

READING BENCHMARK

ASSESSMENTS

3rd grade

Benchmark Assessment: Medusa
Answer the following questions.

1. Based on the story and the poem about Medusa, which lines below? (RL.3.4)

What could she do but petrify
All whom she met, with freezing eye?

a. To scare
b. To worry
c. To turn into stone
d. To turn into a snake

2. Read the following verse from the poem. She cooed it finally to coil.
Why did the author choose the word?

a. Both snakes and hair can coil.
b. Medusa's hair was very much.
c. Medusa wanted to curl her hair.
d. People were repulsed by her hair.

3. Which verse helps the reader understand the meaning of the word "petrify"?

a. Verse 3
b. Verse 2
c. Verse 9
d. Verse 11

540L

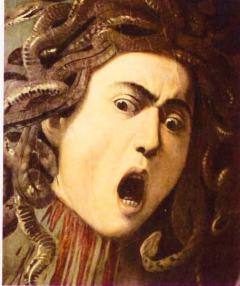
Medusa

Long ago there was a beautiful woman named Medusa. People admired Medusa for her beauty. She had gorgeous long blonde hair. Medusa always bragged to others about her beauty. She loved to stare at her reflection in the mirror.

One day Medusa went to visit the goddess Athena's temple. Everyone who visited Athena obeyed her. That is, except Medusa. Medusa said the temple was wasted on Athena. She thought the temple should belong to her because she was much more beautiful. Medusa stared at her reflection in a mirror on the wall in the temple. Suddenly, Athena appeared in the mirror.

"Foolish girl!" Athena yelled at Medusa. "You think beauty is all that matters? All you do is brag about yourself. Looks are not everything. You will see soon."

Suddenly, Medusa saw her reflection in the mirror transform. Her hair turned into slithering snakes. Medusa looked like a monster.



Athena spoke again. "Athena who looks at you will turn to stone. Even if you look at your reflection, you will turn to stone."

Athena sent Medusa to live in a cave with blind monsters who could not be turned to stone. She did not want other people to accidentally look at her. As Medusa wandered about, snakes dropped from her hair and slithered to the earth. This is how snakes came to inhabit earth.

Medusa

By Oliver Herford



3 Benchmark Assessments



PEDAGOGY

It is important to track student progress.

To accurately track progress, I recommend administering the assessment at 3 points throughout the year with consistent testing conditions. I have split the fiction and nonfiction assessments up, so teachers can break testing up into at least two days.

At the **beginning of the year**, it is important to assess student's knowledge to help you make informed decisions about instruction.

How to Use Results

- Determine which students are above, below, or on grade level.
- Determine general trends for the entire class. What are areas of focus for all students?

During the **middle of the year**, assessing student growth and areas of weakness helps teachers implement appropriate instruction and interventions.

How to Use Results

- Track student progress by comparing results to the beginning of the year.
- Determine which standards need to be retaught to the whole class, in small groups, or individually.
- Target students for interventions

At the **end of the year**, assess students to track student growth over the year. This serves as a tool for teachers to show student improvement and also tells teachers if students are performing at grade level expectations.

How to Use Results

- Track student progress by comparing results to the beginning and middle of the year.
- Determine if students are performing at grade level.
- Develop goals with students and parents

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	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."



BENCHMARK ASSESSMENT #1

3rd grade

*This product includes 12 leveled passages in the 2nd-3rd Grade Common Core Text Complexity Band (the range for 2nd-3rd grade is 420-820).

Table of Contents:

Fiction

1. Medusa - 510L
2. Medusa - Poem
3. Anthony's Ants - 500L
4. Anthony's Worms - 620L
5. Miranda's Chance - 730L

Nonfiction

1. Cleopatra - 500L
2. How to Make Stuffed Waffles - 540L
3. All About Ants - 550L
4. Detrimental Homework - 590L
5. Do Your Homework! - 770L



Leah Loses It

Leah ran to her room and screamed at the top of her lungs. She picked up her Teddy bear and threw it across the room at the wall. She dumped her books off of her bookcase and threw her colored pencils in the air.

