporter announced.

Becca instantaneously started to cry. She had been through tornados with her mom, but she had never been through one by herself. She tried to compose herself.

"I know what to do," she said to herself. "I've been through this before."

©Josh Becker

Becca grabbed her puppy Otis, the radio, and a flashlight and dashed toward the bathroom. The bathroom was the safest place in her house because there were no windows. Becca crouched on the floor as she clutched Otis.



Becca could hear the winds swirling around outside. It was getting louder and louder. Suddenly, Becca heard the noise of a loud train coming. This is what a tornado sounds like. Becca continued to hug Otis to stop her trembling.

Eventually, the tornado passed. Becca remained crouched in her bathroom in fear. Meanwhile, her mom raced home from work.

"Becca!" her mom screamed.

Becca darted out of the bathroom and embraced her mom.

"I'm okay, Mom. I did exactly what you taught me. I went to the bathroom with Otis, and we are fine," Becca said.

Becca's mom was very proud of her courageous daughter.

©Josh Becker

Characters and Challenges

5. What steps did the main character take to resolve the problem? blue

6. What trait could you use to describe the main character? Use text evidence to support your answer. purple

7. How did the challenge change the character? pink

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Digital Core

UPGRADE THEIR SKILLS!

620L

Characters and Challenges Name: _____ Date: _____

TEST: Saving Robin

Dan was walking to school with his best buddies Mark and James when they heard a quiet chirp come from the bushes.

"What is that?" questioned Dan.

"I don't know, but we need to keep going to school," replied James.

"I think it's a bird!" exclaimed Dan.

Dan started rustling through the bushes. Sure enough, there was a tiny baby robin laying on the ground. Dan looked up and spotted a bird nest in the tree above him.

"I think this baby bird fell out of the nest!" Dan explained.

"Who cares? It's just a silly bird. Let's go," replied Mark.

"I could save it!" exclaimed Dan. "I read a book about birds. I think I can reach the nest. If I pick it up with my gloves, I won't get my scent on it. If the baby robin stays on the ground, it will surely die."



©Gabi Bedoya

James said, "Okay, I'll help you!"

Mark headed off to school without his friends because he didn't want to waste any time on a baby bird.

Dan and James were able to rescue the baby bird and place it carefully back in its nest. On their way home from school, they checked on the nest. They saw the baby robin happily nibbling worms from its mom's beak.

Dan and James continued to check on the baby robin each morning on their way to school. Dan was very glad that he had listened to his conscious instead of his friends when he had heard the chirp in the bushes that morning.



©Gabi Bedoya

Characters and Challenges

Answer the following questions. Underline the text evidence in the color shown.

red

1. Who is the main character? _____

orange

2. What problem does the main character face?

a. Mark doesn't care about birds.
b. Dan hears a noise in the bushes.
c. Dan doesn't want to waste his time on a bird.
d. Dan finds a baby robin that needs to be rescued.

3. What does the character do, say, think, and feel after the problem occurs?

yellow

Do	Say	Think	Feel

green

4. What is the solution to the problem?

a. Mark goes to school without his friends.
b. Dan and James put the baby robin back in its nest.
c. Dan and James check on the baby robin the next day.
d. Mark gets to school on time, and Dan and James are late.

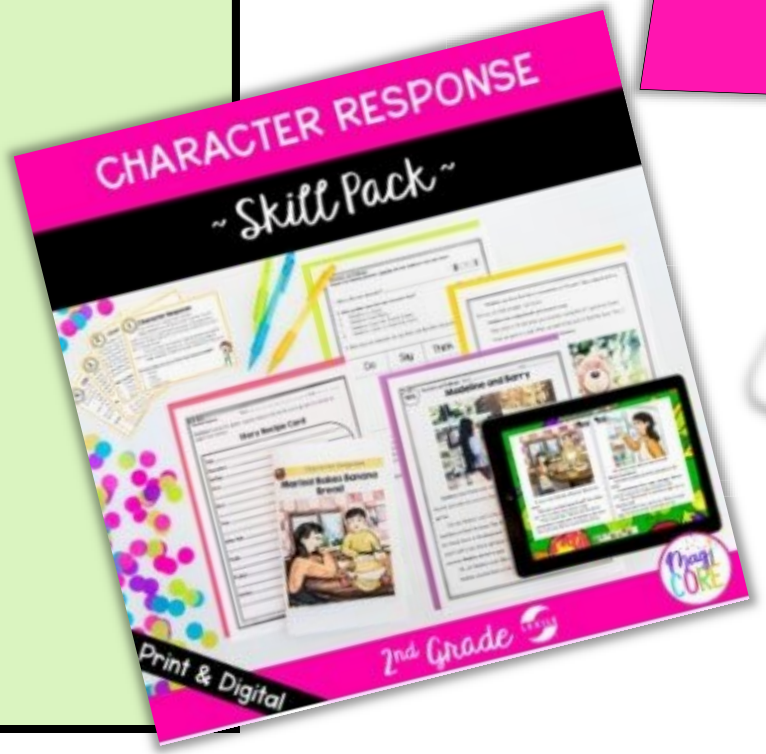
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Page CORE

UPGRADE THEIR SKILLS!

The CHARACTER RESPONSE SKILL PACK Contains:

- Reading Comprehension Passage Unit
- Skill Focused Lesson Plans
- Digital Mini-Lessons
- Guided Reading Packet
- Printable Task Cards
- Boom Learning Task Cards



Love this unit but need something more comprehensive? Try the SKILL PACK!

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- More than 250 Lexile-leveled passages
- Anchor charts
- Questions focused on skills for each standard



2nd Grade Reading Comprehension Mega Bundle

- 21 reading passages
- more than 250 Lexile-leveled passages
- anchor charts
- questions focused on skills for each standard

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