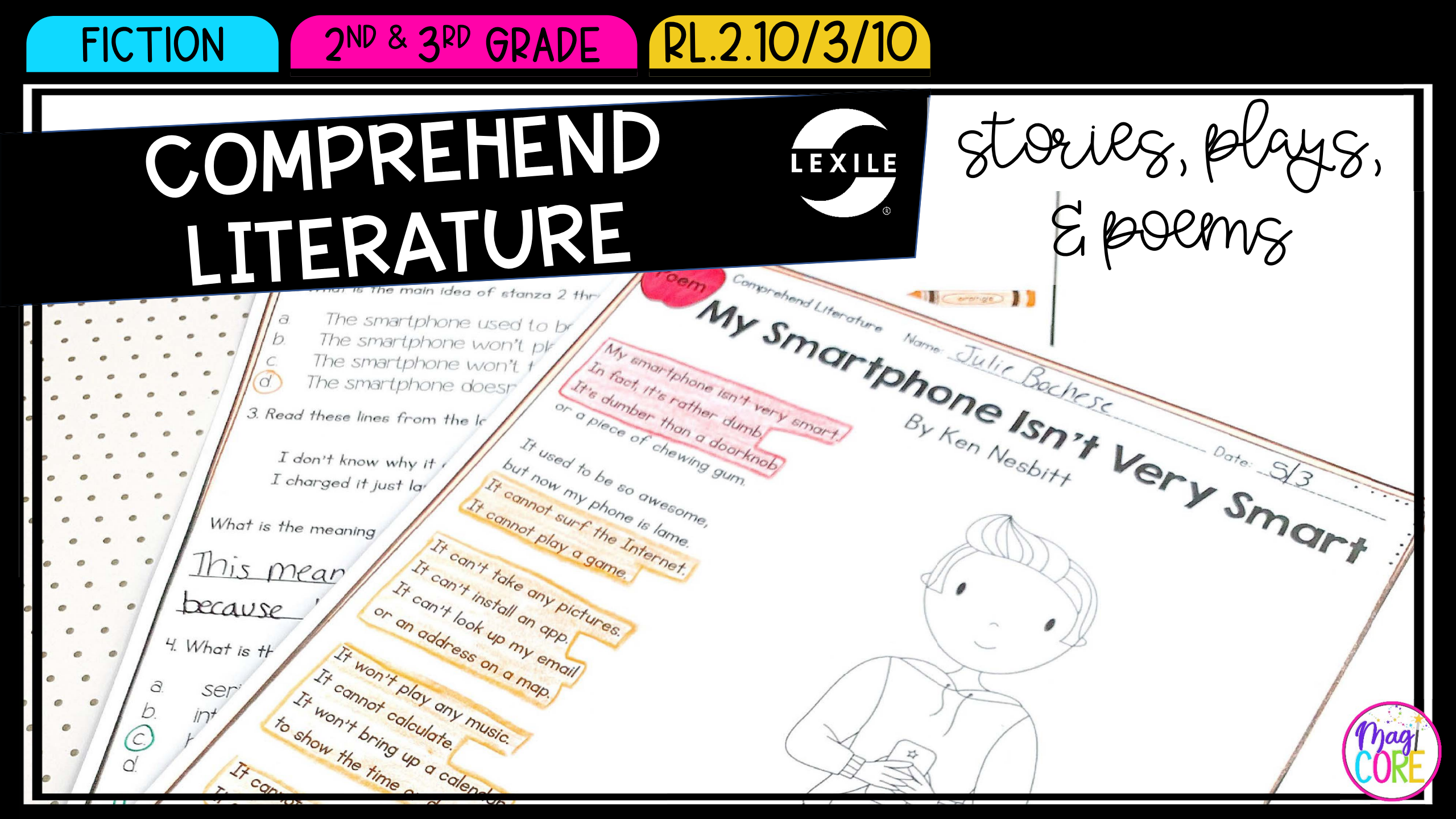
FICTION | 2ND & 3RD GRADE | RL.2.10/3/10

