

FEBRUARY

Differentiated Passages



February Passages Name: _____ Date: _____

490L **Cupid**

Aphrodite was the goddess of love and beauty. She loved deeply, but she was also jealous of anyone who was worshipped more than she was. Her son, Cupid, fell in love with Psyche, a beautiful human. Aphrodite did not like this because people adored this woman. "I will send a plague to Psyche's home," Aphrodite said. "The only way to get rid of the plague will be to sacrifice Psyche."


Psyche's father tied Psyche up. He was ready to sacrifice her. Cupid rushed to Psyche. He freed her and married Psyche. This only made Aphrodite madder. It also angered Psyche's two sisters. They were jealous, too.

Cupid and Psyche had a wonderful life together. There was one rule, though. Cupid would not let Psyche look at him. He did not want her to know he was a god. Psyche followed this rule. She loved Cupid. She did not mind keeping her eyes off her husband.

Until her sisters got involved. "Your husband is a monster," one of them said.

"You must look at him and see," said the other sister.

"You are mistaken," Psyche told them. She became curious, though. She snuck to Cupid's side while he was sleeping. She held up a candle to his face. Psyche was amazed by how handsome Cupid was. She couldn't look away from her god-husband. Her candle melted.



Wax dripped onto Cupid. He suddenly awakened. He was angry and hurt. Cupid immediately flew away.

Julie Becker

CHARA
Character's Name: _____

Feelings: _____

What do Aphrodite's th
Describe her on the lin

color indicated. If there is no crayon next to the question, you to help you infer.

_____ 

_____ 

_____ 

_____ 

_____ 

2nd & 3rd Grade



FEBRUARY PASSAGES

2nd & 3rd grade

Table of Contents

*This product includes 6 differentiated leveled passages in the 2nd-3rd Grade Text Complexity Band (the range for 2nd-3rd grade is 420-820). Each passage is available on two levels and comes with general comprehension questions, a skill-based activity, and a reading response activity.

1. Cupid - *Focus on Characters* (490L, 770L)
2. Black History Month - *Focus on Key Details* (510L, 800L)
3. Dig a Little Deeper - *Focus on Vocabulary* (490L, 760L)
4. Spring Hopes - *Focus on Poetry Elements* (Poem)
5. Claudette Colvin - *Focus on Characters* (490L, 780L)
6. The Robot Project - *Focus on Comparing & Contrasting* (430L, 700L)



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	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."



Dig a Little Deeper

Soil is important to life on Earth. It is a mix of minerals, water, air, and the remains of plants and animals that have died. Soil forms all the time. It forms very slowly, though. It can take 500 to 1,000 years for a layer one inch deep to be made.

Minerals in soil come from rocks. The rocks have been broken down. Wind, water, and changes in temperature all wear down rocks until they are different sizes. The largest bits are called sand. Silt describes the medium-sized bits. The smallest bits are clay. Soil has different amounts of these three bits of rock.

