

RELUCTANT READERS

Differentiated Passages Bundle

FICTION



ALSO INCLUDING:



SPOOKY STORIES

GALACTIC ADVENTURES

PIRATE QUESTS

UNDER THE SEA



2nd - 5th Grade

WHAT'S INSIDE?

10 passages per topic set, differentiated on three levels to span readers from 2nd-5th grade*

Wide variety of fiction interest driven topics to get students excited about reading

Comprehension questions for each passage set

Color coding of answers to encourage students to use text evidence

Standard driven graphic organizers for each passage set

*Silly Poems passages are not leveled or lexile certified as Lexile does not certify poetry.

FUNNY FAIRYTALE PASSAGES

2nd-5th grade

Table of Contents

*This product includes 10 differentiated leveled passages in the 2nd-3rd and 4th-5th Grade Text Complexity Bands (the range for 2nd-3rd is 420-820 and 4th-5th grade is 740-1010). Each passage is available on three levels and comes with general comprehension questions, a skill-based activity, and a reading response activity.

This product line, Reluctant Readers, is designed to foster an interest in reading, even your most resistant readers. With interest based topics, these passages can help build excitement and investment around reading.

1. The Artist and the Paintbrush (470L, 800L, 970L)
2. Coyote and the Three Little Sheeps (470L, 800L, 970L)
3. The Handsome Swan (430L, 770L, 940L)
4. Robot Red Riding Hood (480L, 830L, 940L)
5. Who Wants to Wear Glass Slippers (460L, 800L, 970L)
6. No Apples, Please (460L, 800L, 970L)
7. A New Look (460L, 810L, 940L)
8. Jack and the Wonderful Tree (460L, 810L, 940L)
9. Callista and the Beasts (480L, 760L, 940L)
10. No More Tangles (470L, 800L, 970L)

SPOOKY STORIES PASSAGES

2nd-5th grade

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1. Not-So-Silly String (530L, 790L, 970L)
2. Undead History (500L, 760L, 930L)
3. Becoming Art (440L, 750L, 950L)
4. Road Trip Gone Wrong (530L, 770L, 980L)
5. Buzz Off! (510L, 790L, 950L)
6. Girls' Night (500L, 770L, 930L)
7. Going Live (490L, 780L, 930L)
8. Don't Lead the Neighborhood (510L, 740L, 950L)
9. For a Spin (450L, 730L, 970L)
10. Finding Peace (490L, 790L, 950L)

INTEREST DRIVEN TOPICS



- 6 Interest Driven Topics
- Topics targeting a wide range of student interests
- Designed to get students engaged in reading!

ALSO INCLUDING:

SPOOKY STORIES

PIRATE QUESTS

GALACTIC ADVENTURES

UNDER THE SEA



DIFFERENTIATED LEVELS

- Passages are Lexile leveled and differentiated on 3 levels.
- Passages span 2nd – 5th Complexity bands.
- Levels span 420L-1010L



The image displays three reading passages for the story "The Artist and the Paintbrush" at different Lexile levels: 470L, 780L, and 950L. Each passage is presented on a separate sheet with a decorative border and includes a title, a Lexile level indicator, a name and date line, and a small illustration of a painter.

470L: The Artist and the Paintbrush

Name: _____ Date: _____

Not so long ago - two months ago in fact - Javier painted a mural on the bricked side of the public library in his town. The painting had a white horse. It jumped from the pages of an opened book. The horse's wings stretched out over the city below it.

People in town saw his work on the library. They lost their minds over his creative soul. They begged Javier to make their buildings more beautiful, too.

"I own the restaurant on the corner. The one on Main Street and Pine Avenue," a chef said. "I'd love the outside of the building to look good."

Javier set to work on that project. People drooled on the sidewalk near the restaurant when he was finished.

"I own the flower shop on Wardson Drive," a florist said. "Can you make the outside of my building look so much like a garden that you can almost smell the flowers?"

