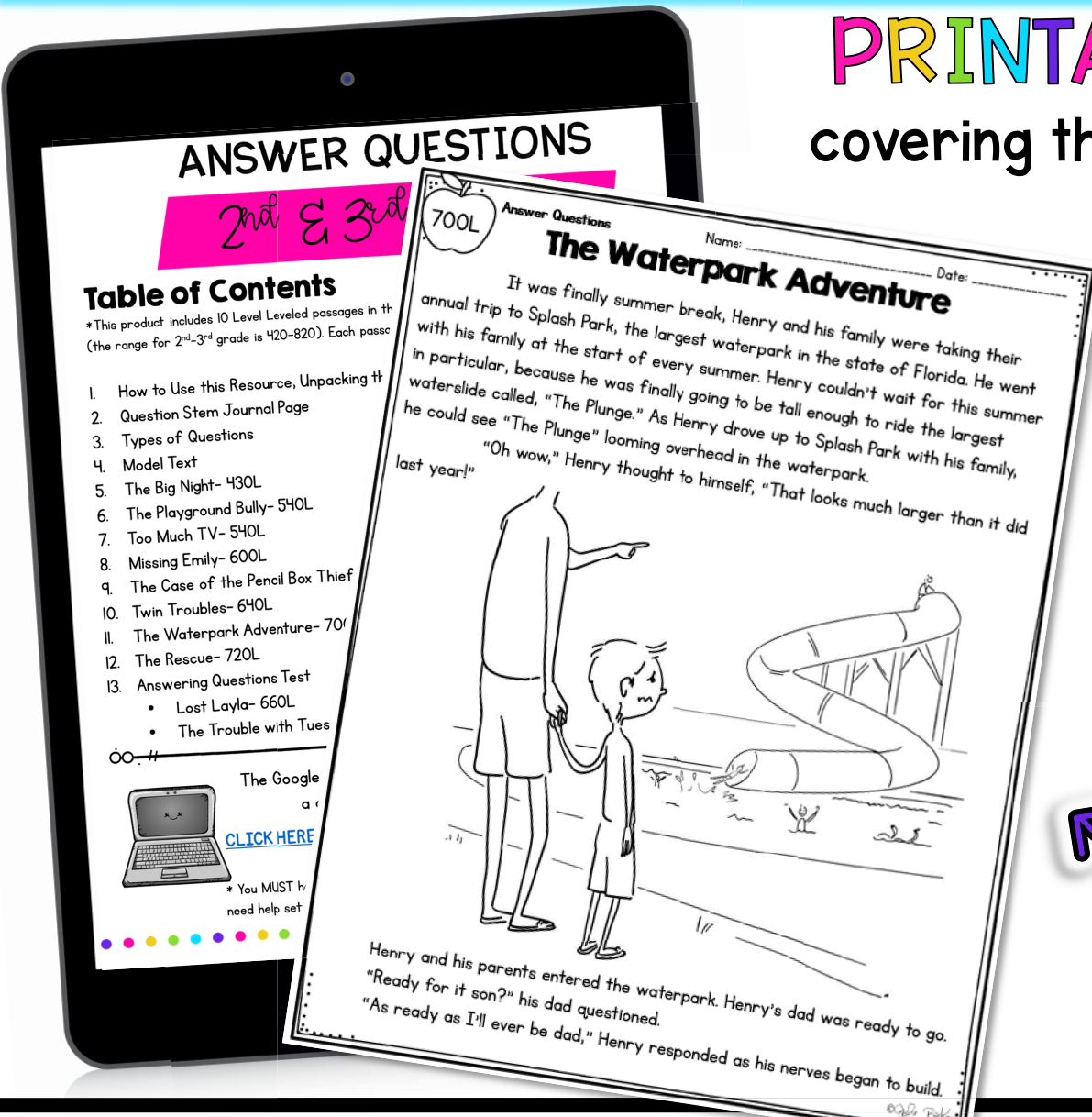


WHAT'S INSIDE?

