

USING ILLUSTRATIONS

~ Skill Pack ~



Print & Digital

2nd & 3rd Grade



What's Included?

Skill Focused Lesson Plans

- Two weeks of lesson plans built around proven teaching strategies using the resources included in this Skill Pack.

Digital Lessons

- Google Slides format makes this resource flexible for any classroom or distance learning need.

Guided Reading Packet (Digital & Printable)

Skill focused guided reader differentiated on three levels.

- Professionally Lexile leveled original text.
- Printable PDF, digital reader, printable booklet, and Google Slides versions make this perfect for any classroom or distance learning need.

Core Comprehension Passages & Questions (Digital & Printable)

- Lexile® leveled reading comprehension passages and skill-focused question sets.
- Color coding strategy encourages students to learn how to find and use text evidence in their answers.
- Printable PDF & Digital Google Slides versions make this resource perfect for classroom and distance learning.

Task Cards (Digital Boom Card & Printable Formats)

- Set of 30 task cards with short passages and standard aligned multiple choice questions.
- Printable & Boom Card formats included.

ABOUT LEXILE LEVELS

MagiCore Learning, LLC is a certified Lexile® Partner. Indicated 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	935L-1185L

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."



LESSON PLANS

2nd & 3rd GRADE

COMPREHENSION SKILL: Using Illustrations

Week 1

MONDAY

LESSON

- Introduce how illustrations can give information about the characters, plot, setting and mood of a story.



PRACTICE

Work together to use details from the illustration to describe the story.



GUIDED READING

Preview and Predict "Weekends with Grandpa".
Meet with two groups and complete "pre-reading" activities."

CE

Task Card

- Point

Using Illustrations Digital Task Card



boomlearning

TUESDAY

Guided Practice Whole Class

- Practice using details from the illustration to describe the story.



Independent Reading

- Choice text to read independently and use illustrations to describe the story.

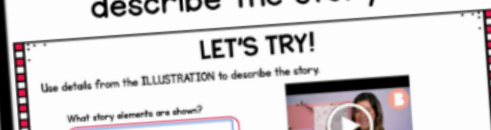
Read pages 1-4 of "Weekends with Grandpa" leveled guided readers. Complete "During Reading" discussions