Javier spent a week painting flowers. People wanted to pick bouquets right off the building when he was finished.

Call after call, Javier worked on the mural. He was so tired. He nearly fell asleep while painting a puppy wearing a cape on a pet store.

780L: The Artist and the Paintbrush

Name: _____ Date: _____

Not so long ago - two months ago in fact - Javier painted a mural on the bricked side of the public library in his town. The painting included a white horse leaping from the pages of an opened book. The horse's great wings stretched out over the city below it.

Once people in town saw his work on the library, they lost their minds over his creative soul. They begged Javier to make their buildings more beautiful, too.

"I own the restaurant on the corner of Main Street and Pine Avenue," a chef said. "I'd love the outside of the building to look delicious enough to eat!"

Javier set to work on that project, and when he was finished, hungry people drooled on the sidewalk near the restaurant.

"I own the flower shop over on Wardson Drive," a florist said. "Can you make the outside of my building look so much like a garden that you can almost smell the flowers?"

Javier spent a week painting a variety of vibrantly-colored flowers, and when he was finished, people wanted to pick fresh bouquets right off the building.

Call after call, project after project, Javier worked on the murals until his fingers were cramped, his neck was sore, and his eyes were crossed. He was utterly exhausted and nearly fell asleep while painting a Chihuahua wearing a cape on a pet store in the middle of the day.

And yet, the calls kept coming and coming. So many calls flooded in that Javier was drowning and simply couldn't keep up!

950L: The Artist and the Paintbrush

Name: _____ Date: _____

Not so long ago - two months ago in fact - Javier painted a stunning mural on the bricked side of the public library in his town. The painting showcased a regal, white horse leaping from the pages of an opened book, its magnificent wings stretching out over the bustling city below it.

Once people in town saw his masterpiece on the library, they lost their minds over his talented, creative soul. They begged Javier to make their buildings more beautiful, too.

"I own the restaurant on the corner of Main Street and Pine Avenue," a chef said. "I'd love the outside of the building to look delicious enough to eat!"

Javier set to work on that project, and when he was finished, hungry people drooled on the sidewalk near the restaurant.

"I own the flower shop over on Wardson Drive," a florist said. "Can you make the outside of my building look so much like a garden that you can almost smell the flowers?"

Javier spent a week painting a variety of vibrantly-colored flowers, and when he was finished, people wanted to pick fresh bouquets right off the building.

Call after call, project after project, Javier worked on the murals until his fingers were cramped, his neck was sore, and his eyes were crossed. He was utterly exhausted and nearly fell asleep while painting a Chihuahua wearing a cape on a pet store in the middle of the day.

And yet, the calls kept coming and coming. So many calls flooded in that Javier was drowning and simply couldn't keep up!




QUESTIONS

- Scaffolded questions increase in complexity
- Multiple choice, short answer, and graphic organizer-based questions
- Variety of comprehension skills
- Rigorous and research-based approach to questioning
- Color Coded answers encourage students to use text evidence




Funny Fairytales Name: _____ Date: _____


Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What is Coyote's main problem in this story? 

- He is having trouble finding food in the winter weather.
- He is having trouble staying warm in the cold temperatures.
- He is having trouble keeping himself safe from bears.
- He is having trouble making friends with other animals.


2. What clues tell you the sheep are not cold? 

Clue	Clue	Clue


3. What excuses do the sheep give Coyote when he asks for their wool? Why do they give him these excuses? 


Funny Fairytales Name: _____ Date: _____


Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.


1. Why is Mother Swan upset after her eggs hatch in the nest? 

- One of her babies is missing.
- The nest has fallen apart.
- There is an extra egg in her nest.
- Her new babies are hungry.

2. According to the story, what do baby swans look like? 

3. Why does the duck family not want the baby swan to stay with them? 


4. "The seasons changed. Soon the land was covered in snow." What do these sentences from the story tell you about Father Swan's search? 

5. How are Mother Swan's and Father Swan's reactions to the baby swan's appearance different than the duck family's? 

Swan Family	Similarities?	Duck Family

Silly Poems Name: _____ Date: _____

Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.


