

FICTION

2ND & 3RD GRADE

RL.2.7 / 3.7

ILLUSTRATIONS

and words



TRUSTED BY OVER
2,000
TEACHERS

Text & Illustrations

4. What do Luana and Draco support your answer:
Luana and Draco are fun of by the other

5. Which sentence from the text best describes Luana's feelings when they were in place?
 a. Without warning, a somersault
 b. Just as Luana
 c. down to the ground
 d. Just as Luana's

6. How does Luana's change Luana's answer:
she begins to

Text & Illustrations

Answer the following questions. Underline the details from the text that support your answer.

1. What are two details from the text that show Luana is like?
 Detail 1: *Luana is lonely*
 Detail 2: *friends to play*

2. What is Luana's favorite thing to do?
 Detail 1: *The first thing I do is*
 Detail 2: *working*

"That was so much fun, Draco!" she
 "Get ready for another one!" he holl
 This time, Luana's grip was looser,
 fell toward the hard ground by herself.
 her before she became a pancake on t
 Luana groaned when she
 realized that she was falling
 right on top of the children
 who had made fun of her.
 Just as she was about to
 land on them, Draco flew
 down and caught her. She
 landed backward on his back
 they flew back into the sky.
 "What is she riding?"
 girl exclaimed.
 Luana chuckled as
 waved excitedly at the
 below.
 "Thanks for ca
 me, Draco!" Luana s
 "That's what
 do," he said with
 Luana flipped he
 Luana wa
 kid as they co
 through the
 all sorts of
 had a

"The other dragons were mak
 smiling again. "Would you like to go
 "I'd love to!" she shouted w
 Draco bounced out of the
 arms around his scaly neck as h
 than all of the houses and buil
 "I can't believe we're f
 Draco smiled as they
 the ground now. She couldn
 were higher than the clou
 "Why did you stop
 "My favorite thin
 explained. "At the last
 "I want to see
 "You have to h
 Just as Luana
 ground. They flew
 zapped by a big

620L Text & Illustrations Name: _____ Date: _____

Luana Starkin and Draco's Adventure

It was the perfect day to play outside, but Luana Starkin was a bit of a loner. She was quite short and wore big round glasses. Everyone always made fun of her. Although she had a few friends, she skipped her way through school. One day, she overheard a conversation between two boys. "The other dragons were making fun of her before she came here," one boy said. "I'd love to!" she shouted with excitement. Draco bounced out of the bushes and wrapped his arms around his scaly neck as he hugged her. "I can't believe we're finally meeting!" Draco smiled as they walked. "The ground now. She couldn't believe they were higher than the clouds. "Why did you stop?" she asked. "My favorite thing is to fly," Draco explained. "At the last moment, I want to see you fly." "You have to hurry!" she said. Just as Luana was about to land on the ground, they flew away. She was zapped by a big lightning bolt.

