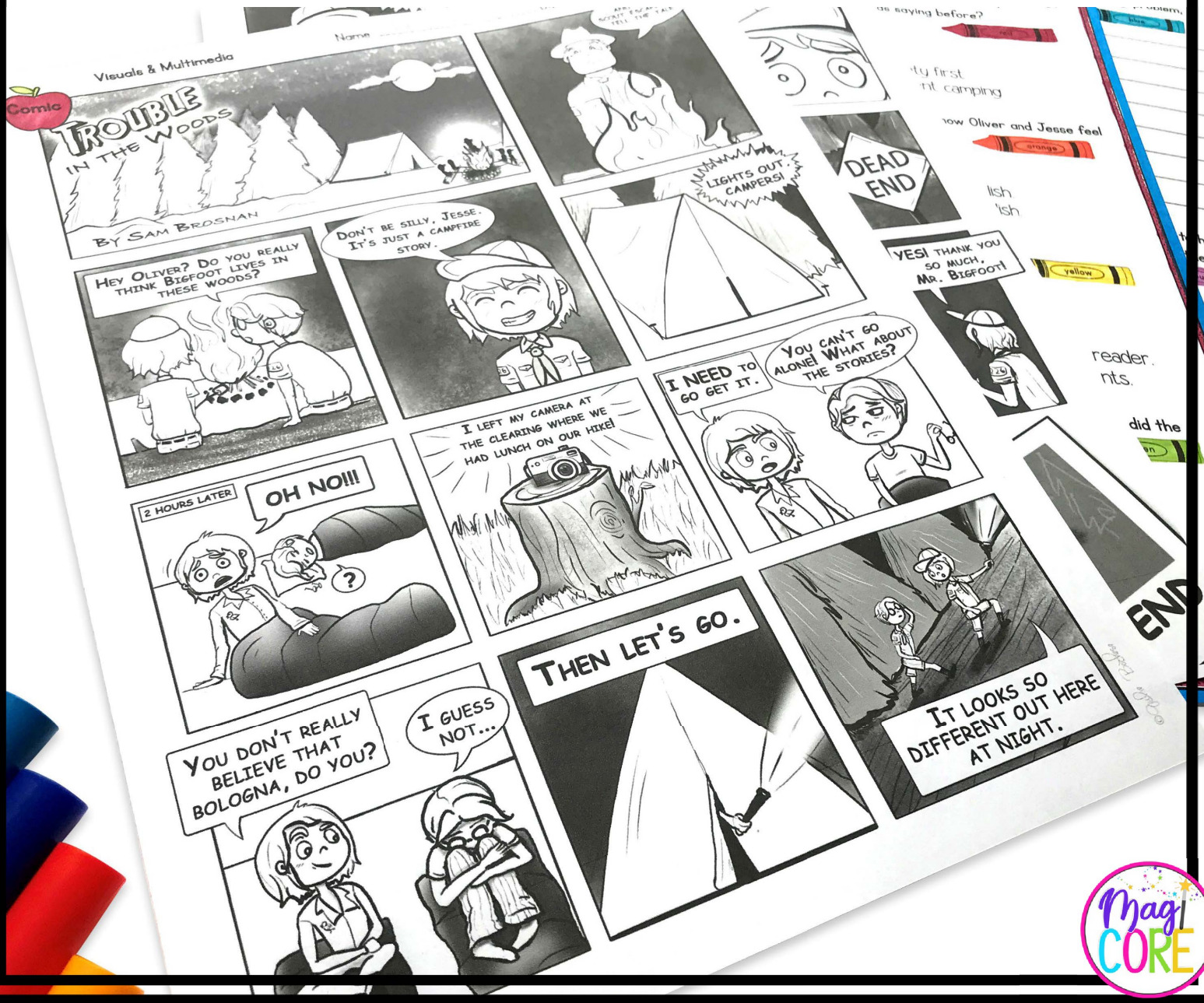
FICTION | 4TH & 5TH GRADE | RL.4.7 / 5.7

