FICTION

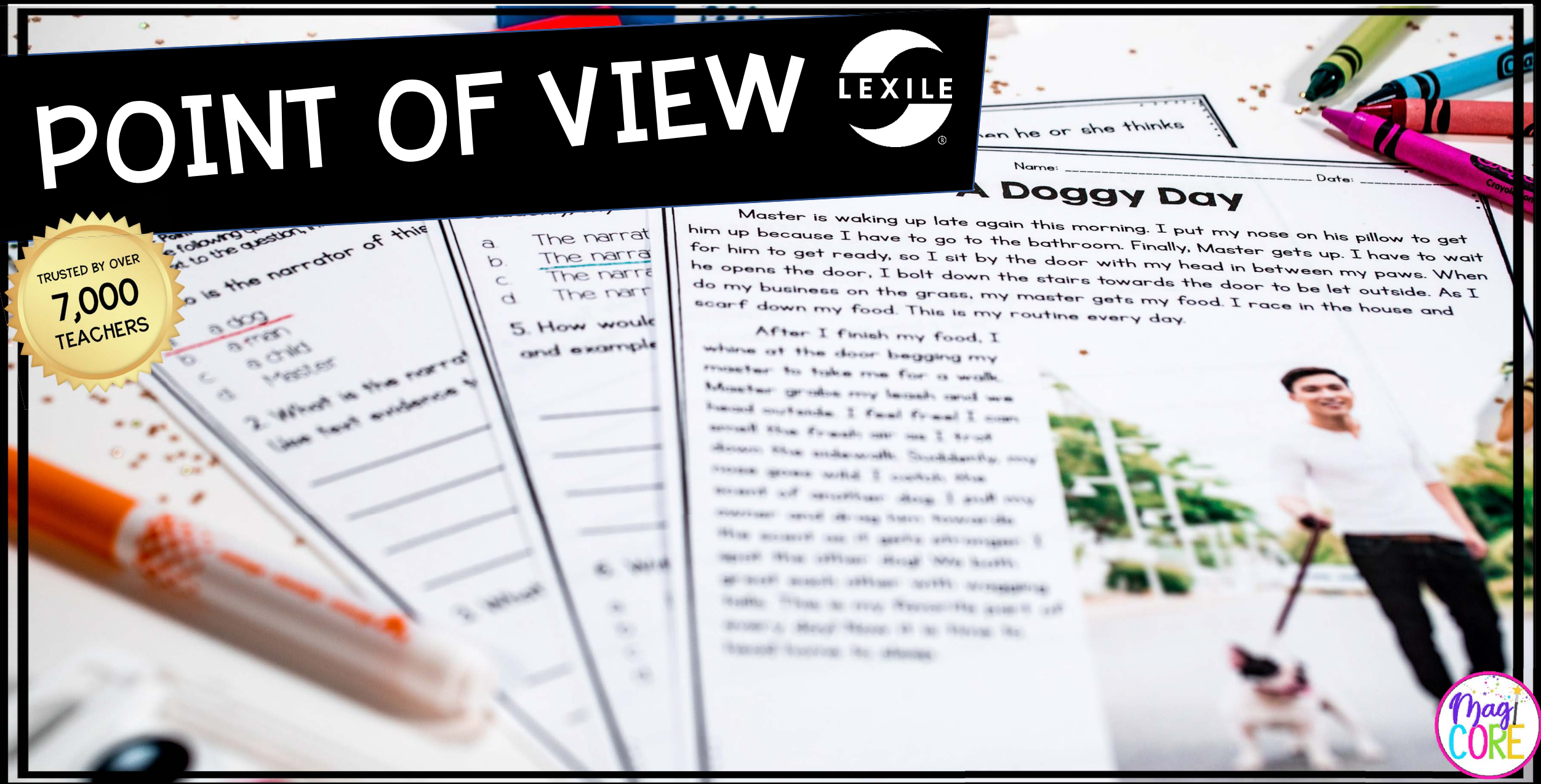
2ND & 3RD GRADE

RL.2.6 / 3.6

POINT OF VIEW