WEDNESDAY

Guided Practice Whole Class

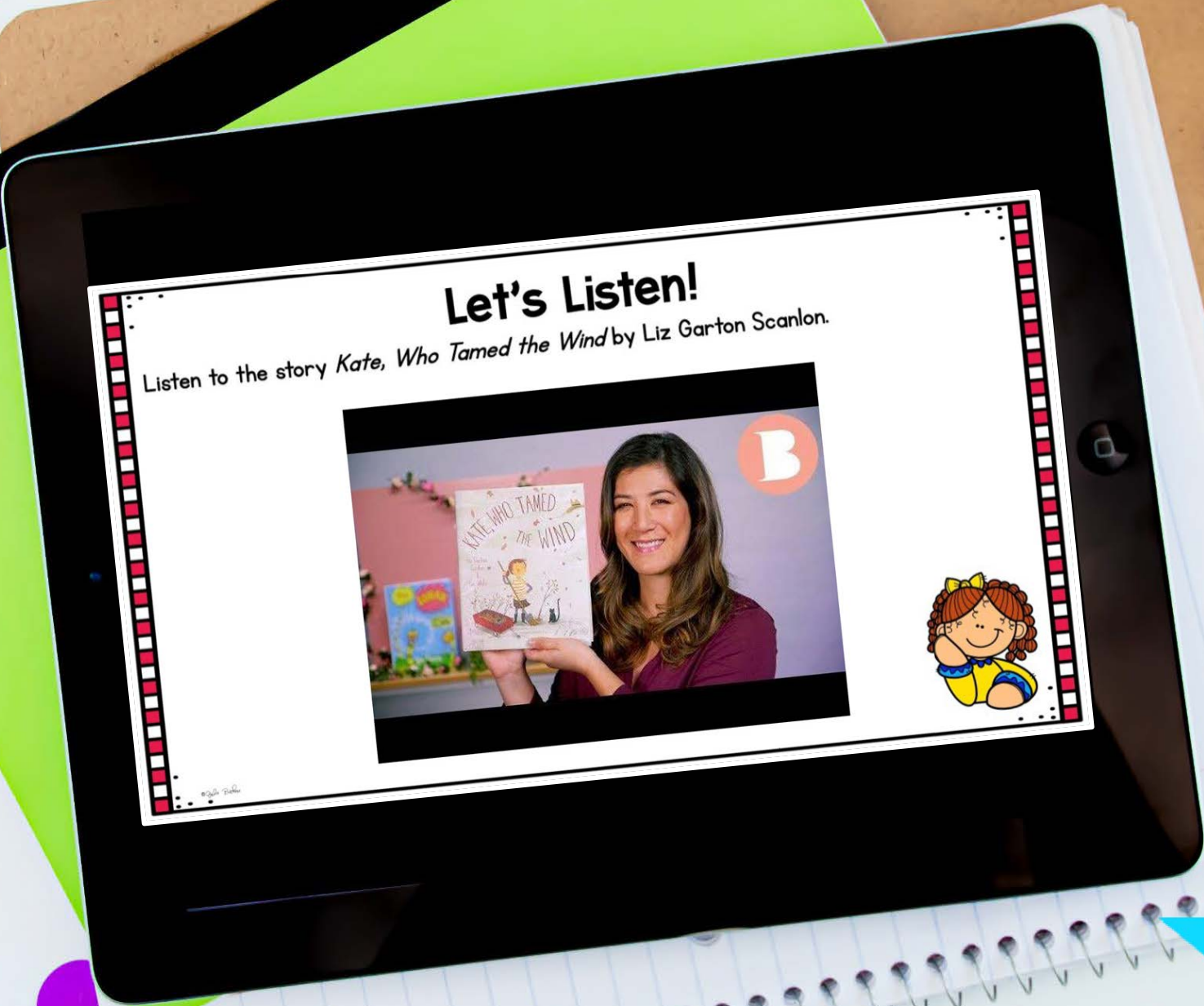
- Practice using details from the illustration to describe the story.



Independent Reading

- Choice text to read independently and use illustrations to describe the story.

Read pages 5-7 of "Weekends with Grandpa" leveled guided readers. Complete "During Reading" discussions.