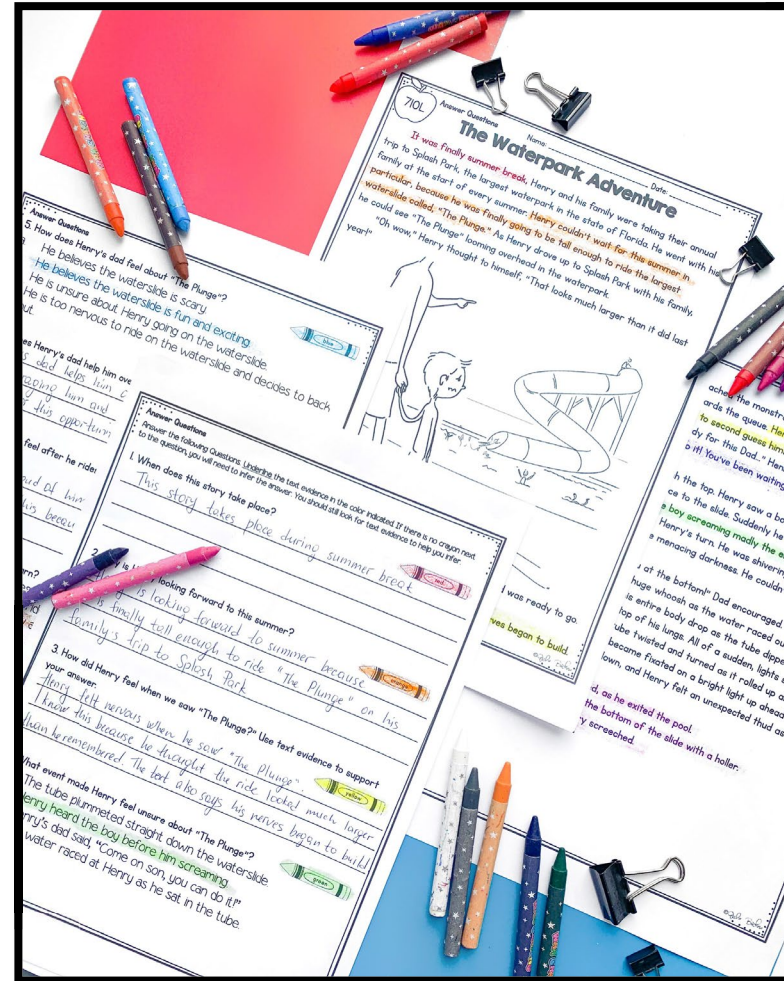
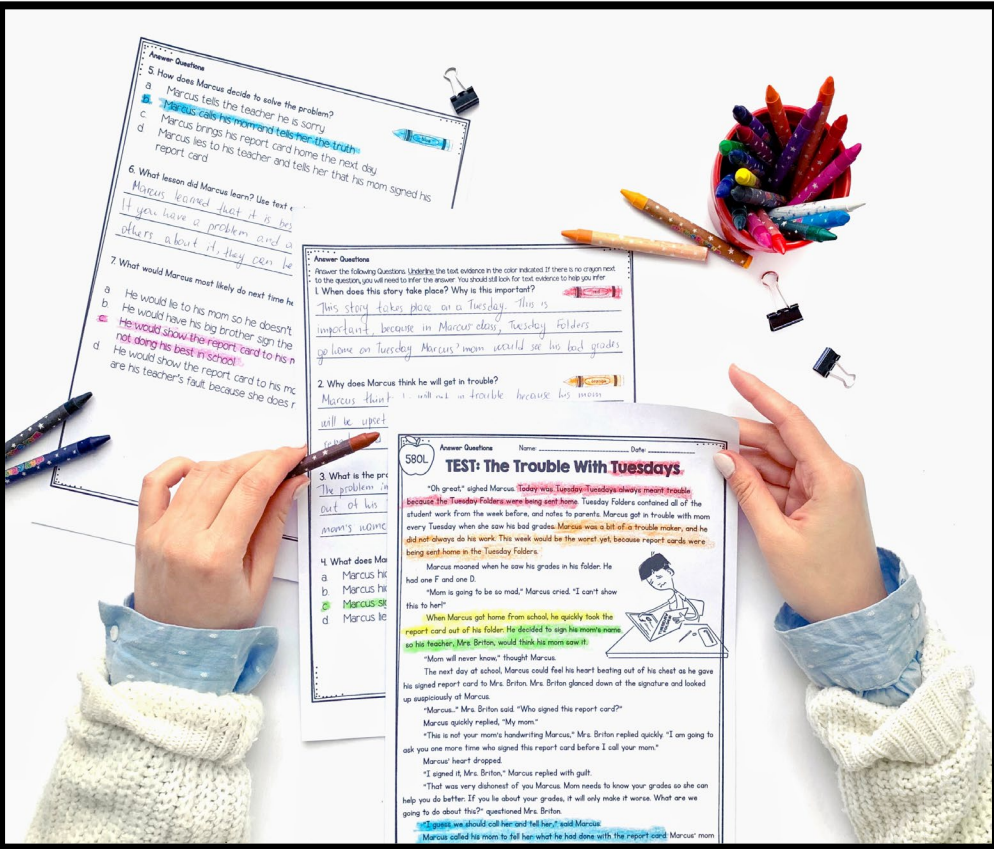
PRINTABLE PDFs and **DIGITAL** Google Slides covering the 2nd and 3rd grade text complexity band with Certified Lexile Levels.

- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and
Google
Slides Included



10 FICTION PASSAGES

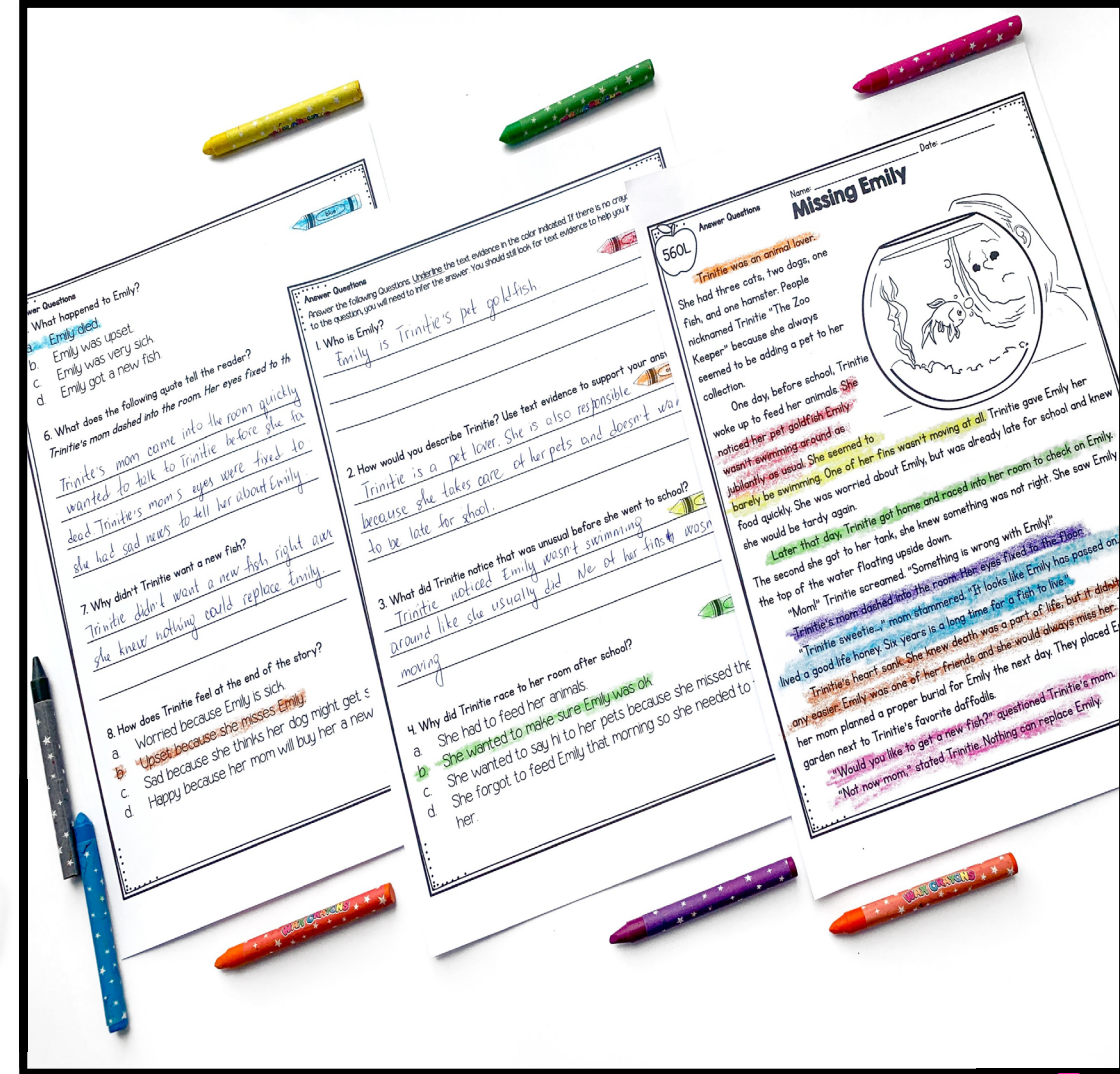


- Variety of text structures to spark comprehension AND curiosity.
- Dive into literary texts including realistic fiction and mysteries.

- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.

QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning



ANCHOR CHARTS

ASK AND ANSWER FICTION QUESTIONS

The 5-W's & I-H can help readers demonstrate understanding of key details in a text.

WHO? • People • Animals 	WHAT? • Important events • Facts and details 
WHEN? • Time • Sequence 	WHERE? • Place 
WHY? • Reasons • Cause 	HOW? • Details or Evidence 

- 2 Anchor charts
 - ① Types of Questions
 - ② Questions Stems
- Use to introduce the skill
- Students reference throughout the unit



TYPES OF QUESTIONS

While reading, you can ask and answer explicit or implicit questions to monitor your comprehension.