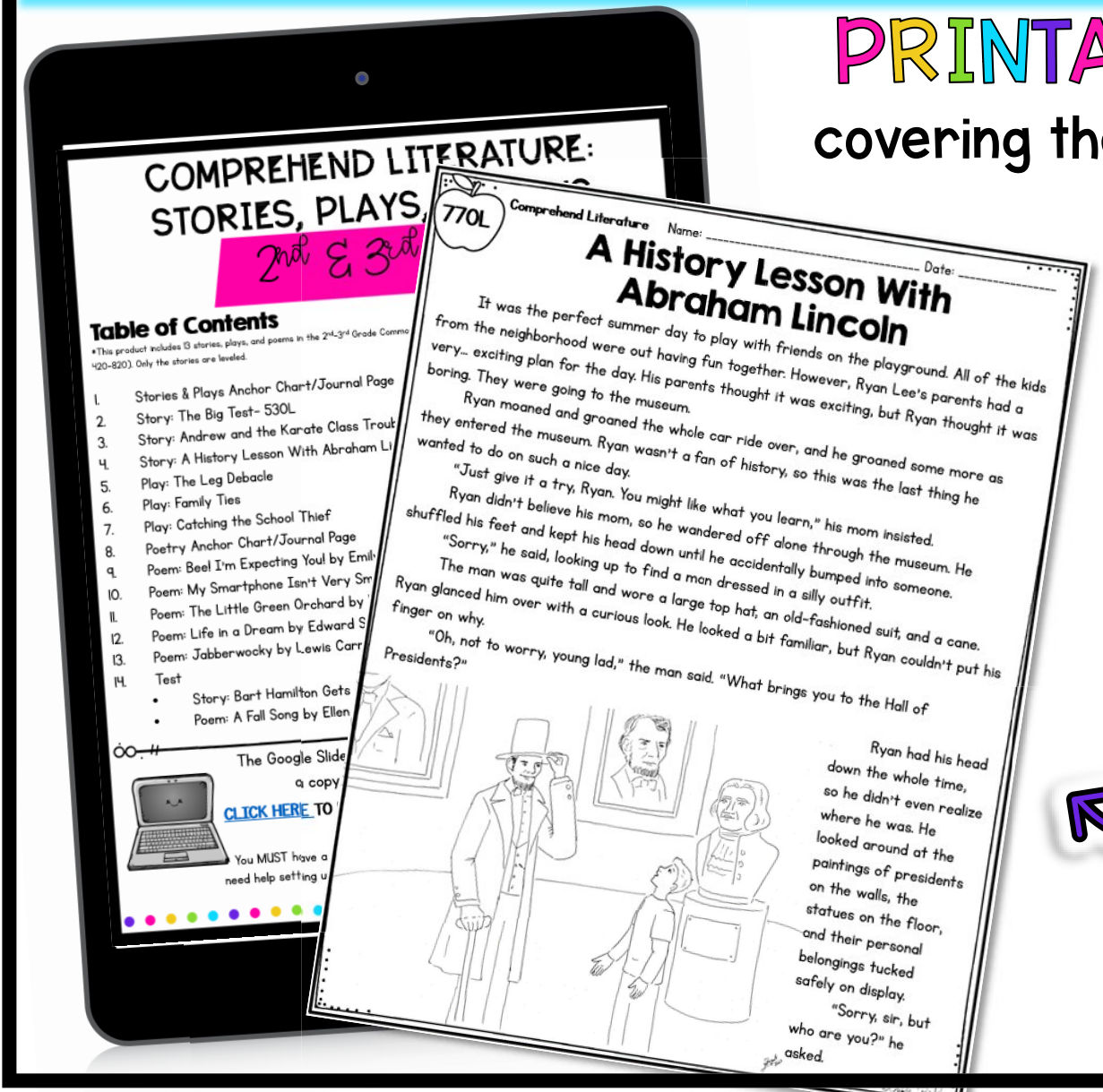
COMPREHEND LITERATURE

LEXILE

stories, plays, & poems



WHAT'S INSIDE?



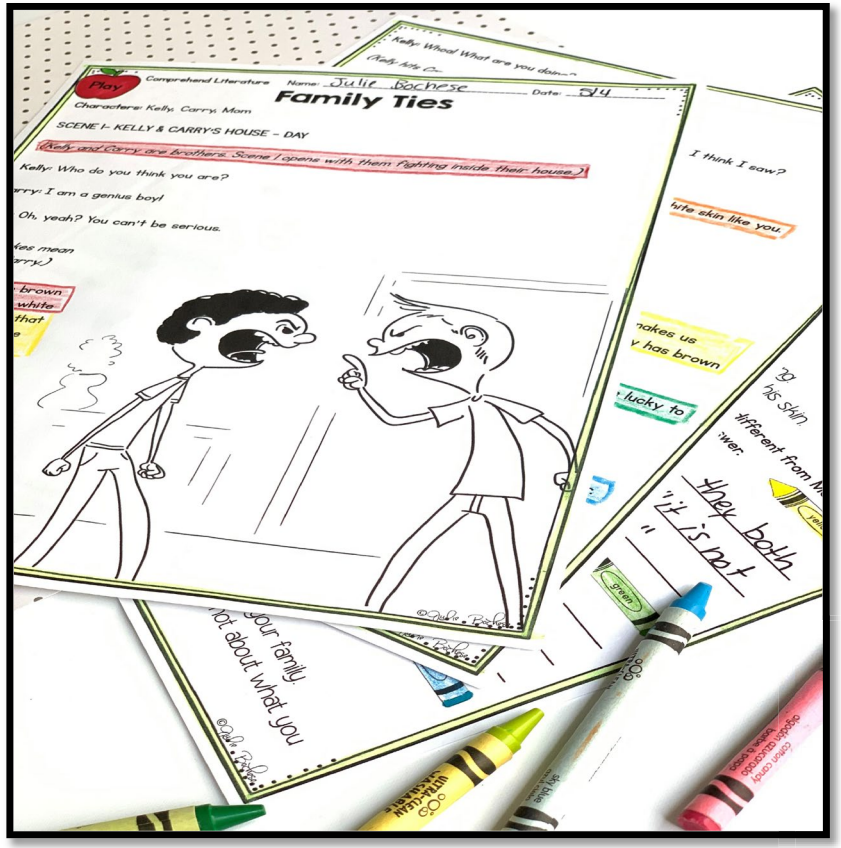
PRINTABLE PDFs and **DIGITAL** Google Slides covering the 2nd and 3rd grade text complexity band with Certified Lexile Levels.

