NOVEMBER

Differentiated Passages

LEXILE®

410L

November

The First Thanksgiving

The first Thanksgiving was long ago. Over time, people shared stories about the first Thanksgiving. The stories changed over time. Some stories about the first Thanksgiving are not correct.

Stories changed about the food. The colonists didn't have sugar. They didn't eat cranberry sauce. They didn't eat pies. They ate corn, fish, and venison. They might have eaten turkey, but turkey was not the main food.

The first Thanksgiving was three days. It was a harvest celebration. Harvest celebrations were common. They were popular in Europe. They were popular with Native Americans.

The first Thanksgiving was in 1621. Thanksgiving wasn't always a holiday. Thanksgiving became a holiday in 1863. That's 242 years later!



Painting of the first Thanksgiving. It contains many historical inaccuracies.

Stories have changed about the Pilgrims. They didn't wear black and white clothes or hats with buckles. They wore colorful clothing that was red, yellow, blue, and purple. Women wore colored dresses. Men wore colored pants with waistcoats. Men wore high socks and knit caps.

The colonists didn't call themselves Pilgrims. They called themselves "Separatists." They weren't called Pilgrims until 200 years later.

Stories changed about the Native Americans, as well. The Native Americans in this part of Massachusetts were the Wampanoag people. About 90 Wampanoag came to the first Thanksgiving. They brought food for the colonists. They didn't wear blankets or feathered headdresses. They wore beautifully decorated clothes. Their clothes were made from animal skins.

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2nd & 3rd Grade

MagCORE

NOVEMBER PASSAGES

2nd & 3rd grade

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*This product includes 6 differentiated leveled passages in the 2nd-3rd Grade Text Complexity Band (the range for 2nd-3rd grade is 420-820). Each passage is available on two levels and comes with general comprehension questions, a skill-based activity, and a reading response activity.

1. Ho*noring Heroes* (480L, 740L) *Focus on Theme*
2. Thankful (420L, 780L) *Focus on Questioning*
3. Speak Up (490L, 760L) *Focus on Reasons Support Points*
4. Class President (Drama) *Focus on Drama Elements*
5. Disappearing Treat (480L, 770L) *Focus on Compare Contrast*
6. The First Thanksgiving (410L, 800L) *Focus on Facts*

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."

480L November Passages Name: _____ Date: _____

Honoring Heroes

Jamie carefully colored the red stripes. She wanted her flag to be perfect. Her town always held a parade to honor veterans. This year she was going to march in the parade. She'd then perform with her dance class at the park. She'd been practicing her routine for weeks. She was still nervous. Jamie hoped her grandmother would love it.

Her grandmother was a veteran. Gram had been in the Army. She knew how to fly Army helicopters. Jamie had seen the medal Gram had earned for her service. Gram had even let her hold it. Jamie was so proud of her grandmother.



"That flag looks wonderful, Jamie." Her dance teacher smiled. "Finish up and we'll all run through the dance routine one last time."

The next morning came quickly. Jamie was the first person up in her house. She pulled on her dance costume. It was bright blue with white stars. She tied her hair up in a ponytail with a big, red bow. She definitely looked like a dancer in the mirror. Would she look as good on stage, though?

Jamie grabbed the flag she'd made. She ran downstairs to the kitchen. Gram was already sitting at the table. There was a cup of tea in front of her. Jamie waved the flag.

"Thank you for your service, Gram!" Jamie raced over to her grandmother.

Gram pulled Jamie into a big hug. "How about a sneak peek at your dance routine?"

Jamie shook her head. She was afraid she'd forget the steps. "You have to wait until the performance at the park."

Gram didn't have to wait too long. An hour later, Jamie, her mom, and her grandmother arrived at the parade's starting point. Her mom hurried Jamie into the parade line. Jamie gripped her flag tightly. When the music started, she marched with her dance teammates. She waved her flag. She smiled wide when she passed Gram who was with a few of her Army buddies.

Those veterans are all so brave.

Seeing them made Jamie want to be an Army pilot like Gram someday. For right now, however, she'd be brave and dance on stage to honor them. Jamie and her teammates twirled and whirled on the small park stage while patriotic music played. It was easy to remember all the steps with the other dancers around her. When the dance was finished, Jamie ran over to Gram.



"Great job, Jamie!" Gram said. "Thank you for that dance."

Jamie threw her arms around her grandmother. "Thank you for being a hero."

