

# JUNE

## Differentiated Passages



### SETTING

The setting is where and when a story takes place. The setting in "Disappearing Summer" changes due to a curse. Use text evidence to compare the setting BEFORE Princess Penelope puts on her crown and AFTER she puts it on.

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

430L

June Passages

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Disappearing Summer

Penelope brushed her golden hair until it sparkled. It was a lovely summer day in the kingdom. Birds sang outside her window. Their happy tune made Penelope's heart light. Flowers scented the air. Their petal colors were bright and cheery. Crops were tall throughout the land. The sunshine had made them grow so well. Temperatures were warm. Penelope prepared for a day spent outdoors. She fit her crown upon her head. Today, however, as soon as the crown was in place, darkness fell upon the kingdom.

Penelope ran down the steps from her tower. She headed out the doors of the palace. She no longer smelled the summer flowers. She made her way toward them in the darkness. She found the blooms drooping on their stems. The leaves were gray.

"My crops have wilted!" a nearby farmer cried. "Where has our beloved sun gone?"

A very good question, Penelope thought. She wandered farther from the palace. She found the beautiful summer day had turned black and cold everywhere in the kingdom. The horses she passed neighed nervously. The birdsong had stopped completely. A chilly wind howled between the homes and shops Penelope passed. She wished she'd taken her cloak to keep warm.

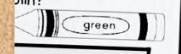
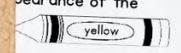
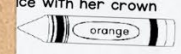


"What do you make of it, Princess Penelope?" an old woman standing at the butcher shop door asked.

"It is caused by magic," Penelope said. "What else could make summer disappear?"

"Aye," the old woman said. "I agree with you. A curse, perhaps? Whoever has made your summer disappear does not like sunshine."

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2nd & 3rd Grade



# JUNE PASSAGES

2<sup>nd</sup> & 3<sup>rd</sup> grade

## Table of Contents

\*This product includes 6 differentiated leveled passages in the 2<sup>nd</sup>-3<sup>rd</sup> Grade Text Complexity Band (the range for 2<sup>nd</sup>-3<sup>rd</sup> 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. Disappearing Summer - *Focus on Setting* (430L, 760L)
2. Daniel Boone - *Focus on Main Idea/Central Messaging* (460L, 730L)
3. By the Shore - *Focus on Visualizing* (Poem)
4. Juneteenth - *Focus on Determining Importance* (470L, 720L)
5. Marsha P. Johnson - *Focus on Text Structure* (490L, 810L)
6. Velociraptors - *Focus on Tracking Learning* (500L, 760L)



# ABOUT LEXILE LEVELS



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 12<sup>th</sup> 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-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."





## Disappearing Summer

Penelope brushed her golden hair until it sparkled. It was a lovely summer day in the kingdom. Birds sang outside her window. Their happy tune made Penelope's heart light. Flowers scented the air. Their petal colors were bright and cheery. Crops were tall throughout the land. The sunshine had made them grow so well. Temperatures were warm. Penelope prepared for a day spent outdoors. She fit her crown upon her head. Today, however, as soon as the crown was in place, darkness fell upon the kingdom.

Penelope ran down the steps from her tower. She headed out the doors of the palace. She no longer smelled the summer flowers. She made her way toward them in the darkness. She found the blooms drooping on their stems. The leaves were gray.

"My crops have wilted!" a nearby farmer cried. "Where has our beloved sun gone?"

*A very good question,* Penelope thought.

She wandered farther from the palace. She found the beautiful summer day had turned black and cold everywhere in the kingdom. The horses she passed neighed nervously. The birdsong had stopped completely. A chilly wind howled between the homes and shops Penelope passed. She wished she'd taken her cloak to keep warm.

"What do you make of it, Princess Penelope?" an old woman standing at the butcher shop door asked.

"It is caused by magic," Penelope said. "What else could make summer disappear?"

"Aye," the old woman said. "I agree with you. A curse, perhaps? Whoever has made the curse does not like sunshine."