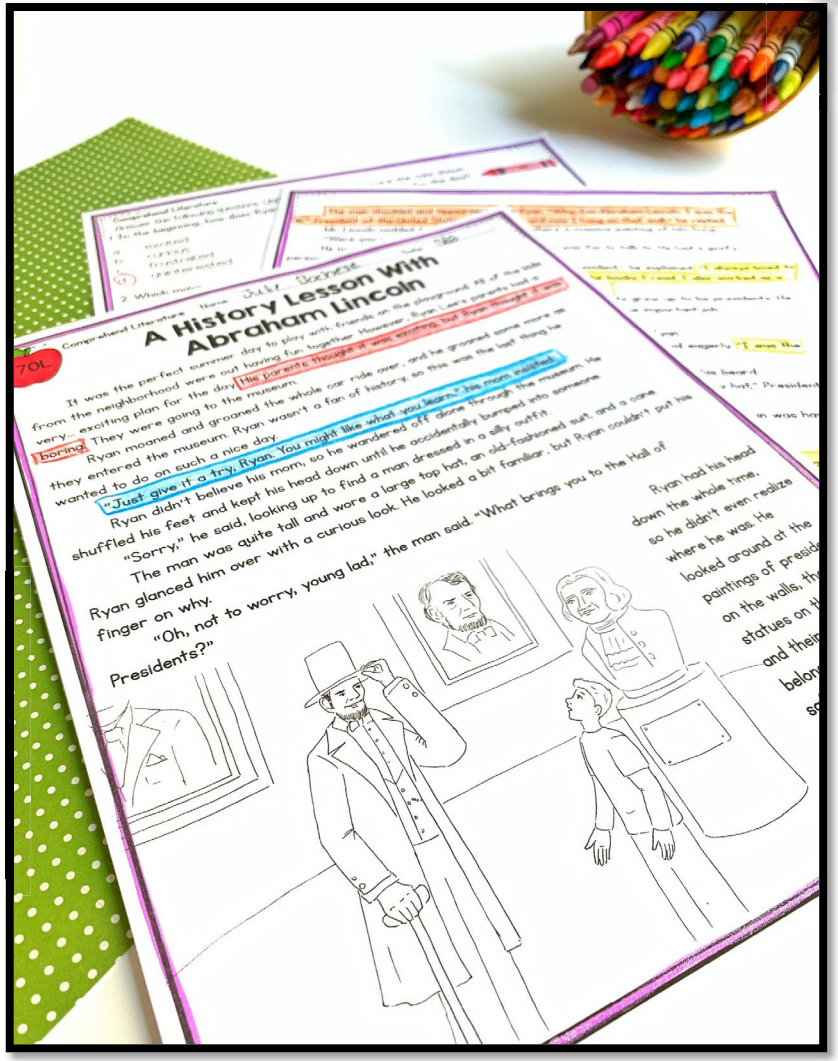
- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and Google Slides Included