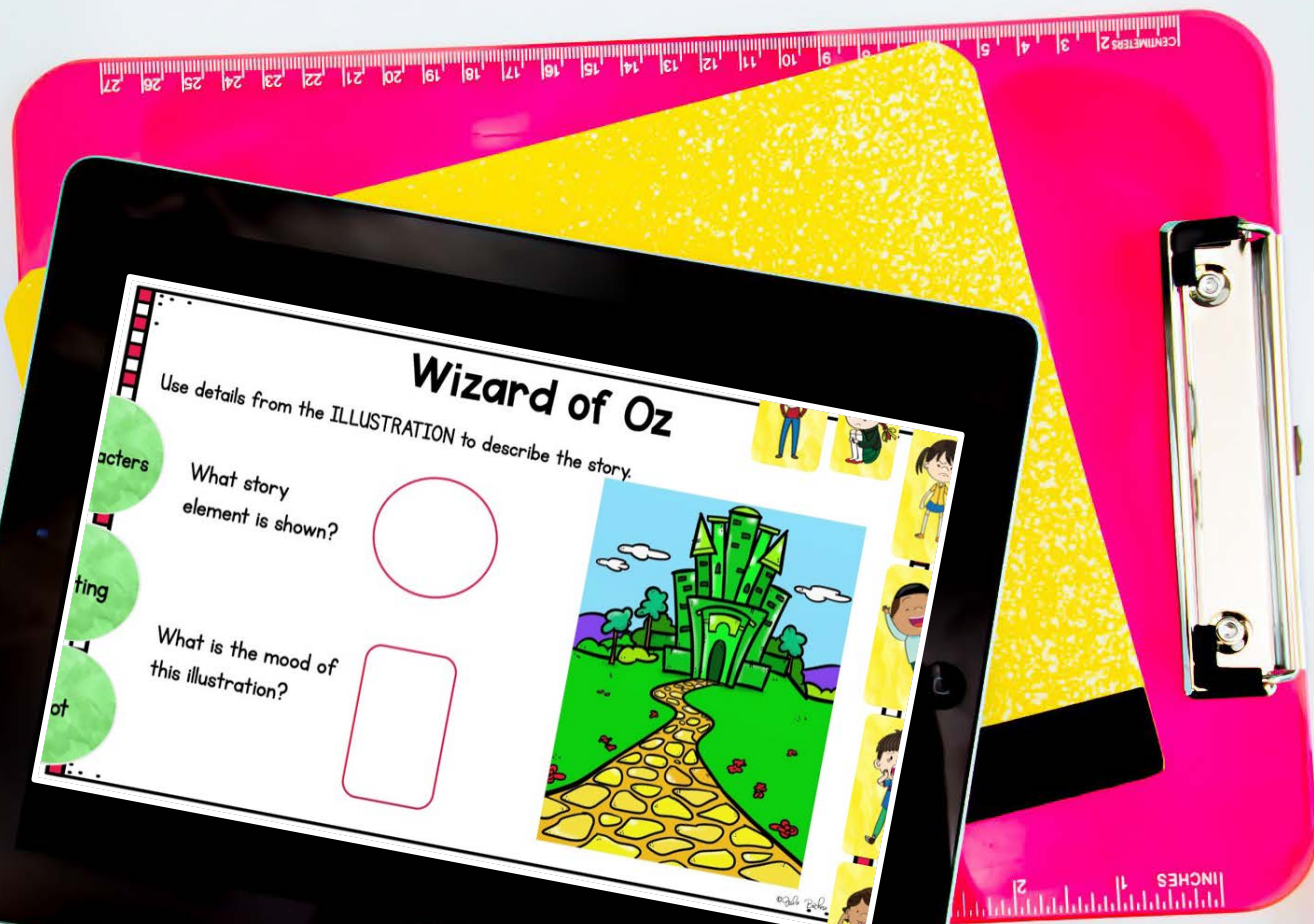
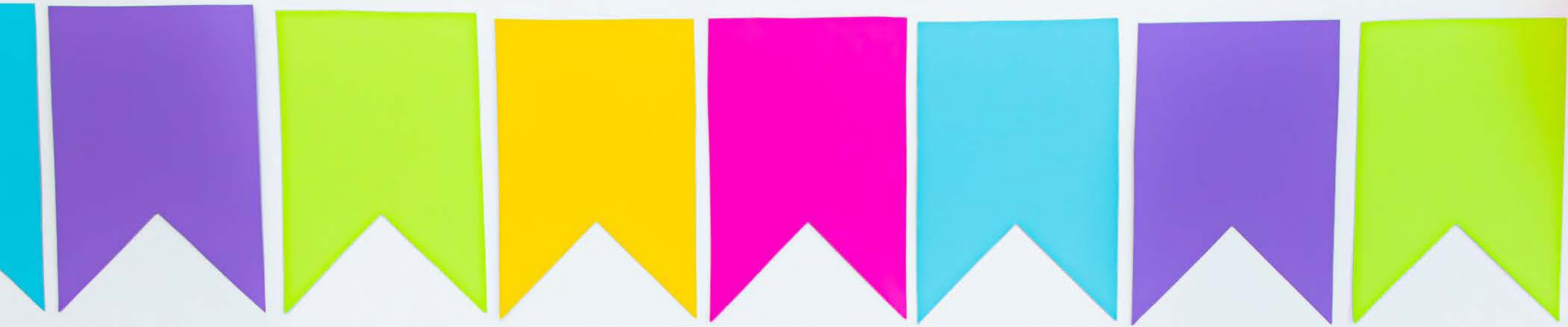


2nd & 3rd
Grade

Illustrations & Words

DIGITAL Mini lessons






Wizard of Oz

Use details from the ILLUSTRATION to describe the story.