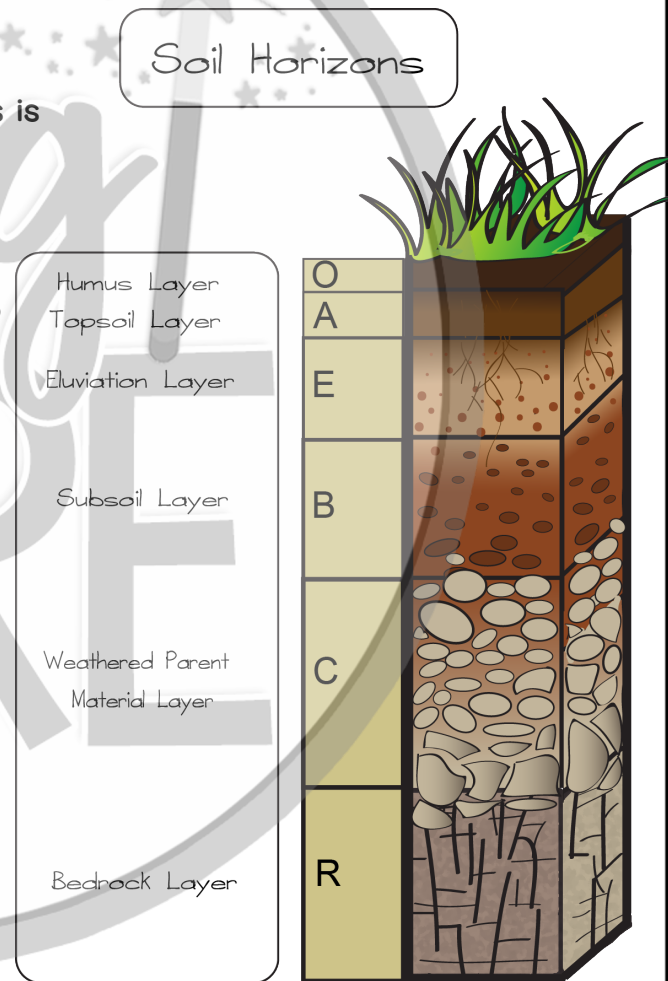
Soil Horizons

Soil also has **decaying** plants and animals in it. This is **organic** matter. The plants and animals die. They break down. They then mix with the rock pieces. This part of the soil keeps it loose. It is able to take in water. It also gives **nutrients** to living plants.

Digging into the soil will show you that it has layers. The layers, or **horizons**, are different. The top layer has **decomposing** leaves and other matter in it. The layer below that is called topsoil. It is good for plants to grow. Subsoil is the next layer. It has mostly clay, iron, and organic matter. The parent layer is the layer below subsoil. Mostly large rocks make up this layer. It provides the material for the layers above it. The deepest layer is not soil yet. It is **bedrock**. This includes a large solid mass of rock such as granite.

Soil has many jobs on our planet. Plants can anchor themselves in soil and grow in it. Soil **recycles** nutrients. This feeds plants. Soil releases and absorbs gases in our air. Many animals make their homes in soil. Bacteria and fungi live in soil, too. Soil also **filters** and cleans water.

Life on planet Earth would be impossible without soil. It is as important to humans and other living things as water, air, and the sun.



Dig a Little Deeper

Soil is important to life on Earth. It is a mixture of minerals, water, air, and the remains of plants and animals that have died. Soil forms constantly but slowly. It can take 500 to 1,000 years for a layer one inch deep to be made.

Minerals in soil come from rocks that have been broken down. Wind, water, and changes in temperature all wear down rocks until they are different-sized bits. The largest bits are called sand. Silt describes the medium-sized bits, and the smallest bits are clay. Soil contains different amounts of these three bits of rock.

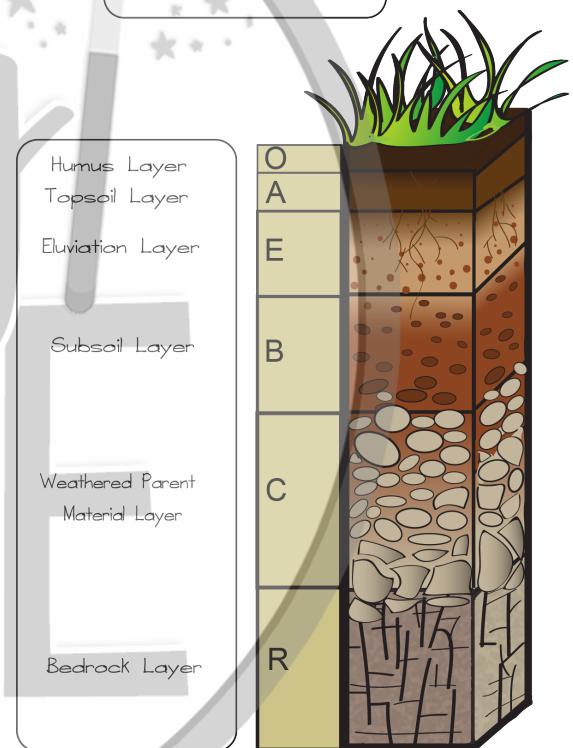
Along with the rock bits, soil also has **decaying** plants and animals in it. This is known as **organic matter**. The plants and animals die, break down, then mix with the rock pieces. This part of the soil helps to keep it loose and able to take in water. It also gives **nutrients** to living plants growing in the soil.