VISUALS & MULTIMEDIA

LEXILE

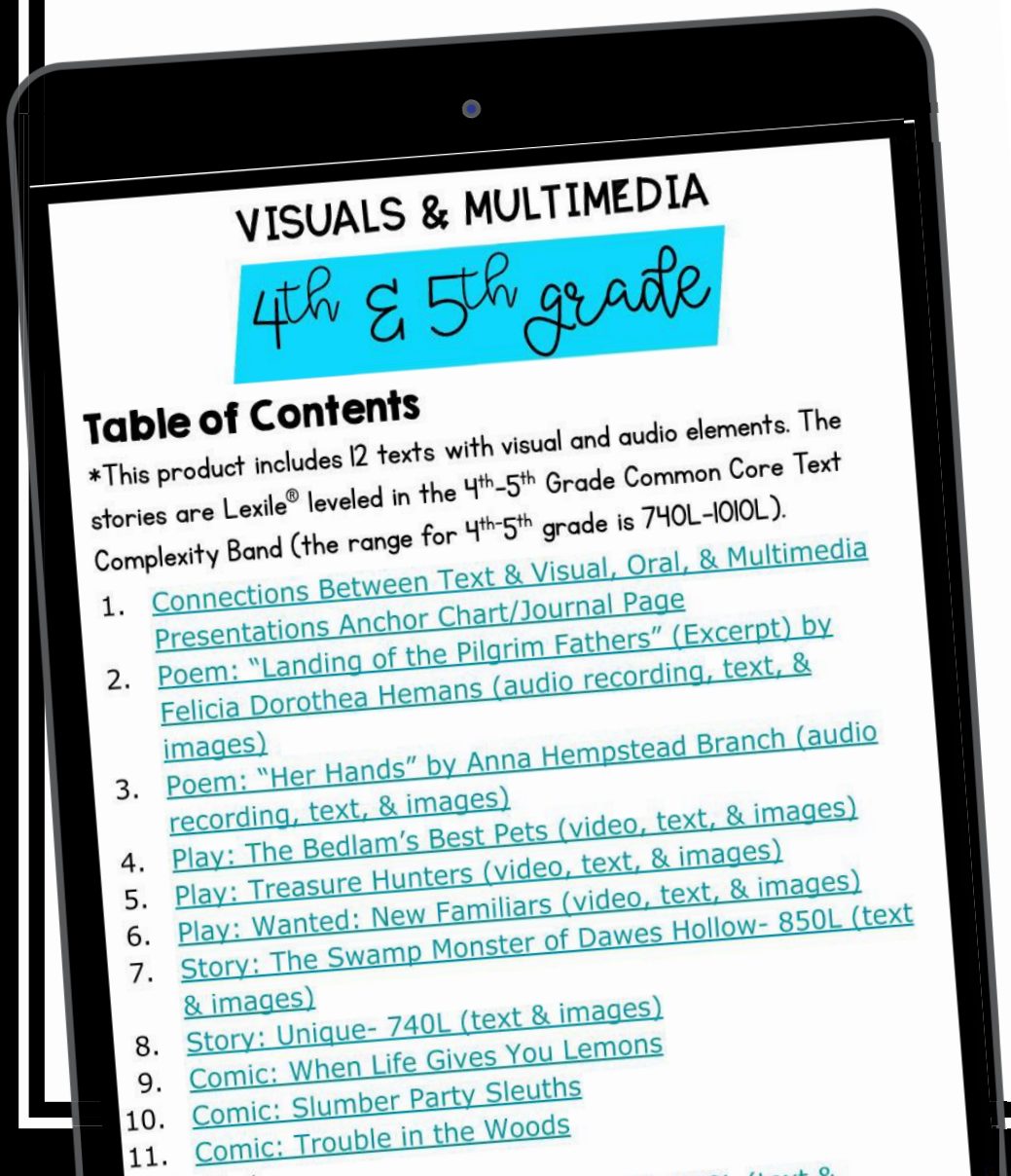
contribute to meaning



WHAT'S INCLUDED?

TEN 4th & 5th Grade DIGITAL and PRINTABLE PDF fiction passages & TWO assessments!

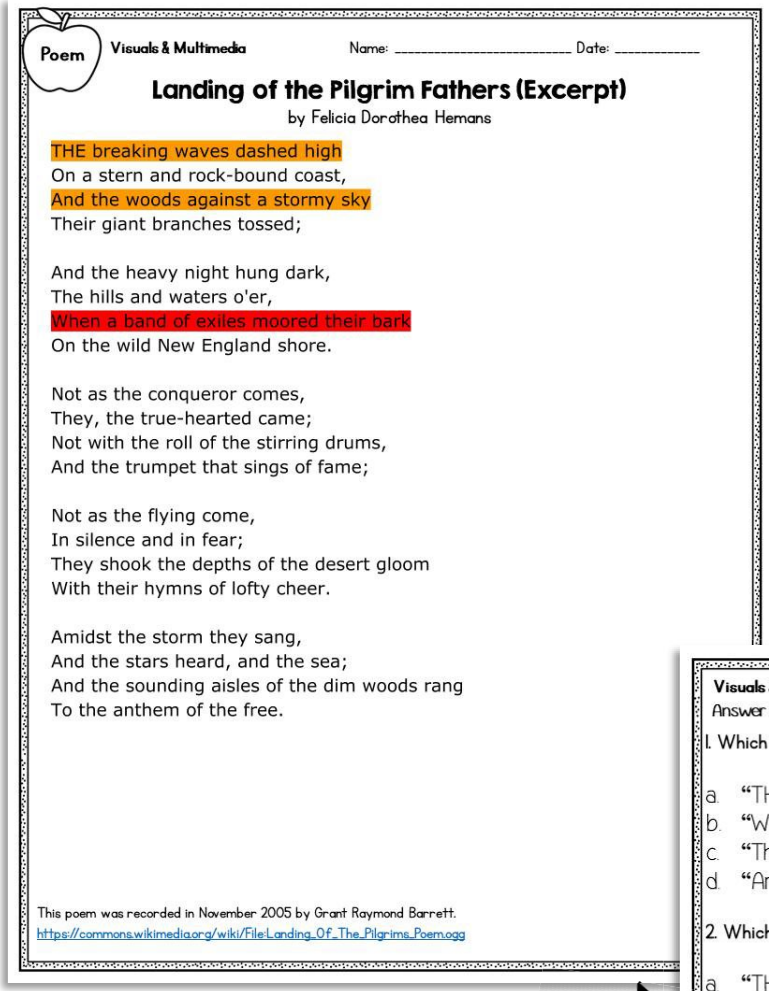
- Aligned with 4th & 5th Grade Lexile Levels
- Includes an Anchor Chart and Journal Page
- Students can highlight the text for easy comprehension



Created with GOOGLE SLIDES

LEXILE®

FICTION PASSAGES



Poem

Visuals & Multimedia Name: _____ Date: _____

Landing of the Pilgrim Fathers (Excerpt)

by Felicia Dorothea Hemans

THE breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed;

