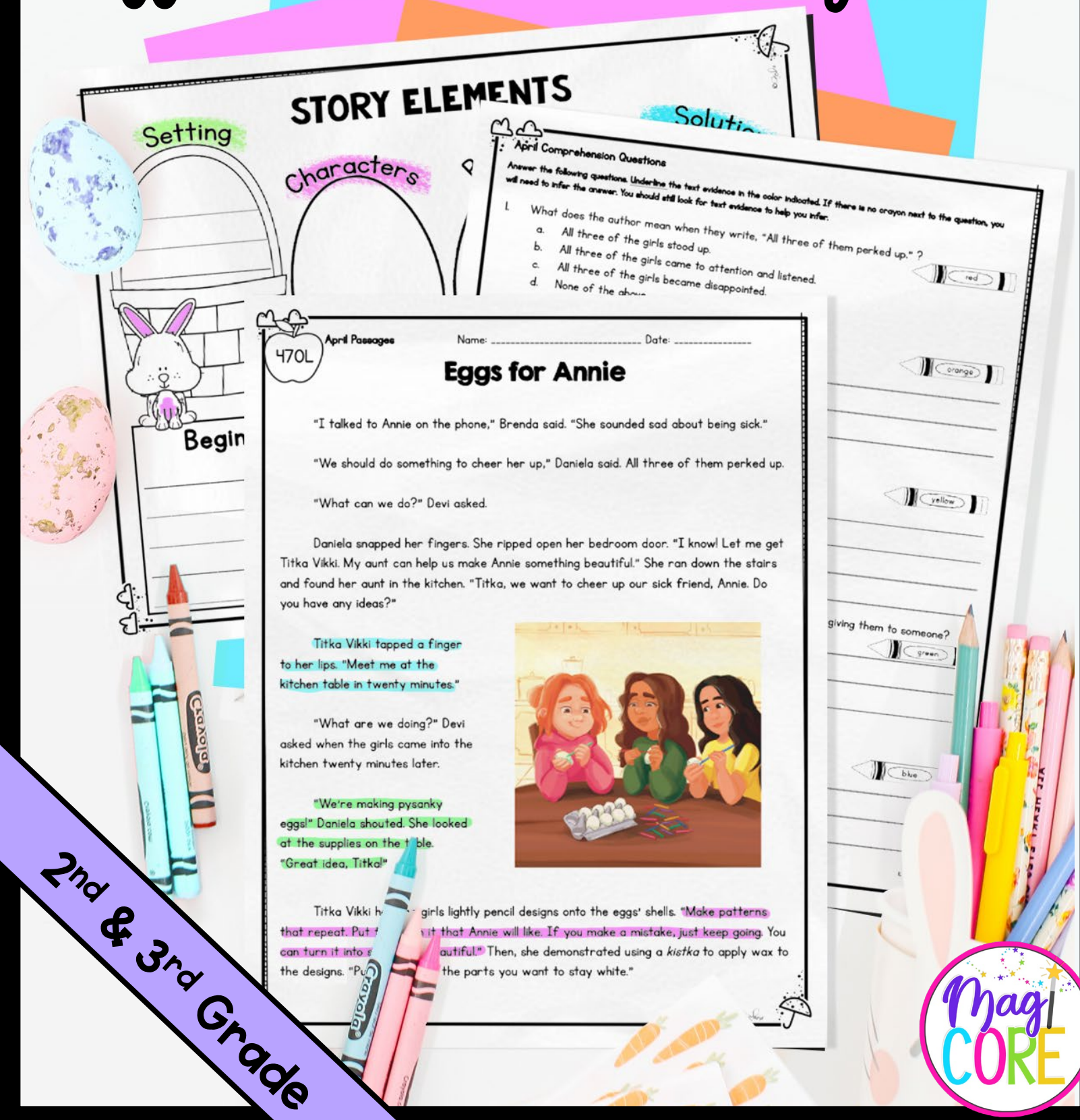
APRIL

Differentiated Passages

LEXILE®



2nd & 3rd Grade

MagiCORE

APRIL PASSAGES

2nd & 3rd grade

Table of Contents

*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. A Lovely Daughter - *Focus on Theme* (490L, 780L)
2. Monarch Butterfly Life Cycle - *Focus on Sequencing* (490L, 770L)
3. April Fools Payback - *Focus on Structure* (Poem)
4. Ramadan - *Focus on Main Idea* (500L, 780L)
5. Eggs for Annie - *Focus on Story Elements* (470L, 730L)
6. Temple Grandin - *Focus on Character* (450L, 760L)

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."

