ILLUSTRATIONS and words

LEXILE

620L

Text & Illustrations   Name: _____   Date: _____

Luana Starkin and Draco's Adventure

It was the perfect day to play outside, but Luana Starkin didn't have anyone to play with. She was quite short and wore big round glasses. Everyone always made fun of her.

Although she had no one to play with, she skipped her way over to...

WHAT'S INSIDE?

PRINTABLE PDFs and **DIGITAL** Google Slides covering the 2nd and 3rd grade text complexity band with Certified Lexile Levels.

The Google Slid...
a copy
CLICK HERE TO ...

You MUST have a ...
need help setting u...

520L — Text & Illustrations   Name: _____   Date: _____

Leelah's New Home

Leelah is a Bichon Frise. She has very fluffy, white fur and big, dark eyes. Leelah lives with her mother, brother, and sister. Unlike her brother and sister, she is a very shy dog. When people come to look at them, she shies away from them.

"You must be brave," says her mother, "or you're never going to get a home!"

"I like it here," says Leelah, "with you, Momma."

Leelah's mother shakes her head. "You must find another home, Leelah. All good puppies find a home of their own."

No matter how many times Leelah's mother tells her this, the young puppy refuses to be brave. She doesn't want to meet strangers! She doesn't want them to pet her soft, white fur!

Leelah and her family live across the street from Lacey's Pet Shop. One cold winter day, Leelah is bundled up by her owner and swept across the street to the pet shop. There is a hustle and bustle of motion and words. Leelah tries hard not to be scared, but she can't help cowering in fright.

"Don't leave me here," she says. "Please, I'll let them pet me! I'll be brave!"

Her owner just pets Leelah on the head and tells her, "Be a good girl. I'm sure you're going to have a home soon."

Lacey's Pet Shop is very big. Leelah is given a crate all to herself with plenty of room to run around and play. However, the problem is that she doesn't feel like playing. She feels like sleeping, sniffling, and missing her home.

- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and Google Slides Included

LEXILE®

MagiCORE
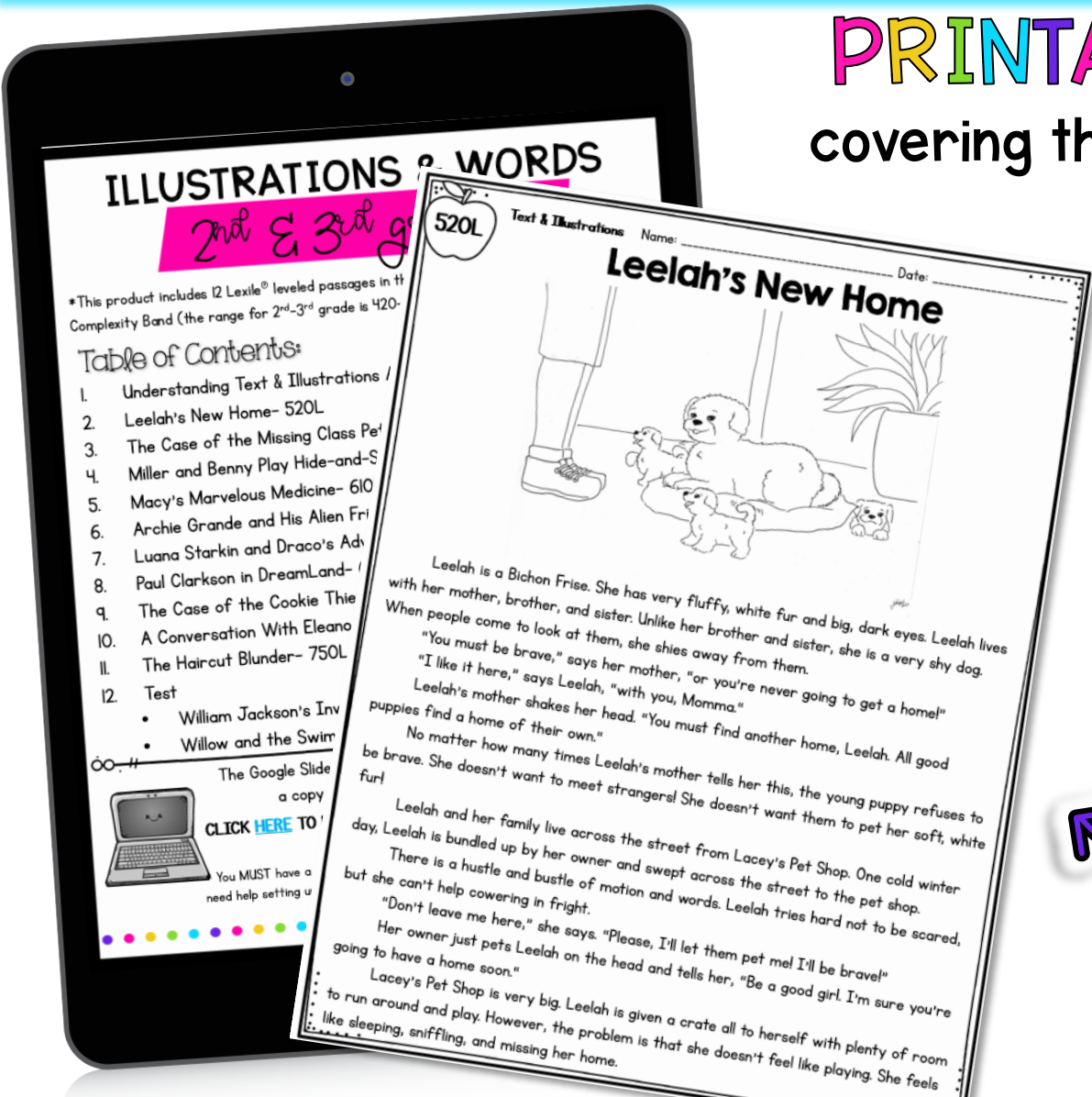
10 FICTION PASSAGES

- Learn in color! Visual cues reinforce text evidence