Leah was throwing a tantrum.

Leah was upset because her mother had told her that she could not go to her friend's house to play because it was time for dinner. Leah could not understand how her mother could be so mean! All she wanted was to go to Nancy's house. They had planned to play with dolls and were going to create a hair salon.

It would have been so much fun, so awesome, but not now. Now here she was. Stuck in her room. Nancy would probably make the room clean herself.

Leah was furious. She crossed her arms and huffed and puffed, hoping her mom could hear how mad she was from the kitchen. If her mom heard her, she would know how mad Leah was and would no doubt feel awful. She would probably come into the room and tell her she could go.

Leah huffed and puffed for fifteen minutes, but her mom did not show up.

While she was huffing and puffing, Leah looked around her room. She was horrified to see the mess she had made.

Her books were everywhere, and three of her colored pencils were broken. She had saved her money for three weeks to buy those pencils.

Leah felt her heart grow heavy. She hadn't even thought about the damage that she might do when she threw her things around. Now she felt sad and guilty for having had such a ridiculous tantrum.

Slowly Leah began to clean up her room. She apologized to her bear and straightened her books. She carefully replaced her colored pencils in their box and set them on her desk.

When she was done, Leah felt her stomach rumble and hoped there was still some dinner leftover. She tiptoed to the kitchen, embarrassed of her tantrum and saw that her mom had left a plate at her place at the table.

Leah went to the table and ate her dinner alone.



Benchmark Assessment: Leah Loses It
Answer the following Questions.

12. Why was Leah angry? (RL.3.1)

- a. It was time for dinner.
- b. Leah's room was a mess.
- c. Leah was in timeout for throwing a teddy bear.
- d. Leah's mother would not let her go to her friend's house.

13. How did Leah's reaction contribute to the next scene? (RL.3.2)

- a. Leah's room is messy.
- b. Leah's mother ignores her.
- c. Leah goes to Nancy's to play.
- d. Leah misses dinner with her family.

14. What lesson does Leah learn? (RL.3.2)

- a. Temper tantrums help you cool down.
- b. If you listen to your parents, you will get what you want.
- c. Losing your temper gets you nowhere.
- d. It is better to ask to play with friends than to throw a tantrum.

15. Which sentence from the story shows the scene?

- a. "Leah felt her heart grow heavy."
- b. "She was horrified to see the mess she had made."
- c. "Leah ran to her room and screamed at the top of her lungs."
- d. "Leah huffed and puffed for fifteen minutes."

16. How does Leah's point of view change from the beginning to the end of the story?

- a. In the beginning, Leah is hopeful to go to her friend's house. In the end, Leah is angry at her mother.
- b. In the beginning, Leah is only thinking about things from her side. In the end, Leah considers her mother's viewpoint.
- c. In the beginning, Leah thinks about things from her friend's viewpoint. In the end, Leah understands her mother's viewpoint.
- d. In the beginning, Leah is angry at her Teddy bear. In the end, Leah understands she let her anger go too far.

Benchmark Assessment: Medusa

Answer the following Questions

1. Based on the story and the poem about Medusa, what is the meaning of the word petrify as it is used in the lines below? (RL.3.4)

*What could she do but petrify
All whom she met, with freezing eyes*

- a. To scare
- b. To worry
- c. To turn into stone
- d. To turn into a snake

2. Read the following verse from the poem.

She coaxed it finally to coil,

Why did the author choose the word "coil"?

- a. Both snakes and hair can coil.
- b. Medusa's hair was very messy.
- c. Medusa wanted to curl her hair.
- d. People were repulsed by her hair.

3. Which verse helps the reader visualize the scene?

- a. Verse 3
- b. Verse 2
- c. Verse 9
- d. Verse 11

540L

Medusa

Long ago there was a beautiful woman named Medusa. People admired Medusa for her beauty. She had gorgeous hair. She loved to show it off to others about her beauty. She loved to hear people praise her.