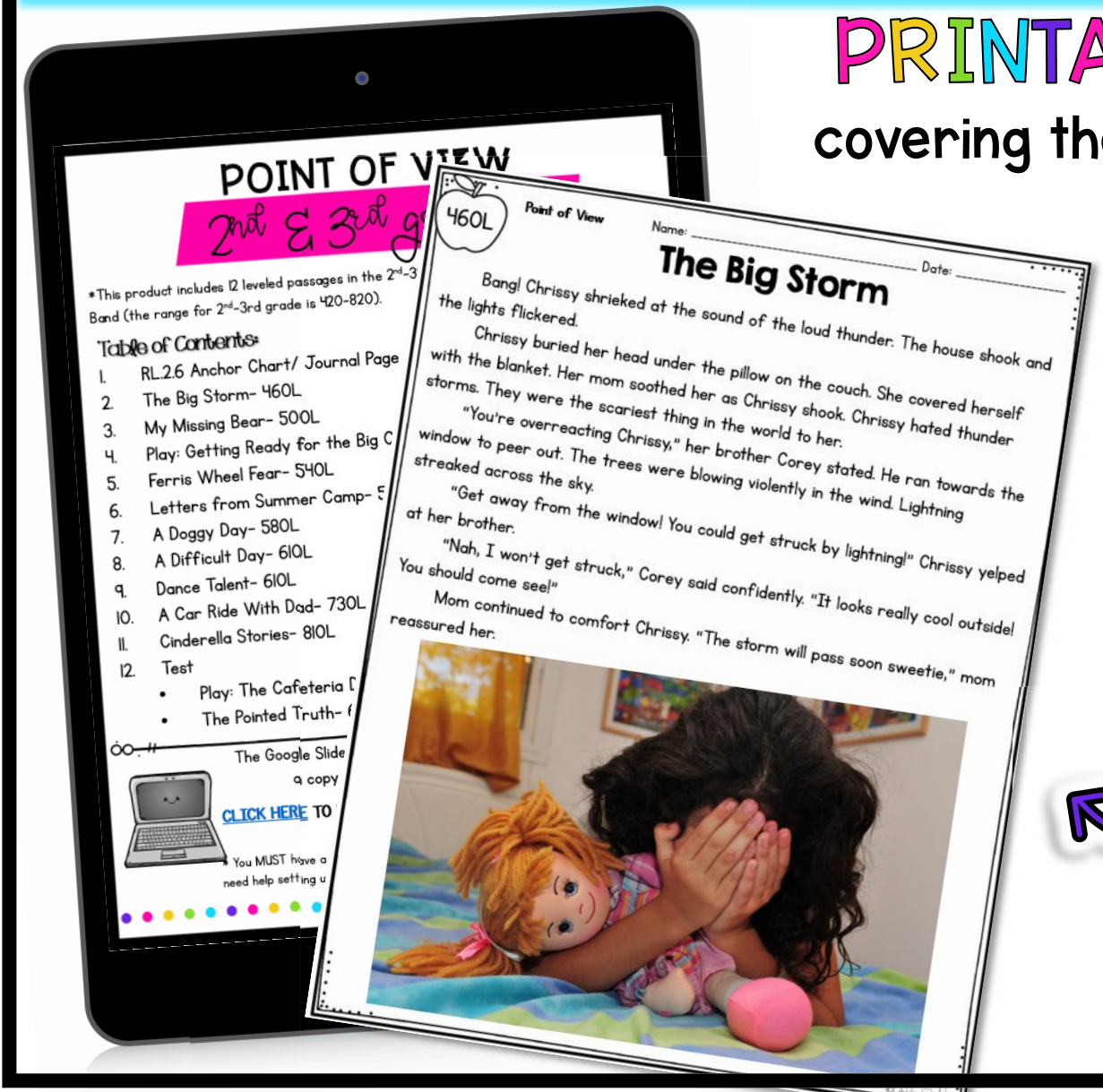
LEXILE

TRUSTED BY OVER 7,000 TEACHERS



MagiCORE

WHAT'S INSIDE?