500L

April Passages

Name: _____ Date: _____

Ramadan

Ramadan is a holy celebration for Muslims. It takes place in the ninth month of the Islamic calendar. The Islamic calendar is based on the moon. It is not based on the sun. This means the dates for Ramadan change each year. Ramadan marks the time when the Koran was given to Muhammed. He was a prophet. The Koran is the Muslim holy book. Ramadan is a time for Muslims to focus on their faith. They do generous acts. They may raise money. They may also donate supplies to those in need. Praying happens. Muslims read from the Koran. Their hope is that their sins will be forgiven if they take part in Ramadan.

People who are aged 14 or older and in good health fast to celebrate Ramadan. This means they don't eat food. They don't drink either. They only do this while the sun is out. Families meet to share a big meal after sunset. This meal is called *iftar*. These meals often start with dates or apricots and water or sweetened milk. Vegetables, stews, cheeses, bread, and meats follow. They also have a morning meal. This is called *suhoor*. They eat this before the sun rises. Then, fasting begins again. Fasting is meant to remind Muslims about those people in the world who don't have enough to eat. It also shows thanks. Muslims believe they will be repaid with great rewards and blessings for fasting.

Ramadan continues for the entire month. It ends with the new moon. A three-day celebration called *Eid al-Fitr*, or the Festival of Fast Breaking, then happens. Families and friends gather. They pray together. They decorate homes with lights. Gifts and cards may be exchanged as well. Feasting also occurs. The time of fasting is now over.



Decorations for the celebration; Eid al-Fitr

©Julia Richardson

780L

April Passages

Name: _____ Date: _____

Ramadan

Ramadan is a holy celebration for Muslims. It takes place in the ninth month of the Islamic calendar. The Islamic calendar is based on the moon, not the sun. This means that the dates for Ramadan change each year. Ramadan marks the time when the Koran was given to the prophet Muhammed. The Koran is the Muslim holy book. Ramadan is a time for Muslims to focus on their faith and quietly reflect. They also do generous acts. They may raise money or donate supplies to those in need. They pray and read from the Koran. Their hope is that their past sins will be forgiven by taking part in Ramadan.

To celebrate Ramadan, people aged 14 or older and in good health fast while the sun is out. This means they don't eat food or drink. After sunset, however, families meet to share a big meal called *iftar* with each other. These meals often start with dates or apricots and water or sweetened milk. Vegetables, stews, lentils, cheeses, bread, and meats follow. They also have a morning meal called *suhoor* before the sun rises the next day and then fasting begins again. Fasting is meant to remind Muslims about those people in the world who don't have enough to eat. It also shows gratitude. Muslims believe they will be repaid with great rewards and blessings for fasting.

Ramadan continues for the entire month and ends with the new moon. A three-day celebration called *Eid al-Fitr*, or the Festival of Fast Breaking, then happens. Families and friends gather. They pray together and decorate homes with lights. Gifts and cards may be exchanged as well. Feasting also occurs because the time of fasting is now complete.



Decorations for the celebration; Eid al-Fitr

©Julia Richardson

April 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 isn't Ramadan on the same date each year?

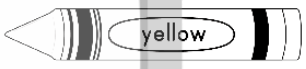


   a. Because the Islamic calendar is based on the sun.
   b. Because it is in a new month every year.
   c. Because the Islamic calendar is based on the moon.
   d. None of the above.

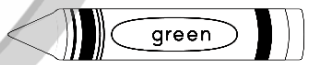
2. What kinds of things do Muslims do during Ramadan? How do they behave?



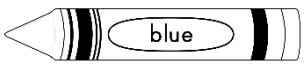
3. What is the difference between *iftar* and *suhoor*?