One day Medusa went to visit the temple of Athena. Athena visited Athena obeyed her. The temple was so beautiful. She thought she had wasted on Athena. She thought she was much more beautiful. Medusa stayed at the temple. Suddenly, Athena appeared.

"Foolish girl!" Athena yelled at Medusa. "All you do is brag about yourself. Look at your hair!"

Suddenly, Medusa saw her reflection in the water. It was slithering snakes. Medusa looked in the mirror and saw her hair was made of snakes.

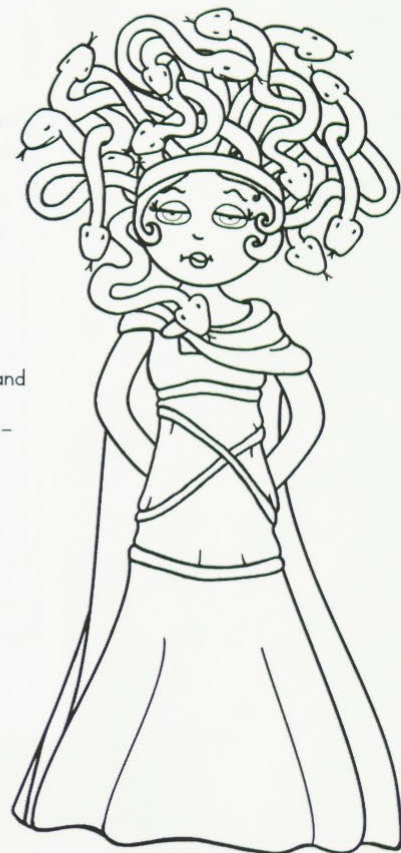


Poem

Medusa

By Oliver Herford

How did Medusa do her hair?
The question fills me with despair.
It must have caused her sore distress
The mass of curling snakes to dress.
When, after endless toil
She coaxed it finally to coil,
The music of a Passing Band
Would cause each separate hair to stand
On end and sway and writhe and spit, -
She couldn't "do a thing with it."
And, being woman and aware
Of such disaster to her hair,
What *could* she do but petrify
All whom she met, with freezing eye?



540L

The First Airplane

From the beginning of time, people wished that they could fly. They thought that if people had wings, they could fly as easily as birds do. Some people tied wings to their arms and flapped them like birds. They didn't get off the ground, and they looked pretty silly too.

Others tried different methods. The Chinese invented the kite hoping that one day it would help people to fly. The Montgolfier brothers invented the hot air balloon. Their first passengers were a sheep and a duck. George Cayley took 50 years to invent the perfect glider. Kites, hot air balloons, and gliders can all fly. But they can't fly for long, and they can't fly very fast.

Samuel Langley was the first man to understand that an engine was needed to help people fly. He built a flying machine with an engine. But his flying machine was too heavy, and it crashed. He was so disappointed that he gave up trying to fly.

Then, in the early 1900s, two more brothers decided to take on the challenge. The brothers were Orville and Wilbur Wright. They lived in Kitty Hawk, Ohio. The Wright brothers looked at the kite and understood how wind helped it to fly. Then they looked at George Cayley's gliders and understood that the shape of the wings was important. They added propellers and an engine. They called their invention a Flyer. The Wright brothers took turns piloting their Flyer. It flew the length of two football fields. It stayed in the air for less than one minute. That wasn't very far, and it wasn't very long.



A glider from 1896



First flight of the *Wright Flyer*, December 17, 1903, Orville piloting, Wilbur running at wingtip.



Orville and Wilbur

The Flyer was the first airplane. We have warplanes to help us in war. We have airplanes that take food and medicine to people who are hungry and sick. We have helicopters to rescue people when there's a flood. We even have rockets that fly into outer space to look at other planets.

Thank you, Wright brothers!



Benchmark Assessment: The First Airplane

5. Based on the text and photographs, what is the meaning of the word *glider*? (RI.3.4)

- ng
- files
- not have an engine.
- was invented.

