

READING COMPREHENSION

Year-Long Curriculum

TEXT STRUCTURE Lesson

Chapter Titles

Chapters help readers find important story events.

Drag each shape to the chapter title that answers each question.

- What chapter most likely introduces the character?
- What chapter most likely introduces the problem?
- What chapter most likely resolves the solution?

Story Structure

Parts of Stories Name: _____ Date: _____

Main

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

1. Which sentence from Chapter 1 **best** shows how Cynthia feels about her move?

a. "After the girl looked at the new neighborhood, she felt nervous."
b. "Cynthia's new neighborhood was a lot different from the one she had lived in before."
c. "I can't wait to see what my new neighborhood is like."
d. "There were a lot of new people in the neighborhood, but I didn't mind."

2. In which chapter does Cynthia first meet Judith?

a. Chapter 1
b. Chapter 2
c. Chapter 3
d. Chapter 4

3. In Chapter 2, how does Cynthia feel about her new neighborhood?

a. She is excited.
b. She is nervous.
c. She is sad.
d. She is angry.

4. How does Cynthia feel about her new neighborhood?

a. She is excited.
b. She is nervous.
c. She is sad.
d. She is angry.

Cynthia's New Start

Text Structure Name: _____ Date: _____

Chapter 1: Cynthia's New Home

Cynthia and her family were moving into a new house in a brand-new neighborhood in Ashford, Alabama. They were moving from the big city Birmingham. The year was 1955. Cynthia and her family were black. There weren't many opportunities for Cynthia and her family because they were judged because of their skin color. They were moving to Ashford because her father had a job opportunity here.

"I can't wait to live in a neighborhood with other kids!" Cynthia exclaimed to her mama as they unpacked.

"Why don't you go play outside and see if you can meet anyone?" Mama suggested to Cynthia. Cynthia drew with chalk on her sidewalk as her parents unpacked the car. She was watching the neighborhood peacefully, hoping she would catch a glimpse of kids that could become her new friends.

After some time, Cynthia saw a little girl hopping down the sidewalk. The girl looked about Cynthia's age. Cynthia stood up and walked towards the little girl.

Chapter 2: Cynthia's New Friend

Cynthia approached the little girl. "Hi, I'm Cynthia. I'm nine years old. I am new here. What is your name?"

"My name is Judith. I live two houses down the street. I am also nine!" Judith replied excitedly.

Judith and Cynthia immediately hit it off. They began playing together. Judith invited Cynthia to come over to her house. Cynthia happily agreed.

Wacky Watch Adventures

Parts of Stories

1. Parts of Stories, Dramas, & Poems

Scenario: Waffles, my energetic puppy, got his leash and dropped it in my lap. "Do you want to go on a walk, buddy?" I asked him. "Ruff! Ruff!" he barked barking loudly at something in the grass. It was a necklace. I picked the necklace up, and the jewel began to glow.

What important event happened in chapter 2?

a. Waffles grabbed his leash.
b. The narrator asks Waffles if he wants to go on a walk.
c. Waffles walks on the sidewalk.
d. Waffles barks at a glowing necklace.

2. Parts of Stories, Dramas, & Poems

Scenario: Oliver (looks through binoculars) I think I see her in this tree! I see Polly! Oliver: Really? Are you sure? I have to get my parrot back. I can't believe I left her here. Oliver: It was a mistake. I will find her.

In this example, what is the problem?

a. Oliver's parrot is missing.
b. Oliver's parrot is sick.
c. Oliver's parrot is lost.
d. Oliver's parrot is dead.

3. Parts of Stories, Dramas, & Poems

Scenario: Mom, I'm home! Mom: Welcome home! How was your day? Cynthia: It was good. I met a new friend. Mom: That's great. What's her name? Cynthia: Judith. Mom: Judith? Cynthia: Yes. Mom: Judith? Cynthia: Yes. Mom: Judith? Cynthia: Yes.

4. Parts of Stories, Dramas, & Poems

Scenario: Mom, I'm home! Mom: Welcome home! How was your day? Cynthia: It was good. I met a new friend. Mom: That's great. What's her name? Cynthia: Judith. Mom: Judith? Cynthia: Yes. Mom: Judith? Cynthia: Yes.

What Is Included?

For every Reading Literature and Reading Informational Text Standard (20 total):

- **Digital Mini Lessons:** Five days of short mini lessons to introduce the skill with integrated mentor text read alouds.
- **Lexile Leveled Reading Passages & Assessments:** 10-12 scaffolded and leveled reading passages and question sets in the 2nd/ 3rd grade text complexity band (420L-820L). These also include two final assessment passages.
- **Guided Readers:** Differentiated guided readers, lesson plans, and worksheets written to fit each standard. These also include running records for informal assessments. Guided readers are both printable and digital audio books. Worksheets are available as printable PDFs or Google Slides.
- **Printable Task Cards:** Print these standards-based task cards for centers or games.
- **Digital Boom Task Cards:** These must be used on the Boom platform. They auto-correct and include audio. If you have a Boom account, teachers can collect student data.