Penelope thought of the goblins. They lived at the edge of the kingdom. Their caves were dark. There was never a lit torch in sight. They only came out at night to lurk in the shadows. They would like it to be dark all the time.

Penelope ran back to the palace. She called a group of guards to go to goblin lands with her. She removed her crown. She did not want the goblins to see she was a princess. The moment the crown came off, however, the sky brightened. The sun returned. Penelope and the guards shielded their eyes at the sudden brightness. Every plant around them perked up under the sunlight. Birds fluttered in the trees. Their songs filled the air. A warm summer breeze fluttered through Penelope's hair.

She eyed her crown. "I think my crown is cursed." She fit the crown back upon her head.

The sun left like a flame blown out. Darkness blanketed everything. The sun returned when Penelope removed the crown again.

"It seems you have found the cause of this strangeness," the guard said. "Shall I destroy the crown, Princess?"

"No," Penelope said. "There is only one way to be sure the curse is broken."

"And that is to go to the source."

Penelope and the guards whipped around. A goblin leaned against a thick oak tree.

"I did not think you would figure out we goblins were behind this trick," the goblin said.



"Why play such a trick?" Penelope wiggled her crown. "We must have sunlight to live."



The goblin sighed. "But sunlight is so . . . jolly. Summer brings such happiness."

"And goblins do not like jolly things or happiness," Penelope said as she remembered her studies of magical creatures. Goblins were harmless, but they were never happy.

"We do not." The goblin squinted in the sunlight.

Penelope put on her crown again. Everything went dark once more.

"If you uncurse my crown," she said, "I will get the forest fairies to keep summer out of this stretch of woods. I'll ask them to only let thorns and nettles grow here. No pretty wildflowers. No pleasant birdsong. A cool wind will always blow in these lands. Thick clouds will keep out the sun."

The goblin's face brightened. "Oh, that sounds just horrible! Perfect for the goblins!"

And so, Penelope made the request. The forest fairies agreed. The goblin uncurse the crown. Summer was enjoyed by the kingdom. The goblins delighted in their dim and dreary forest.

## Disappearing Summer

Penelope brushed her long, golden hair until it sparkled. It was a glorious summer day in the kingdom. Birds sang outside her window, a happy tune that made Penelope's heart light. Flowers perfumed the air, their petal colors bright and cheery. Crops were tall throughout the land, the sunshine making them grow. Temperatures were warm, and Penelope prepared for a day spent outdoors. She fit her crown upon her head like she did every morning. Today, however, as soon as the crown was in place, darkness fell upon the kingdom.

Penelope ran down the steps from her tower and bolted out the front doors of the palace. She no longer smelled the summer flowers. When she carefully made her way toward them in the darkness, she found the blooms drooping on their stems, and the leaves were gray and wilted.

"My crops have shriveled!" a nearby farmer cried. "Where has our beloved sun gone?"

*A very good question,* Penelope thought as she wandered farther from the palace only to find the beautiful summer day had turned black and cold everywhere in the kingdom. The horses she passed neighed nervously, while the birdsong had stopped completely. A chilly wind howled between the homes and shops Penelope passed, and she wished she'd taken her cloak to keep warm.



"What do you make of it, Princess Penelope?" an old woman standing in the doorway of the butcher shop asked.

"It is most assuredly caused by magic," Penelope said. "What else could make summer disappear?"





“Aye,” the old woman said. “I agree with you. A curse, perhaps? Whoever has made the curse does not have a fondness for sunshine.”

Penelope immediately thought of the goblins that lived at the edge of the kingdom. Their caves were dark, never a lit torch in sight, and they only came out at night to lurk in the shadows. They would certainly benefit if it was dark all the time.

Penelope ran back to the palace and assembled a group of guards to accompany her to goblin territory. She removed her crown, not wanting the goblins to see she was a princess. The moment the crown came off, however, the sky brightened with the returning sun. Penelope and the guards shielded their eyes at the sudden brightness. Every plant around them perked up under the sunlight, and birds fluttered in the trees, their songs filling the air. A warm summer breeze fluttered through Penelope’s hair.