Characters: What story element is shown?

Setting: What is the mood of this illustration?

Plot:





Let's Practice!

1. What are two details from the text and illustration that help you understand what Zara is like?

Detail 1: _____

Detail 2: _____

2. Based on the illustration, how does Zara's mom feel about distance learning?

3. How does the mood of the story change from the beginning to the end? Use details from the story to support your answer.

4. What detail from the story matches the illustration?

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Understanding Text & Illustrations

The are the people or animals in a story.

The is where and when the story takes place.

The is the main events in a story.

The is the feeling of the story.

Ask Yourself:

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

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?

GUIDED READERS

Printable & Digital



2nd - 3rd
Grade



illustrations

Illustrations Name: _____ Date: _____

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Illustrations

Draw another illustration to go with the story. Explain how your illustration connects with the words in the story.

500L
Illustrations
Weekends with Grandpa

I love weekends. I can relax and do fun things at home. I read books and play with my toys. Sometimes, I go to the skateboard park. My favorite thing to do on the weekends is spending time with my grandpa. We watch baseball games on TV. We go fishing at the lake. I even help Grandpa pick vegetables from the garden. We make delicious, fresh salads. My grandpa and I have so much fun together. We do this every weekend. Well, this weekend was different.

Yesterday was Friday. All I could think about was my grandpa. I was so excited. I wondered about the new adventures we would go on this weekend. "What will I do at Grandpa's house this weekend?" I asked Mom. "Should I bring my fishing rod? Where will we go? Can we go hiking again?"



illustrations



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Illustrations



Weekends with Grandpa



©Ade Barber

Illustrations

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Illustrations



Weekends with Grandpa

FICTION

2ND & 3RD GRADE

RL.2.7 / 3.7

ILLUSTRATIONS & WORDS



Text & Illustrations Name: _____ Date: _____

620L **Luana Starkin and Draco's Adventure**

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 supports your answer?
a. Draco bounced on in place without warning a somersault just as Luana down to the ground.
b. Luana was laughing and waving excitedly at the girl below.
c. Luana chuckled as she waved excitedly at the girl below.
d. Luana flipped her head as they all sorts of had any friend in the park.

6. How does Luana's answer change Luana's answer?
In the beginning she was sad, but now she is happy.

7. What is the main idea of the text?
The story is about Luana and Draco's adventure.

Text passages include:
"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.
Luana groaned when she
her before she became a pancake on t
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 any fr
she now h
friend in

"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

Illustration: A girl with glasses (Luana) is walking in a park. A dragon (Draco) is flying in the sky. Other children are playing in the background.

Text passages include:
It was the perfect day to play outside, but Luana Starkin didn't have any friends to
play with. She was quite short and wore big round glasses that covered half her face.
Everyone always made fun of her.
Although she had no one to play with, Luana decided to take a walk outside. She
skipped her way over to the park, where a group of children was already playing together.
One of the boys spotted Luana and nodded toward her. All of the kids snickered and pointed
at Luana. She sighed as she shuffled alone through the park.
As she walked away from the kids, she heard a tiny whimper come from a big bush.
so she knelt and peeked inside. Luana gasped when she spotted a tiny green dragon crying
inside. The dragon was twice as big as Luana, but it was still tiny for what she thought it
should be. The dragon peeked up at Luana with a big smile.
"Are you here for me?" the dragon, whose name was Draco, exclaimed. "I'm Draco."