Digging into the soil will show you that it is formed in layers. The layers, or **horizons**, are slightly different. The top layer has **decomposing** leaves and other matter in it. The layer below that is called topsoil and is good for plants to grow. Subsoil is the next layer and has mostly clay, iron, and organic matter. The parent layer is the layer below subsoil. Mostly large rocks make up this layer, and it provides the material for the layers above it. The deepest layer is not soil yet. It is bedrock which includes a large solid mass of rock such as granite or limestone.

Soil performs many jobs on our planet. Plants can anchor themselves in soil and grow in it. Soil **recycles** nutrients so plants get fed. It releases and absorbs gases in our air. Many animals make their homes in soil as do bacteria and fungi. Soil also naturally **filters** and cleans water as water moves through it.

Life on planet Earth would be impossible without soil. It is as important to humans and other living things as water, air, and the sun.

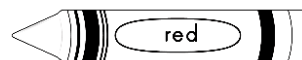
Soil Horizons



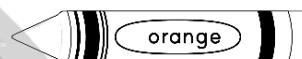
February Comprehension Questions

Answer the following questions. Underline the text evidence in the color indicated. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. Describe Soil. What is it a mix of?

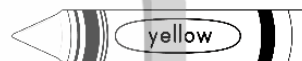


2. What are 3 things that wear down rocks over time?

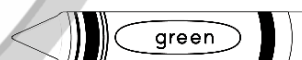


1. _____
2. _____
3. _____

3. Why is soil important to human life?