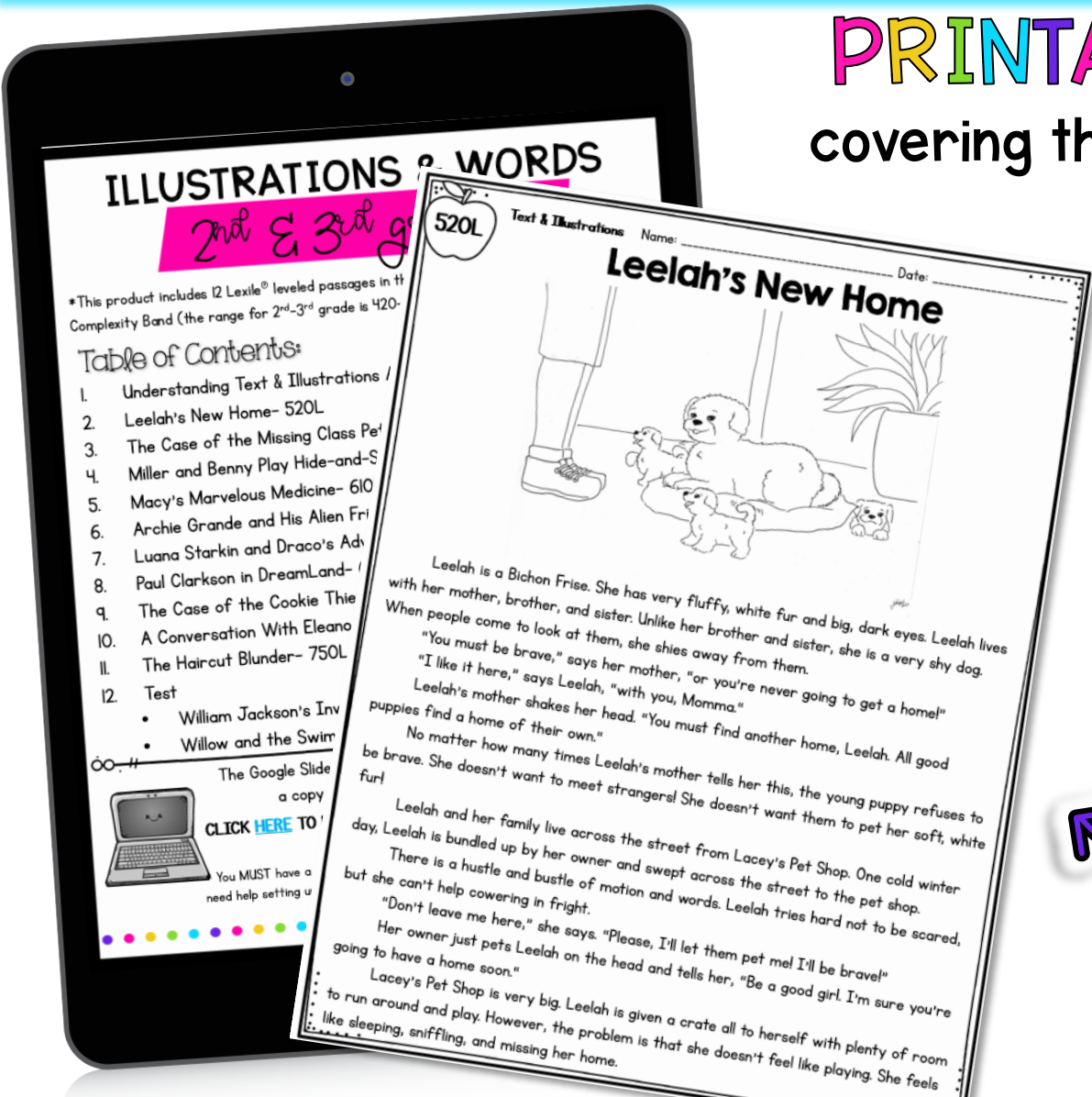


WHAT'S INSIDE?

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

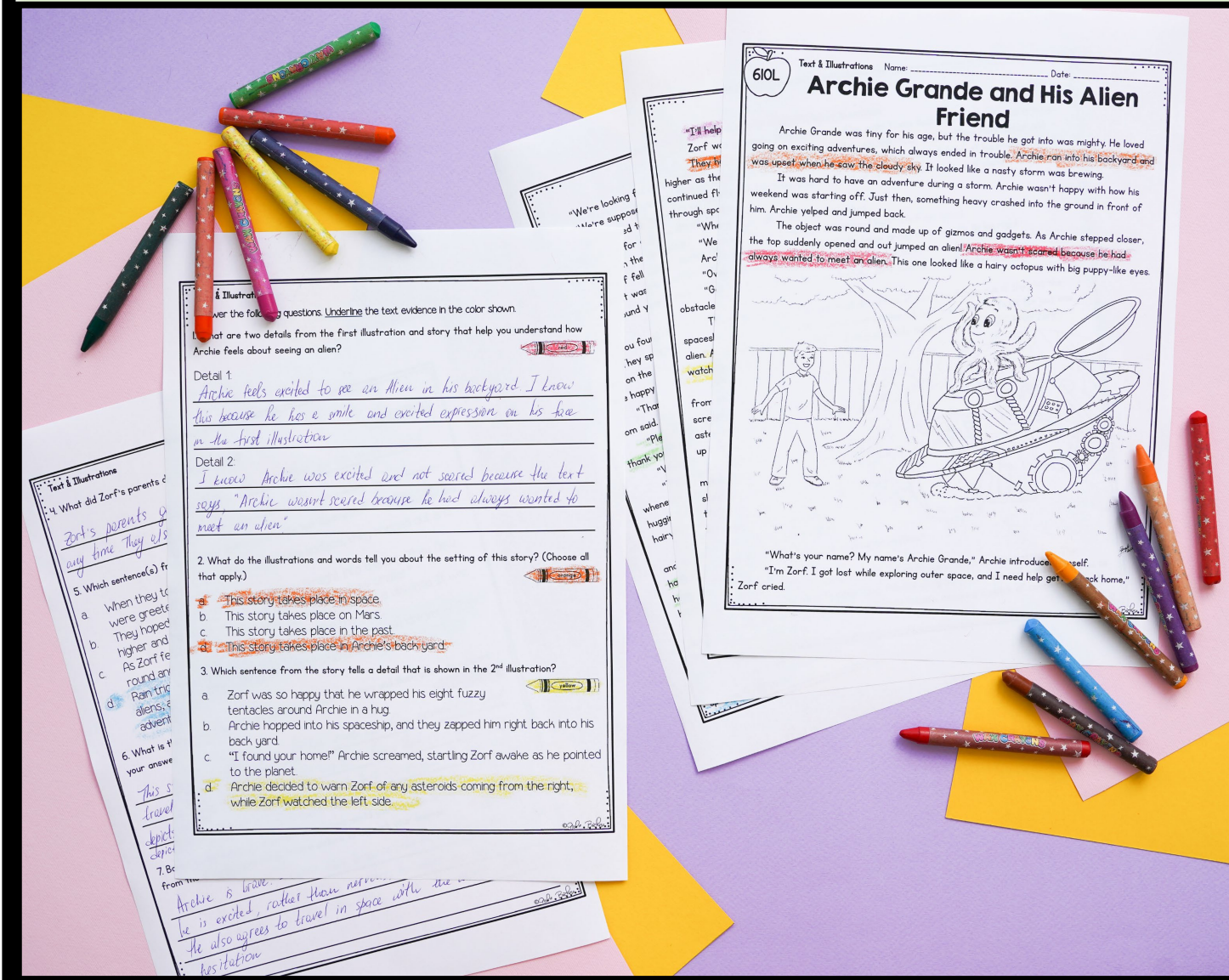
- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and
Google
Slides Included