Benchmark Assessment: The First Airplane

6. Answer the following questions.

- people try to fly before airplanes were invented? (Choose all that apply.) (RI.3.1)
- people designed gliders to fly.
- people tried to make machines like birds.
- people tried to strap engines to their backs.
- a machine was invented to help people eventually fly.

- How are the ideas connected? (RI.3.8)
- How does life describe what life was like long ago?
- How do you explain the effects of people trying to fly?
- How do you compare the modern-day plane to older planes?
- How do you describe a problem people were trying to solve?

7. How is the passage connected? (RI.3.3)

- old in sequential order
- from the past to the present
- how the first plane was built
- the effect of the airplane invention
- what happened after The Wright Brothers' Flyer flew the length of two football fields
- how their design led to a better airplane
- how the first airplane design led to modern airplane design
- how their invention led to their success

Benchmark Assessment

Answer the following questions.

1. Who found the first gold?

- a. Businessmen
- b. John Sutter
- c. James W. Marshall
- d. People from other states

2. Read paragraph 1 from the text.

- a. These sentences describe the events.
- b. These sentences describe the people.
- c. These sentences describe the effects.
- d. These sentences describe the causes.

3. How are the events related?

- a. The events are causes.
- b. The events are effects.
- c. The events are related to the people.
- d. The events are related to the location.

4. What was the effect of the Gold Rush?

- a. People moved to California.
- b. California became a state.
- c. California became a boomtown.
- d. Gold became scarce.

600L

The California Gold Rush

James W. Marshall saw a shiny stone in a river in California 150 years ago. It was gold! Marshall wasn't looking for gold. He was building a sawmill for John Sutter when he saw the shiny stone. Marshall and Sutter wanted to keep the gold a secret, but word soon got out.

Not many people lived in California, but that soon changed. When people heard about the gold, they rushed to California. They wanted to find gold themselves and get rich. Most of the people who came to California were men. The women stayed behind to look after the children, farms, and businesses. They hoped that their husbands would come back from California with money.



California Gold Fields



Then the businessmen needed houses, churches, and schools for their families and soon a boomtown was born. Preachers and teachers came to the boomtowns, and so did doctors and dentists. Almost every boomtown had a sheriff to enforce laws.

Some men were lucky and found gold. One man found gold when he pulled out his tent stake. Another man found gold at the bottom of the pot he boiled his fish in. Most men found gold in the rivers. But after six years, the gold was scarce. There were too many men and not enough gold.

When the gold ran out, the men left, and so did the businessmen, teachers, and preachers. The boomtowns became ghost towns. Some men did get rich during the California Gold Rush, but many didn't. Many men stayed in California after the Gold Rush. They gave up looking for gold and got jobs or became businessmen. Their wives and children came to California too.

Today California is one of the biggest and richest states in the United States. Lots of people live there, and it all started with the Gold Rush.



Panning for Gold

FICTION

Medusa

Long ago there was a beautiful woman named Medusa. People admired Medusa for her beauty. She had gorgeous long blonde hair. Medusa always bragged to others about her beauty. She loved to stare at her reflection in the mirror.

One day Medusa went to visit the goddess Athena's temple. Everyone who visited Athena obeyed her. That is, except Medusa. Medusa said the temple was wasted on Athena. She thought the temple should belong to her because she was much more beautiful. Medusa stared at her reflection in a mirror on the wall in the temple. Suddenly, Athena appeared in the mirror.

"Foolish girl!" Athena yelled at Medusa. "You think beauty is all that matters? All you do is brag about yourself. Looks are not everything. You will see soon."

Suddenly, Medusa saw her reflection in the mirror transform. Her hair turned into slithering snakes. Medusa looked like a monster.



Athena spoke again. "Anyone who looks at you will turn to stone! Even if you look at your reflection, you will turn to stone."

Athena sent Medusa to live in a cave with blind monsters who could not be turned to stone. She did not want other people to accidentally look at her. As Medusa wandered about, snakes dropped from her hair and slithered to the earth. This is how snakes came to inhabit earth.

Benchmark Assessment: Medusa

Answer the following Questions.