1. Which phrase is an example of a simile? 

- So let it rip, with all your might
- A seismic event, that could rock the land
- It stinks like rotten eggs
- It's a smelly thunderstorm

2. Examine the many similes in the poem. Write 2 similes of your own that would fit into another verse of this poem.

1. _____


2. _____

3. Analyze the author's use of sensory details. What senses does the author target, and how? Support your thinking with evidence from the text. 

4. Cite one metaphor from the poem. What is it a metaphor for? How does it add to the poem's

Silly Poems Name: _____ Date: _____


Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. Read this line from stanza 3. 


"On a quest for the tastiest, tangiest treat"


What type of figurative language is this an example of?

- alliteration
- simile
- onomatopoeia
- personification


2. What does the word *gleetened* mean in stanza 2? 

- burned
- shined
- crumbled
- sticky

3. Examine the poem's main character, Wally. What are his motivations throughout the poem? Do they change? Use evidence from the text to support your thinking. 

4. Cite one word or phrase from the poem that uses imagery. Which sense does it target? How does it add to the poem's effectiveness? 

Word or Phrase:	What sense?	How does it add to the effectiveness?

5. The poet uses alliteration throughout the poem. How does the significant use of alliteration impact the tone of the poem? Cite evidence from the text to help illustrate your point. 

GRAPHIC ORGANIZERS

- Graphic organizers paired with each passage set
- Challenges students to go beyond the text



POETRY ANALYSIS

Analyze the poem by filling out the graphic organizer below.

Main Idea What is the poem about?	
Audience Is there a target audience for this poem? Who do you think the author is writing for?	
Purpose What is the author's purpose for writing this poem? What does the author hope readers will feel?	
Narrator Who is narrating this poem? What point of view is it from?	
Tone What is the tone of the poem? Is the tone funny? Serious? What words, phrases, or language does the author use to communicate the feeling/mood of the poem?	

METAPHOR BREAKDOWN

This poem heavily utilizes the poetic element of the metaphor. The metaphors throughout this poem are very effective in adding to the humor and meaning of the poem. Examine several of the metaphors from the poem by identifying their meaning.

METAPHOR	MEANING

COMPARE AND CONTRAST

Compare and contrast this funny new fairytale with the original fairytale that inspired it, The Three Little Pigs. Look for the similarities and differences between the story elements.

	COYOTE AND THE THREE SHEEP	THE THREE LITTLE PIGS
MAIN CHARACTERS		
SETTING		
EXPLANATION		

COMPARE AND CONTRAST

Compare and contrast this funny new fairytale with the original fairytale that inspired it, The Ugly Duckling. What similarities do you notice? What are the main differences?

THE HANDSOME SWAN

THE UGLY DUCKLING

SIMILARITIES

OPEN RESPONSE

- Students analyze the text.
- Students use a variety of comprehension skills to respond to text-based tasks.
- Targets a range of standards-based skills.
- Pushes students to go beyond the text.



THE LAND OF THE LOOPY-LIMBED LOLLIPOP TREE RESPONSE

This poem includes a lot of imagery and opportunities for visualization. The poem also comes with an illustration. Examine the illustration. How does the illustration influence how the poem is read and perceived? How does the illustration impact your visualizations?

SQUEAK THE SQUIRREL RESPONSE

What lesson can you learn from this poem? Write a response detailing an important you can draw from this poem. Use information from the text to support your thin illustrate the lesson you have drawn.