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



Archie Grande and His Alien Friend

Text & Illustrations

610L Name: _____ Date: _____

Archie Grande was going on an exciting weekend when he decided to travel out to the asteroids. It was his first time going to space. He was nervous but excited. He always ended in trouble. Archie ran into his backyard and looked like a nasty storm was brewing. Archie wasn't happy with how his spaceship landed in front of his house.

"We're looking for a green planet," Zorf explained. "We're supposed to see through all of these stars?" Archie asked. Zorf needed to get home, so the pair got to work. They were falling asleep in the spaceship. After several hours, they spotted a green planet. As Zorf fell asleep, Archie spotted something odd in the distance, and it wasn't twinkling like the stars. "I found your home!" Archie screamed, starting Zorf awake. "You found it!" Zorf exclaimed. They sped through space as fast as their tiny spaceship was going. When they landed on the planet's surface, they hopped out and were greeted by a friendly alien. "Where do you want to go?" Archie asked. "Where do you want to go?" Archie asked. "We can travel out to Mars and back home." Archie said. "Please, take the spaceship as our home," his dad added. "Wow, thank you so much!" Archie said. "That means you can come visit whenever you want, Archie," Zorf explained, hugging his new best friend with all eight hairy tentacles. "Since the journey back home was long and Archie was already tired, Zorf's parents had an idea to get him home quicker. Archie hopped into his spaceship, and they zapped him right back into his backyard. He was so comfy in his seat that Archie decided to take a nap in his spaceship. Rain trickled down on the ship and lulled him to sleep. He dreamed of Zorf, aliens, and space, and he was excited to go on his next space adventure.

Text & Illustrations

4. What did Zorf's parents do to thank Archie?

Zorf's parents gave Archie the spaceship so he could visit any time they also zapped him back home.

5. Which sentence(s) from the story best supports the last illustration?

a. When they touched down on the planet's surface, they hopped out and were greeted with hugs.
b. They hopped into his spaceship and flew straight into the sky. They flew higher and higher as the ground beneath them grew smaller."
c. As Zorf fell asleep, Archie spotted something odd in the distance. It was round and green, and it wasn't twinkling like the stars.
d. Rain trickled down on the ship and lulled him to sleep. He dreamed of Zorf, aliens, and space, and he was excited to go on his next space adventure."

6. What is the mood of this story? Use details from the story and illustrations to support your answer.

This story is adventures. Archie made an alien named Zorf and travels through space to bring him back home. The first illustration depicts Archie's excitement when he meets Zorf. The second illustration depicts the adventure they have on the journey to Zorf's planet.