She eyed her crown. “I think my crown is cursed.” She fit the crown back upon her head.

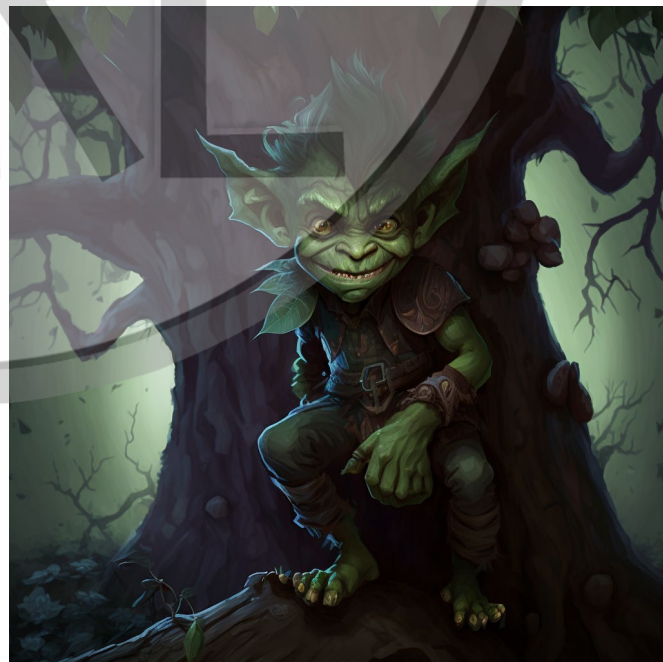
Once again, the sun retreated like a flame extinguished, and darkness blanketed everything. When Penelope pulled the crown off, the sun returned.

“It seems you have found the cause of this strangeness,” the guard said. “Shall I destroy the crown, Princess?”

“No,” Penelope said. “There is only one way to be sure the curse is broken.”

“And that is to go to the source.”

Penelope and the guards whipped around to find a goblin leaning against a thick oak tree.



“I did not think you would figure out we goblins were behind this trick,” the goblin said.





“Why play such a trick?” Penelope asked, wiggling her crown. “We must have sunlight to survive.”

The goblin sighed. “But sunlight is so . . . jolly. Summer brings such happiness.”

“And goblins do not like jolly things or happiness,” Penelope said as she recalled her studies of all the magical creatures that lived near the kingdom. Goblins were generally harmless, but they were never happy.

“We do not.” The goblin scrunched up his green nose and then squinted in the sunlight.

Penelope put on her crown again to ease the goblin’s discomfort. Everything went dark once more.

“If you uncurse my crown,” she said, “I will get the forest fairies to keep summer out of this stretch of woods. I’ll ask them to only let thorns and nettles grow here. No colorful wildflowers and no pleasant birdsong. A cool wind will always blow in these lands. Thick clouds will keep out the sun.”

The goblin’s face brightened. “Oh, that sounds just horrible! Perfect for the goblins!”

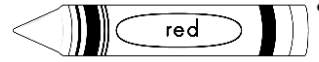
And so, Penelope made the request, the forest fairies agreed, and the goblin uncursed the crown. Summer was enjoyed by the kingdom while the goblins delighted in their dim and dreary forest.

## June Comprehension Questions

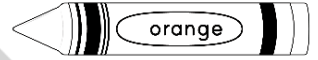


Answer the following questions. Underline the text evidence in the color indicated. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

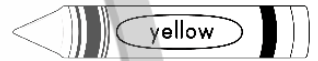
1. What happens when Penelope puts her crown on her head?
  - a. More birds appear to sing outside her window.
  - b. The sun outside gets brighter.
  - c. Darkness falls upon the kingdom.
  - d. The crown gets tangled in her hair.



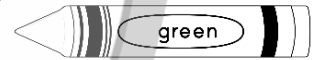
2. Why does Penelope no longer smell the flowers when she runs out of the palace with her crown on?



