FICTION | 2ND & 3RD GRADE | ELA.2.R.1.2 / 3.R.1.2

Florida B.E.S.T. THEME

LEXILE®

Fables Name: _____ Date: _____

440L

The Frogs & The Ox

An ox came down to a reedy pool to drink. As he splashed heavily into the water, he crushed a young frog into the mud. The old frog soon missed the little one. She asked his brothers and sisters what had become of him.

"A *great big* monster stepped on little brother with one of his huge feet!" said one of them.

"Big, was he!" said the old frog, puffing herself up. "Was he as big as this?"

"Oh, *much* bigger!" they cried.

The frog puffed up still more.

"He could not have been bigger than this," she said. But the little frogs all declared that the monster was *much, much* bigger. The old frog kept puffing herself out more and more. All at once, she burst.



Do not attempt the impossible.

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Fables

5. Which word could be used to describe the old frog?
a. mean
b. selfish
c. foolish
d. greedy

blue

teach the reader?

purple

r to learn to think before you
if the old frog had thought
e wouldn't have puffed herself

pink

do not attempt the impossible.
try to do things that are out of
ible for the frog to puff up
e tried anyways. This caused

vidence in the color shown. If there is no
e answer. You should still look for text.

red

ox.

orange

yellow

p to show how big the
monster was that crushed the young frog.

4. What happened to the old frog in the end?
a. She burst out laughing.
b. An ox crushed the old frog.
c. She turned into the monster.
d. She burst because she puffed up too much.

green

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MagiCORE

Fables

5. What happened in the end?

In the end, the wolf's song alerted the shepherd dogs. The shepherd dogs came and chased the wolf away. The kid was saved.

6. Which character trait could you use to describe the wolf? Use text evidence to support

Fables

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

1. What is a kid as it is used in the story?

a. a child
b. a little boy
c. a little goat
d. a foolish wolf

2. Why did the kid ignore his mother's calls?

. The wolf
ted the
Don't let
from your
mind and
eating

Fables Name: _____ Date: _____

620L

The Wolf and the Kid

There was once a little kid whose growing horns made him think he was a grown-up billy goat. He thought he was able to take care of himself. One evening the flock started home from the pasture and his mother called. The kid paid no heed and kept right on nibbling the tender grass. A little later when he lifted his head, the flock was gone.

He was all alone. The sun was sinking. Long shadows came creeping over the ground. A chilly little wind came creeping with them making scary noises in the grass. The kid shivered as he thought of the terrible wolf. Then he started wildly over the field, bleating for his mother. But not half-way, near a clump of trees, there was the wolf!

The kid knew there was little hope for him.

"Please, Mr. Wolf," he said trembling, "I know you are going to eat me. But first please pipe me a tune. I want to dance and be merry as long as I can."

The wolf liked the idea of a little music before eating. He struck up a merry tune and the kid leaped and frisked gaily.

Meanwhile, the flock was moving slowly homeward. In the still evening air the wolf's piping carried far. The shepherd dogs pricked up their ears. They recognized the song the wolf sings before a feast. In a moment they were racing back to the pasture. The wolf's song ended suddenly, and as he ran, with the dogs at his heels, he called himself a fool for turning piper to please a kid. He should have stuck to his butcher's trade.



Do not let anything turn you from your purpose.

Recount Folktales Name: _____ Date: _____

Lexile: 520

The Princess and the Pea

Origin: Denmark

Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted. There were princesses enough, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be. So he came home again and was sad, for he would have liked very much to have a real princess.

One evening a terrible storm came on; there was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the city gate, and the old king went to open it.

It was a princess standing out there in front of the gate. But, good gracious! What a sight the rain and the wind had made her look. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. And yet she said that she was a real princess.



Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses.

Nobody but a real princess could be as sensitive as that.

So the prince took her for his wife, for now he knew that he had a real princess; and the pea was put in the museum, where it may still be seen, if no one has stolen it.

There, that is a true story.



color shown. If there is no
should still look for text.

red

ld to find a

orange

yellow

al princess

to support your answer:

green

a real princess.

she trusted her by putting a pea under twenty mattresses.

ncess?

under

ic pea when she

ss

night?

purple

She

at gave her black

rt your answer:

pink

their visitor was

The girl really

was a princess.