7. Based on the story and the illustrations, how would you describe Archie? Use one detail from the story and one detail from a picture to support your answer.

Archie is brave. I know this because the first illustration he is excited, rather than nervous, to meet an alien. He also agrees to travel in space with the alien.

Text & Illustrations

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

1. What are two details from the first illustration and story that help you understand how Archie feels about seeing an alien?

Detail 1
Archie feels excited to see an alien in his backyard. I know this because he has a smile and excited expression on his face in the first illustration.

Detail 2
I know Archie was excited and not scared because the text said he was excited because he had always wanted to see an alien.

2. What words tell you about the setting of this story? (Choose all that apply.)

space
Mars
backyard
Archie's backyard

3. What detail from the story tells you about the setting of this story? (Choose all that apply.)

Archie was excited, starting Zorf awake as he pointed to the planet's surface. Archie was excited to see an alien in his backyard.

4. What detail from the story tells you about the setting of this story? (Choose all that apply.)

Archie was excited to see an alien in his backyard. I know this because he has a smile and excited expression on his face in the first illustration.

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.

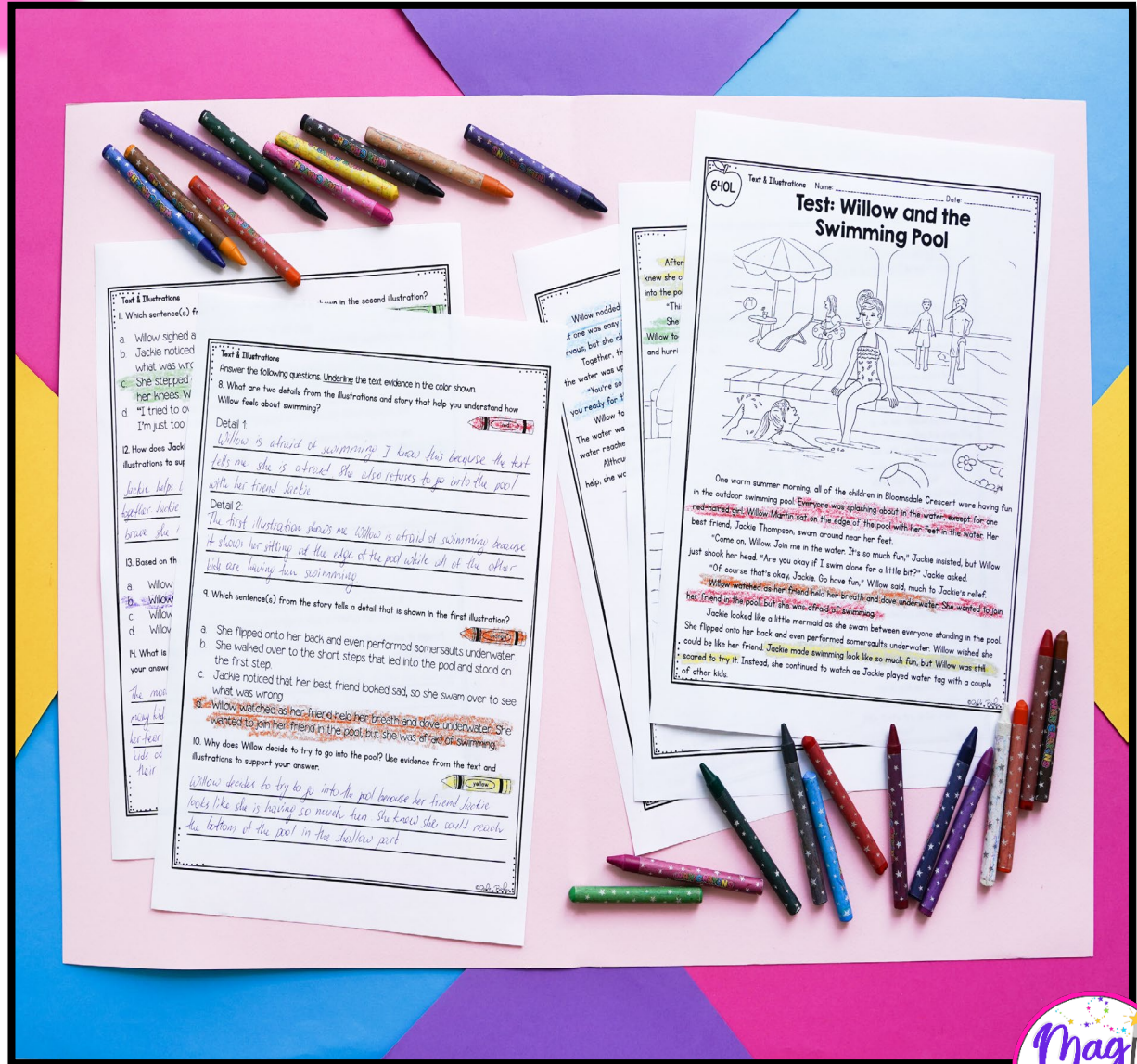
ASK YOURSELF:

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?