And the heavy night hung dark,
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

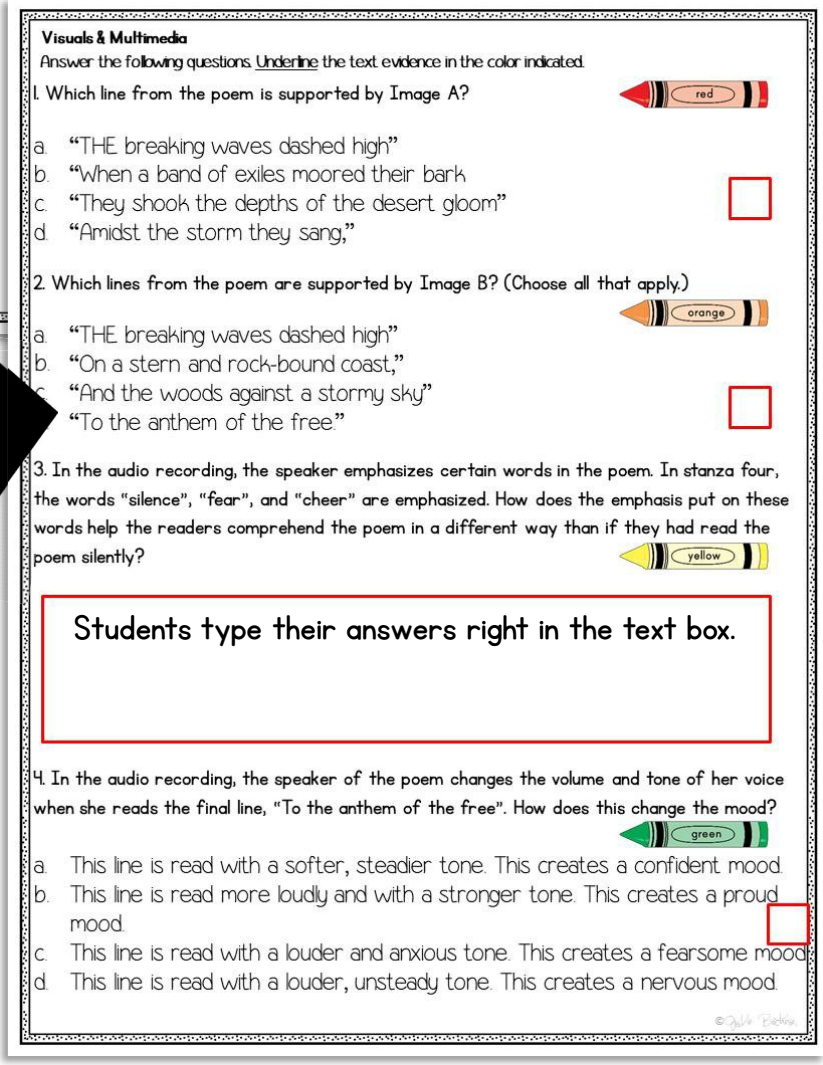
Not as the conqueror comes,
They, the true-hearted came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

Not as the flying come,
In silence and in fear;
They shook the depths of the desert gloom
With their hymns of lofty cheer.

Amidst the storm they sang,
And the stars heard, and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free.

This poem was recorded in November 2005 by Grant Raymond Barrett.
https://commons.wikimedia.org/wiki/File:Landing_Of_The_Pilgrims_Poem.ogg

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!



Visuals & Multimedia

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

1. Which line from the poem is supported by Image A? red

a. "THE breaking waves dashed high"
b. "When a band of exiles moored their bark
c. "They shook the depths of the desert gloom"
d. "Amidst the storm they sang,"

2. Which lines from the poem are supported by Image B? (Choose all that apply.) orange

a. "THE breaking waves dashed high"
b. "On a stern and rock-bound coast,"
c. "And the woods against a stormy sky"
d. "To the anthem of the free."

3. In the audio recording, the speaker emphasizes certain words in the poem. In stanza four, the words "silence", "fear", and "cheer" are emphasized. How does the emphasis put on these words help the readers comprehend the poem in a different way than if they had read the poem silently? yellow

Students type their answers right in the text box.

4. In the audio recording, the speaker of the poem changes the volume and tone of her voice when she reads the final line, "To the anthem of the free". How does this change the mood? green

a. This line is read with a softer, steadier tone. This creates a confident mood.
b. This line is read more loudly and with a stronger tone. This creates a proud mood.
c. This line is read with a louder and anxious tone. This creates a fearsome mood.
d. This line is read with a louder, unsteady tone. This creates a nervous mood.

After reading, students type their answers in the text boxes using text evidence.

ASSESSMENTS

750L Visuals & Multimedia Name: _____ Date: _____

TEST: Journey on the Oregon Trail

"Storm's a comin'," sighed Pa.

Play Visuals & Multimedia Name: _____ Date: _____

TEST: The Ghost in the Attic

Characters: Joey, Zoe, Mandy, Jerome, and Joey and Zoe's father

SCENE 1: JOEY AND ZOE'S BEDROOM, NIGHT

(Joey and Zoe are twins, and they are having their friends Mandy an over for a birthday sleepover. They're all sitting in the twins' room as Zoe tell ghost stories.)

Joey: This next story we're about to tell you is the scariest one of all it's *true*. It's the story of the ghost in the attic...
Zoe*:* ...the attic right above our heads.
Jerome: *(trembling)* There's a ghost in your attic?!
Mandy: Shh, Jerome... It might hear you!
Zoe: *(nodding seriously)* See, this house used to be where the old stationmaster lived, back when the railway lines ran through our yar
Jerome: *(interrupting)* Did you hear that? I swear that noises are co upstairs.