3. What makes Penelope suspect the goblins have something to do with the disappearance of the sun?

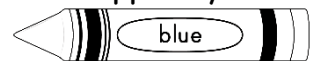


4. In trying to get the curse lifted, what six things does Penelope promise the goblin?



Penelope's Promises to the Goblin	
1.	4.
2.	5.
3.	6.

5. How do you know "Disappearing Summer" is a fantasy story? Use text evidence to support your answer.



# SETTING

The setting is where and when a story takes place. The setting in "Disappearing Summer" changes due to a curse. Use text evidence to compare the setting BEFORE Princess Penelope puts on her crown and AFTER she puts it on.



**SETTING BEFORE THE CROWN**

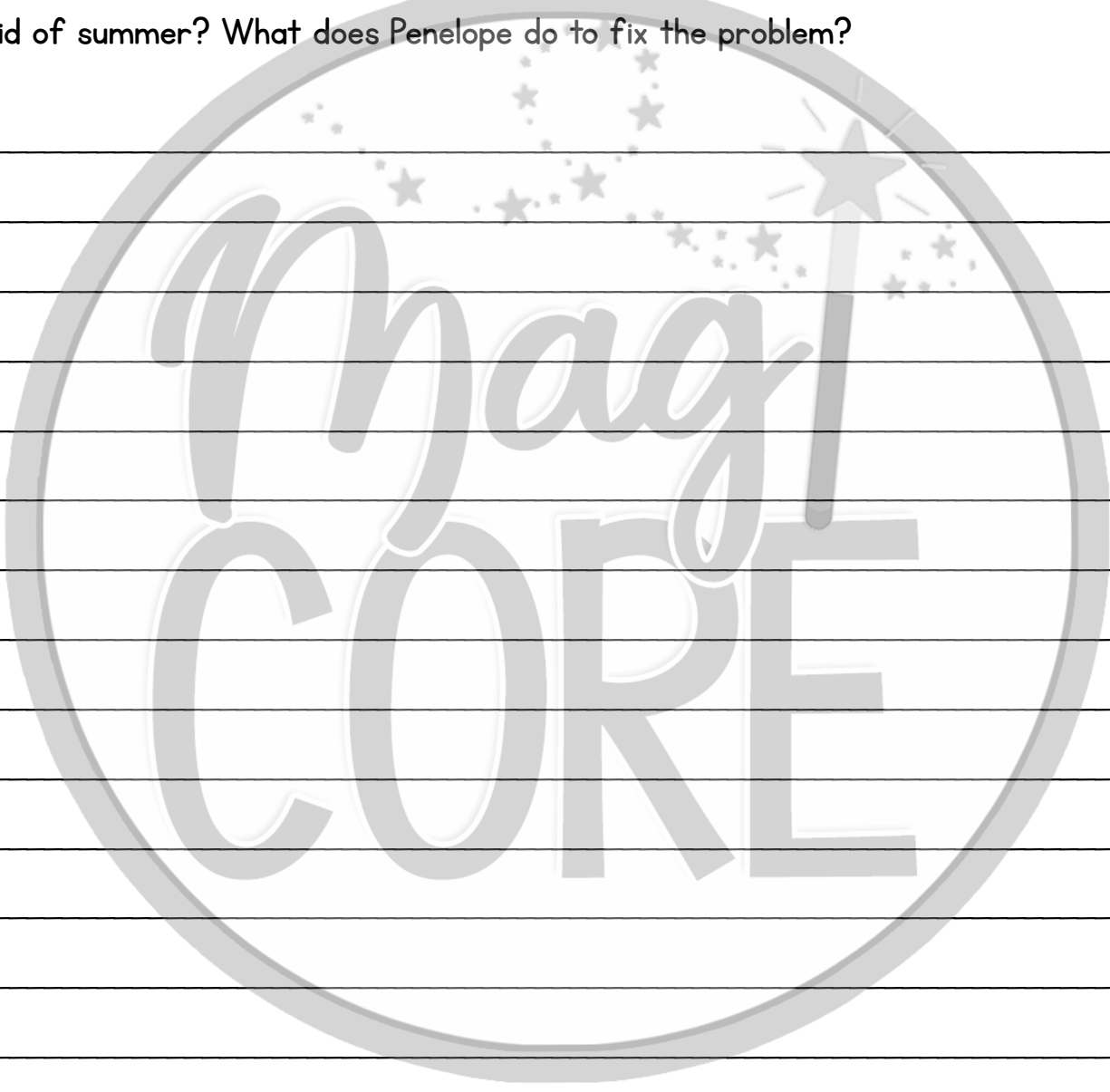


**SETTING AFTER THE CROWN**



# DISAPPEARING SUMMER RESPONSE

In "Disappearing Summer," Penelope and the goblin come to an agreement that suits them both and solves their problems. Write what happens when a new creature in the kingdom doesn't want summer either. Who is the creature? Why doesn't it want summer? How does it get rid of summer? What does Penelope do to fix the problem?



Lined writing area for the response.

## By the Shore

The car is all packed  
for a day by the shore.  
There's not enough room  
for us anymore.

It's like a big puzzle  
with pieces wedged tight.  
We cram ourselves in,  
and boy, we're a sight.

The traffic is heavy  
on this summer day,  
but soon we arrive,  
and we're ready to play.

We unpack the car  
and run for the sand.  
We kick off our shoes.  
Don't care where they land.

We race each other  
straight to the ocean,  
but not before we're  
covered in lotion.

No sunburn for us  
while we act like fish.  
We roll over waves,  
sway and swish.

We dive underwater,  
and then we rise.  
Saltwater stings  
when we open our eyes.

It's time for lunch,  
and we tear into food.  
We're all in love with  
this summertime mood.

Sandcastles are next,  
so we start to dig.  
Before we know it,  
the hole is quite big.

We shape and mold  
the sand from our pile.  
When the castle's done,  