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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!...

The image displays a collection of educational materials on a white wooden surface. At the top left, a large blue banner reads "WHY IT WORKS". Below it, a green box contains a list of five bullet points describing the materials' features. To the right, a collage of papers is shown. The central paper is a reading passage titled "Archie Grande and His Alien Friend" with a drawing of a boy and an alien. Below it is a worksheet with a drawing of Archie and an alien, and a student's handwritten response. The materials are surrounded by colorful markers and paper scraps.

Archie Grande and His Alien Friend

Archie Grande was tiny for his age, but the trouble he got into was mighty. He loved going on exciting adventures, which always ended in trouble. Archie ran into his backyard and was upset when he saw the cloudy sky. It looked like a nasty storm was brewing. It was hard to have an adventure during a storm. Archie wasn't happy with how his weekend was starting off. Just then, something heavy crashed into the ground in front of him. Archie yelped and jumped back. The object was round and made up of gizmos and gadgets. As Archie stepped closer, the top suddenly opened and out jumped an alien! Archie wasn't scared because he had always wanted to meet an alien. This one looked like a hairy octopus with big puppy-like eyes.

"What's your name? My name's Archie Grande," Archie introduced himself. "I'm Zorf. I got lost while exploring outer space, and I need help getting back home," Zorf cried.

aces around Archie in a hug. They flew higher and d down at his house as they oons, and planets as they flew in disbelief. ough the stars and F's home. They were ' was round and own you understand how pointed to the red. I know on his dia id visit care the text us wanted to ped out and They flew " They flew " once. It was eamt. of Zorf, ze one to support ed lost and lustration lustration of his planet Use one detail from the right, tration shows when without

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 exposed 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

CERTIFIED LEXILE PARTNER

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.

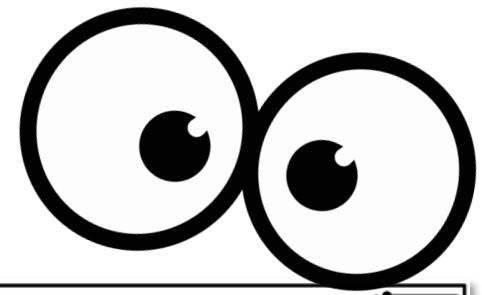
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for 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	420L-820L
4-5	740L-1040L
6-8	

Keep in mind when using any leveled text that support to reach text 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).

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2. Leelah's New Home- 520L
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5. Macy's Marvelous Medicine- 610L
6. Archie Grande and His Alien Friend- 610L
7. Luana Starkin and Draco's Adventure- 620L
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9. The Case of the Cookie Thief- 730L
10. A Conversation With Eleanor Roosevelt- 730L
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12. Test
 - William Jackson's Invisibility Laser- 640L
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ABOUT LEXILE LEVELS



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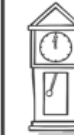
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Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1385L

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."

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.

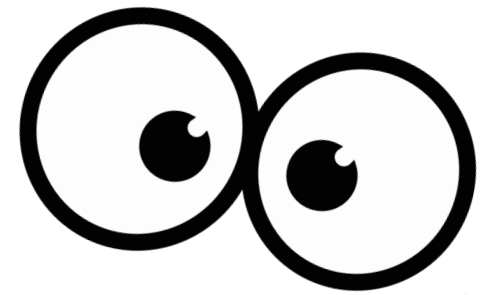


The **mood** is the feeling of the story.

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?
4. What mood do the illustrations create?

AND ANOTHER PEEK



GIOL

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.