(They stop to listen and hear thuds and bangs coming from the attic.)
Mandy: It's him! It's the ghost of the old stationmaster.
Zoe: He must know that we're telling his story. Now he won't settle until we finish.
Jerome: I'm scared.
Joey: So was the old stationmaster. He was scared because he had a habit of sleepwalking. At night, he would be sleeping soundly in his bed, which was up where the attic is now, but while his mind was sleeping, his body would wake up and roam the house. Sometimes, he would even end up all th outside.



Visuals & Multimedia

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

1. Which of the following is included in the script that is not included in the video? (Choose all that apply.) red

a. the stage directions
b. the scene descriptions
c. the names of the characters talking
d. the dialogue the characters say

Why are your choices above left out of the video?

Students type their answers right in the text box.

2. How does the first picture help the reader's comprehension? (Choose all that apply.) orange

a. This picture shows that the twins are brave.
b. This picture shows that Jerome and Mandy are frightened.
c. This picture shows what the ghost in the attic looks like.
d. This picture helps the reader understand what the characters look like.

3. In the video, the speaker uses expression to distinguish characters and to show how the characters are feeling. Give an example from the video in which the speaker portrays a character's feelings or emotions in a certain manner. yellow

Color coded highlighting can also be done on the assessments!

This resource also includes TWO tests with different Lexile Levels for student assessment.

VISUALS & MULTIMEDIA

4th & 5th grade

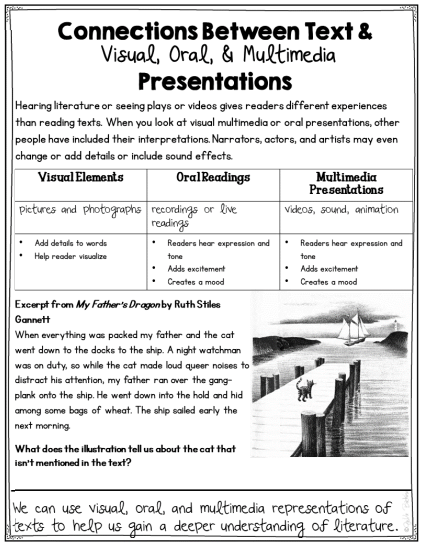
Table of Contents

*This product includes 12 texts with visual and audio elements. The stories are Lexile® leveled in the 4th-5th Grade Common Core Text Complexity Band (the range for 4th-5th grade is 740L-1010L).

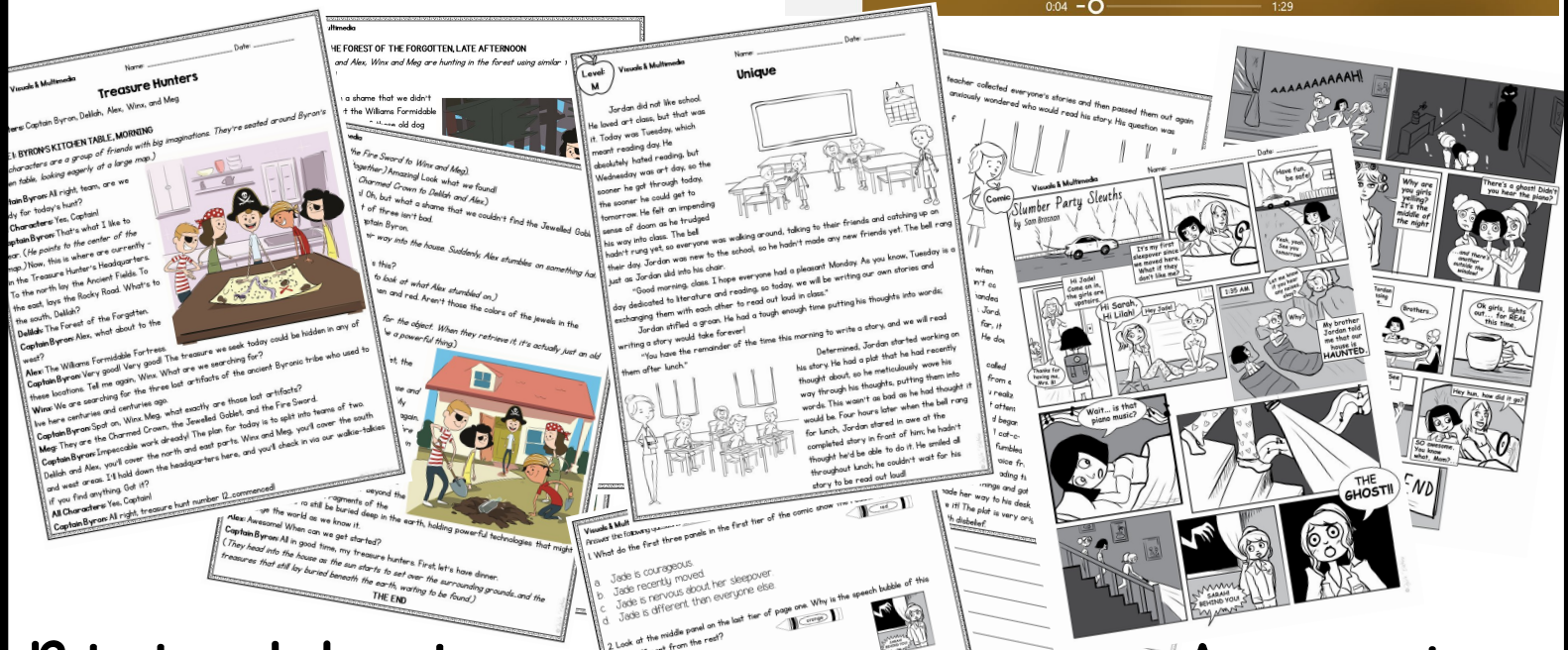
1. Connections Between Text & Visual, Oral, & Multimedia Presentations Anchor Chart/Journal Page
2. Poem: "Landing of the Pilgrim Fathers" (Excerpt) by Felicia Dorothea Hemans (audio recording, text, & images)
3. Poem: "Her Hands" by Anna Hempstead Branch (audio recording, text, & images)
4. Play: The Bedlam's Best Pets (video, text, & images)
5. Play: Treasure Hunters (video, text, & images)
6. Play: Wanted: New Familiars (video, text, & images)
7. Story: The Swamp Monster of Dawes Hollow- 850L (text & images)
8. Story: Unique- 740L (text & images)
9. Comic: When Life Gives You Lemons
10. Comic: Slumber Party Sleuths
11. Comic: Trouble in the Woods
12. Test
    - Story: Journey on the Oregon Trail- 750L (text & images)
    - Play: The Ghost in the Attic (text, video, & images)