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740L November Passages Name: _____ Date: _____

Honoring Heroes

Jamie carefully colored the red stripes because she wanted her flag to be perfect. Her town always held a parade to honor veterans. This year she was going to march in the parade and then perform with her dance class at the park. She'd been practicing her routine for weeks, but she was still nervous. Jamie hoped her grandmother would love it.

Her grandmother was a veteran. Gram had been in the Army, and she knew how to fly Army helicopters. Jamie had seen the medal Gram had earned for her service, and Gram had even let her hold it. Jamie was so proud of her grandmother.



"That flag looks wonderful, Jamie." Her dance teacher smiled. "Finish up and we'll all run through the dance routine one last time."

The next morning came quickly, and Jamie was the first person up in her house. She shed her pajamas and pulled on her dance costume. It was bright blue with white stars, and she tied her hair up in a ponytail with a big, red bow. She definitely looked like a dancer in the mirror, but would she look as good on stage?

Grabbing the flag she made, Jamie ran downstairs to the kitchen where Gram was already sitting at the table, a cup of tea in front of her. Jamie waved the flag, her ponytail swaying behind her.

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"Thank you for your service, Gram!" Jamie raced over to her grandmother.

Gram pulled Jamie into an embrace. "How about a sneak peek at your dance routine?"

Jamie shook her head, afraid she'd forget the steps if she tried doing the dance all by herself. "You have to wait until the performance at the park."

Gram didn't have to wait too long. An hour later, Jamie, her mom, and her grandmother arrived at the parade's starting point, and her mom hurried Jamie into the parade line. Jamie gripped her flag tightly and took some deep breaths. When the music started, she marched with her dance teammates and waved her flag. She smiled wide when she passed Gram who was with a few of her Army buddies.

Those veterans are all so brave.



Seeing them made Jamie want to be an Army pilot like Gram someday. For right now, however, she'd be brave and dance on stage to honor them. Jamie and her teammates twirled and whirled on the small park stage while patriotic music played. It was easy to remember all the steps with the other dancers around her. When the dance was finished, Jamie ran over to Gram.

"Great job, Jamie!" Gram said. "Thank you for that dance."

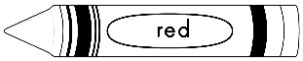
Jamie threw her arms around her grandmother. "Thank you for being a hero."

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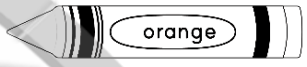
November Comprehension Questions

Answer the following questions. Underline the text evidence in the color indicated. 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. Why is Jamie feeling nervous at the beginning of this story?



2. When does the story take place? _____



How do you know?

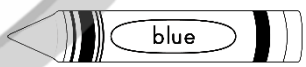
3. Jamie says she is proud of her grandma. Write a sentence from the text that tells why Jamie is proud of her grandma.



4. What makes Jamie want to be an Army pilot?



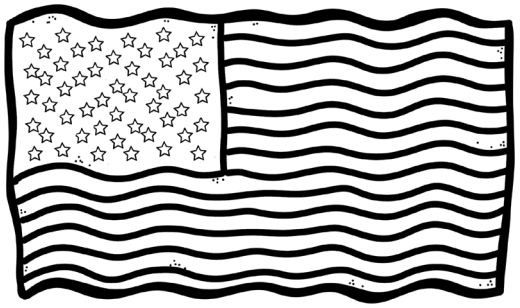
a. Holding Gram's Army medal
b. Seeing Gram and all the other Army vets watching the parade
c. Dancing with her teammates
d. Gram telling her she made a great flag



5. How do Jamie's feelings about the performance and being brave change at the end of the story?

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THEME



What is the **main character** like in the **beginning** of the story?

How did they **change**?

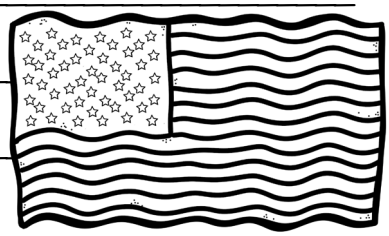
What is the **main character** like in the **end** of the story?

What is the theme? Remember, theme is the message or lesson in the text.

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HONORING HEROES RESPONSE

Honoring Heroes tells the story of Jamie, a young girl who is nervous about performing with her dance team. She decides to be brave in honor of her Gram. Write a story about a time you were nervous about something. Be sure to include details of how you felt and how it turned out in the end.



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Play November Passages Name: _____ Date: _____

Class President

Cast: Narrator, Mrs. Ginger, Simone, Yen, Gerry, extra students, Mr. Michel, Mrs. Michel

ACT ONE

Scene I:

Setting: Fern Valley Elementary School, Grade 3 classroom, November 1st

Narrator: Mrs. Ginger has big news. The students in her class are excited.