NO APPLES, PLEASE RESPONSE

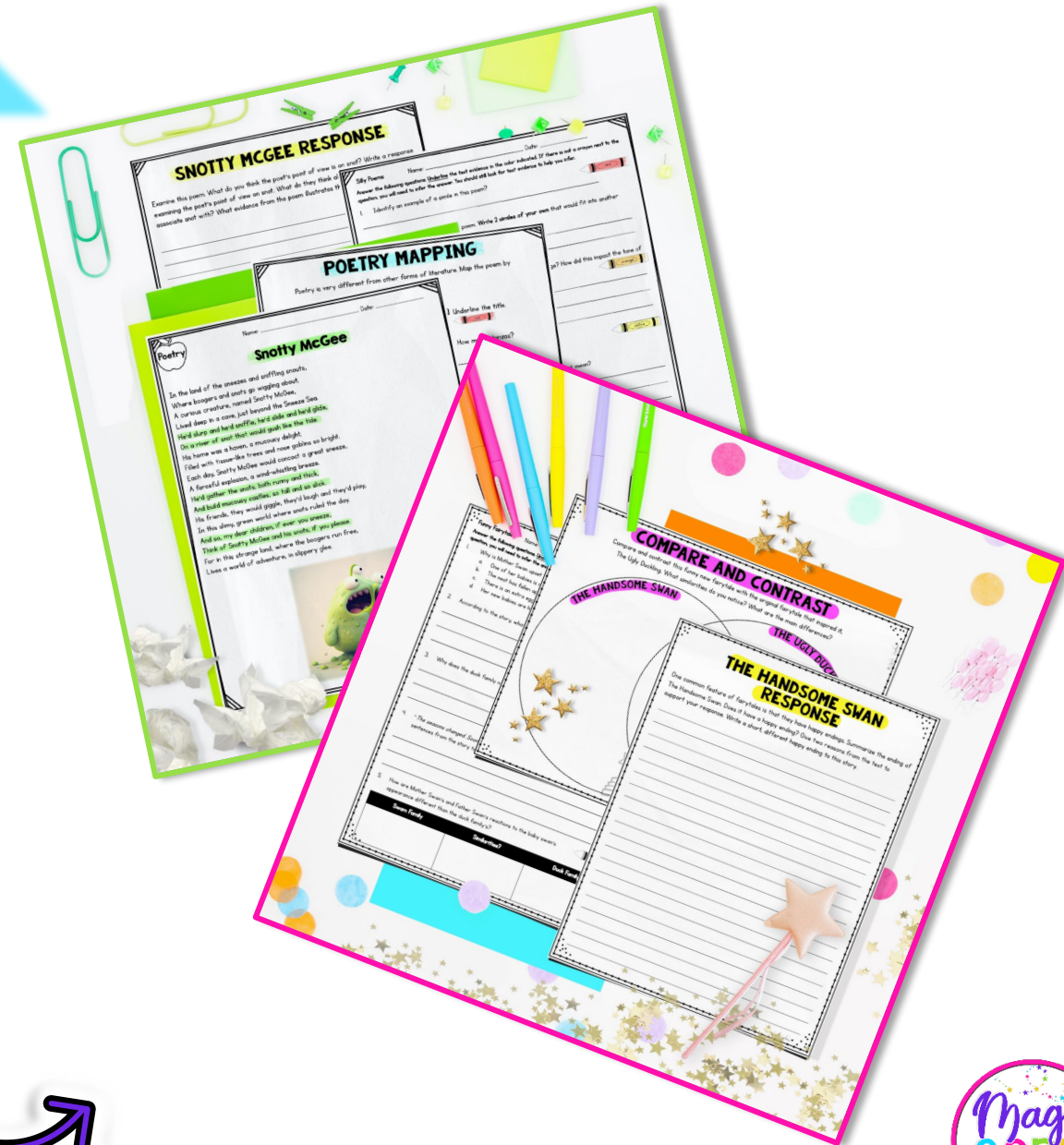
There are several characters in "No Apples, Please," including the prince, the seven dwarves, Snow White, the physician, and the palace guards. Which of these characters would you like to be if you could join the story? Give two reasons why you chose that character. What would you have done differently in the story as that character?