THEME

2nd & 3rd grade

Table of Contents

*This product includes 12 Lexile® leveled passages in the 2nd-3rd Grade Florida B.E.S.T. Text Complexity Band (the range for 2nd-3rd grade is 420L-820L). Each passage and question set is 2 pages long.

1. Theme Anchor Chart and Journal Page
2. Mentor Text and Graphic Organizer
3. Robert Roberts and the Fairies- 430L
4. The Frogs & the Ox 440L
5. The Golden Nugget - 510L
6. The Princess and the Pea- 520L
7. The Two Goats- 590L
8. For Harvey -600L
9. Stompe Pilt- 610L
10. The Peacock and the Crane- 640
11. The Science Project -680L
12. Blue Fire -740L
13. Flock Together -780L
14. Test
    - The Young Crab and His Mother- 560L
    - The Wolf and the Kid- 620L

ABOUT LEXILE LEVELS

MagiCore 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.

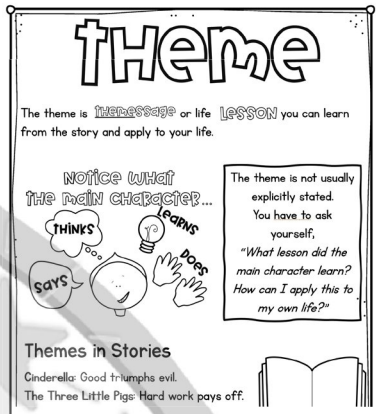
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

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 to Use This Resource

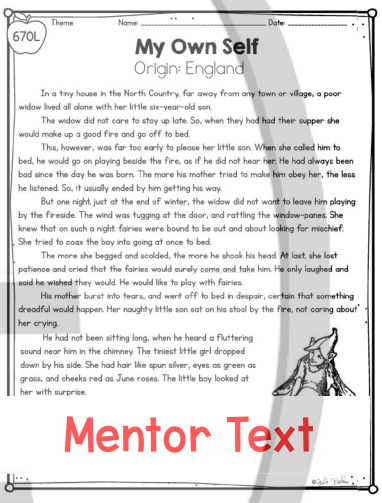
This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

Anchor Charts: These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.



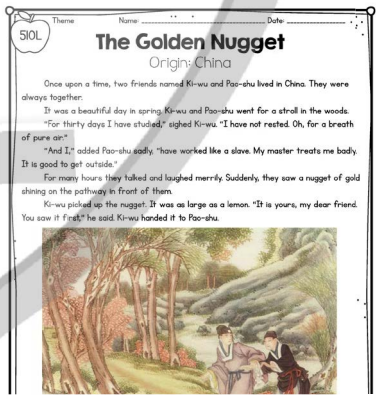
Anchor Chart

Mentor Text: Mentor texts are included for teachers to use to model the skill. Some of the mentor texts come directly from the Florida B.E.S.T standards mentor text recommendations for second grade. These texts tend to be longer and more complex than the intended Lexile grade range. For this reason, I have incorporated these recommended texts for teachers to use as read alouds, shared readings, and modeling. Mentor texts also included a guided response such as a graphic organizer or questions.



Mentor Text

Practice Passages: These passages are Lexile leveled and include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.



Practice Page

Assessment: Two assessment passages are included. Both are intended to be used to form a complete assessment; however, some teachers chose to use the assessment passages separately in order to differentiate assessments.

How to Use This Resource

Here is the recommend lesson layout and schedule for this resource:

Day 1: Introduce the theme anchor chart. Read aloud the Mentor Text *My Own Self*. Model identifying the elements that lead readers to determine the theme by using the graphic organizer and questions. Emphasize that identifying and understanding theme can help us take meaning from stories we read.

Day 2: Select a story in the mid-range of the text complexity band. Make the story and question set poster size or project the text and questions. Read the story as a class, then work together to answer the questions.

Day 3: Students complete a passage and question set in partners. I recommend choosing a text in the mid-range of the text complexity band. Always review work as a class or in groups.

Day 4: Students complete a passage at the low range of the text complexity band independently. Be sure to review student work. If students did not get answers correct, ensure you make time to review with students independently or in small groups.

Day 5-6: Continue to assign increasingly more complex passages. Continue to assess and review work.

Day 7: By the end of the unit, most of your class should be showing mastery of the passages. This is time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

**Follow your students lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*

Theme Name: _____ Date: _____

440L

The Frogs & The Ox

An ox came down to a reedy pool to drink. As he splashed heavily into the water, he crushed a young frog into the mud. The old frog soon missed the little one. She asked his brothers and sisters what had become of him.