LEXILE®

10 FICTION PASSAGES



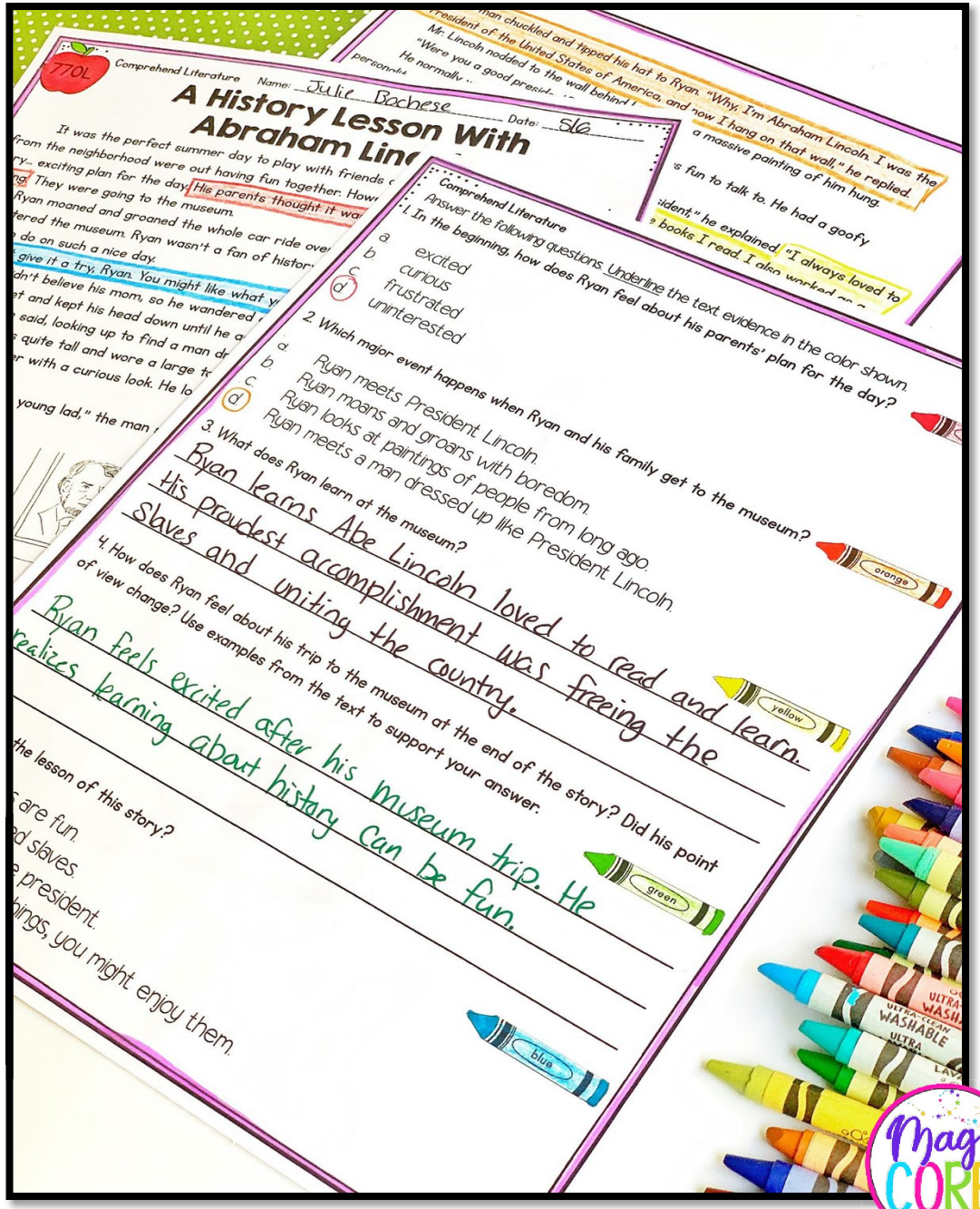


- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.

- Variety of text structures to spark comprehension AND curiosity.
- Dive into literary texts including stories, plays, and poems.