1. What was Medusa like in the beginning of the story? (Choose all that apply.) (RL.3.1)
 - a. Medusa was foolish.
 - b. Medusa was honest.
 - c. Medusa was beautiful.
 - d. Medusa was conceited.

2. How did Medusa's actions towards Athena effect the next events in the story? (RL.3.3)
 - a. Athena scared Medusa with snakes.
 - b. Medusa took the temple from Athena.
 - c. Medusa decided to hide from Athena in a cave.
 - d. Athena took revenge on Medusa and took away her beauty.

3. What lesson does Medusa learn? (RL.3.2)
 - a. Beauty lasts longer than modesty.
 - b. People with a wicked heart look wicked.
 - c. Beauty is more important than personality.
 - d. Being humble is more important than beauty.

4. What does the myth of Medusa explain? (RL.3.2)
 - a. Where snakes came from
 - b. Why Athena is a goddess
 - c. How Medusa became queen
 - d. How Medusa became a snake

Medusa

By Oliver Herford

How did Medusa do her hair?
The question fills me with despair.
It must have caused her sore distress
That head of curling snakes to dress.
Whenever after endless toil
She coaxed it finally to coil,
The music of a Passing Band
Would cause each separate hair to stand
On end and sway and writhe and spit, –
She couldn't "do a thing with it."
And, being woman and aware
Of such disaster to her hair,
What *could* she do but petrify
All whom she met, with freezing eye?



Benchmark Assessment: Medusa

Answer the following Questions.

5. Based on the story and the poem about Medusa, what is the meaning of the word petrify as it is used in the lines below? (RL.3.4)

*What could she do but petrify
All whom she met, with freezing eye?*

- a. To scare
- b. To worry
- c. To turn into stone
- d. To turn into a snake

6. Read the following verse from the poem *Medusa*.

She coaxed it finally to coil,

Why did the author choose the word coil? (RL.3.4)

- a. Both snakes and hair can coil.
- b. Medusa's hair was very messy.
- c. Medusa wanted to curl her hair.
- d. People were repulsed by Medusa.

7. Which line helps the reader visualize how the snakes in Medusa's hair behave? (RL.3.5)

- a. Verse 3
- b. Verse 2
- c. Verse 9
- d. Verse 11

Benchmark Assessment: Medusa

8. Look at the illustrations from both the story and the poem. How does each illustration convey the mood of the text? (RL.3.7)

- a. The story illustration conveys a scary mood, while the poem illustration conveys a humorous mood.
- b. The story illustration conveys a mysterious mood, while the poem illustration conveys a scary mood.
- c. The story illustration conveys a depressing mood, while the poem illustration conveys an angry mood.
- d. The story illustration conveys a lighthearted mood, while the poem illustration conveys a humorous mood.

9. How is the author's point of view in the poem *Medusa* different from the point of view of the author of the story? (RL.3.6)

- a. The author of the poem thinks Medusa is scary, while the author of the story thinks Medusa is funny.
- b. The author of the poem has a humorous point of view, while the author of the story has a serious point of view.
- c. The narrator of the poem is telling his point of view, while the story is told from Medusa's point of view.
- d. The author of the poem thinks Medusa is a goddess, while the author of the story thinks Athena is a goddess.

NONFICTION

All About Ants

Ants are tough little critters. Don't let their size fool you. They're strong and fast. Some of them have painful stings! Ants live everywhere on Earth except Antarctica.

There are many kinds of ants. Bullet Ants live in the jungle and have the most painful sting in the world. Fire Ants bite so hard, you may have to go to the doctor for medicine. Carpenter Ants build their nests in wood, and they can damage houses and furniture.

Some things are the same for all ants.

ANTS ARE SOCIABLE

Some insects like to live on their own. Not ants! Ants like to be with other ants. An ant wouldn't live long if it lived on its own. Ants live in colonies. A colony is like a neighborhood for ants. Every ant in the colony has a special job to do. Ants live and work together so that the colony survives and thrives.