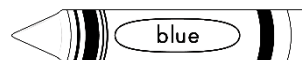


4. What is another word for layers when talking about soil?



- a. Horizons
- b. Slices
- c. Edges
- d. Cracks

5. Soil has many responsibilities on our planet. Where and how have you seen soil used before?



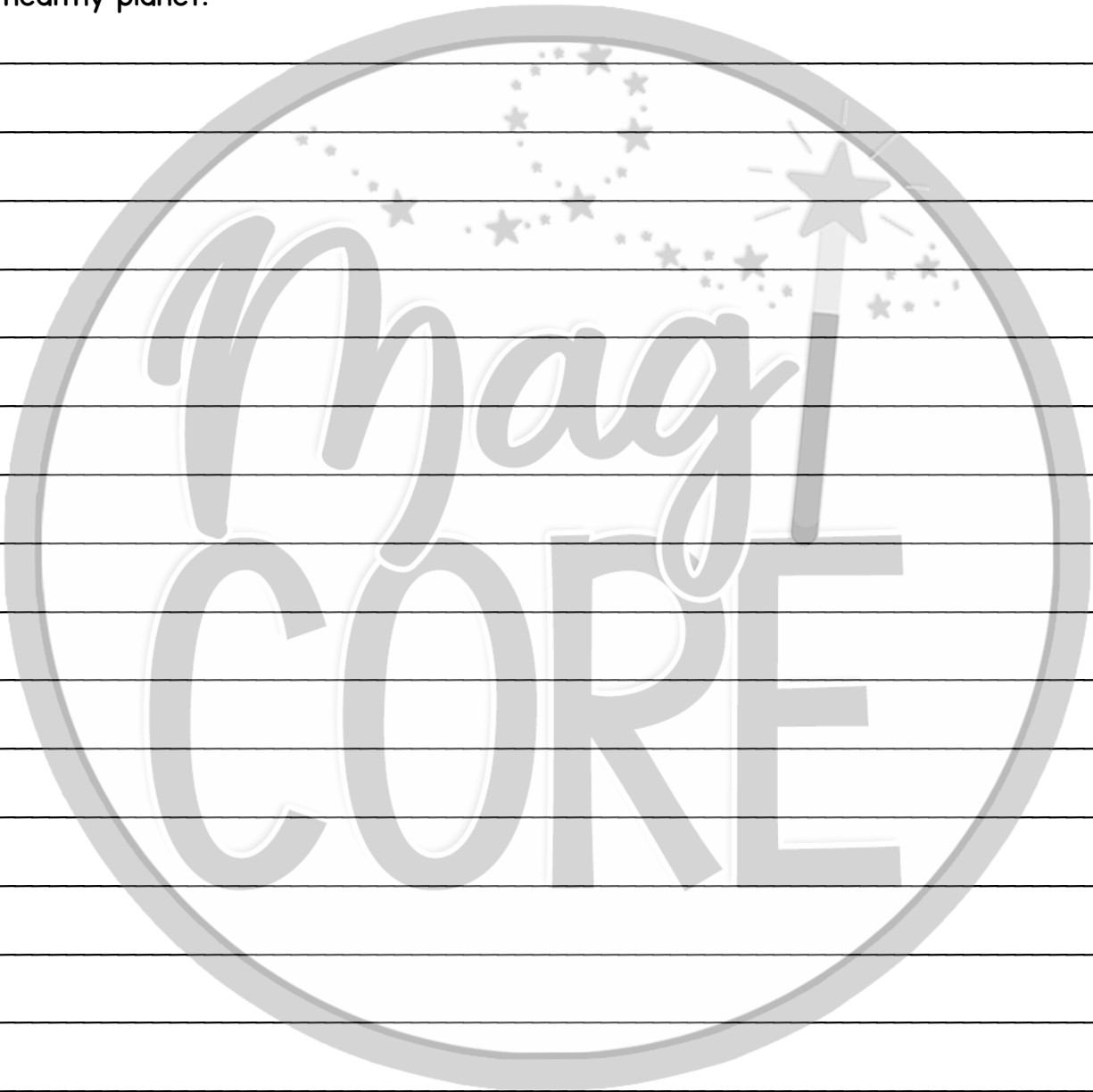
VOCABULARY

Based on the text, match the bold words with their proper definition. Go back into the text to help you and look at how the word is used to determine its meaning.

Vocabulary	Definitions
Decaying:	(adj.) rotting.
Decomposing:	(n.) layers of soil or rock.
Filters:	(adj.) related to living things.
Horizons:	(v.) to use again.
Nutrients:	(adj.) rotting.
Organic:	(n.) substances that provide nourishment for growth.
Recycle:	(v.) to pass a liquid, gas, light, or sound through something to remove unwanted material.

DIG A LITTLE DEEPER RESPONSE

Soil is an important part of keeping our Earth healthy and alive. Write a paragraph about other things that help keep the Earth alive and healthy, and what you can do to keep the Earth a healthy planet.

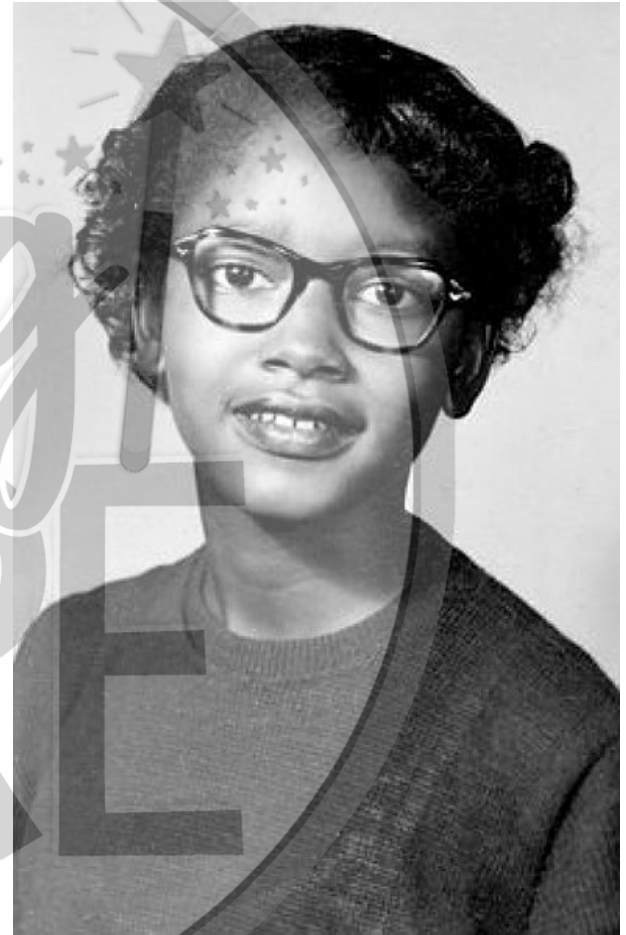


Claudette Colvin

Claudette Colvin is a retired nurse's aide. She's also worked for civil rights. She was born in Birmingham, Alabama. Her birthday is September 5, 1939. She lived during a time in the United States when Black Americans weren't allowed in the same places as white people. Claudette Colvin learned about famous Black women while in school. Sojourner Truth and Harriet Tubman were heroes to her. They inspired her to think deeply about people's rights.