- Teachers can quickly check student work.

- Dive into literary texts including realistic fiction, science fiction, historical fiction, fantasy, and mystery.
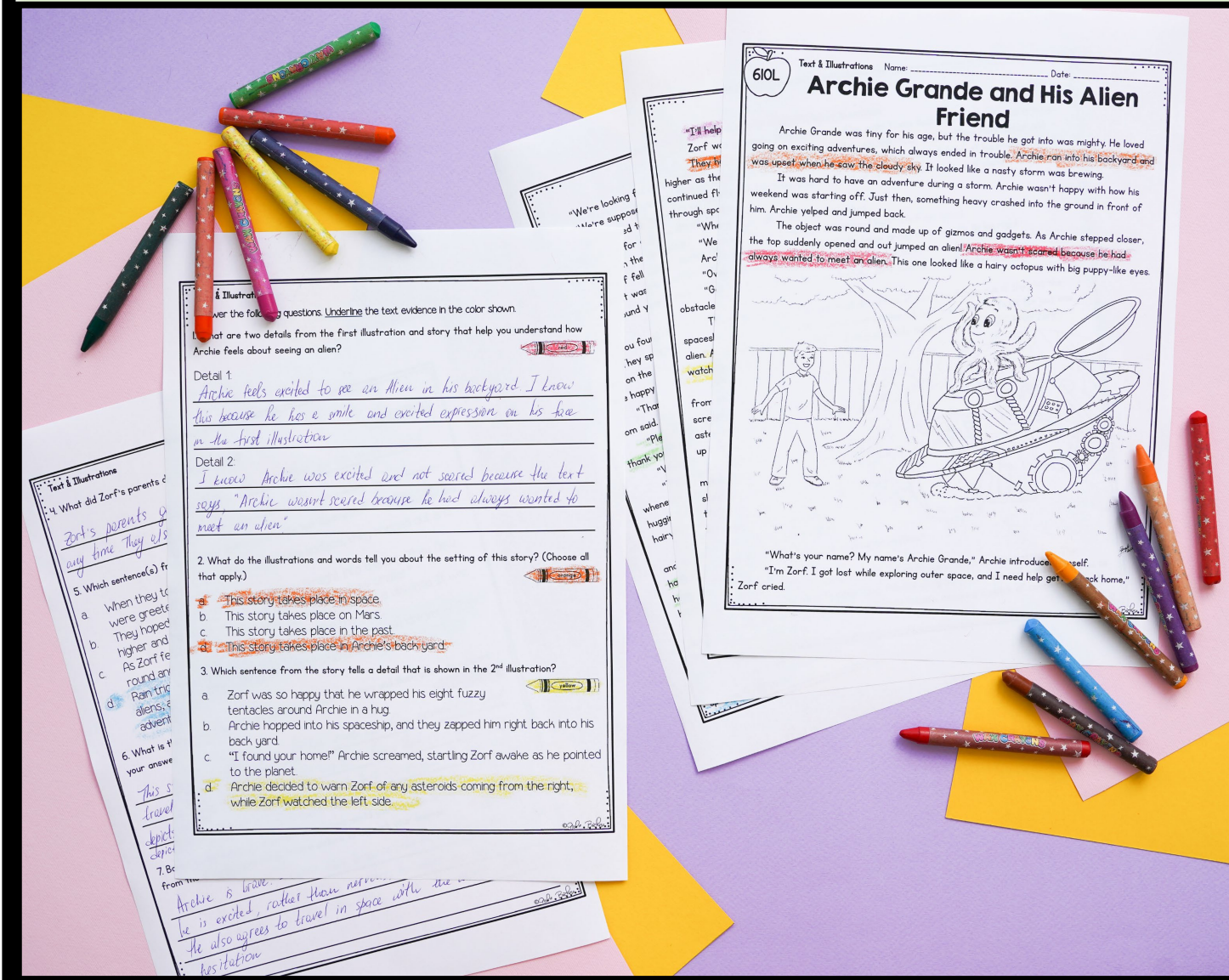
QUESTIONS