WHERE DO ANTS BUILD THEIR COLONIES

Ants build their colonies in many places. Some are underground or in the walls of houses. Others build their colonies under rocks or in a dead tree. Colonies start small and get bigger to make room for more ants. Very big colonies have corridors and chambers called nests.

The biggest ant colony in the world was in Japan. It had 45,000 nests that joined each other through tunnels. This ant city was 670 acres. More than 400 million ants lived there.



Ant Population

Region	Number of species
Neotropics	2,162
Nearctic	580
Europe	180
Africa	2,500
Asia	2,080
Melanesia	275
Australia	985
Polynesia	42

QUEEN ANTS

Every colony has one or more queen ants. Very big colonies, like the one in Japan, can have one million queen ants. Queen ants have only one job to do. They must lay lots of eggs to make more ants. Queen ants have wings, and they're bigger than other ants. They also live longer. Other ants live for a year or two, but the queen lives for ten years or more.

MALE ANTS

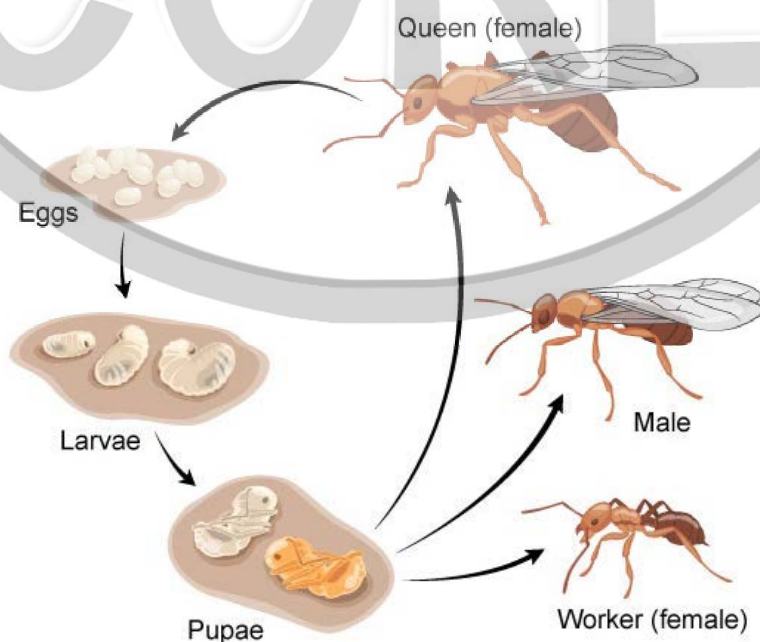
Male ants are called drones. Drones don't do any work in the colony. Their only job is to mate with the queen so she can lay lots of eggs. Drones are the smallest ants in the colony. They don't live long because they die after mating with the queen.

WORKER ANTS

Worker ants are all females. They're called worker ants for a good reason: they do all the work in a colony. Worker ants build the colonies and nests. They find food and carry it to the nest. They look after the queen's babies. Some worker ants are also soldiers. They protect the colony from enemies. Worker ants are very strong. They can carry things that are much bigger and heavier than they are. When they work together in a team, they can even carry a small plum!

Ants are quite amazing. While there are many different types, their colonies are similar. Next time you see an ant, think about the job it may have!

Ant Lifecycle



Benchmark Assessment: All About Ants

Answer the following Questions.

14. What do queen ants do? (RI.3.1)

- a. They protect the ant colony.
- b. They feed baby ants.
- c. They mate with drones and lay eggs.
- d. They build nests.

15. What is the meaning of the word *corridor* as it is used in this passage? (RI.3.4)

- a. Trail
- b. Tunnel
- c. Pipeline
- d. Chamber

16. What is the main idea of the paragraph under the heading "Ants are Sociable"? (RI.3.2)

- a. Ants live in colonies.
- b. Ants don't live long.
- c. Every ant has a job.
- d. Some insects like to live alone.

17. Why do ants live in colonies? (Choose all that apply.) (RI.3.3)

- a. Ants work together.
- b. Ants have a lifecycle.
- c. Ants are similar to people.
- d. Ants each have an important job for their colony.