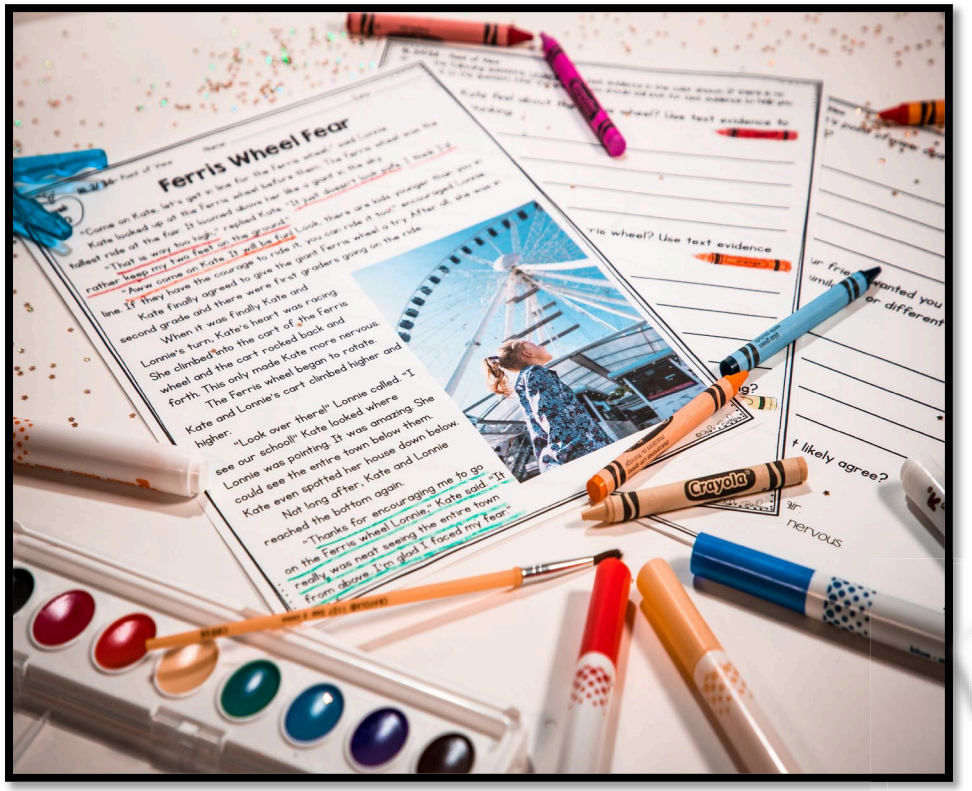
PRINTABLE PDFs and **DIGITAL** Google Slides covering the 2nd and 3rd grade text complexity band with Certified Lexile Levels.

- 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 text topics to spark comprehension AND curiosity.
- Dive into literary texts including realistic stories, plays, letters, and fairytales.