- Skill-focused, scaffolded questions

- Multiple choice and short answer

- Preps students for state testing

- Rigorous and research-based approach to questioning

ANCHOR CHART

- Anchor chart

- Use to introduce the skill

- Students reference throughout the unit

Understanding Text & Illustrations

The **characters** are the people or animals in a story.

The **setting** is where and when the story takes place.

The **plot** is the main events in a story.

The **mood** is the feeling of the story.

ASK YOURSELF:
1. What do the words tell you about the characters, setting, and plot?
2. What mood do the words create?
3. How do the illustrations add to what you know about the characters, setting, and plot? What mood do the illustrations create?

ASSESSMENTS

- Same format as practice

- Two tests with different Lexile levels

- Color-coding

- Follows best practices for standardized assessments
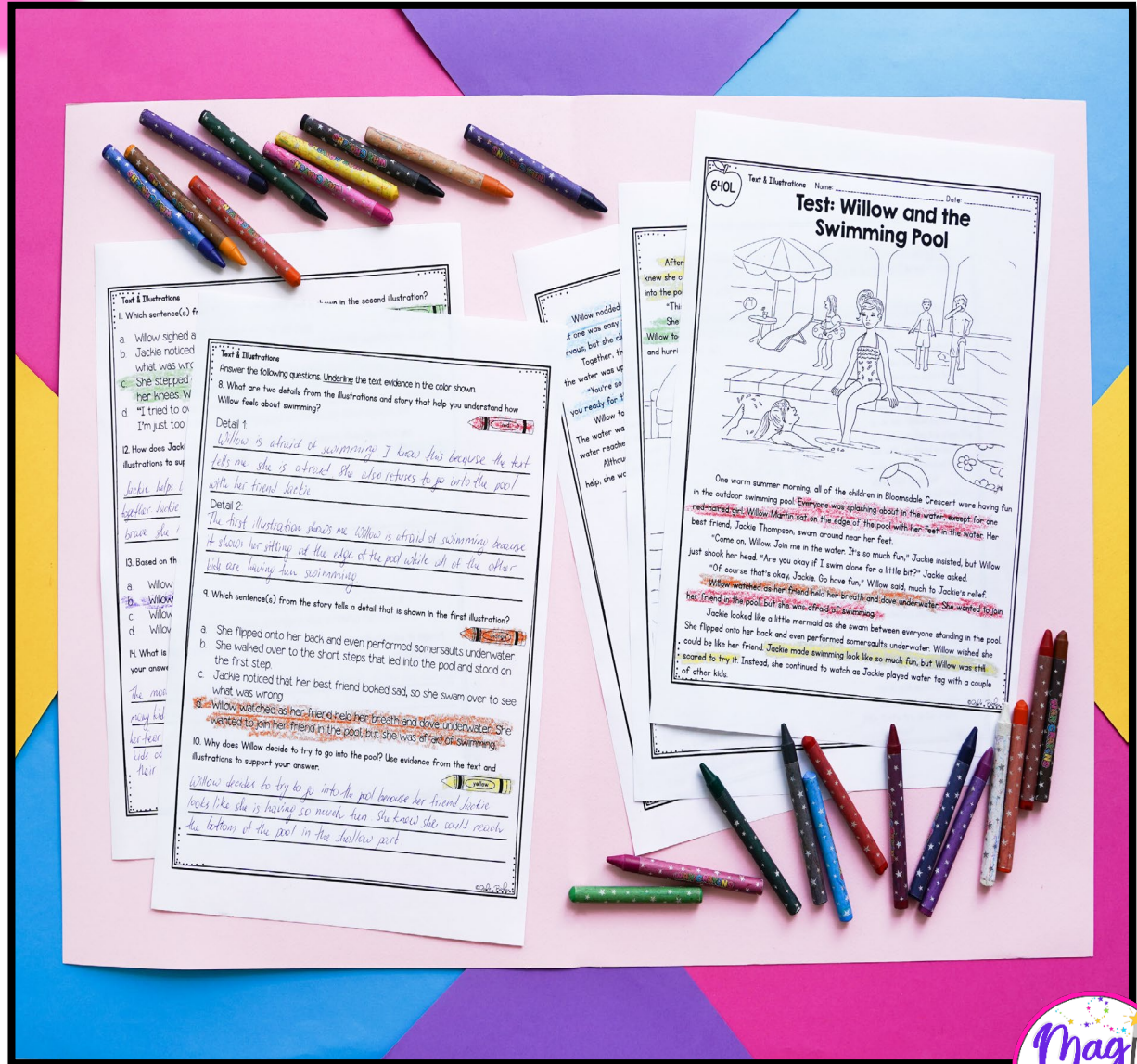
WHY IT WORKS

- Certified Lexile measures

- High - interest texts to motivate readers

- Diverse genres

- Scaffold approach will help your students meet grade level expectations.

- Classroom tested! Trusted by over 2,000 teachers… and counting!...

ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposure to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

ABOUT LEXILE LEVELS

Common Core Kingdom, LLC DBA 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	N/A
4-5	420L-820L
6-8	740L-1010L

Keep in mind when using any leveled text that m... support to reach at the high end of their ... Common Core Standards, "It is important to re... appropriate. The expectation that scaffolding ... built into the Standards' grade-by-grade text ... general movement, however, should be toward ... independence both within and across the text co...

TAKE A PEEK
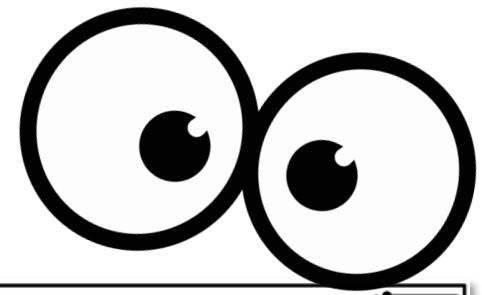
ILLUSTRATIONS & WORDS
2nd & 3rd grade

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

Table of Contents:

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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."

Understanding Text & Illustrations
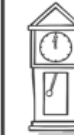
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Page 1
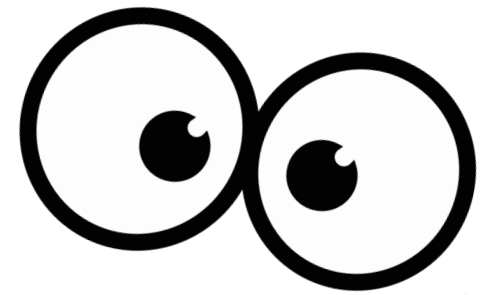
Text & Illustrations   Name: _____   Date: _____

Macy's Marvelous Medicine

Macy was so excited that it was finally Friday. She was going to sleep over at her best friend Andrea's house. Once she got home from school, Macy packed her overnight bag, sleeping bag, and favorite stuffed animal. Sleepovers at Andrea's were so much fun because they watched movies, played games on the computer, and stayed up all night talking.