18. What is the purpose of the table in this article? (Choose all that apply.) (RI.3.5)

- a. The table shows where ants do not live.
- b. The table shows how many ants live in the world.
- c. The table shows how many species of ants live in each region.
- d. The table shows the continent, Africa has the most amount of ant species.

Benchmark Assessment: All About Ants

19. What is the diagram in this article showing? (RI.3.7)

- a. The different jobs of ants
- b. How many eggs female ants lay
- c. How ants change in their lifecycle
- d. Why queen ants are most important

20. With which statement would the author likely agree? (RI.3.6)

- a. Ants have important jobs.
- b. Ants are bothersome to humans.
- c. People should stay away from ants.
- d. Ants are the most important insect.

21. Read these sentences from the passage:

Some insects like to live on their own. Not ants! Ants like to be with other ants.

How did the author connect her ideas in these sentences? (RI.3.8)

- a. The author is comparing ants to other insects.
- b. The author is describing the social structure of ants.
- c. The author is explaining the cause of ants being sociable.
- d. The author is giving the steps ants take to complete their jobs.

22. Which fact could be added under the subheading *Queen Ants*? (RI.3.5)

- a. Ants have two stomachs.
- b. Ants are related to wasps and bees.
- c. Ants don't have ears, but use vibrations to hear.
- d. In some species of ants, if the queen dies, the entire colony will die too.

Terms of Use



How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at julie@magicorelearning.com.



Good to Go



Not O.K.

- 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:
- 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.
 - Use this resource commercially (e.g. Outschool).
 - Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

<https://magicorelearning.com/>

<https://www.teacherspayteachers.com/Store/Magicore>

© Copyright 2019, 2022. All rights reserved. The unlicensed reproduction or distribution of this product is strictly prohibited. Permission is granted to the original purchaser or licensee to make copies to use with students and/or to assign to students digitally providing it is only available to students assigned directly to the purchaser. Using this product in any manner that makes it accessible to the general public is strictly forbidden. Commercial use, including but not limited to online or in person classes, is prohibited. Contact julie@magicorelearning.com for commercial licensing information. Sharing without permission or hosting online in a public manner is a violation of the Digital Millennium Copyright Act (DMCA). These terms may be updated at any time. You can see the most up to date Terms of Use at

<https://magicorelearning.com/terms-of-use>.

Let's Connect!

www.magicorelearning.com



<https://www.teacherspayteachers.com/Store/Magicore>



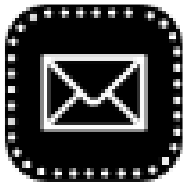
<https://www.facebook.com/MagiCoreLearning/>



<https://www.instagram.com/magicorelearning/>

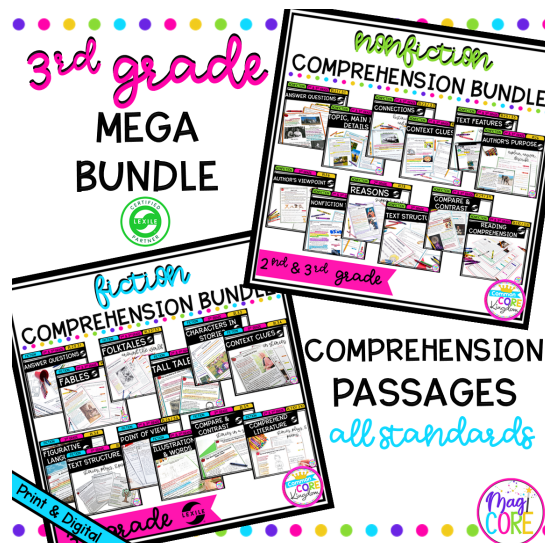


<https://www.pinterest.com/magicorelearning/pins/>



Julie@magicorelearning.com

Looking for more?



CREDITS

<http://creeksideteachertales.blogspot.com>

<http://teacherspayteachers.com/store/digital-swirl-creations>

www.amazingclassroom.com