QUESTIONS

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



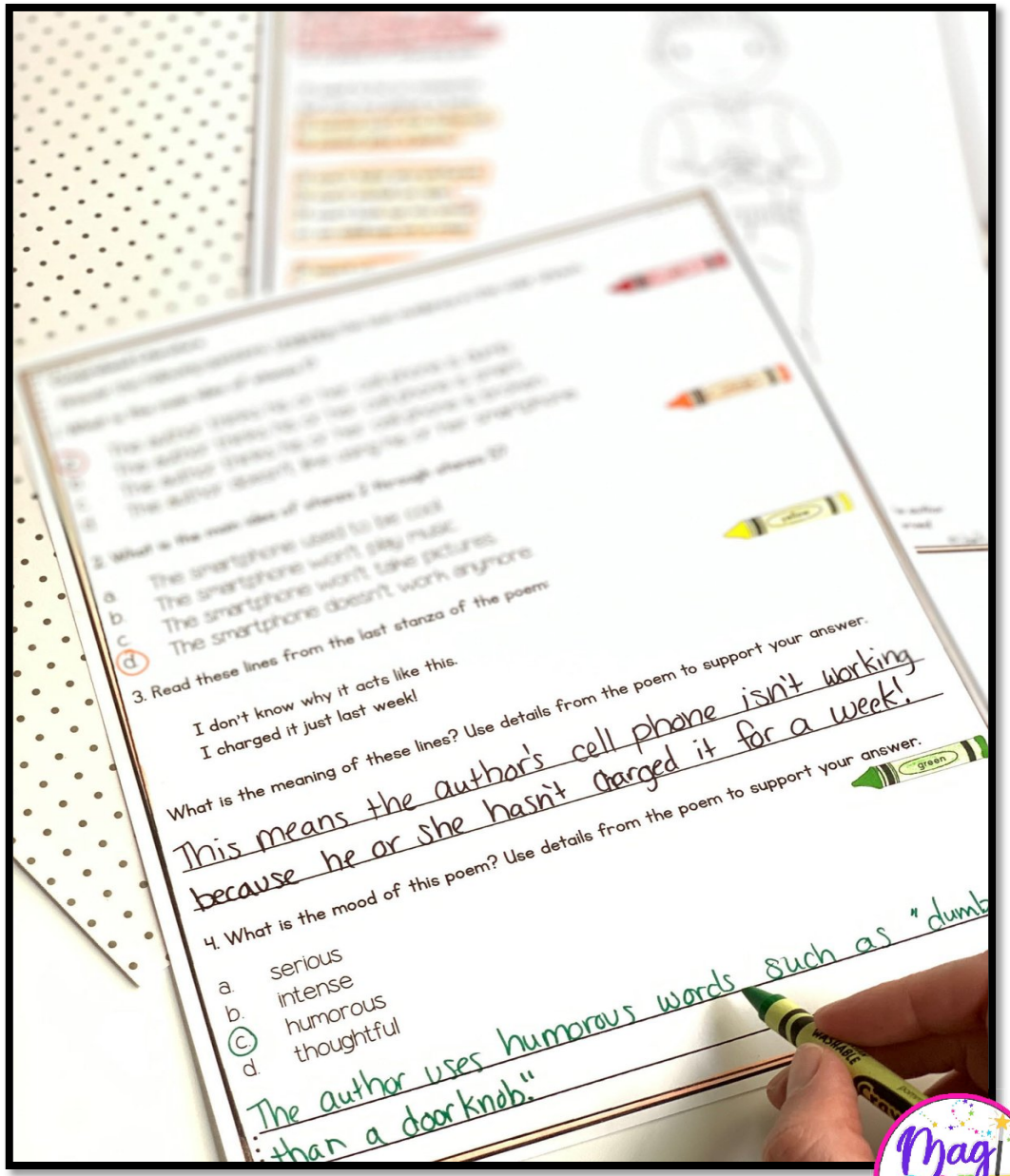
ANCHOR CHART

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



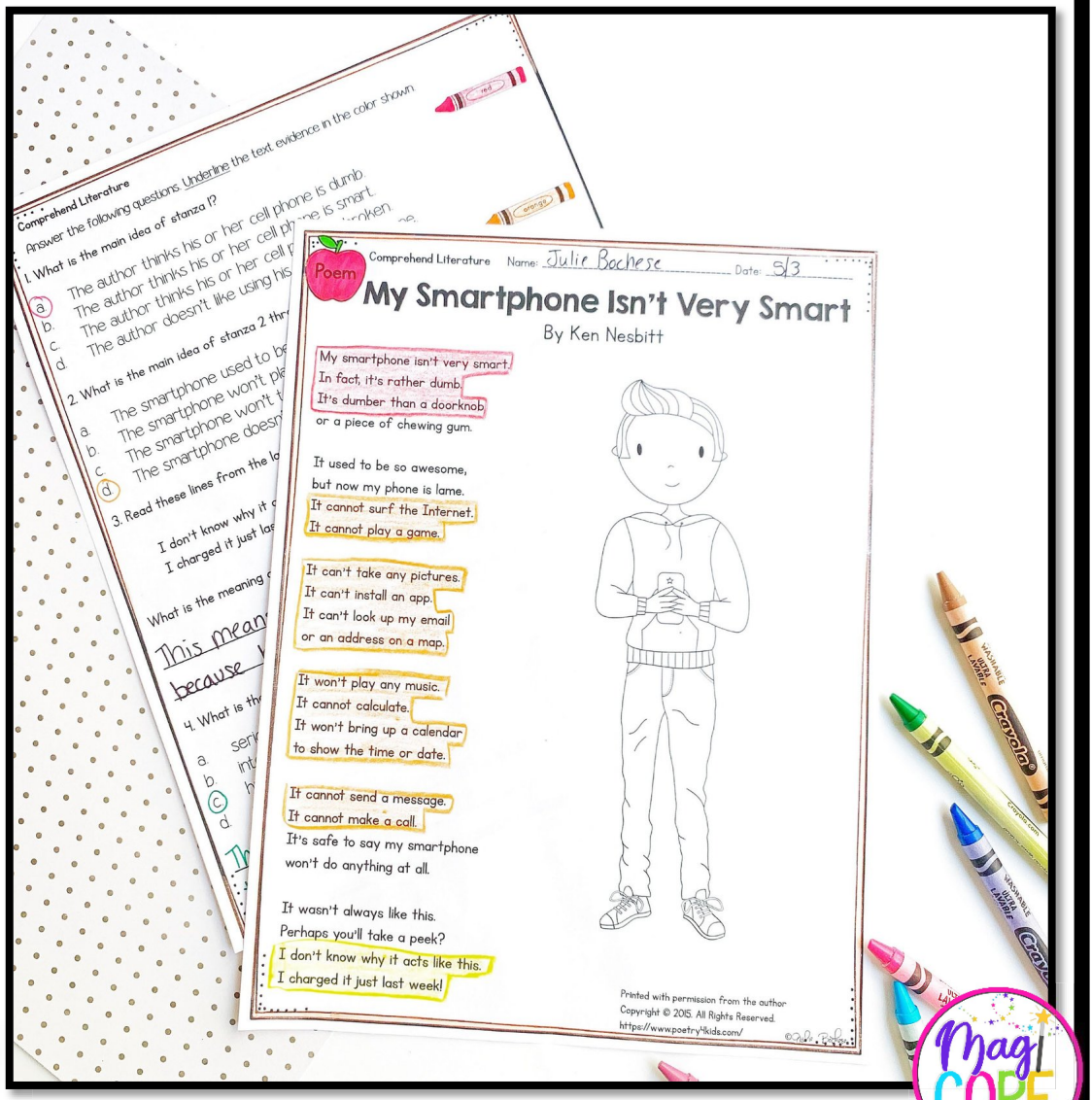
ASSESSMENTS

- 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 500 teachers... and counting!