4. What is the purpose of fasting during Ramadan?



5. What do Muslims do during Eid al-Fitr?



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MAIN IDEA

Complete the graphic organizer to determine the main idea and supporting details. After you determine the details, come up with one main idea sentence that states what the whole passage is about.



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RAMADAN RESPONSE

During Ramadan, those that celebrate do so by doing kind and generous acts. They help others, raise money, and support their community. How does your community of friends and family support you? What are generous acts you could do for the friends and family in your community?

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Name: _____ Date: _____

Eggs for Annie

"I talked to Annie on the phone," Brenda said. "She sounded sad about being sick."

"We should do something to cheer her up," Daniela said. All three of them perked up.

"What can we do?" Devi asked.

Daniela snapped her fingers. She ripped open her bedroom door. "I know! Let me get Titka Vikki. My aunt can help us make Annie something beautiful." She ran down the stairs and found her aunt in the kitchen. "Titka, we want to cheer up our sick friend, Annie. Do you have any ideas?"

Titka Vikki tapped a finger to her lips. "Meet me at the kitchen table in twenty minutes."

"What are we doing?" Devi asked when the girls came into the kitchen twenty minutes later.

"We're making pysanky eggs!" Daniela shouted. She looked at the supplies on the table. "Great idea, Titka!"



Titka Vikki had the girls lightly pencil designs onto the eggs' shells. "Make patterns that repeat. Put things on it that Annie will like. If you make a mistake, just keep going. You can turn it into something beautiful." Then, she demonstrated using a *kistka* to apply wax to the designs. "Put the wax on the parts you want to stay white."

©Julie Bochoso

After that, the girls dipped their eggs in colored dyes in jars on the table. The dye colored the parts of the eggs not covered in wax. They continued this wax-and-dyeing process until their designs were finished.

"Now we heat the eggs. That will melt off the wax. We can see how our designs look," Daniela said.

Daniela's aunt helped them with this step. She sprayed the finished eggs with a clear coat. This preserved them.

"Now comes a bit of magic," Titka Vikki said after the eggs had dried. She gently drilled a hole in the top and bottom of each egg to release the uncooked insides.

"Put the eggs inside this basket. Leave them for Annie." Titka Vikki held up a brown basket with a metal handle.

The girls walked across the street. They set the full basket on Annie's front steps. Daniela rang the bell. The girls then darted back to her yard. Annie's mom opened the front door. Her mouth dropped open as she bent to pick up the basket. Looking around, she spotted the girls. She gave them a friendly wave before taking the pysanky eggs inside.

A moment later, Daniela's phone buzzed with a picture from Annie. She hugged the basket of eggs to her chest. She had a big smile on her face.

"I bet she's feeling better already," Brenda said.

"Do you think we can make more of those eggs for us?" Devi asked.

"Of course!" Daniela led them inside. They spent the afternoon with Titka Vikki making more beautiful pysanky eggs.

©Julie Bochoso

Name: _____ Date: _____

Eggs for Annie

"I talked to Annie on the phone yesterday, and she sounded really sad about being sick," Brenda said.

"We should do something to cheer her up then," Daniela said. At this suggestion, all three of them perked up.

"What can we do?" Devi asked.

Daniela snapped her fingers and ripped open her bedroom door. "I know! Let me get Titka Vikki. My aunt can help us make Annie something beautiful." She ran down the stairs and found her aunt in the kitchen. "Titka, we want to cheer up our sick friend, Annie. Do you have any ideas?"

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©Julia Bochoso

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"I bet she's feeling better already," Brenda said.

"Do you think we can make more of those eggs for us?" Devi asked.

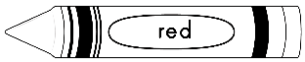
"Of course!" Daniela led them inside, and they spent the afternoon with Titka Vikki making more beautiful pysanky eggs.

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April Comprehension Questions

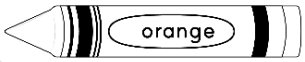
Answer the following questions. Underline the text evidence in the color indicated. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What does the author mean when they write, "All three of them perked up." ?



   a. All three of the girls stood up.
   b. All three of the girls came to attention and listened.
   c. All three of the girls became disappointed.
   d. None of the above.