we stand back and smile.

We play volleyball  
with new friends we made  
as the day's sunlight  
begins to fade.

We gather our things  
and head for the car.  
Since we're all tired,  
we're glad it's not far.

On the drive home,  
an ice cream treat!  
It's cold and refreshing  
and oh-so-sweet.

Our beach day ends,  
but there will be more  
because summer is best  
down by the shore.



## June 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. Which describes the rhyming pattern in the poem "By the Shore?"



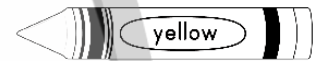
- a. Every line rhymes in this poem.
- b. The first and third lines of each stanza rhyme.
- c. The second and fourth lines of each stanza rhyme.
- d. None of the lines rhyme.

2. How many stanzas does the poem have?



- a. 3
- b. 7
- c. 14
- d. 22

3. Is Line 1 in Stanza 2 "It's like a big puzzle" a simile or a metaphor? How do you know? What is the poet saying is "like a big puzzle?"

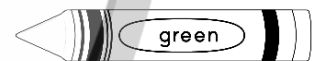


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4. List three activities that are done during this summer day by the shore.

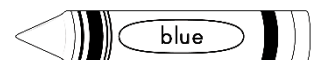


ACTIVITY #1

ACTIVITY #2

ACTIVITY #3

5. Did the family in the poem enjoy their day by the shore? Support your answer with evidence from the poem.



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# VISUALIZING



Poets use words and phrases that allow readers to **visualize**, or create a mental picture of, what is being described in the poem. Choose **three stanzas** from "By the Shore." Copy them into the boxes on the "Stanza" side of the chart. On the "What I Visualize" side of the chart, draw a detailed picture of what you see in your mind when you read that stanza.

Stanza	What I Visualize
<hr/> <hr/> <hr/> <hr/> <hr/>	
<hr/> <hr/> <hr/> <hr/> <hr/>	
<hr/> <hr/> <hr/> <hr/> <hr/>	



# BY THE SHORE RESPONSE

The poem "By the Shore" uses specific word choices and a rhyming pattern to describe a summer day at the beach. Pick a place where you would like to spend a summer day.