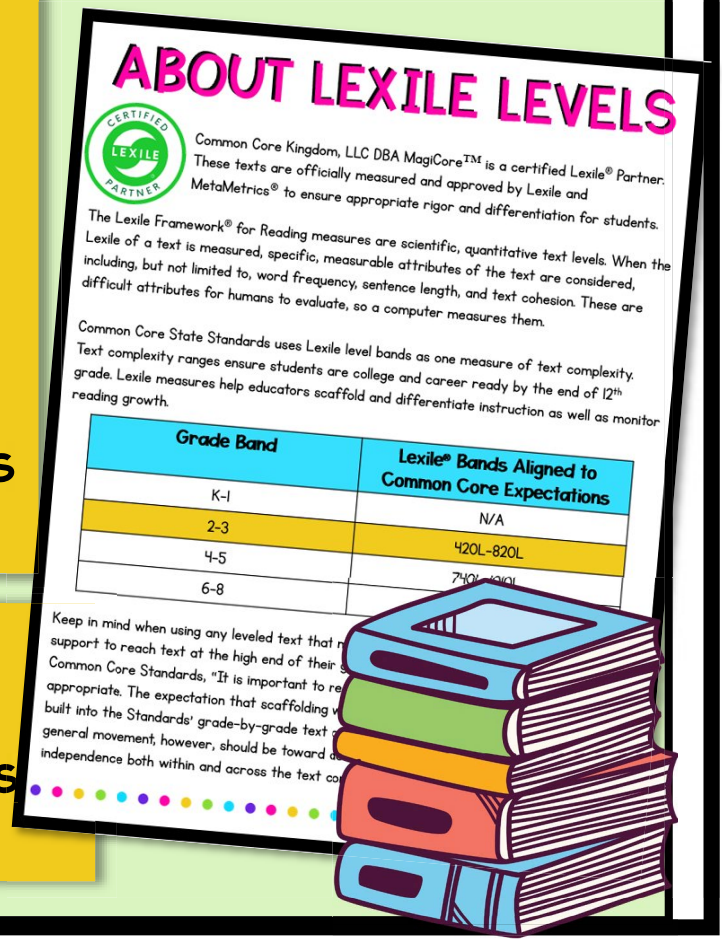
ALIGNS TO SCIENCE OF READING

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

COMPREHEND LITERATURE: STORIES, PLAYS, & POEMS

2nd & 3rd grade

Table of Contents

*This product includes 13 stories, plays, and poems in the 2nd-3rd Grade Common Core Text Complexity Band (the range for 2nd-3rd grade is 420-820). Only the stories are leveled.

1. Stories & Plays Anchor Chart/Journal Page
2. Story: The Big Test- 530L
3. Story: Andrew and the Karate Class Trouble- 690L
4. Story: A History Lesson With Abraham Lincoln- 770L
5. Play: The Leg Debacle
6. Play: Family Ties
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12. Poem: Life in a Dream by Edward Smyth Jones
13. Poem: Jabberwocky by Lewis Carroll
14. Test
    - Story: Bart Hamilton Gets a Hamster- 730L
    - Poem: A Fall Song by Ellen Robena Field



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.

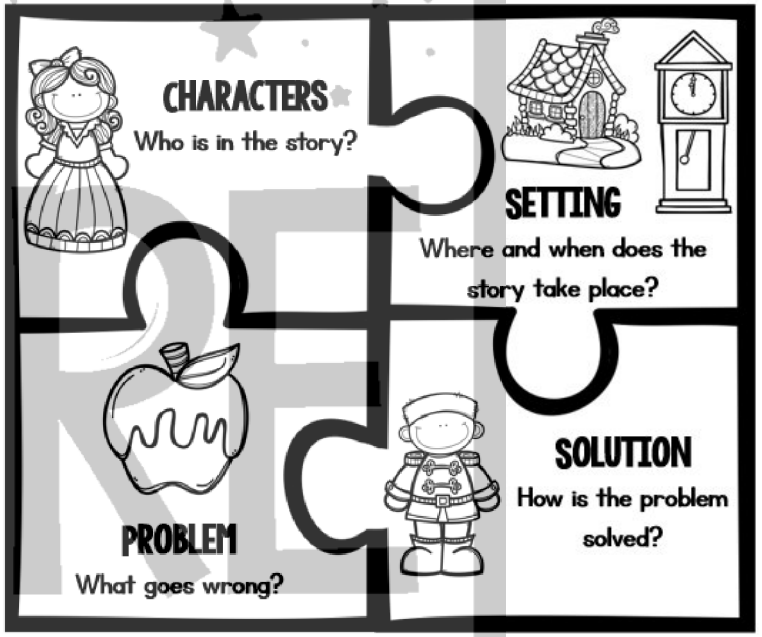
Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

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."

Read & Comprehend STORIES & PLAYS

Stories and plays are usually organized in sequential order. They have:



In stories and plays, characters often learn lessons or morals.

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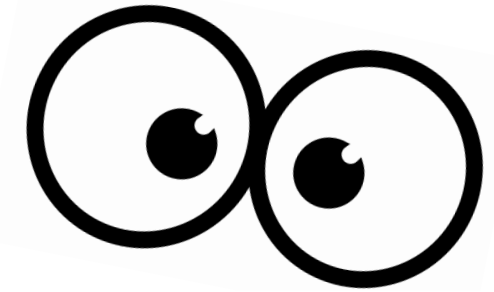
AND ANOTHER PEEK



Play

Comprehend Literature Name: _____ Date: _____

The Leg Debacle

Characters: Hannah, Ella, Mom, Doctor

SCENE 1: HANNAH'S BACK YARD, SUNNY DAY

(Hannah and Ella are in Hannah's back yard practicing gymnastics. The girls laugh and do rolls and cartwheels.)