Claudette Colvin rode a public bus in Montgomery, Alabama in 1955. She was asked to give up her seat. The driver wanted to give it to a white rider. Claudette Colvin said no. She had paid for her seat. She had a right to sit there. This action went against laws in Alabama. Claudette Colvin was arrested. She went to jail. She had to pay a fine.

A civil rights group thought Claudette Colvin could make more people aware of the unfairness of the bus laws. They decided that she was too young, though. She was only 15. They chose Rosa Parks instead. She did the same thing as Claudette Colvin. She did it nine months later. Rosa Parks' story led to a boycott of the buses.



Claudette in 1952, three years before refusing to give up her bus seat.

Claudette Colvin still fought for equal rights though. She joined three other women in a court case. It was against the bus laws. The Supreme Court ordered the end of the Montgomery bus laws in 1956. Claudette then moved to New York City. She worked at a nursing home for 35 years. She is now retired.

Claudette Colvin isn't known by many people. A few books have been written about her. Her actions on the bus and in court helped civil rights in the United States.

Claudette Colvin

Claudette Colvin is a retired nurse's aide and a civil rights activist. She was born in Birmingham, Alabama on September 5, 1939. She lived during a time in the United States when Black Americans weren't allowed in the same places as white people. Claudette Colvin learned about famous Black women like Sojourner Truth and Harriet Tubman while in school. They inspired her to think deeply about the rights people should have.

In 1955, when Claudette Colvin was only 15 years old, she rode a public bus in Montgomery, Alabama. She was asked to give up her seat for a white rider. Claudette Colvin refused because she paid for her seat. She had a right to sit there. Unfortunately, this action went against laws in Alabama at the time. Claudette Colvin was arrested. She was taken to jail and had to pay a fine.

Members of an important civil rights group thought Claudette Colvin could make more people aware of the unfairness of the bus laws. They decided, however, that she was too young to be the face of their cause. They chose Rosa Parks instead. She did the same thing as Claudette Colvin on a bus nine months later. Rosa Parks' story led to a boycott of the Montgomery bus system.



Claudette in 1952, three years before refusing to give up her bus seat.

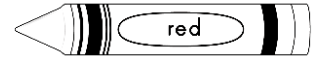
Claudette Colvin still fought for equal rights, though. She joined three other women in a court case against the bus laws. The Supreme Court ordered the end of the unfair Montgomery bus laws in 1956. Claudette then moved to New York City. She worked at a nursing home in Manhattan for 35 years. She is now retired.

Claudette Colvin's bravery isn't widely known. A few books have been written about her so people will know what she did. Her actions on the bus and in court helped the civil rights movement in the United States.

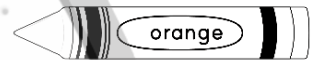
February Comprehension Questions

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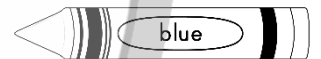
1. Describe the kind of time or era Claudette grew up in. What were relationships like between Black people and white people?



2. Why was Claudette Colvin arrested?

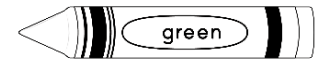


3. Who was the Rosa Parks?



- Claudette's friend from school.
- Another women who did the same thing as Claudette and started a bus boycott.
- The women who wanted Claudette's seat on the bus.
- Rosa Parks was not in the story.

4. How did Claudette Colvin contribute to achieving equal rights and ending the bus laws?



BIOGRAPHY

Fill out all the biographical information about Claudette Colvin. Use the text to find all the details.