ROBOT RED RIDING HOOD RESPONSE

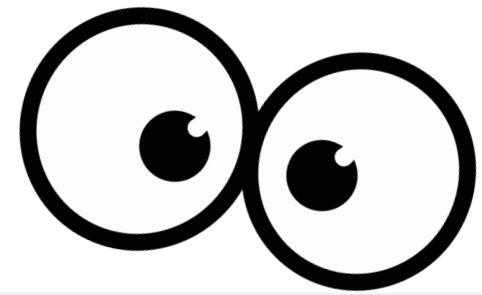
This story uses many comparisons to describe Gran's cold to help the reader understand how she feels. For example, the text states that her head beat like a drum to describe her headache. Find another comparison about Gran's symptoms. What does it describe? Write two more comparisons for two other symptoms Gran could have from her cold.

WHY IT WORKS

- Engages even your most reluctant readers.
- Fosters excitement and investment around reading.
- Differentiated to meet all students' needs.
- Hits reading and writing standards.
- Can be used to supplement a topic specific unit or research project.
- Use reading passages throughout the year to reinforce reading comprehension skills.



TAKE A PEEK



460L

Name: _____ Date: _____

A New Look

"Who's your next customer?" Esmerelda swept the hair from the last cut and style she'd done. She was half-owner of a salon called Prettily Ever After.

Her partner, Jesabelle, checked her schedule. "My next appointment is for Goldilocks."

"Wasn't she on the run from some bears?" Esmerelda dumped the hair clippings into the trashcan. She put the broom away.

"Isn't Goldilocks always on the run?" Jesabelle shook her head. "I keep telling her that she's got to quit nosing around in other people's houses. She just can't help herself, though. She's got to see who has the best porridge. She's curious about who has the best chairs." She waved a hand. "That girl needs to find a new hobby."

The bells above the salon's front door jingled. Both hairstylists stopped their conversation. A woman walked in. She swiftly closed the door behind her. She wore a knit hat. Dark sunglasses hid her eyes. A long raincoat covered her from neck to ankles.

Esmerelda and Jesabelle raised their eyebrows at each other.

Jesabelle said, "Hi, and welcome to Prettily Ever After. You usually need an appointment. You're in luck, though. My partner happens to be free."

Esmerelda glared at Jesabelle. It was true, though. Her next customer wasn't due in until later in the afternoon. Still, she didn't want to work with this strange woman.



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810L

Name: _____ Date: _____

A New Look

"Who's your next customer?" Esmerelda swept the hair from the last cut and style she'd done at her salon, Prettily Ever After.

Her partner, Jesabelle, checked her schedule. "My next appointment is for Goldilocks."

"Wasn't she on the run from some bears or something?" Esmerelda dumped the hair clippings into the trashcan and put the broom away.

"Isn't Goldilocks always on the run from someone?" Jesabelle shook her head. "I keep telling her that she's got to quit nosing around in other people's houses, but she just can't help herself. She's got to see who has the best porridge, who has the best chairs, who has the best whatever." She waved a hand. "That girl needs to find a new hobby."

The bells above the salon's front door jingled, and both hairstylists stopped their conversation when a woman walked in, swiftly closing the door behind her. She wore a knit hat, and dark sunglasses hid her eyes. A long raincoat covered her from neck to ankles.

Esmerelda and Jesabelle raised their eyebrows at each other before Jesabelle said, "Hi, and welcome to Prettily Ever After. We usually require appointments, but my partner happens to be free at the moment."

Esmerelda glared at Jesabelle, but it was true. Her next customer wasn't due in until later in the afternoon. Still, she didn't want to work with this strange woman.

The woman turned from where she'd been peeking through the blinds on one of the salon's front windows. "I do have an appointment, Jesabelle." She pulled down her sunglasses. "It's me. Goldilocks."



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940L

Name: _____ Date: _____

A New Look

"Who's your next customer this afternoon?" Esmerelda asked as she swept the hair from the last cut and style she'd done at her salon, Prettily Ever After.

Her partner, Jesabelle, checked her schedule, an index finger running along her planner. "My next appointment today is for Goldilocks."