Macy arrived at Andrea's house immediately after dinner. Macy and Andrea raced up the stairs to Andrea's bedroom. Andrea had her hands behind her back.

"What do you have there?" Macy questioned.

"You'll never believe what I got!" exclaimed Andrea. "My mom bought me a copy of *George's Marvelous Medicine*!"

Macy and Andrea were in Mrs. Christensen's second grade class. Mrs. Christensen was reading the book *George's Marvelous Medicine* by Roald Dahl out loud to their class. This book was hilarious! The kids couldn't wait for story time every day. Right before the weekend, Mrs. Christensen had stopped the book at the most exciting part. George had finished concocting the magical medicine potion for his nasty grandmother. The class couldn't wait to see what happened next.

"Now we don't have to wait to see what happens next!" Andrea said enthusiastically.

"What are we waiting for?" Macy questioned. The girls sat down and started paging through the book.

Page 2

"I have an idea…" Macy said mischievously. "We should make our own marvelous medicine to get rid of Brian!"

Brian was Macy's annoying little brother. He always got in the girls' way when they were playing and he loved to tattle on them for the littlest things.
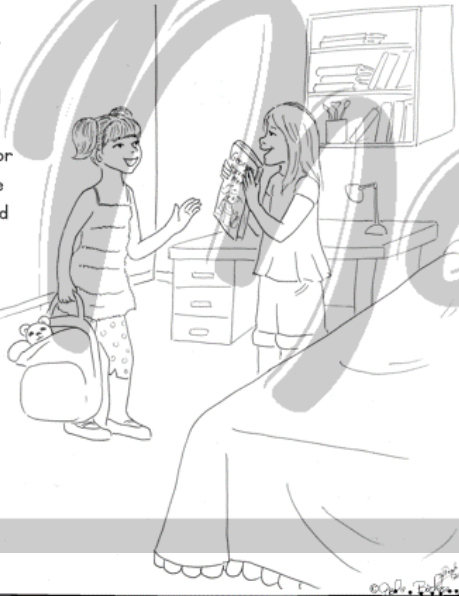
"How are we going to make a medicine?" Andrea questioned.

"It'll be simple! All George did was throw a bunch of gross things together that he had around his house. That is all we need to do. Then you can come to my house tomorrow, and we can get Brian to drink the medicine," Macy explained.

"Ok…" Andrea stammered, "I just don't want to make a mess, or my parents will get mad."

"First, we need a big bowl," Macy stated.

Andrea fetched a large bowl from the kitchen.

"Let's start in the bathroom," Macy suggested.

The girls went to the bathroom and began scouring the medicine cabinets.

"Well… I don't want to hurt Brian, so maybe we better stay away from medicine and stick to gross foods," Macy said thoughtfully.

The girls decided to go down to the kitchen to make their medicine. They opened the fridge.

"How about some tomato sauce?" Macy said as she scooped a few spoonfuls of sauce into the bowl. Andrea added a splash of orange juice. Then, they added a cup of pickle juice.

"This is gross!" Andrea exclaimed.

They went to the pantry next.

"Some chewed up gum will add a good texture," Macy suggested.

Page 3

Text & Illustrations

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

1. What are two details from the illustrations and story that help you understand what Macy is like?   [red]
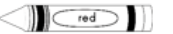
Detail 1:

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2. Which sentence(s) from the story tell a detail that is shown in the first illustration?   [orange]
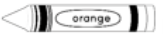
a. The class couldn't wait to see what happened next.
b. "What are we waiting for?" Macy questioned. The girls sat down and started paging through the book.
c. "I have an idea…" Macy said suspiciously. "We should make our own marvelous medicine to get rid of Brian!"
d. "You'll never believe what I got!" exclaimed Andrea. "My mom bought me a copy of *George's Marvelous Medicine*!"