Brainstorm what you would do at that place. Write a poem with at least **four rhyming stanzas** that describe that place and what you would do there. Draw an illustration to go with your poem.

Handwriting practice lines for writing a poem. The page features a large, faint watermark in the center that reads "Magi CORE" in a stylized font, with a starburst graphic above the word "Magi". The writing area is divided into horizontal lines, with a large rectangular box on the right side for drawing an illustration.

## Velociraptors

Velociraptors are a type of dinosaur. They existed 75–71 million years ago. These small carnivorous dinosaurs were fierce predators. Velociraptors are very popular today. Films such as *Jurassic Park* heavily feature the dinosaurs.

Velociraptors had unique features. These features set them apart from other dinosaurs. They had a distinctive look. Velociraptors were about 4 feet long. They were only 2 feet tall at the hip. They weighed around 15 to 30 pounds. They had feathers on their bodies. They also had long arms. Each arm had a hand with three large claws. Their heads were large. The predators had a curved beak-like snout. Their snouts were filled with sharp teeth. Their teeth were effective at tearing flesh. The velociraptors' most striking feature was its hind legs. Their powerful legs allowed them to run quickly. They also enabled them to jump high. This helped them catch prey. Their jump could also help them escape predators.



Skeleton of a Velociraptor

Velociraptors lived in what is now Mongolia and China. They lived among lush forests and wetlands. Their fossils have also been found in arid deserts. They could also be found in the mountains. The steep slopes made it easy to hunt. These predators were agile. Their agility allowed them to move with ease. It also allowed velociraptors to stay on the hunt.

Velociraptors' greatest legacy is their hunting ability. They could take down large prey. Their prey was sometimes larger than themselves. These dinosaurs used several methods to hunt. Their primary tactic was to exhaust their target. They would run them down. Eventually, the prey tired out. Velociraptors could reach speeds up to 28 mph. They used their talons and jaws to tear into their prey. Velociraptors used deception to capture food. They would sometimes fake an attack. This would distract their prey. Then another raptor would ambush the prey. This strategy allowed them to surprise most dinosaurs.





Modern archaeology has helped us understand velociraptors. We know that they had feathers. They were more intelligent than initially thought. They may have been able to form social groups. This behavior is similar to some modern birds. Fossilized nests indicate that the velociraptors cared for their young. They would nurture them after they hatched.

Velociraptors are iconic. They are amazing examples of prehistory. The dinosaurs continue to captivate us. Modern archeology has helped us gain much deeper insight into velociraptors. We have a better understanding of these complex dinosaurs.



Closeup of a Velociraptor's skull and sharp teeth



## Velociraptors

Velociraptors are a type of dinosaur. They existed during the late Cretaceous period, roughly 75-71 million years ago. These small carnivorous dinosaurs were fierce predators. The velociraptor has found a lot of fame in the past decade. Films such as *Jurassic Park* heavily feature the dinosaurs.

Velociraptors had many unique features. These adaptations set them apart from other dinosaurs of their time. They had a distinctive look. Velociraptors were about 4 feet long and 2 feet tall at the hip. They weighed only around 15 to 30 pounds. They had feathers covering their bodies and long arms. Each arm had a hand with three large claws. Their heads were relatively large for their body size. The predators had a curved beak-like snout filled with sharp teeth. Their teeth were well adapted for tearing flesh. The most striking feature of velociraptors was their two long hind legs. These powerful legs allowed them to run quickly over short distances. They also enabled them to jump high in order to catch prey or escape predators.



Skeleton of a Velociraptor

These predators roamed the Earth in what is now Mongolia and China. Here, they lived among lush forests and wetlands. Velociraptors inhabited a variety of habitats. This included open woodlands with nearby streams and rivers. Their fossils have also been found in arid areas such as deserts. They could also be found in mountainous regions. The steep slopes made it easy for them to hunt prey. Velociraptors were incredibly agile creatures. Their agility allowed them to move through different landscapes with ease. It also allowed the velociraptors to engage in constant hunting.