WHAT IS INCLUDED?

Anchor charts to help you teach and for students to reference







12 texts including stories, plays, poems, and comics

Multiple choice and short response questions

- Requires students to find text evidence



Assessment

- Same format as practice worksheets

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."

Poem Visuals & Multimedia Name: _____ Date: _____

Her Hands

by Anna Hempstead Branch

My mother's hands are cool and fair,
They can do anything.
Delicate mercies hide them there
Like flowers in the spring.

When I was small and could not sleep,
She used to come to me,
And with my cheek upon her hand
How sure my rest would be.

For everything she ever touched
Of beautiful or fine,
Their memories living in her hands
Would warm that sleep of mine.

Her hands remember how they played
One time in meadow streams, --
And all the flickering song and shade
Of water took my dreams.

Swift through her haunted fingers pass
Memories of garden things; --
I dipped my face in flowers and grass
And sounds of hidden wings.

One time she touched the cloud that kissed
Brown pastures bleak and far; --
I leaned my cheek into a mist
And thought I was a star.

All this was very long ago
And I am grown; but yet
The hand that lured my slumber so
I never can forget.

For still when drowsiness comes on
It seems so soft and cool,
Shaped happily beneath my cheek,
Hollow and beautiful.

The poem was recorded in July 2008 by Grant Raymond Barrett.
https://commons.wikimedia.org/wiki/File:01_Her_Hands_Poem.ogg

©Julie Bachose, 2018

Poem

Visuals & Multimedia

Name: _____ Date: _____

"Her Hands" Images



Image A



Image B

The poem was recorded in July 2008 by Grant Raymond Barrett.
https://commons.wikimedia.org/wiki/File:01_Her_Hands_Poem.ogg

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Visuals & Multimedia

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

1. Which lines from the poem are supported by Image A? (Choose all that apply.)

red



a. "My mother's hands are cool and fair,"
b. "Delicate mercies hide them there"
c. "Would warm that sleep of mine."
d. "Her hands remember how they played"

2. Which lines from the poem are supported by Image B? (Choose all that apply.)

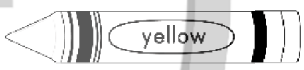
orange



a. "Their memories living in her hands"
b. "Swift through her haunted fingers pass"
c. "One time she touched the cloud that kissed"
d. "Shaped happily beneath my cheek,"

3. In the audio recording, the speaker takes longer pauses in the last two stanzas. How do these pauses help the readers comprehend the poem in a different way than if they had read the poem silently?

yellow



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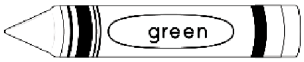
_____

4. In the audio recording, the speaker of the poem changes her pace when she reads certain lines. How does this change the mood?

green



a. The speaker speeds up at times to create more excitement.
b. The speaker reads at a steadier pace to show calmness.
c. The speaker reads some lines quickly to show how fast childhood went.
d. The speaker slows down when she wants to emphasize some nostalgic memories.

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5. Image A and Image B portray the poem very differently. Describe how each image creates a different mood and tone for the poem. Use two details from the poem to support your answer.



6. Describe how both the details in the text and the audio recording work together to make the tone of the poem. Include one quote from the poem and one detail from the audio recording to support your description.



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Play Visuals & Multimedia Name: _____ Date: _____

The Bedlam's Best Pets

Characters: The Bedlam Family (Kathryn, Levi, Mom, Dad, and Aunt Mary) and Ned, the neighbor

SCENE I: THE LIVING ROOM, DAY

(The Bedlam household is chaos, as usual. The dog is chasing the cat, the parrot is squawking, the rabbit is messily eating salad, and the snake is slithering across the floor at Aunt Mary's feet.)



Aunt Mary: Levi! Your snake has escaped again!

Levi: Oh, I know. Mr. Noodles is so clever, isn't he?

Aunt Mary: Clever?! You call that disgusting creature *clever*?

Levi: Of course! Only a really clever snake could figure out how to escape from his terrarium every day.

Kathryn: If you're talking about clever animals, then you should be talking about my cat Priscilla. She knows exactly which of Mom's earrings are the most expensive, and she can open the jewelry box and steal them all on her own.