Print & Digital



WHAT'S INCLUDED?

TEN 2nd & 3rd Grade **DIGITAL** and **PRINTABLE** PDF fiction passages & TWO assessments!

- Aligned with 2nd & 3rd Grade Lexile Levels
- Includes an Understanding Text & Illustrations Anchor Chart/Journal Page
- Students can highlight the text for easy comprehension

Created with
**GOOGLE
SLIDES**

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:

1. [Understanding Text & Illustrations Anchor Chart/ Journal Page](#)
2. [Leelah's New Home- 520L](#)
3. [The Case of the Missing Class Pet- 530L](#)
4. [Miller and Benny Play Hide-and-Seek- 610L](#)
5. [The Marvelous Medicine- 610L](#)




FICTION PASSAGES

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, sniffing, and missing her home.

After reading, students type their answers in the text boxes using text evidence.

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!


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 Leelah is like? 

Detail 1:

Detail 2:


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

a. Leelah and her family live across the street from Lacey's Pet Shop.

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

c. Leelah lives with her mother, brother, and sister. Unlike her brother and sister, she is a very shy dog.

d. 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.


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

Students type their answers right in the text box.

ASSESSMENTS

640L Text & Illustrations Name: _____ Date: _____
Test: William Jackson's Invisibility Laser

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 much fun, but **Willow was still scared to try it.** Instead, she continued to watch Jackie play water tag with a couple of other kids.

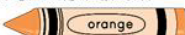
Color coded highlighting can also be done on the assessments!

Text & Illustrations
Answer the following questions. Underline the text evidence in the color shown.

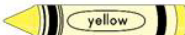
8. What are two details from the illustrations and story that help you understand how Willow feels about swimming? 

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. 

Students type their answers right in the text box.

This resource also includes TWO tests for student assessment.

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pped his eight f...

Archie Grande and His Alien Friend

Name: _____ Date: _____

tiny for his age, but the trouble he got into was mighty. He loved always ended in trouble. Archie ran into his backyard and looked like a nasty storm was brewing. Archie wasn't happy with how his into the ground in front of closer.

Archie Grande
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n. Archie y
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always y

"We're looking for a green planet," Zorf explained.
"We're supposed to see through all of these stars?" Archie needed to get home, so the pair got to work. They peered around for a green planet. After several hours, they still falling asleep in the spaceship.

As Zorf fell asleep, Archie spotted something odd in the distance, green, and it wasn't twinkling like the stars.

"I found your home!" Archie screamed, startling Zorf awake.

"You found it!" Zorf exclaimed.

They sped through space as fast as their tiny spaceship would on the planet's surface, they hopped out and were greeted with were happy to see him safely back home.

"Thank you for rescuing Zorf," Zorf's mom said.

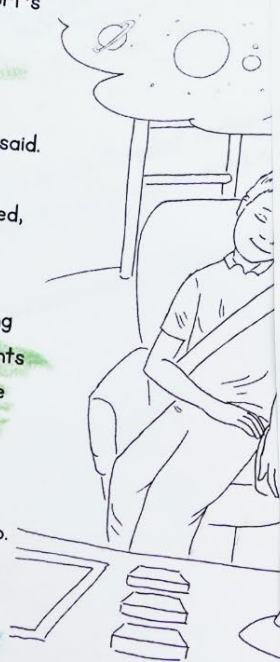
"Please, take the spaceship as our thank you," his dad added.

"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 back yard.

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.



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 Archie feels about seeing an alien?

Detail 1:

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

Detail 2:

I know Archie was excited and not scared because
he isn't scared because he had always w

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 dreamt 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 meets 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

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
he also agrees to travel in space with the alien
hesitation

and words tell you about the setting of this story

place in space.

place on Mars.

place in the past.

place in Archie's backyard.

story tells a detail that is shown in the 2nd illustration

that he wrapped his eight fuzzy

Archie in a hug.

his spaceship, and they zapped him right back

"I found your home!" Archie screamed, startling Zorf awake and

warn Zorf of asteroids coming from the

the left



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 how Luana is like?