"Wasn't she on the run from some bears or something?" Esmerelda dumped the hair clippings into the trashcan, put the broom away, and reorganized some supplies because a tidy salon was a successful salon. That was what her mother had always told her anyway.

"Isn't Goldilocks constantly on the run from someone?" Jesabelle shook her head as she folded some towels and stashed them above the sinks. "I keep telling her that she's got to quit nosing around in other people's houses, but she simply can't help herself. She's got to see who has the best porridge, who has the best chairs, who has the best whatever." She waved a hand as she came back toward Esmerelda. "That girl needs to find a new hobby if she wants to stop making all her neighbors mad at her."

The bells above the salon's front door jingled, and both hairstylists stopped their conversation when a woman walked in, swiftly closing the door behind her. She wore a knit hat, and dark sunglasses hid her eyes while a long raincoat covered her from neck to ankles.

Esmerelda and Jesabelle raised their eyebrows at each other before Jesabelle said, "Greetings and welcome to Prettily Ever After. We usually require appointments in advance, but my partner happens to be free at the moment."

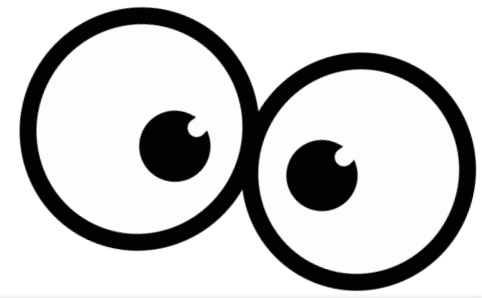
Esmerelda glared at Jesabelle, but it was true. Her next customer wasn't due in until later in the afternoon. Still, she wasn't keen on working with this strange woman she didn't know.

The woman turned from where she'd been peeking through the blinds on one of the front windows at the street outside. "I do have an appointment for today, Jesabelle." She pulled down her sunglasses. "It's me. Goldilocks."



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AND ANOTHER PEEK



Poetry

Name: _____ Date: _____

The Prankster

There once was a boy named Jack,
Whose pranks would cause quite a smack.
He lived in a town where the sun wore a frown,
And the streets looped and twisted and turned back.

His pranks were as big as the sea,
And as wild as a thousand bumblebees.
He'd sneak and he'd creep, while the world was asleep,
Setting traps that would startle and tease.

One night, Jack decided to plan,
The greatest prank since time first began.
He gathered his tools, and he cackled like a ghoul,
His laughter like thunder in a can.

He tiptoed and crept through the town,
With a grin that could make a king's crown.
He rigged up his tricks, full of snaps, pops, and clicks,
Then he waited for day to come 'round.

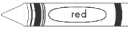


As the sun rose and peeked o'er the hills,
The townsfolk awoke with a thrill.
For Jack's pranks had come to life, causing chaos and strife,
His mischief fulfilled with a skill.

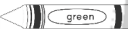
The baker's bread bounced like a ball,
And the milk from the cows turned to squal.
The mayor's pants shrunk, and his feet smelled like skunks,
And the barber's shop echoed with calls.




Silly Poems Name: _____ Date: _____

Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

- What is an example of a simile in this poem? 
 - His pranks were as big as the sea
 - Setting traps that would startle and tease
 - He rigged up his tricks
 - And the milk from the cows turned to squal
- How does the author create a pattern in each stanza? 
 - Each stanza uses an end rhyme for lines 1 and 2, and 3 and 4.
 - Each stanza uses an end rhyme for lines 1, 2, and 4.
 - Each stanza uses an alliteration at the beginning of each verse.
 - The author uses personification at the end of each stanza.
- Describe the character change that takes place for Jack in stanza 7? What causes this change in his character? 

- Identify one hyperbole in the poem. How does this use of hyperbole add to the poem's effectiveness? 

Hyperbole	+	How does it add to the effectiveness?
- What is the overall meaning of this poem? Use evidence from the poem to support your thinking. 