Mom: (*frowning*) I wouldn't call that feline thief *clever*. My parrot Tom can talk! Can any of your pets do that?

Dad: Who cares about talking? I hear enough of that from you lot. Now my Rover, he's the most obedient dog in the world, isn't he?

(*Rover the dog bounds over to Dad. At Dad's command, he sits, shakes and rolls over.*)

Aunt Mary: What about it? All dogs can do silly tricks like that.

(*She picks up the rabbit from the floor.*)

Aunt Mary: My Rebecca here, she can... Well, she's beautiful! Who cares about being clever when you can be beautiful instead?!

©Ruby Barker

Kathryn" (*hands on her hips*) Priscilla is beautiful *and* clever!
Mom: Tom can *talk*!
Levi: Wait, wait, wait! There's only one way to settle this.
(*The family all stops their arguing to look at Levi.*)
Levi: We have to have a talent show, of course.

SCENE 2: THE BACK YARD, THE NEXT DAY

(*The back yard has been set up to look like a makeshift theatre with a small stage and a banner reading, "The Bedlam's Pet Talent Show". The Bedlam's neighbor Ned is sitting on a lawn chair, and he looks apprehensive.*)

Ned: Explain to me exactly what I have to do again.
(*Levi hands Ned a piece of paper.*)
Levi: You have to judge which of our pets is the best. They'll have one minute on stage to show their talents. You give them scores out of ten, and the pet with the highest score at the end wins.
Dad: Everyone, get your pets ready!
(*The Bedlam family lines up with their pets in their arms. Levi walks onto the stage first with Mr. Noodles, the snake, in his terrarium.*)



Levi: I present to you Mr. Noodles, the smartest snake in the world. Watch as he escapes from his terrarium in under one minute.
(*Levi taps the glass of the terrarium, and Mr. Noodles starts to slither around. Within 50 seconds, the snake has unlatched the lid and is sliding over the top and onto the stage.*)

Visuals & Multimedia

Ned: Very impressive! Who's next?
(*Levi picks up Mr. Noodles and clears the stage to make way for Kathryn and Priscilla.*)
Kathryn: I present to you Priscilla, the cat with the finest taste!
(*She places Mom's jewelry box on a small table. Within a minute, Priscilla has opened the jewelry box and selected a glittery pair of diamond earrings.*)
Ned: Wonderful! Wonderful!
Mom: (*marching onto the stage with Tom, the parrot*) I present to you Tom, the amazing talking parrot. Tom, who's the best pet in the Bedlam household?
Tom the Parrot: (*This can be said collectively by all the actors, squawking in parrot-like voices.*) Rawrk! Tom, the parrot! Rawrk! Tom, the parrot!
(*Mom bows and Ned claps politely. Dad walks onto the stage with Rover, the dog.*)
Dad: I present to you Rover, the world's most obedient dog!
(*Dad does a series of tricks with Rover like sitting, rolling, and shaking.*)
Ned: Very good! Very good!
(*Finally, Aunt Mary walks onto the stage with Rebecca, the rabbit.*)
Aunt Mary: Last, but certainly not least… I present to you Rebecca, the most beautiful rabbit in the world!
(*She sits Rebecca in Ned's lap.*)
Ned: (*stroking the rabbit*) She's very beautiful indeed.
(*Ned looks up at the family, who are all watching him expectantly.*)
Kathryn: So? Who's the winner?
Ned: (*overwhelmed*) I… I just need some time to deliberate. I'll present the winner tonight at tea.