Detail 1:
Luana is lonely
friends to play with

Detail 2:
The first illustration
walking by herself

2. What do the illustrations tell you about Luana that apply?

- a. This story is about a girl who is lonely.
- b. This story is about a girl who is shy.
- c. This story is about a girl who is brave.
- d. This story is about a girl who is kind.

3. Which sentence best describes Luana's feelings?

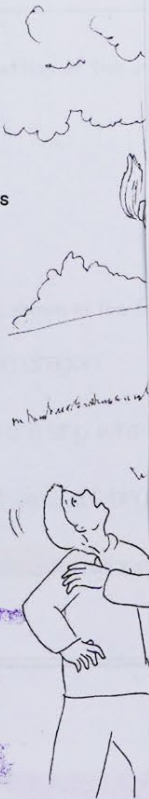
- a. Luana gasped and cried inside.
- b. As she walked, she felt a big bush.
- c. The dragon thought it was funny.
- d. All of the kids were laughing at her.

"That was so much fun, Draco!" she yelled. "Get ready for another one!" he hollered. This time, Luana's grip was looser, and she fell toward the hard ground by herself. Draco caught her before she became a pancake on the side of the road.

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 as they flew back into the sky.

"What is she riding?" a girl exclaimed. Luana chuckled as she waved excitedly at the kids below. "Thanks for catching me, Draco!" Luana shouted. "That's what friends do," he said with a smile as Luana flipped herself around.

Luana was the happiest kid as they continued to fly through the sky and perform all sorts of tricks. She never had any friends before, but she now had the best dragon friend in the world.



"The other dragons were making smiling again. "Would you like to go for a ride?" she asked. "I'd love to!" she shouted with joy. Draco bounced out of the bush, his arms around his scaly neck as he flew faster than all of the houses and buildings in the town.

"I can't believe we're flying so fast!" Luana exclaimed. Draco smiled as they continued to fly through the air. The ground now was just a speck below. She couldn't even see the ground now. She couldn't even see the ground now. She couldn't even see the ground now.

"Why did you stop?" Luana asked. "My favorite thing to do is fly so fast," Draco explained. "At the last second, I fly so fast that I can't see the ground." "I want to see," Luana said, excited. "You have to hang on real tight. I'll hold you."

Just as Luana tightened her hold, Draco zapped by a big static shock.



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 any friends to play with. She was quite short and wore big round glasses that covered half her face. Everyone always made fun of her.

Although she had no one to play with, Luana decided to take a walk outside. She skipped her way over to the park, where a group of children was already playing together. One of the boys spotted Luana and nodded toward her. All of the kids snickered and pointed at Luana. She sighed as she shuffled alone through the park.

As she walked away from the kids, she heard a tiny whimper come from a big bush, so she knelt and peeked inside. Luana gasped when she spotted a tiny green dragon crying inside. The dragon was twice as big as Luana, but it was still tiny for what she thought it should be. The dragon peeked up at Luana with a big smile.

"You're tiny like me!" the dragon, whose name was Draco, exclaimed. "I'm Draco." "Why are you crying, Draco?"



USE ILLUSTRATIONS

task cards

2nd & 3rd

GRADE

1. Use Illustrations

Parker was shocked. An ancient book with a golden cover flew right to him. He had heard this place was known for magical happenings, but he was not expecting this.



What does the illustration help the reader understand about the setting of the story?

- a. The story takes place near a water well.
- b. The story takes place in a far away castle.
- c. The story takes place in a magical library.
- d. The story takes place inside a classroom.

2. Use Illustrations

Alexa excitedly opened the birthday package her grandmother had sent her in the mail. It was a small wooden box. Alexa carefully opened the box. A ballerina popped up, and a beautiful song filled the air. It was a music box!