Hannah: (Excitedly) Ella, help me do a back walkover!

(Ella helps Hannah by putting her arms under her back to support her. Hannah kicks her legs up in the air. Suddenly, she collapses to the ground with a thump. Ella had accidently dropped her. Hannah slumps to the ground.)

Hannah: Owwwww!

(Hannah cries loudly and grabs her ankle. Ella tries to comfort Hannah. Hannah's mom races outside to check on the girls.)



Mom: Hannah, are you okay?!

(Mom has a worried look on her face. Hannah continues to cry. Mom tries to help Hannah stand, but she cannot.)

Mom: Ella, go inside and call your mom to pick you up. I need to take Hannah to the doctor

SCENE 2: THE DOCTOR'S OFFICE, LATER THAT DAY

(The doctor brings an x-ray toward Hannah and her mom.)

Doctor: Well, the good news is that there aren't any broken bones. It looks like Hannah sprained her ankle. You will have to stay off your ankle for a while to let it heal.

Hannah: Oh no! Will I have to miss my gymnastics class?

Doctor: There will be absolutely no gymnastics until you are completely healed.

(Hannah frowns and looks at her mother. She hunches her back in disappointment.)

Doctor: I am going to give you a brace to wear to help your ankle heal. I would also like for you to use crutches for a little while.

(The doctor hands Hannah a brace and crutches.)

Mom: Look on the bright side, Hannah. You will get to ride the elevator at school!

(Hannah smiles and lifts her head.)

Hannah: That's right! When Brendan had crutches, he got to leave class early for lunch. Maybe taking a break and letting my ankle heal won't be so bad after all!

Comprehend Literature

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

1. What is the setting of the beginning of this play? Where did you find this information? (red)

_____

_____

2. What is the main problem in this play? (orange)

a. Hannah breaks her leg.
b. Hannah sprains her leg.
c. Hannah has to miss gymnastics practice.
d. Hannah does dangerous gymnastics tricks without an adult.

3. How does Hannah react to the doctor's news that she will have to miss gymnastics class? (yellow)

_____

_____

_____

4. How does Mom help change Hannah's point of view about missing gymnastics class? (green)

_____

_____

_____

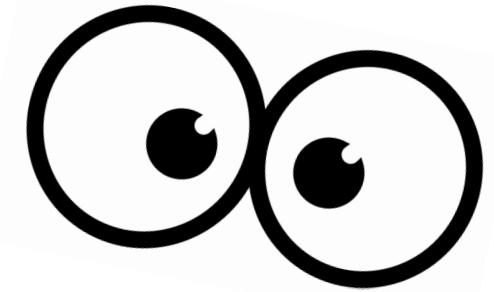
_____

5. What is the lesson of this play? (blue)

a. Using crutches can be fun.
b. Be careful if you practice gymnastics.
c. Don't have a friend help you with gymnastics.
d. When something bad happens, try to find the positive side of things.

MagICORE

CHECK THIS OUT TOO!



Poem

Comprehend Literature Name: _____ Date: _____

Bee! I'm Expecting You!

By Emily Dickenson

Bee! I'm expecting you!
Was saying Yesterday
To Somebody you know
That you were due–

The Frogs got Home last
Week–
Are settled, and at work–
Birds, mostly back–
The Clover warm and thick–

You'll get my Letter by
The seventeenth; Reply
Or better, be with me–
Yours, Fly.



©Jack Pike

Comprehend Literature

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

1. Read these lines from stanza 1 of the poem: red

Was saying Yesterday
To Somebody you know
That you were due–

What is the meaning of the phrase "you were due"? Use details from the poem to support your answer.

_____

_____

_____

_____

2. What is the main idea of stanza 1 and stanza 2? orange

a. Spring is coming.
b. Winter is coming.
c. The bee is late for a visit.
d. The bee is coming to visit.

3. Who is the speaker of this poem? yellow

_____

_____

4. How is the speaker communicating with the bee? green

a. The speaker is talking to the bee.
b. The speaker is writing a letter to the bee.
c. The speaker is on the phone with the bee.
d. The speaker is sending an email to the bee.

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Poem

Comprehend Literature Name: _____ Date: _____

The Little Green Orchard

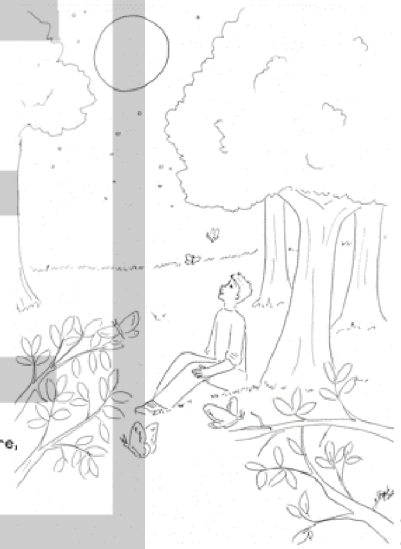
By Walter de La Mare

Some one is always sitting there,
In the little green orchard;
Even when the sun is high
In noon's unclouded sky,
And faintly droning goes
The bee from rose to rose,
Some one in shadow is sitting there
In the little green orchard.