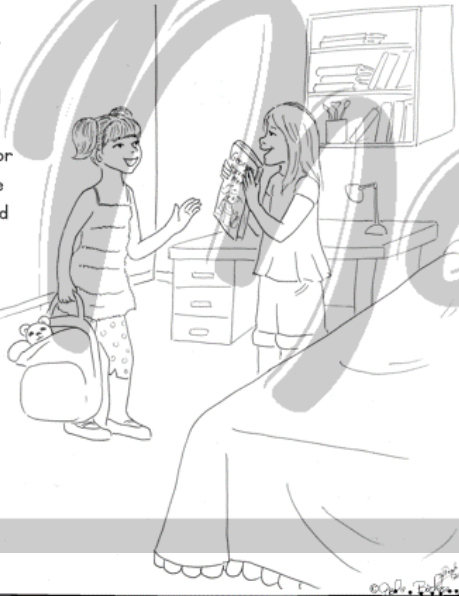
"What do you have there?" Macy questioned.

"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.



"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.

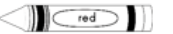
"Some chewed up gum will add a good texture," Macy suggested.



Text & Illustrations

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

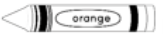
1. What are two details from the illustrations and story that help you understand what Macy is like?



Detail 1:

Detail 2:

2. Which sentence(s) from the story tell a detail that is shown in the first illustration?

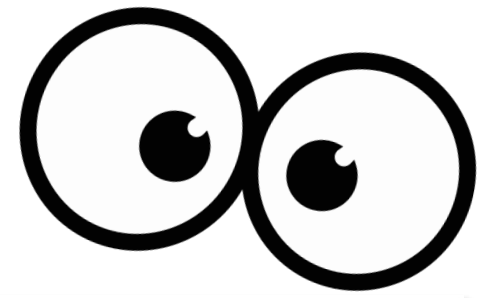


- The class couldn't wait to see what happened next.
- "What are we waiting for?" Macy questioned. The girls sat down and started paging through the book.
- "I have an idea..." Macy said suspiciously. "We should make our own marvelous medicine to get rid of Brian!"
- "You'll never believe what I got!" 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.



CHECK THIS OUT TOO!



620L

Text & Illustrations

Name: _____

Date: _____

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!

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.

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

- "You're in DreamLand," the green-haired mermaid exclaimed.
- Suddenly, his feet weren't on the ground, and he was soaring through the sky!
- Paul gasped as he watched a leprechaun snap his fingers and create a rainbow to walk on.
- 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?

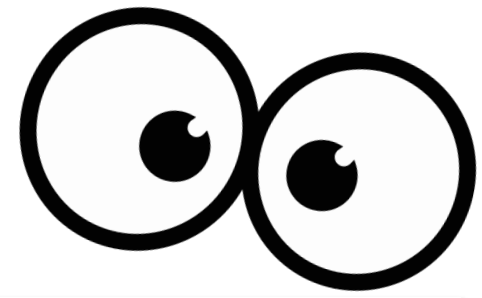
purple

- "I think it's time for you to return home, Paul," the green-haired mermaid stated.
- He woke up the next morning tucked in his own bed on Yawnsville Boulevard.
- He would go play soccer with his friends and return to DreamLand that very night.
- 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

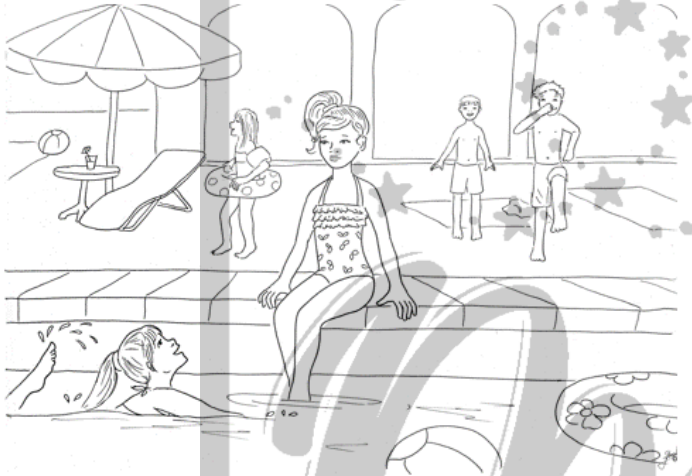
UPGRADE THEIR SKILLS!



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.

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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."

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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? 

Detail 1: _____

Detail 2: _____

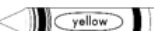
9. Which sentence(s) from the story tells a detail that is shown in the first illustration? 

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. 

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UPGRADE THEIR SKILLS!

The USING ILLUSTRATIONS SKILL PACK

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- ★ more than 250 Lexile-leveled passages
- ★ anchor charts
- ★ questions focused on skills for each standard