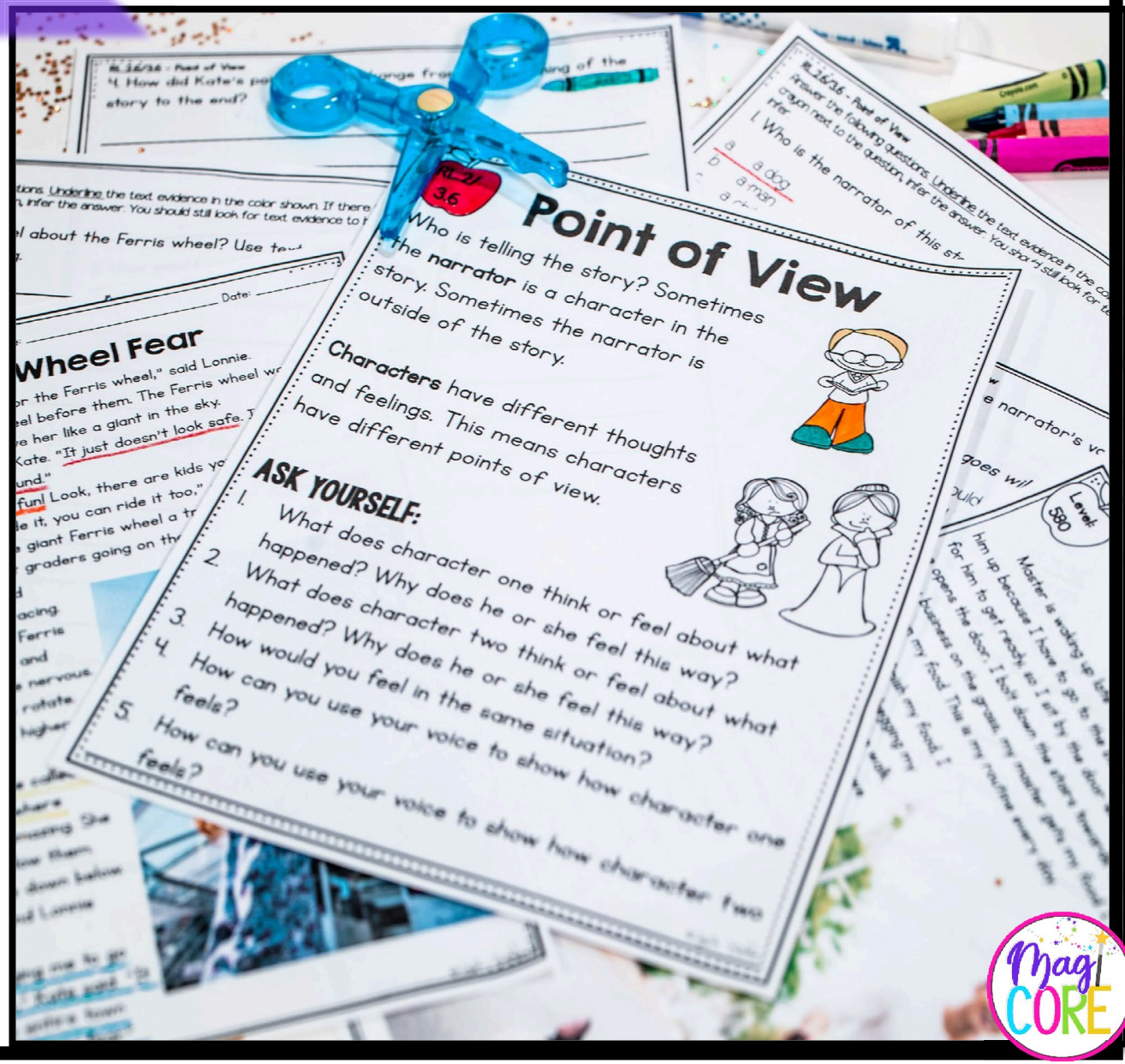
QUESTIONS

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



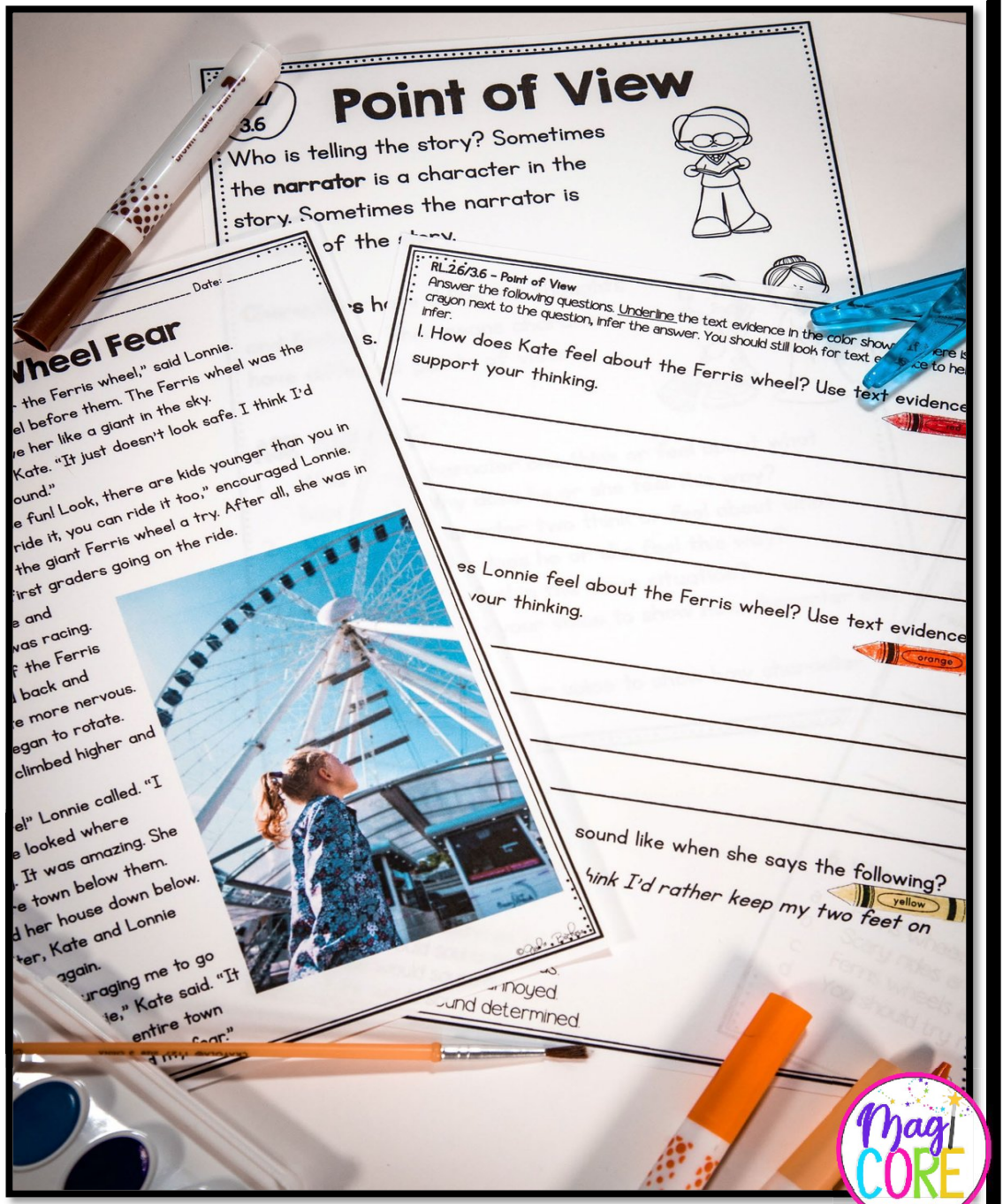
ANCHOR CHART

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



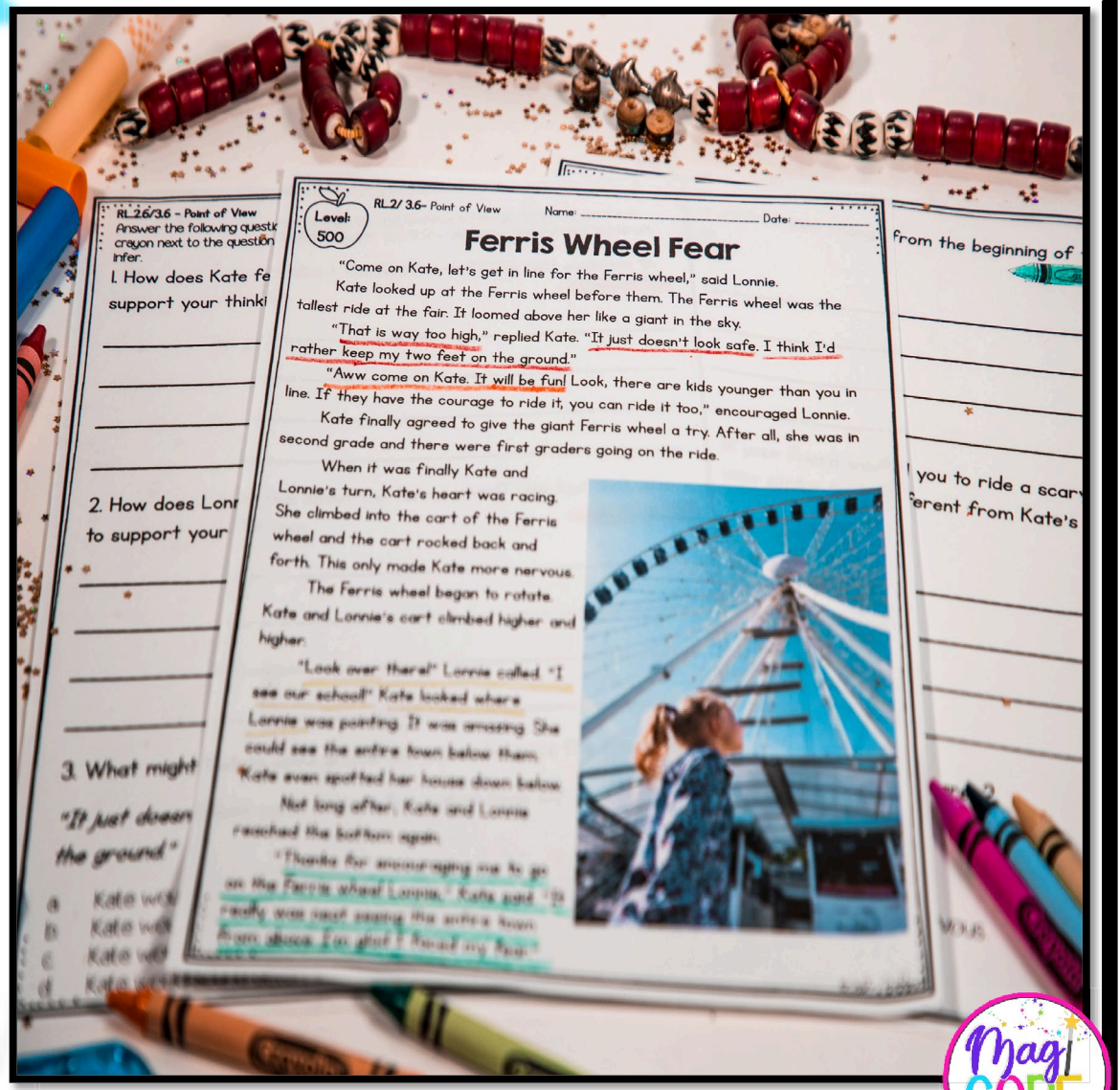
ASSESSMENTS

- 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 7,000 teachers... and counting!



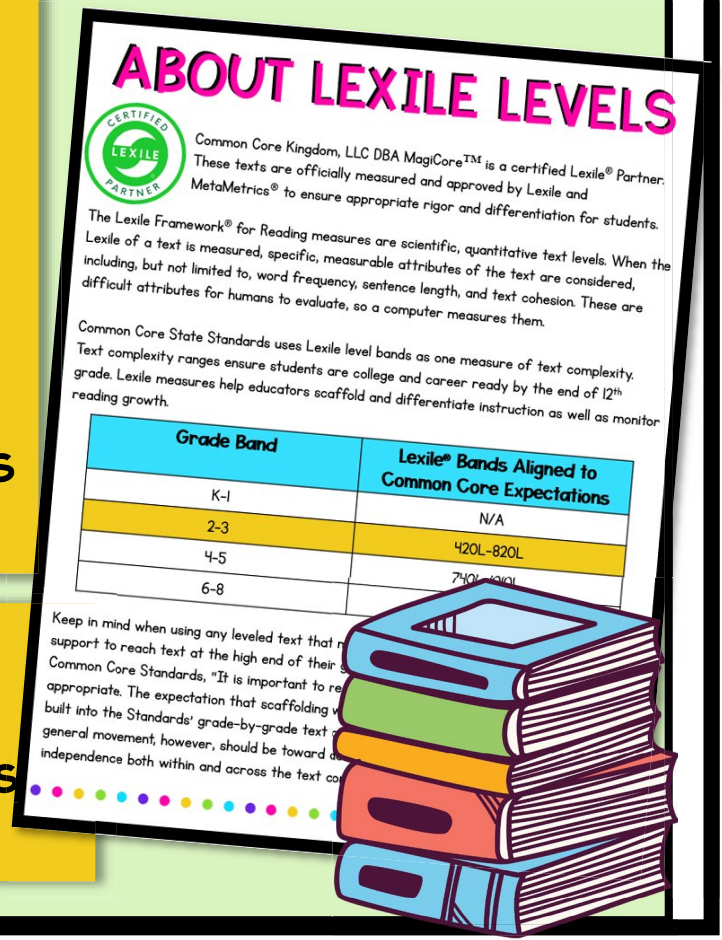
ALIGNS TO SCIENCE OF READING

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.

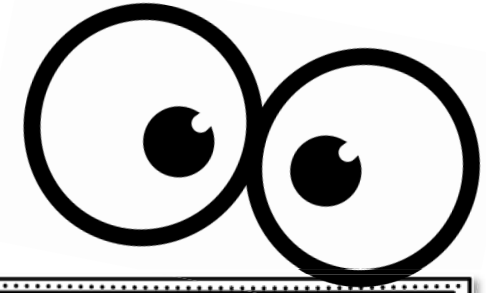
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



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



POINT OF VIEW

2nd & 3rd grade

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

Table of Contents:

1. RL.2.6 Anchor Chart/ Journal Page
2. The Big Storm- 460L
3. My Missing Bear- 500L
4. Play: Getting Ready for the Big Cookout
5. Ferris Wheel Fear- 540L
6. Letters from Summer Camp- 560L
7. A Doggy Day- 580L
8. A Difficult Day- 610L
9. Dance Talent- 610L
10. A Car Ride With Dad- 730L
11. Cinderella Stories- 810L
12. Test
    - Play: The Cafeteria Dilemma
    - The Pointed Truth- 600L



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

CLICK HERE TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.