Mrs. Ginger: Our class needs a team who will meet with me. We'll make decisions together. We'll hold an election for class president. The class president and I will choose three students to work with us each month.

Simone: *(raises hand)* I want to be class president!

Yen: *(stands up)* No, I want to be president!

Mrs. Ginger: *(waves her hands)* Now, now. I said we'll hold an election. Who knows what that means?

Gerry: It's when people vote.

Mrs. Ginger: That's right, Gerry. Those wanting to be president will write me a letter. I'll read them. Then I'll pick two choices. Each person will speak to the class. We'll vote for the president. Let's do some math right now.

(Mrs. Ginger moves on to math. Simone and Yen still think about being president. They stare at each other.)

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Play November Passages Name: _____ Date: _____

Class President

Cast: Narrator, Mrs. Ginger, Simone, Yen, Gerry, extra students, Mr. Michel, Mrs. Michel

ACT ONE

Scene I:

Setting: Fern Valley Elementary School, Grade 3 classroom, November 1st

Narrator: The students in Mrs. Ginger's third-grade class can barely stay in their seats because Mrs. Ginger said she has a big announcement.

Mrs. Ginger: Okay, Ginger Snaps, I've decided our classroom needs a team of students who will meet with me to make important classroom decisions. We'll hold an election for class president. Each month, the class president and I will choose three students to work with us on the team.

Simone: *(raises hand immediately)* I want to be class president!



Yen: *(stands up)* No, I want to be president!

Mrs. Ginger: *(waves her hands in a calm-down gesture)* Now, now. I said we'll hold an election. Who knows what that means?

Gerry: It's when people get to vote.

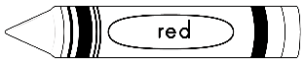
Mrs. Ginger: That's right, Gerry. Those interested in being considered for president need to write a letter to me. I'll read through those letters and narrow them down to two choices. Each person – or candidate – will get a chance to speak to the class, then we'll vote for the president. Be thinking about whether you're interested, but right now, let's do some math.

(Mrs. Ginger moves on to the math lesson, but Simone and Yen are still thinking about being class president. They stare at each other as the scene ends.)

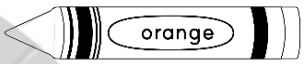
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November Comprehension Questions

Answer the following questions. Underline the text evidence in the color indicated. 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. The author introduces the problem in Scene 1. What is the problem?

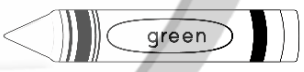


2. Reread the stage directions below. What do they tell you about how Simone feels about being class president.

Simone rushes off to her bedroom. She sits at her desk to start the letter. She moves to a rocking chair then to the bed then to the floor. She busily writes in all those locations. The scene ends with her carefully putting the letter into her backpack, a wide smile on her face.



3. What makes Simone's speech for class president better than Yen's?



4. The narrator makes the following claim about Simone. Give one piece of text evidence that proves this is true about Simone.

"*Simone is sure to be a great class president because she's looking out for everyone.*"

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PLOT ELEMENTS

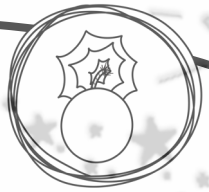


Setting



Characters

Problem





Event #1



Event #2

Event #3



Solution

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CLASS PRESIDENT RESPONSE

Class President is a drama. Drama's are stories that are meant to be performed on a stage. They are written as dialogue and stage directions. Think of a story you want to tell. Then, write it as a drama. Include at least 1 set of stage directions.

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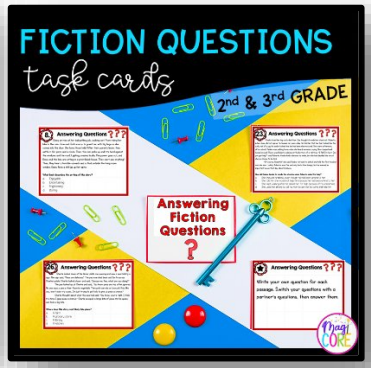
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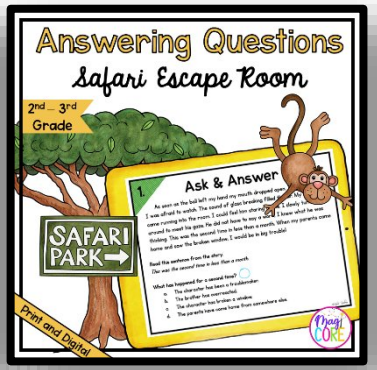
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