Only it's strange to be feeling there,
In the little green orchard;
Whether you paint or draw,
Dig, hammer, chop or saw;
When you are most alone,
All but the silence gone...
Some one is watching and waiting there,
In the little green orchard.

Yes, when the twilight's falling softly
In the little green orchard;
When the grey dew distills
And every flower-cup fills;
When the last blackbird says,
'What - what!' and goes her way - ssh!
I have heard voices calling softly
In the little green orchard

Not that I am afraid of being there,
In the little green orchard;
Why, when the moon's been bright,
Shedding her lonesome light,
And moths like ghosties come,
And the horned snail leaves home:
I've sat there, whispering and listening there,
In the little green orchard.



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UPGRADE THEIR SKILLS!

730L

Comprehend Literature Name: _____ Date: _____

TEST: Bart Hamilton Gets a Hamster

While most kids Bart Hamilton's age wanted puppies and kittens as pets, he really wanted a hamster. He had seen a hamster in the pet store once when his friend was picking out a new puppy, and he had wanted one ever since. However, his mom and dad refused to let him have it.

One morning, he joined his mom outside as she was busy plucking weeds from the back yard. He sat down beside her with a big smile, but she knew exactly what he was up to.

"I'm still not going to say yes to a hamster, Bart," she said as Bart moaned.

"*Pleaaase, Mom*? Everyone else at school has a pet," whined Bart.

His mom sighed and stopped plucking weeds so that she could give Bart all of her attention. "Having a pet is a great responsibility. You must take care of it and love it every single day. Do you think you can handle that?" she asked.

"I know I can," replied Bart.

"That means feeding it several times a day, cleaning its cage, playing with it, and doing anything else the hamster needs," said his mom.

"I promise I'll do all of that, Mom!" Bart exclaimed, a smiling growing on his face.

"If you're sure, then we can go to the pet store tomorrow to pick out a hamster," Mom said, "but remember, you promised me that you will take care of it."

"Thank you, Mom," Bart said, giving his mom a hug.

He ran inside the house to call his friends with the great news. He would take care of his hamster very well.

The next day, Bart and his parents went to the pet store. They had several hamsters to choose from, but Bart loved the little black one.

"I want that one," Bart said, picking up and cuddling his new furry friend. "His name is Gus."

They picked out a fun cage, wood shavings for Gus's litter, food, and a hamster wheel so that he could have some fun. They assembled everything when they arrived home and plopped Gus inside. Right away, Gus snuggled into the wood shavings and nibbled on a food pellet.

"Thanks for letting me have Gus, Mom and Dad!" said Bart.



His parents hugged Bart and left him to play with his new friend. When Gus was finished nibbling his food, Bart gently pulled him out to play. Gus sat down in Bart's lap and groomed his face with his tiny paws.

"We should play something. Do you want to play fetch?" Bart asked as Gus continued to groom. "What about tag?"

Although Gus didn't want to play, Bart still loved his new friend. He helped the hamster groom and then plopped him back into his cage.

Bart continued to play with and love his new hamster for many days, but he slowly began to forget to do certain things. One day, he forgot to change the litter. Another day, he forgot to refill the water bottle. Bart even forgot to play with Gus sometimes.

One day, Bart came home from school to find Gus plopped in the corner of his cage. He looked quite sad and lonely. Feeling awful that he had forgotten his responsibilities, Bart changed Gus's litter, fed him fresh food, gave him clean water, and pulled his furry friend out of the cage.

"I'm really sorry, Gus. I didn't mean to make you sad and forget my responsibilities," Bart said. "Will you forgive me?"

Although the hamster couldn't reply, Gus snuggled up in Bart's lap as he happily nibbled on a pellet. Bart smiled and took it as a yes. He promised to always take care of Gus.

Comprehend Literature

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

1. What is the main problem in this story? (red)

a. Bart isn't responsible enough to have a pet.
b. Bart doesn't like to take care of his pet hamster.
c. Bart wants a pet hamster, but his parents won't let him have one.
d. Everyone Bart's age wants puppies and kittens, but Bart wants a hamster.

2. How does Bart convince his mom to let him get a pet? (orange)

3. What goes wrong after Bart has Gus for some time? Does Bart fix his mistake? (yellow)

4. Which word best describes Bart? Use an example from the text to support your answer. (green)

a. caring
b. helpful
c. tricky
d. dependable

5. What is the lesson of this story? (blue)

a. Hamsters are a lot of work.
b. Having a pet is not as fun as it seems.
c. It is important to fulfill your responsibilities.
d. Hamsters are better pets than puppies and kittens.

Preview

UPGRADE THEIR SKILLS!

The COMPREHEND LITERATURE 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!

FULL YEAR BUNDLES AVAILABLE

3rd Grade Reading Comprehension Mega Bundle

- 23 Reading Passages
- 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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