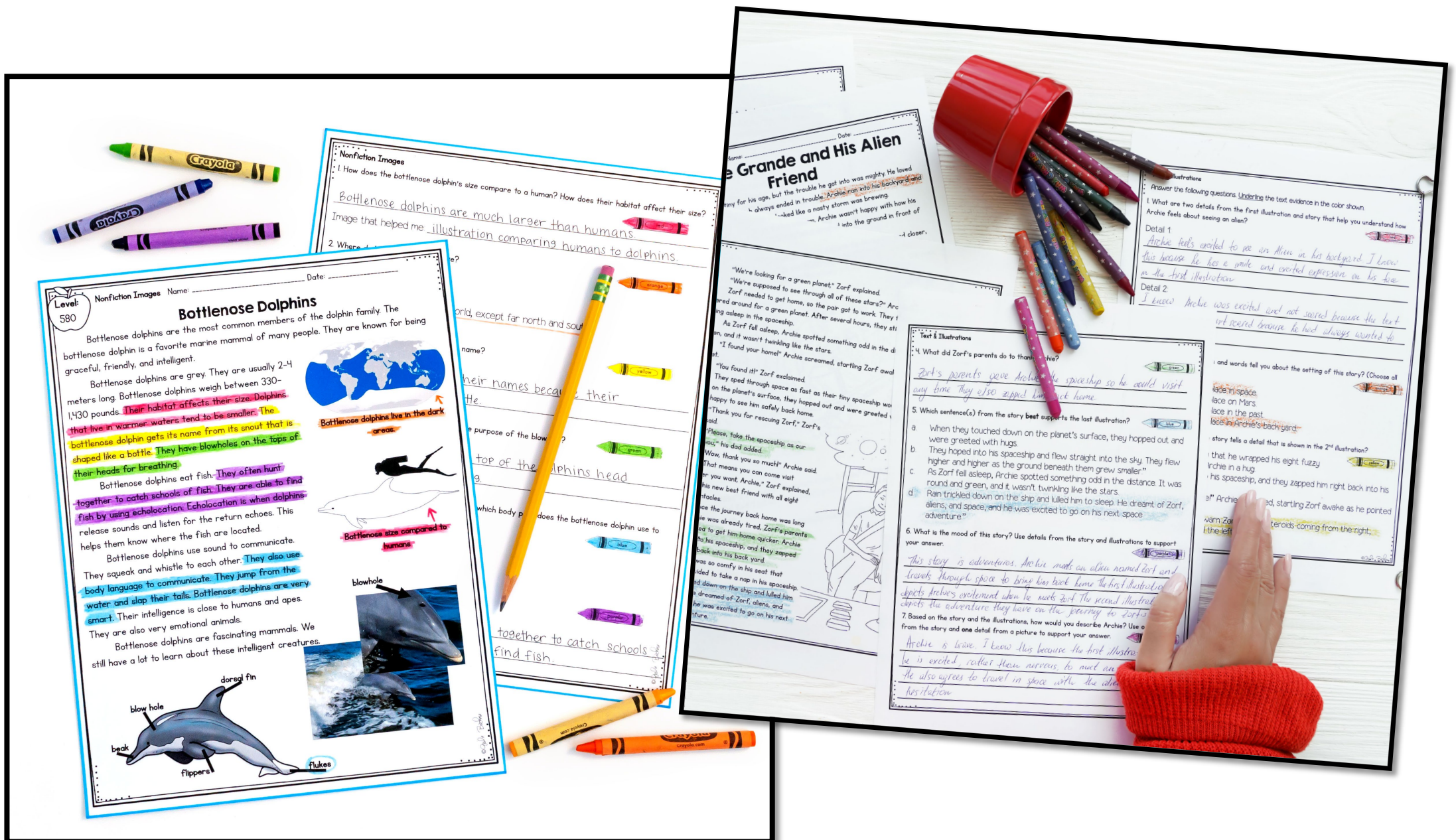
Digital Mini Lessons

- Digital Mini Lessons- Five days of short mini lessons to introduce the skill with integrated mentor text read alouds. No prep! Just present the mini lesson to your students and assign activities. Students can complete them on individual devices or projected as a whole class. Please note: If you purchase this on TPT the video *links* are included.



Core Comprehension Passages

- Anchor charts, 10-12 Lexile leveled passages, and two standards-based reading assessments. These units integrate color coding to encourage students to use text evidence to support answers. All passages are officially leveled by Lexile and are in the 2nd and 3rd grade complexity band. These come in both printable PDFs and Google Slides.



Differentiated Guided Readers

- Three leveled readers on different Lexile levels across the 2nd and 3rd grade complexity band. Each unit comes with a week of comprehension and standards-based plans, printable and digital readers, worksheets to monitor comprehension and standard practice, and a fluency progress monitoring check.



Printable Task Cards

- Printable task cards based on each standard. Most task cards are multiple choice for quick and easy grading. Print, laminate, and use as a center or class games.