3. What is the mood at the beginning of the story? Use details from the story and illustrations to support your answer.   [yellow]

_____

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CHECK THIS OUT TOO!

Page 1:
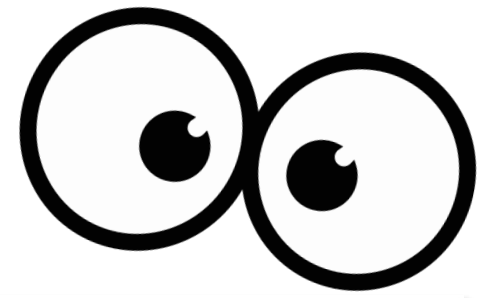
Text & Illustrations   Name: _____   Date: _____

620L

Paul Clarkson in DreamLand

It was a gloomy day on Yawnsville Boulevard as Paul Clarkson sat on the front step of his house. Paul wore a t-shirt and shorts because he was planning to play soccer with his friends, but it looked like a big storm was coming.

Paul sighed as he stood up to go back inside. As he turned, a raindrop plopped right on his forehead. He startled as he noticed something shiny hidden on the lawn. It was tucked away in a section of untrimmed grass. Paul strolled over and picked up what looked like a shiny, orange gemstone. It looked cool, but it was still just an ordinary stone. He pocketed it and hurried inside as it began to rain.

That night, Paul's parents tucked him in, kissed him goodnight, and closed his door. Feeling awake, Paul grabbed the gemstone from the top of his nightstand and inspected it. It really did look like just another stone.

"Oh, well, I still like the color," Paul said with a shrug.

The gemstone's center looked cloudy, so Paul continued to look at it until he fell asleep. He smiled happily as he slept, but a loud howl suddenly awoke him.

Paul was surprised to find himself lying on the grass with the orange gemstone still in his hand. He peeked around and froze. Paul was not on Yawnsville Boulevard anymore. He was in a magical land full of magical creatures!

Page 2:

Text & Illustrations   Name: _____   Date: _____

Paul spotted fairies and dragons flying around, unicorns and griffins galloping after one another, and goblins and elves scampering about.

"Wow!" Paul muttered, amazed at what he was seeing. "I must be sleeping."

"Nope, you're not sleeping," a soft voice stated from behind him.

Paul whirled around and spotted a mermaid swimming in a pool of orange water! She waved at him with her fin.

"Where am I?" Paul asked.

"You're in DreamLand," the green-haired mermaid exclaimed. "I know that the name makes it sound like you're in a dream, but that's why we named it that way."

Paul gasped as he watched a leprechaun snap his fingers and create a rainbow to walk on.

"In DreamLand, anything is possible. Give it a try," said the mermaid.

Paul had always wanted to fly, so he thought long and hard about flying up to the fairies. Suddenly, his feet weren't on the ground, and he was soaring through the sky! He giggled as he flapped his wings like the dragons, joining them in the sky.

"Do you want to have a race?" one of the dragons asked.

Page 3:

Text & Illustrations

4. How does Paul feel when he wakes up in DreamLand? Use details from the text and illustrations to support your answer. (green)

_____

_____

5. Which sentence(s) from the story **best** supports the second illustration? (blue)

a. "You're in DreamLand," the green-haired mermaid exclaimed.
b. Suddenly, his feet weren't on the ground, and he was soaring through the sky!
c. Paul gasped as he watched a leprechaun snap his fingers and create a rainbow to walk on.
d. Paul spotted fairies and dragons flying around, unicorns and griffins galloping after one another, and goblins and elves scampering about.

6. Which sentence(s) from the story **best** supports the third illustration? (purple)

a. "I think it's time for you to return home, Paul," the green-haired mermaid stated.
b. He woke up the next morning tucked in his own bed on Yawnsville Boulevard.
c. He would go play soccer with his friends and return to DreamLand that very night.
d. Paul hugged his new friends goodnight and curled up in a grassy meadow surrounded by sleeping werewolves.