Perhaps velociraptors' greatest legacy is their hunting ability. Velociraptors could corner and take down prey much larger than themselves. These carnivorous dinosaurs used several methods to hunt. Their primary hunting tactic was to run their target down until it exhausted. Velociraptors could reach speeds up to 28 mph while chasing down their prey. Then they used their sharp talons and powerful jaws to tear into their prey. Velociraptors were able to use deception as a means of capturing food. Studies have shown that they would sometimes fake an attack to draw the attention of their prey. Then another raptor would ambush the prey. This effective hunting strategy allowed them to surprise some of the largest dinosaurs at the time.

Modern archaeology has allowed us to gain a richer understanding of velociraptors. We now know that they had feathers. They were likely more intelligent than initially thought. This suggests they may have been able to form social groups. This behavior is similar to some modern birds. Fossilized nests indicate that velociraptors may have cared for their young after they hatched from eggs.

Overall, velociraptors are iconic examples of prehistory. The dinosaurs continue to captivate us. Thanks to modern archaeology, we have been able to gain a much deeper insight into the life of these complex dinosaurs.



Closeup of a Velociraptor's skull and sharp teeth

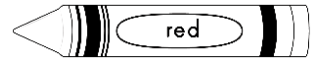


## June Comprehension Questions

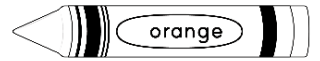
Answer the following questions. Underline the text evidence in the color indicated. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. How long ago did velociraptors exist?

- a. About 2,000 years ago
- b. About 8 billion years ago
- c. About 70 million years ago
- d. About 70,000 years ago



2. Name 3 unique features of velociraptors.

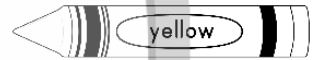


Feature #1

Feature #2

Feature #3

3. Describe the velociraptor's habitat. Why did it choose this habitat?



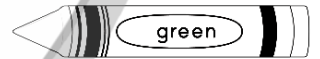
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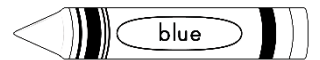
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4. What does the word *agile* mean in Paragraph 3?

- a. Able to fly
- b. Able to eat meat
- c. Able to move with ease
- d. Able to lay eggs