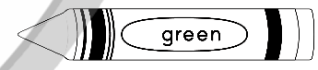
2. Why did Daniela go to get her aunt, Titka Vikki?



3. Describe what the girls made – the pysanky eggs.



4. Why might it be important to release the insides of the eggs before giving them to someone?



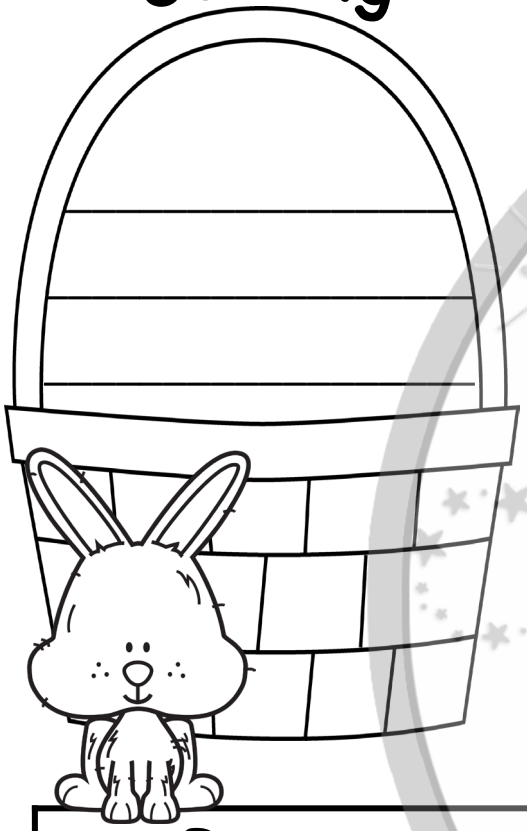
5. What did the girls do for Annie to cheer her up?



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STORY ELEMENTS

Setting



Characters

Problem

&

Solution

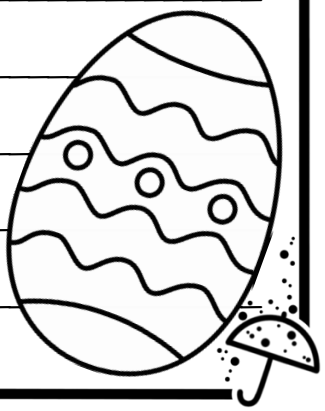
Beginning	Middle	End

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EGGS FOR ANNIE RESPONSE

In the story, Devi, Daniela, and Brenda make decorative pysanky eggs for their friend, Annie. Annie is sick and the girls are hoping these beautiful eggs will cheer her up. Think of someone you would like to make pysanky eggs for. Who would you make them for? Why would you make them? What would the eggs look like?

©Julie Backus



Name: _____ Date: _____

450L

Temple Grandin

Dr. Temple Grandin was born in Massachusetts. Her birthday is August 29, 1947. She found out she had autism at age 2. Autism is caused by differences in the brain. It often affects speaking and social skills. Grandin didn't talk until she was almost 4. School and noisy places caused stress for her. Her parents sent her to a private school. The teaching there was better for her. Teachers saw that Grandin was smart.

Grandin was interested in animals. She realized people and animals with autism have the same reactions. She made a "squeeze machine." This machine calmed her when she felt nervous. It was modeled after a machine used with farm animals. Some schools still use a similar machine today. They use it to work with students with autism.

Dr. Grandin earned degrees from three colleges. She studied animal science. She teaches animal science at Colorado State University. She also works with farmers. She wants to improve life for farm animals. She supports the training of teachers. That way, teachers can help students with autism do well. Dr. Grandin has made speeches. She has written books. She's been on television and the radio. A movie was also made about her life in 2010. She has gotten many awards.

Her work has been noticed by many. People better understand what it's like to have autism now. Dr. Temple Grandin has helped the lives of both animals and humans.



Temple Grandin at her 2010 TED talk.