7. What is the mood of this story? Use details from the story and illustrations to support your answer. (pink)

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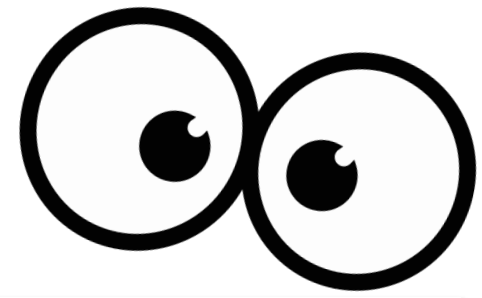
640L

Text & Illustrations   Name: _____   Date: _____

Test: Willow and the Swimming Pool

One warm summer morning, all of the children in Bloomsdale Crescent were having fun in the outdoor swimming pool. Everyone was splashing about in the water, except for one red-haired girl. Willow Martin sat on the edge of the pool with her feet in the water. Her best friend, Jackie Thompson, swam around near her feet.
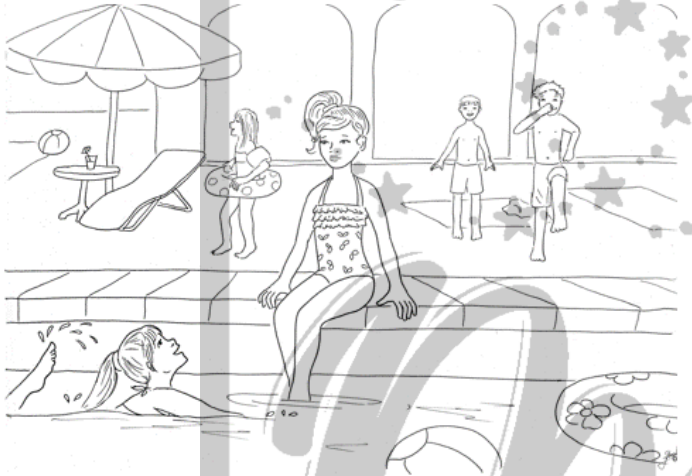
"Come on, Willow. Join me in the water. It's so much fun," Jackie insisted, but Willow just shook her head. "Are you okay if I swim alone for a little bit?" Jackie asked.

"Of course that's okay, Jackie. Go have fun," Willow said, much to Jackie's relief.

Willow watched as her friend held her breath and dove underwater. She wanted to join her friend in the pool, but she was afraid of swimming.

Jackie looked like a little mermaid as she swam between everyone standing in the pool. She flipped onto her back and even performed somersaults underwater. Willow wished she could be like her friend. Jackie made swimming look like so much fun, but Willow was still scared to try it. Instead, she continued to watch as Jackie played water tag with a couple of other kids.

Page 2:

After a while, Willow decided to test herself. Since she was in the shallow part, she knew she could reach the bottom of the pool. She walked over to the short steps that led into the pool and stood on the first step.

"This isn't so bad," Willow told herself.

She stepped down onto the next step as the water reached halfway to her knees. Willow took one more step as the water touched her knees. Suddenly, Willow grew nervous and hurried back out.

She really wanted to overcome her fear of the water, but she didn't believe she could. It was too scary when the water was so high up on her. Willow sighed and sat alone on the top step. She sat with her head in her palms as she watched the other kids have fun.

Jackie noticed that her best friend looked sad, so she swam over to see what was wrong.

"I tried to overcome my fear so that I could play with you in the pool, but I'm just too scared!" Willow moaned as Jackie sat down beside her.

"It was very brave of you to try to overcome your fear, but it's always easier to do it with someone else," Jackie said with a smile. "Let's try to be brave together."

Page 3:

Text & Illustrations

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

8. What are two details from the illustrations and story that help you understand how Willow feels about swimming?   [red]
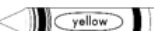
Detail 1: _____

_____

Detail 2: _____

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9. Which sentence(s) from the story tells a detail that is shown in the first illustration?   [orange]

a. She flipped onto her back and even performed somersaults underwater.

b. She walked over to the short steps that led into the pool and stood on the first step.

c. Jackie noticed that her best friend looked sad, so she swam over to see what was wrong.

d. Willow watched as her friend held her breath and dove underwater. She wanted to join her friend in the pool, but she was afraid of swimming.

10. Why does Willow decide to try to go into the pool? Use evidence from the text and illustrations to support your answer.   [yellow]

_____

_____

_____

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