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THEME

The theme of a poem is the message or lesson learned from reading it. You can apply the theme of a poem to your own life. Readers need to use what they know and what they read in the text to infer the theme. Fill in the boxes below to determine the theme of "The Prankster."

MY THOUGHTS

TEXT EVIDENCE



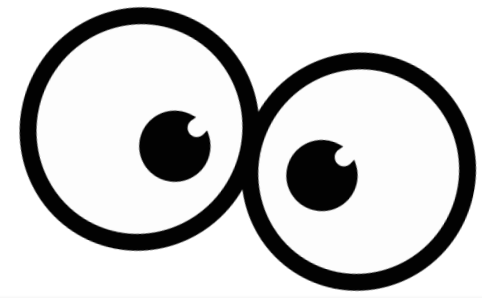
THEME

WHY DO YOU THINK THIS IS THE THEME?

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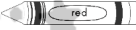


CHECK THIS OUT TOO!



Silly Poems Name: _____ Date: _____

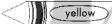
Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What is an example of a simile in this poem? 
- a. For it's true that the strangest of friends we can find
 - b. A party with creatures, all odd and unique
 - c. His wings were like pillows
 - d. As he swooped and he looped high over the land

Why do you think the author chose to use this simile?

2. Sequence the events throughout the poem. 


--	--	--	--

3. Is "The Whimsical Party of Oddball Friends" a fitting title for this poem? Identify your stance and support your claim with evidence from the poem. 

Is the title fitting?

Evidence from the poem:

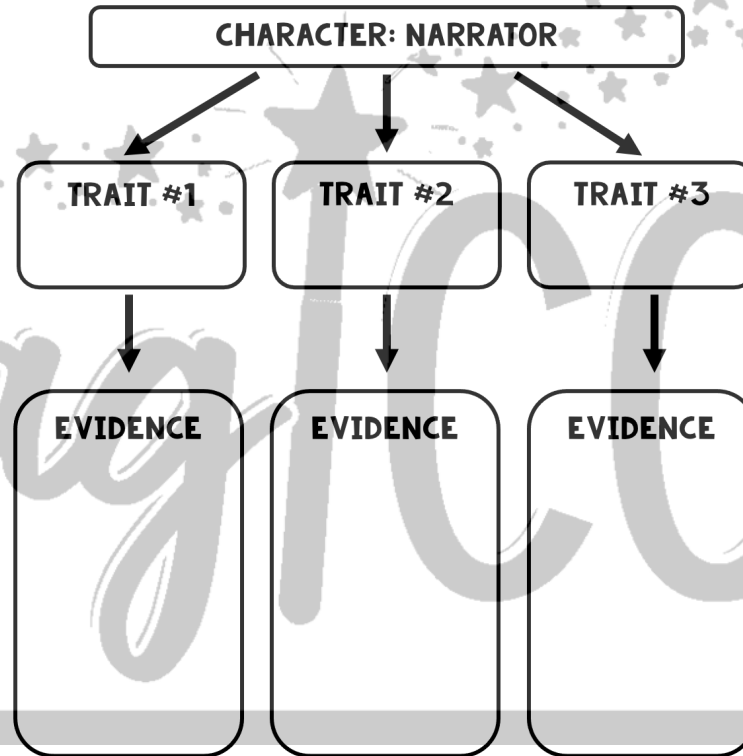


4. Analyze the rhyme scheme that is repeated in each stanza. Identify the rhyme scheme and describe how the rhyme scheme impacts the tone of the poem. 
- _____
- _____

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CHARACTER TRAITS

Authors give traits to characters to develop them. Traits make characters more interesting, and readers can better understand the characters through their traits. Choose three traits to describe the narrator in the poem. Include evidence from the text to support each trait choice.



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THE WHIMSICAL PARTY OF ODDBALL FRIENDS RESPONSE

What lesson can you learn from this poem? Write a response detailing an important lesson you can draw from this poem. Use information from the text to support your thinking and illustrate the lesson you have drawn.