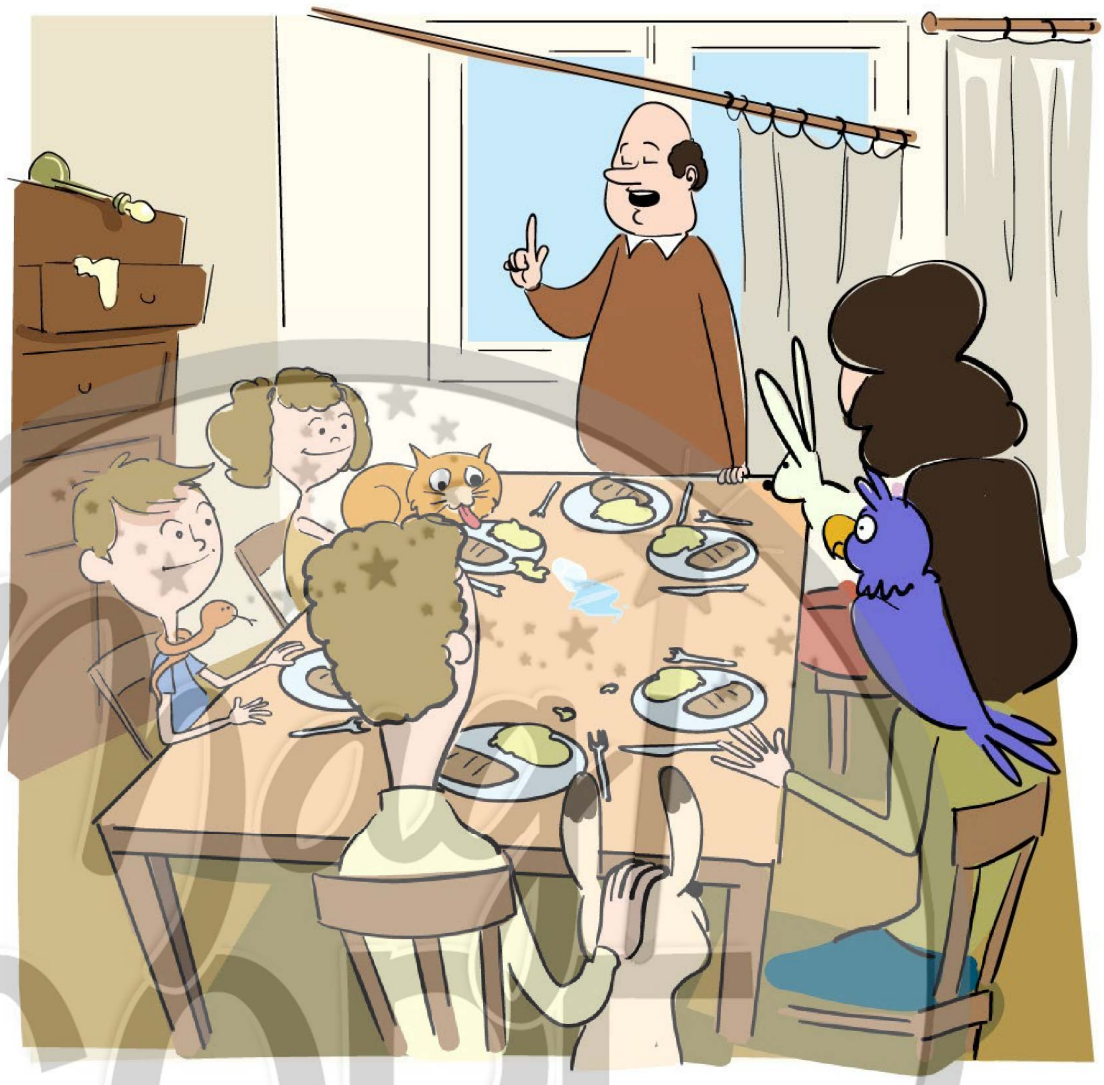
SCENE 3: THE DINING ROOM, EVENING

(*Once again, the Bedlam household is chaos. The family and Ned are seated around the dining room table while the animals make a cacophony of noise in the background.*)

Ned: Well, Bedlams, I've reached my decision. It wasn't an easy one.
Kathryn: Of course not. I'm sure that the others will be disappointed when they hear that Priscilla is the winner.
Ned: Actually, there isn't a winner…not *one* anyway.

©Julie Bochese

Visuals & Multimedia



(*The family stares at him, confused.*)

Ned: There have to be five winners because there were five separate categories. Mr. Noodles wins the Best Snake prize. Priscilla wins the Best Cat prize. Tom wins the Best Parrot prize, Rover wins the Best Dog prize, and Rebecca, of course, wins the Best Rabbit prize.

(*The family continues to stare.*)

Ned: Don't you see? Each animal is so different; it's impossible to judge them against each other! They're all the best at what they are. Isn't that the most important thing?

(*Each member of the family looks at his or her respective pet, frowning at first but then slowly smiling as they all realize that Ned is right.*)

Levi: Did you hear that, Mr. Noodles! You're the best snake!

Aunt Mary: You're the best rabbit, Rebecca!

Dad: I always knew that Rover was the best dog!

Kathryn: No one's surprised that Priscilla is the best cat, of course!

Mom: Who's the best parrot?

Tom the Parrot: Rawrk! Tom! Rawrk! Tom!

(*The family laughs and settles down to eat dinner with Ned as all of the best pets continue to cause bedlam in the background.*)

THE END

©Julie Backus

Visuals & Multimedia

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

1. Which of the following is included in the script that is not included in the video? (Choose all that apply.)



a. the stage directions
b. the scene descriptions
c. the names of the characters talking
d. the dialogue the characters say

Why are your choices above left out of the video?

_____

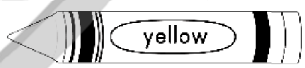
_____

2. How does the first picture help the reader's comprehension? (Choose all that apply.)



a. This picture shows how calm Mom is.
b. This picture shows what the scene looks like.
c. This picture shows how chaotic the Bedlam's house is.
d. This picture helps the reader understand what the characters look like.

3. In the video, the speaker uses expression to distinguish characters and to show how the characters are feeling. Give an example from the video in which the speaker portrays a character's feelings or emotions in a certain manner.



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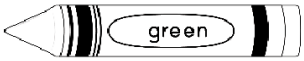
4. Describe another picture that could be added to this drama. Explain what details would be included and how it would support the tone of the drama.



5. Describe how both the details in the text and the video work together to help the reader comprehend the drama. Include one quote from the drama and one audio or visual detail from the video to support your description.