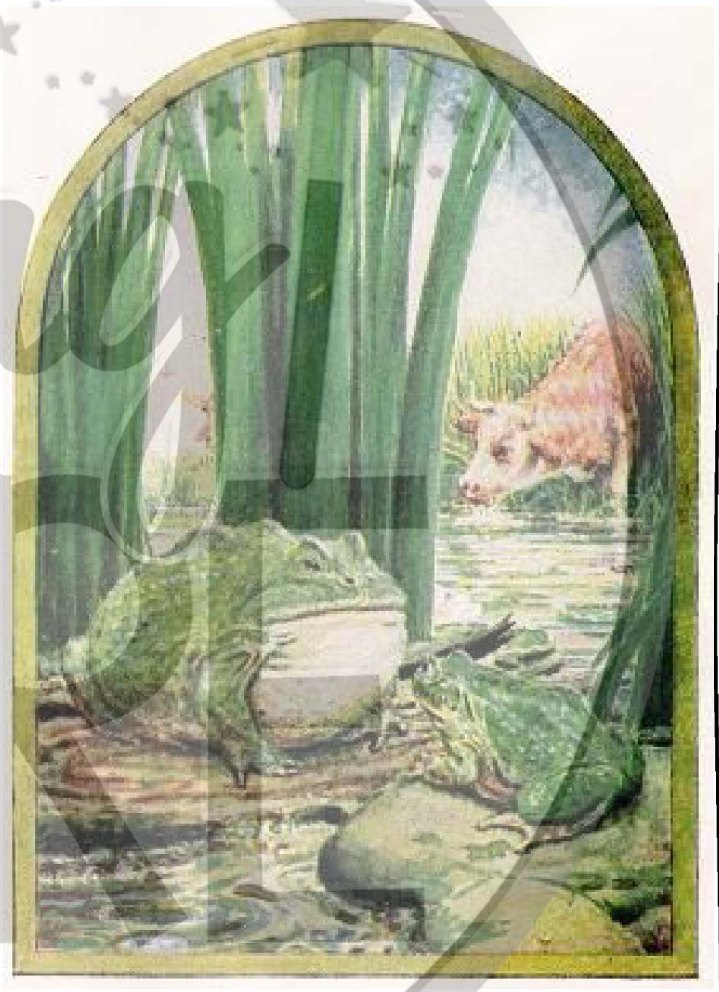
"A *great big* monster stepped on little brother with one of his huge feet!" said one of them.

"Big, was he!" said the old frog, puffing herself up. "Was he as big as this?"

"Oh, *much* bigger!" they cried.

The frog puffed up still more.

"He could not have been bigger than this," she said. But the little frogs all declared that the monster was *much, much* bigger. The old frog kept puffing herself out more and more. All at once, she burst.



Do not attempt the impossible.

©Julie Bochsa

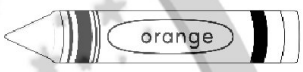
Theme

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

1. What happened to the young frog?



2. What was the *great big monster*?

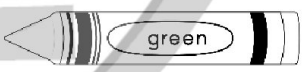


a. an ox
b. a cow
c. a big frog
d. the brothers and sisters

3. Why was the old frog puffing herself up?



4. What happened to the old frog in the end?



a. She burst out laughing.
b. An ox crushed the old frog.
c. She turned into the monster.
d. She burst because she puffed up too much.

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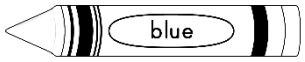
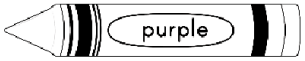
5. Which word could be used to describe the old frog?



a. mean
b. selfish
c. foolish
d. greedy

6. What lesson does the author want to teach the reader?



7. Explain what the moral of this story means.



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600L

Theme Name: _____ Date: _____

For Harvey

Bria pulled the covers up to her chin after her dad shut off the light. She watched him close her bedroom door after he stepped into the hallway, leaving it open just a crack. The glow from the hall light wasn't enough to reach all the dark corners of her room.

Those dark corners of her room that always worried her.

"Can't you read another story?" she'd asked her dad after he'd already read three.

"No more stories, Bria," he'd said. "It's time for bed." He'd waved a hand around her room. "Just like I tell you every night, there's nothing to be afraid of in here."