* 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."

Point of View

Who is telling the story? Sometimes the **narrator** is a character in the story. Sometimes the narrator is outside of the story.



Characters have different thoughts and feelings. This means characters have different points of view.



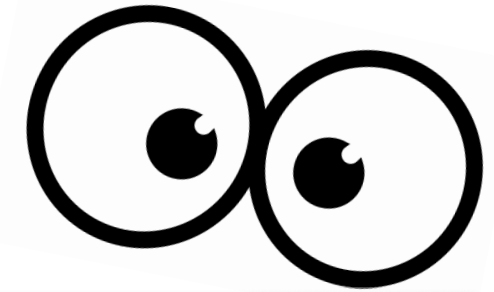
ASK YOURSELF:

1. What does character one think or feel about what happened? Why does he or she feel this way?
2. What does character two think or feel about what happened? Why does he or she feel this way?
3. How would you feel in the same situation?
4. How can you use your voice to show how character one feels?
5. How can you use your voice to show how character two feels?

©Jodi Bachar

MagiCORE

AND ANOTHER PEEK



500L

Point of View Name: _____ Date: _____

My Missing Bear

I know, I know. It is a little ridiculous that I still sleep with a stuffed bear at eight-years-old. It's pretty embarrassing and of course I don't want anyone to find out. I have had the same stuffed bear since I was a baby. I need it to sleep. I was in a panic because it wasn't in its usual place on my bed.

"Mom, have you seen my teddy bear?" I questioned.

"That old raggedy thing?" Mom replied, "I threw it away! It has holes, the stuffing is falling out, and it stinks. I didn't think you needed it anymore since you are in third grade.

My heart began to race. Mom threw away my stuffed bear? The stuffed bear I've slept with every night since I was a baby? Tears began to well up in my eyes.

"Mom, I've had that bear since I was a baby. I have so many memories with it. I can't believe you threw it away!" I exclaimed.

"I'm sorry Holden. I didn't know it meant so much to you. I will go dig it out of the trash," mom said.

"Gross! Forget it!" I exclaimed. It was embarrassing enough that I still slept with a stuffed bear. It would be way worse sleeping with a stuffed bear that had been in the trash.



The next day when I came home from school I spotted my old bear sitting on my bed. I cautiously picked him up with two fingers. He had been in the trash after all. I noticed his fur was bright white and his holes had been patched up. My mom had washed and sewn up my stuffed bear for me.

©Ms. Beth

Point of View

Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, infer the answer. You should still look for text evidence to help you infer.

1. Who is the narrator of this story? red

a. Mom
b. John
c. a bear
d. an eight year old kid

2. How does the narrator feel about his stuffed bear? Use text evidence to support your thinking. orange

3. How does Mom feel about the stuffed bear? Use text evidence to support your thinking. yellow

©Ms. Beth

Point of View

4. What might the narrator's voice sound like when he says the following? green

"Mom, have you seen my teddy bear?"

a. The narrator would sound angry.
b. The narrator would sound worried.
c. The narrator would sound annoyed.
d. The narrator would sound miserable.

5. How would you feel if you were in the narrator's position? Is your point of view similar to or different from the narrator's or Mom's?

6. With which statement would the narrator most likely agree? (Choose all that apply.)

a. It is embarrassing to have stuffed animals.
b. Stuffed animals are for babies and little kids.
c. You should get rid of toys you don't play with.
d. Some toys are important because they hold memories.

©Ms. Beth

MagiCORE

CHECK THIS OUT TOO!

610L

Point of View Name: _____ Date: _____

Dance Talent

Mack loved to dance ever since he could remember. He grew up around two sisters who danced. He danced ballet, ballroom, and hip hop and he was a very talented dancer in all genres. In fact, he was one of the best dancers in his age group at the *Grace Dance Studio*. Mack went to dance class every day after school.