What does the illustration help us understand about how Alexa feels about the gift?

- a. Alexa is disappointed with the gift.
- b. Alexa doesn't care for the song the music box plays.
- c. Alexa likes the music box and the song it plays.
- d. Alexa wishes her grandmother had chosen something else.

Use Illustrations



4. Use Illustrations

Five minutes ago Pedro was having the time of his life. But now, tears rolled down his face. He couldn't believe this had happened.



What does the illustration tell us about why Pedro is upset?

- a. Pedro's friend would not share his new helicopter with him.
- b. Pedro crashed his toy helicopter.
- c. Pedro got lost while flying his toy helicopter.
- d. It is about to rain, so Pedro won't be able to fly his toy helicopter.

3. Use Illustrations

Cal glanced in the mirror and admired his new hat. The brown straw hat with a bright blue band fit perfectly. He couldn't wait to show it to his friends at school.



The illustration helps us understand that the main character is _____

- a. A teacher
- b. A kangaroo
- c. A monkey
- d. A boy



1. Use Illustrations

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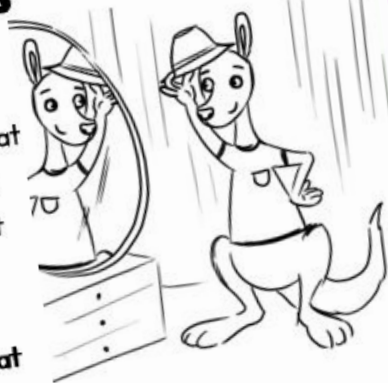


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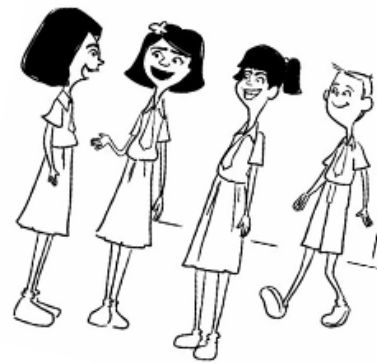
- Pedro's friend would not share his new helicopter with him.
- Pedro crashed his toy helicopter.
- Pedro got lost while flying his toy helicopter.
- It is about to rain, so Pedro won't be able to fly his toy helicopter.

Using Illustrations Digital Task Cards

30 Cards
Includes an
audio reading of
each passage.

Use Illustrations

Cason saw them, and he instantly had stars in his eyes! It was his favorite singing group. He nervously walked closer, working up the courage to ask for a picture with the Starfish Singers.



What can the reader tell about the Starfish Singers by using the illustration?

They are on the top of the music charts.

They are very tired of singing.

They will not take a picture with Cason.

There are three members in the group.



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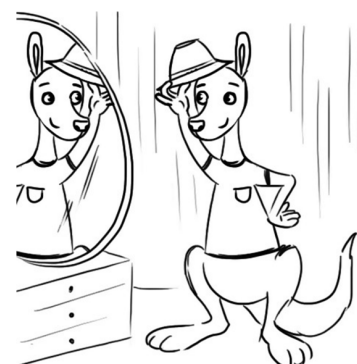
BOOM CARDS

USING ILLUSTRATIONS BOOM CARDS



Use Illustrations

Cal glanced in the mirror and admired his new hat. The brown straw hat with a bright blue band fit perfectly. He couldn't wait to show it to his friends at school.



© Julie Bocheso

The illustration helps us understand that the main character is

A teacher

A kangaroo

A monkey

A boy

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USING ILLUSTRATIONS BOOM CARDS



Use Illustrations

“I can explain, Mr. Roberts,” said Sam as he stood in front of the chalkboard. “Let’s hear it,” responded Mr. Roberts. “Well, it really was all a big misunderstanding,” said Sam.



© Julie Bochese

What does the illustration tell us about how Sam is feeling?

Sam is calm.

Sam is
nervous.

Sam is
cheerful.

Sam is excited.