And he was right... when the lights were on or bright sunshine flooded in. In the dark, however, Bria always heard things. Things scratching in the drawers of her dresser. Things scurrying under her bed.



Things... breathing in the closet.

She burrowed deeper into the covers. Her heart banged against her ribs. If I stay in bed, I'll be safe. She repeated that sentence over and over again.

Then, she remembered she'd forgotten to let Harvey, their cat, back into the house after his nightly prowl of the backyard. It was going to get cold tonight. She didn't want Harvey to be stuck outside. She also didn't want to leave the safety of her bed.

Slowly, Bria peeled back the covers. Harvey was part of the family. She had to let him back in. Once her bare toes hit the floor, she ran for the bedroom door and ripped it open. Just as she stepped one foot into the hall, something rattled in her closet! Bria let out a squeak. She bolted down the stairs and opened the back door.

Harvey slinked in, shook out his damp paws, and rubbed her ankle with his cheeks. She'd done it. She'd faced her fears to save Harvey.

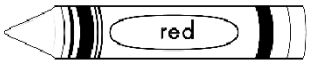
Bria picked up a purring Harvey and headed back upstairs to her room. "It's your turn to save me now."

©Julie Bochorsi

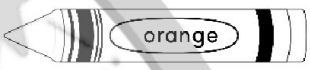
Theme

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

1. What is the setting of the story? Why is the setting important?



2. How does Bria feel at the beginning of the story? Use text evidence to support your answer.



a. Helpful
b. Brave
c. Fearful
d. Confident

3. What does Bria do after her dad leaves her room?



a. Bria starts to hear things.
b. Bria reads another story.
c. Bria sneaks outside.
d. Bria goes to sleep.

4. What does Bria remember?



©Julie Bochorse

Theme

5. What does Bria decide to do when she realizes what she forgot?



6. What do her actions tell you about her?



7. What did Bria learn?



8. What is the theme in this story? Use text evidence to support your answer.

a. Courage
b. Fear keeps you safe.
c. Good vs. Evil
d. Trust

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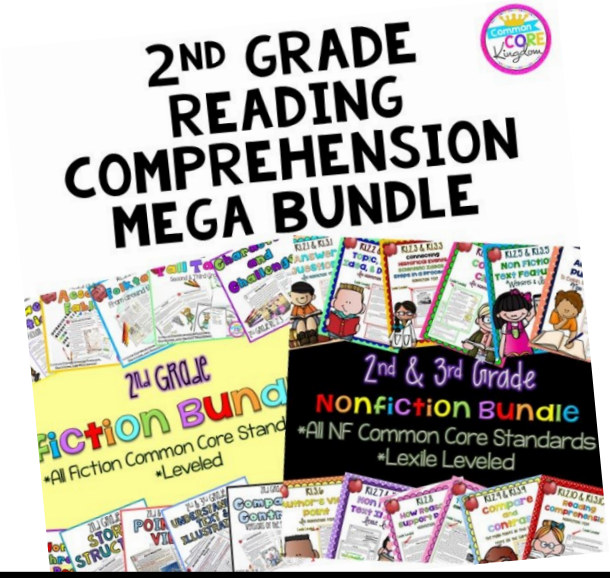

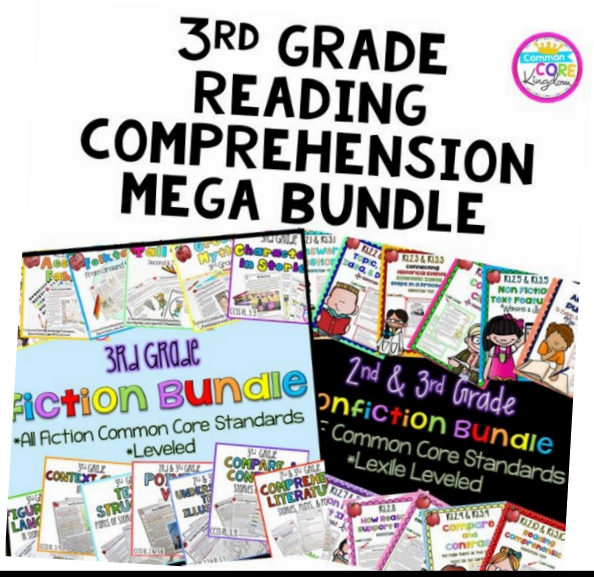

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