One ordinary day, Mack began to pack his backpack at the end of the day when his classmate, Tim, stopped him.

"Is it true that you dance?" Tim questioned Mack accusingly.



"Yes, I dance," Mack replied nervously. He knew some kids would make fun of him for dancing.

"That's weird because dance is for girls," Tim said.

"Dance is not just for girls. Dance is like acting. There are roles for boys and girls," said Mack.

Mack decided that that year he would sign up to dance at the school talent show. He needed to show his classmates that dance was for everyone and it took a lot of hard work.

©Ooh Deh

Point of View

Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, infer the answer. You should still look for text evidence to help you infer.

1. How does Mack feel about dance? Use text evidence to support your thinking. red

2. How does Tim feel about dance? Use text evidence to support your thinking. orange

3. What might Mack's voice sound like when he says the following? yellow

"Yes, I dance,"

a. Mack would sound uneasy.
b. Mack would sound irritated.
c. Mack would sound confident.
d. Mack would sound overjoyed.

©Ooh Deh

Point of View

4. What might Tim's voice sound like when he says the following? (Choose all that apply.)

"Is it true that you dance?"

a. Tim would sound harsh.
b. Tim would sound worried.
c. Tim would sound annoyed.
d. Tim would sound disapproving.

5. How would you feel if you had a friend who was a boy that danced? Is your point of view similar to or different from Mack's or Tim's?

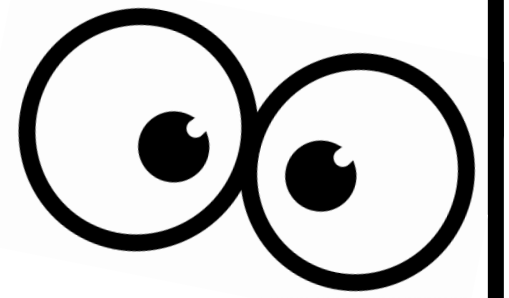
6. With which statement would Mack most likely agree?

a. Dance is not a sport.
b. Boys are tougher than girls.
c. Boys and girls can do the same activities.
d. Boys should do sports and girls should dance.

©Ooh Deh

ProCORE

UPGRADE THEIR SKILLS!



Play

Point of View Name: _____ Date: _____

Test

Play: The Cafeteria Dilemma

Scene: a third grade class enters the cafeteria

Victoria: Yuck! Look what we have for lunch today! It's a yucky green salad! Who wants to eat turkey and egg on a salad? I've never seen such a gross lunch in my life!

Ricardo: It sure beats the chicken fingers and french fries we had yesterday! It's about time they make something healthy.

Li Wei: Wednesdays are usually nachos! I can't believe they are doing this to us on nacho day. I look forward to nachos all week.

Ricardo: Nachos and chicken fingers are so unhealthy. When you eat food that is garbage, you feel like garbage. We need healthy food to make us feel good.

Victoria: Blah, blah, blah. I guess I will be bringing my own lunch tomorrow. I want to eat food that is yummy, not healthy!



©Ink. Pals

Point of View

Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, infer the answer. You should still look for text evidence to help you infer.

1. How does Victoria feel about the cafeteria's lunch? Use text evidence to support your thinking. red

2. How does Ricardo feel about the cafeteria's lunch? Use text evidence to support your thinking. orange

3. How does Li Wei feel about the cafeteria's lunch? Use text evidence to support your thinking. yellow

©Ink. Pals

Point of View

4. What might Li Wei's voice sound like when he says the following?

"Wednesdays are usually nachos! I can't believe they are doing this to us on Nacho day. I look forward to nachos all week."

a. Li Wei would sound gloomy.
b. Li Wei would sound excited.
c. Li Wei would sound whiney.
d. Li Wei would sound demanding.

5. How would you feel if you were the students in this play? Is your point of view similar to or different from Victoria's, Ricardo's or Li Wei's?

6. With which statement would Victoria most likely agree?

a. Salads make a delicious dinner.
b. You should enjoy what you eat.
c. McDonalds is a healthy restaurant.
d. It is healthy to eat cookies for breakfast.

©Ink. Pals

MagiCORE

UPGRADE THEIR SKILLS!

The POINT OF VIEW 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



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- anchor charts
- questions focused on skills for each standard

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