INFORMATION:

Name: _____

Date of Birth: _____

Place of Birth: _____

PERSONALITY

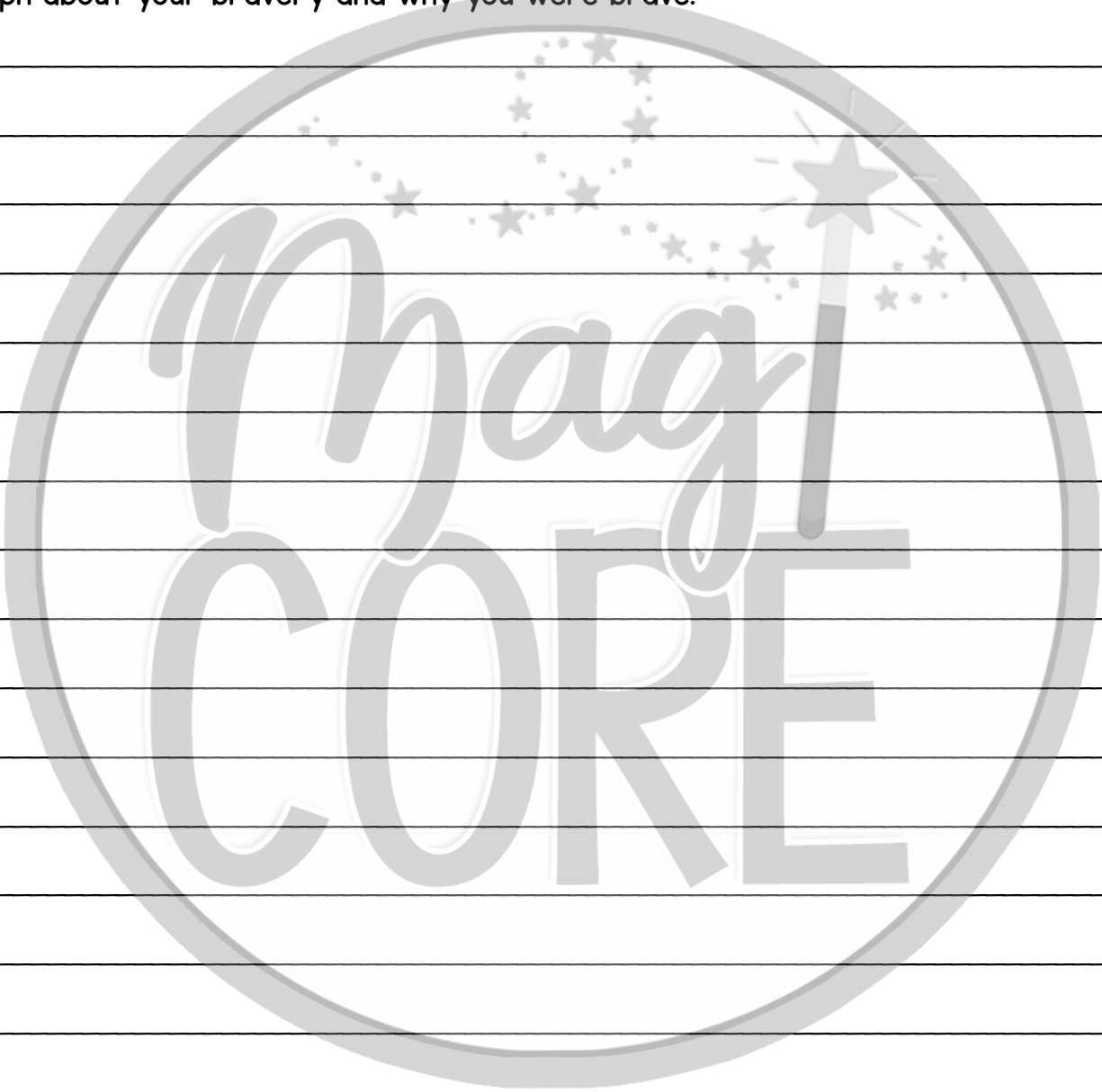
TRAITS:

Draw Claudette Colvin

IMPORTANT ACTS:

CLAUDETTE COLVIN RESPONSE

What Claudette Colvin did on the bus was very brave. She stood up for herself, and in doing so, stood up for the rights of so many others. Think about a time you were brave. Write a paragraph about your bravery and why you were brave.



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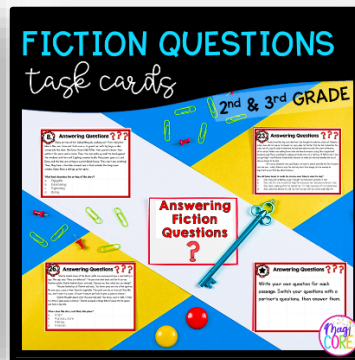


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