©Julie Bochese

760L

April Passages Name: _____ Date: _____

Temple Grandin

Dr. Temple Grandin was born in Boston, Massachusetts on August 29, 1947. She was diagnosed with autism at age 2. Autism is caused by differences in the brain. It commonly affects speech and social skills. Due to her autism, Grandin didn't start talking until she was nearly 4 years old. School and noisy places caused stress for her. Her parents sent her to a private school where the education would be a better fit for her unique talents. It didn't take teachers long to realize that Grandin was brilliant.

Grandin developed an interest in animals while she was in school. She discovered that people and animals with autism have the same reactions to the world. She designed a "squeeze machine" to calm herself when she felt anxious. That machine was modeled after a device used with farm animals. Some schools still use a similar machine today to work with students with autism.

Dr. Grandin earned degrees from Franklin Pierce College, Arizona State University, and the University of Illinois. She studied animal science at these colleges. She teaches animal science at Colorado State University. She also works with farmers to improve life for their animals. She supports the training of teachers to help students with autism succeed in school. Dr. Grandin has made speeches and written essays and books. She's been featured on television and radio programs. She also had a movie made about her life in 2010. She has received many awards.

Her work has been noticed and appreciated by many. It has allowed the public to better understand what it's like to have autism. Dr. Temple Grandin has improved the lives of both animals and humans.



Temple Grandin at her 2010 TED talk.

©Julie Bochese

April 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.

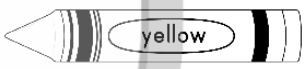
1. What functions does autism often affect?



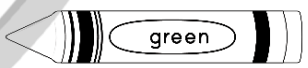
2. What was the "squeeze machine"? What was the purpose of this machine?



3. What inspired Dr. Grandin to go into animal science?

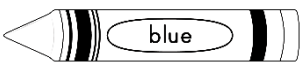


4. Why does Dr. Grandin work with teachers?



   a. She is a principal.
   b. She wants the teachers to become more involved with farming.
   c. She wants to help them support students with autism in school.
   d. She wants to become a teacher.

5. Why is Dr. Grandin's work important?



Mag CORE

BIOGRAPHY

Date of Birth: _____

Place of Birth: _____

Dr. Grandin

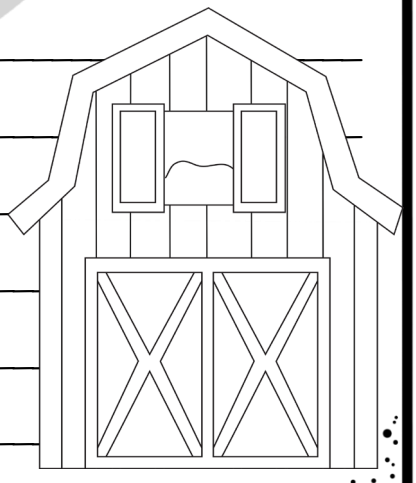


Contributions	Impact

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DR. GRANDIN RESPONSE

Dr. Grandin has made many important contributions and has made a great impact on the world of animal science and understanding autism. If you met Dr. Grandin, what would you ask her? What do you think you could learn from Dr. Grandin?



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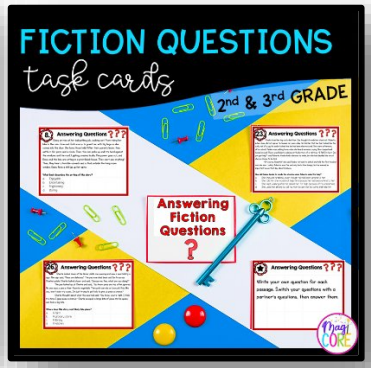
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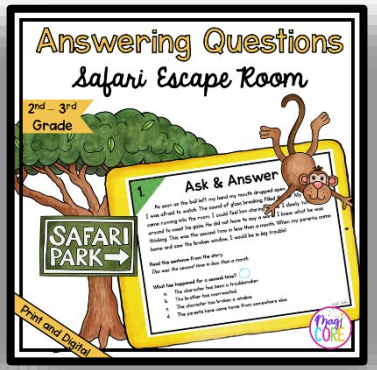
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