Boom Learning Digital Task Cards

- Boom Learning task cards can be used on the Boom Learning platform. Audio and self-grading make these a great center. If teachers have a Boom Learning account, teachers can track student progress. Please note: the task cards in these sets are the same as the printable versions.

2nd / 3rd
Grade

Main Idea Reading Task Cards

30 Cards
Includes an audio reading of each passage.

Main Idea & Details

Contrary to what you may have heard, snakes cannot actually dislocate their jaw. Instead, the bones and ligaments around the snake's skull and jaw are flexible. They stretch freely around the snake's prey. This allows snakes to eat animals that look much larger than the snakes are. Small snakes can swallow an egg or a mouse. Large snakes have been known to swallow deer, pigs, and crocodiles.

What is the main idea?

- Snakes have flexible bones in their jaw and skull.
- Not all snakes have to eat live animals.
- There are myths about snakes.
- Snakes are adapted to swallow large prey.

Common CORE Kingdom

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BOOM CARDS

MAIN IDEA BOOM CARDS

Main Idea & Details

Dolphins use their senses. They search for food with a type of sonar called echolocation. This involves making clicking sounds. When the sound waves hit an object, they bounce off the object and come back to the dolphin. This tells the dolphin the location, shape, size, and speed of the object. Dolphins also have sharp eyesight. They can see well both under and above water. On the other hand, dolphins have a poor sense of smell. They also have a poor sense of taste.

What's the main idea?

- Dolphins are interesting.
- Dolphins use their senses.
- Dolphins have sonar.
- Dolphins do not have a strong sense of smell.

BOOM! LEARNING

- Digital & Interactive
- Self Grading Multiple-Choice Questions
- Includes Audio

You may be eligible for a free trial from Boom Learning. Read here for details: <http://bit.ly/BoomTrial>. If you choose not to stay on a premium account after your free trial, you will still be able to assign all your Boom Cards to as many students as you see fit using Fast Play pins (which give instant feedback for decks that are self-grading).

Standards and Skills Included

Fiction

RL.3.1 Ask & Answer Questions

RL.3.2 Recount Stories

RL.3.3 Describe Characters

RL.3.4 Literal and Nonliteral Language

RL.3.4 Context Clues in Fiction

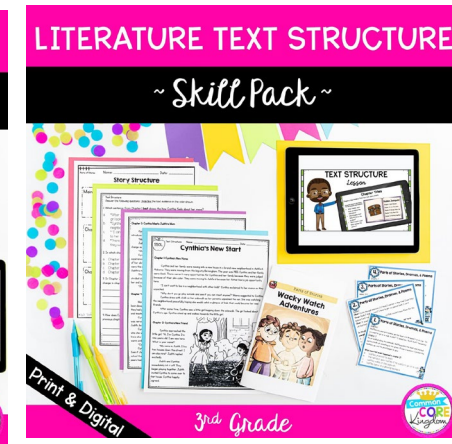
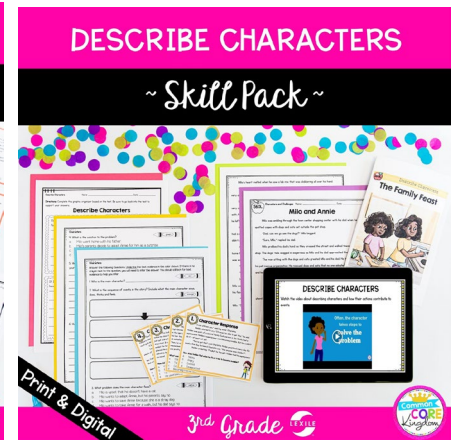
RL.3.5 Literature Structure: Stories, Plays, Poems

RL.3.6 Point of View

RL.3.7 Words & Illustrations

RL.3.9 Compare Stories by the Same Author

RL.3.10 Comprehend Literature



Standards and Skills Included

Informational

RI.3.1 Ask & Answer Questions

RI.3.2 Main Idea & Details

RI.3.3 Connections in Nonfiction

RI.3.4 Context Clues

RI.3.5 Text Features

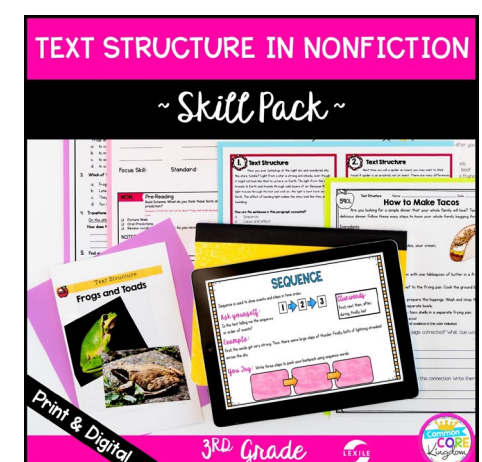
RI.3.6 Author's Viewpoint

RI.3.7 Nonfiction Images

RI.3.8 Text Structure

RI.3.9 Compare & Contrast Points

RI.3.10 Comprehend Informational Text



Want to See More?

Check out my video walkthrough of all of the resources included in a Skills Pack [here](#).