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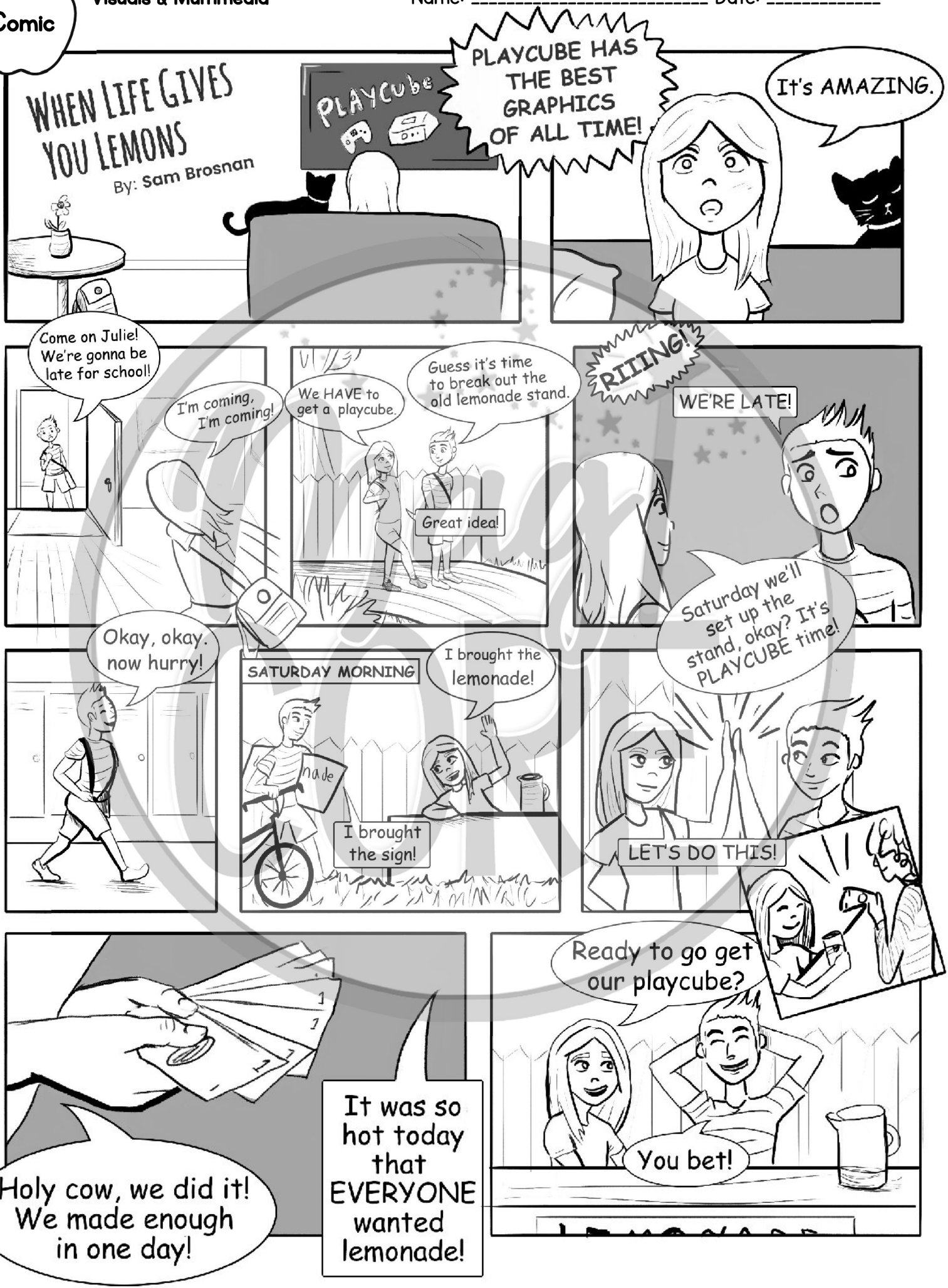
Comic

Visuals & Multimedia

Name: _____ Date: _____




OH NO!!
My bike is gone. It was tied to the tree.
Oh no...
My mom's gonna kill me.
We'll find it, don't worry.
ONE WEEK LATER
Any calls yet?
Nothing. We put up posters everywhere!
NEW Mountain Bike
Dont worry, I have a feeling it will work out.
TWO DAYS LATER
Hold on, I have something for you!
What is it? Come on, we're gonna be late again.
?!?
What about the Playcube?
Turns out you're more important.
Lemonade stand next weekend?
You bet.
THE END

Visuals & Multimedia

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

1. What does the second panel in the first tier of the comic show the reader about Julie?



a. This shows all of the characters in the comic.
b. This shows that Julie does not want to go to school
c. This closeup of Julie shows she is mesmerized by Playcube.
d. This is a picture showing the setting of the comic at a distance.

2. How are sound effects shown in this comic? (Choose all that apply.)



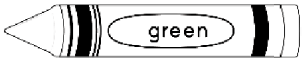
a. Sound effects are in regular speech bubbles.
b. Sound effects are shown in spiky bubbles.
c. Sound effects are not shown, but they can be imagined by the reader.
d. Sound effects are shown through lines around where the sound is on the illustration.

3. How is reading a comic similar to reading a regular story? (Choose all that apply.)



a. You read from left to right.
b. The images are stronger focal points than the text.
c. Your eyes need to jump around each panel to comprehend the words and images.
d. You need to pay attention to all of the pictures, words, and sounds to comprehend the plot.

4. On the last tier, in first panel on page two, the boy has a speech bubble that says, "?!?" What is this character likely thinking?



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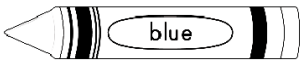
5. Summarize the story portrayed in this comic. Include the characters, setting, problem, and solution.



6. Describe how both the details in the text and the illustrations work together to help the reader comprehend the story in the comic. Include one piece of dialogue from the comic and one visual detail from the illustrations to support your description.



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Good to Go

- Use this resource personally or with your own children.
- Use this resource in your own classroom with your students.
- Provide this resource to your students to use at your instruction.
- Print and/or copy for use in your own classroom.
- Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
- Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
- Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:

https://magicorelearning.com/

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Not O.K.

- Share with others to use personally.
- Share with others to use in another classroom.
- Print or copy any page(s) and distribute them to other teachers or other classrooms.
- Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom., including but not limited to personal, classroom, or district websites that are accessible to the general public.
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