5. What do velociraptor hunting strategies tell you about this dinosaur?



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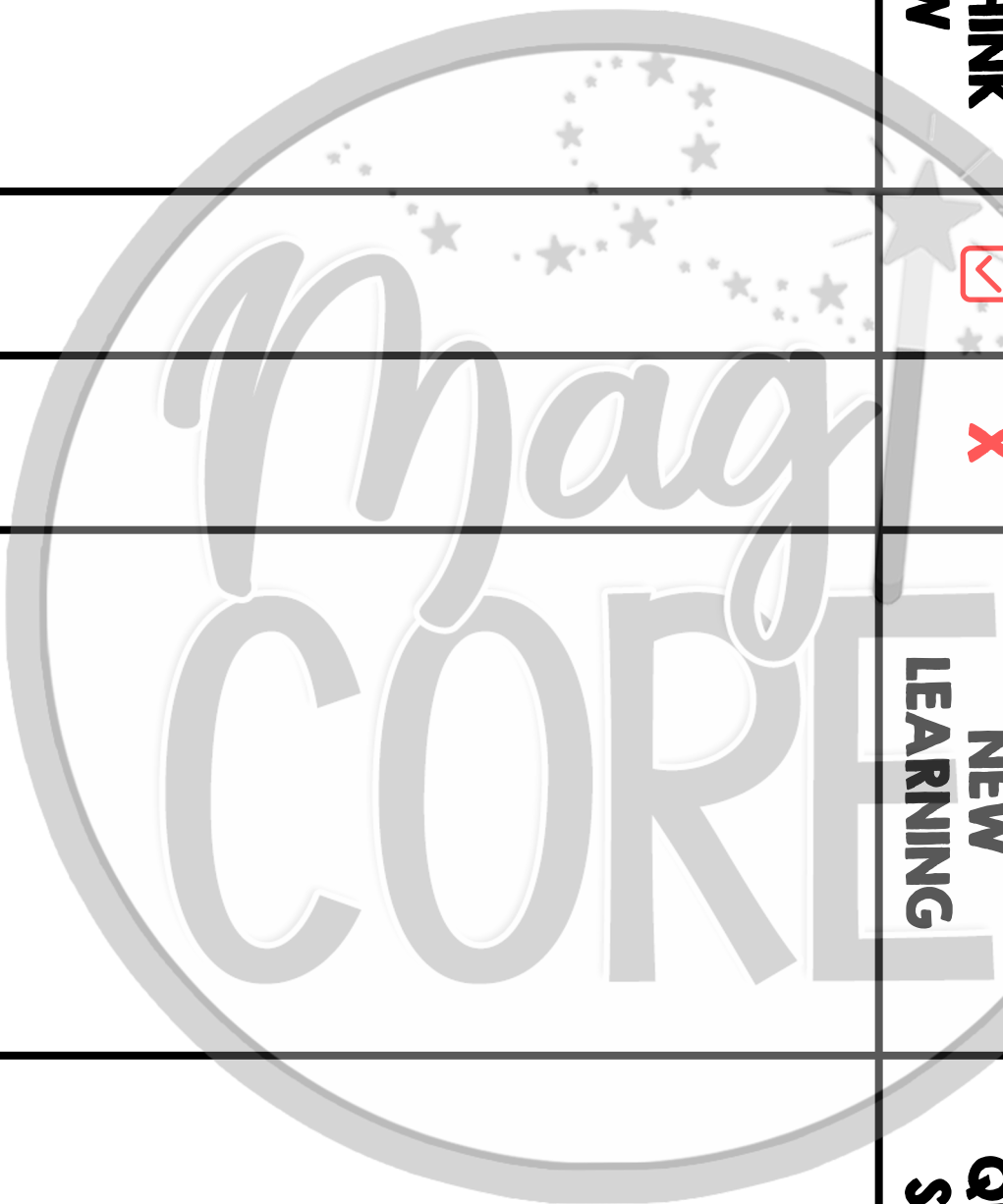
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# TRACKING LEARNING

Good readers think about a text before, during, and after they read it. Use this chart to fill in what you think you already know about velociraptors before you read. As you read, mark what you thought you knew as correct or incorrect and jot notes about the new learning that happens. Write down any questions you still have after reading.

<b>WHAT I THINK I KNOW</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>NEW LEARNING</b>	<b>QUESTIONS I STILL HAVE</b>





# VELOCIRAPTOR RESPONSE

The text "Velociraptors" states that we've learned about these dinosaurs from modern archaeology. Imagine you are an archaeologist, and you made an amazing find - a diary written by a velociraptor! Write a diary entry from the point of view of a velociraptor. Use facts from the text to tell about a day in the life of this interesting dinosaur.



A series of horizontal lines for writing a diary entry.

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Good to Go



Not O.K.

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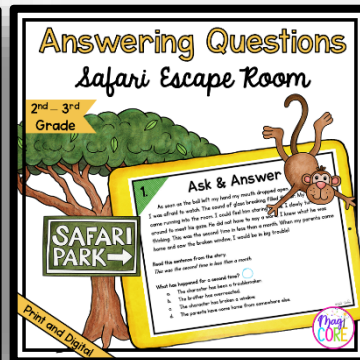
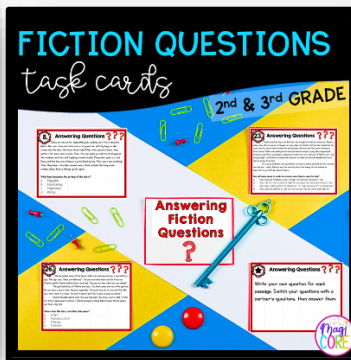


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[Julie@magicorelearning.com](mailto:Julie@magicorelearning.com)

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