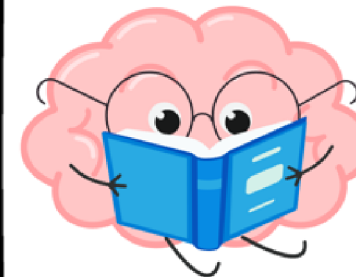
Explicit

"Right There" Questions

- The answer can be found right in the text.
- Don't try to remember the answer. You may get tricked!
- Underline the answer in the text. Don't underline other things!



Text



Text • My Brain

Implicit or Inferential

- The answer will not be in the text.
- There will be text evidence to help you make an inference.
- You need to think about the answer.

Your students can refer to the anchor charts throughout the unit.

MODEL PASSAGES & TEACHER DIRECTIONS

Unpacking Answer Questions

Scaffold Instruction With This Resource

Scaffolding instruction is a highly effective approach in supporting students' reading comprehension and skill development. Research has consistently demonstrated the positive impact of scaffolding techniques on students' learning outcomes. By providing targeted support and guidance and gradually decreasing assistance, scaffolding enables students to tackle challenging tasks and achieve higher levels of understanding.

- 1. Familiarize Yourself with the Resource:** Take time to thoroughly review the resource provided, which includes passages showcasing how authors present main points and key details in various texts on similar topics. Pay attention to the range of genres, topics, and text complexity levels covered to tailor instruction effectively to your students' needs.
- 2. Introduce the Skill with Anchor Charts:** Utilize the anchor charts provided in the resource to introduce and explain the concept of asking and answering questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Display these charts prominently in the classroom and refer to them during read-alouds and content lessons to reinforce learning. Ensure students have access to copies of these charts in their reading journals for reference.
- 3. Model and Think Aloud:** Select a passage from the resource that clearly illustrates how authors present main points and key details in a text. Read it aloud to the class while thinking aloud to demonstrate how to identify and answer questions using the who, what, where, when, why, and how approach. Discuss with students how these questions help in understanding the text's key details.
- 4. Guided Practice:** Assign small groups or pairs of students specific passages from the resource. Encourage them to use the anchor charts as a reference to ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details. Guide them through discussions on how these questions help in comprehending the text.
- 5. Collaborative Discussions:** Facilitate discussions where students can share their observations and insights on how asking and answering questions such as who, what, where, when, why, and how aid in understanding key details in the texts they've analyzed. Encourage them to explain their reasoning and justify their answers with evidence from the texts.
- 6. Independent Practice:** Gradually transition students to working independently with different passages from the resource. Encourage them to apply the strategies they've practiced to ask and answer questions such as who, what, where, when, why, and how effectively.
- 7. Differentiation:** Adapt instruction to meet the diverse learning needs of your students. Provide additional support to students who may struggle with asking and answering questions by breaking down the process into smaller steps or providing sentence stems. Offer enrichment activities or challenge tasks to advanced students to deepen their analysis of the texts.
- 8. Assessment:** Utilize the assessments provided in the resource to evaluate students' ability to ask and answer questions such as both understanding and application of this skill in varied contexts.
- 9. Review and Reflection:** Analyze assessment results to identify areas where students may need additional instruction or support. Organize reteaching sessions or strategy groups to focus on specific aspects of the skill. Reflect on the effectiveness of the scaffolding strategies used and make adjustments as needed. Encourage students to reflect on their learning and the challenges they faced.

- Unpack the standard
- Prerequisite skills
- How to use this resource.



Model Answer Questions Name: _____ Date: _____

Read the following text. Answer the 5-W's & I-H questions to demonstrate comprehension. Please Note: Not all 5-W's & I-H will be answered in every text.

The Great Garden Mystery

In the small town of Sunnyville, there was a beautiful community garden where everyone loved to plant flowers and vegetables. One sunny morning, Lily, a cheerful second grader with a love for all things green, noticed that her prized sunflowers looked sad and droopy. She was puzzled because she watered them every day.

Determined to solve the mystery, Lily started her investigation. She asked her friends who visited the garden what they saw. Her best friend Max, who enjoyed detective stories, decided to help. They looked around and noticed tiny footprints around the garden beds.

The next day, they hid behind a big oak tree just as the sun was setting. To their surprise, a small rabbit hopped into the garden. They watched as the little rabbit nibbled on leaves and sipped from the watering cans. Lily realized that the rabbit was thirsty and didn't have a good source of water since the nearby pond had dried up last month.

Feeling sorry for the rabbit, Lily and Max came up with a plan. With help from their families, they placed a small water dish in the garden and filled it every day. The rabbit stopped nibbling on the plants and instead drank from the dish. Lily's sunflowers and the rest of the garden thrived again, and the garden became a happy place for everyone, including their new little furry friend.

Who noticed the sunflowers were droopy?	red
What did Lily and Max discover in the garden?	orange
When did Lily and Max solve the mystery?	yellow
Where did the story take place?	green
Why were Lily's sunflowers droopy?	blue
How did Lily and Max solve the garden mystery?	purple

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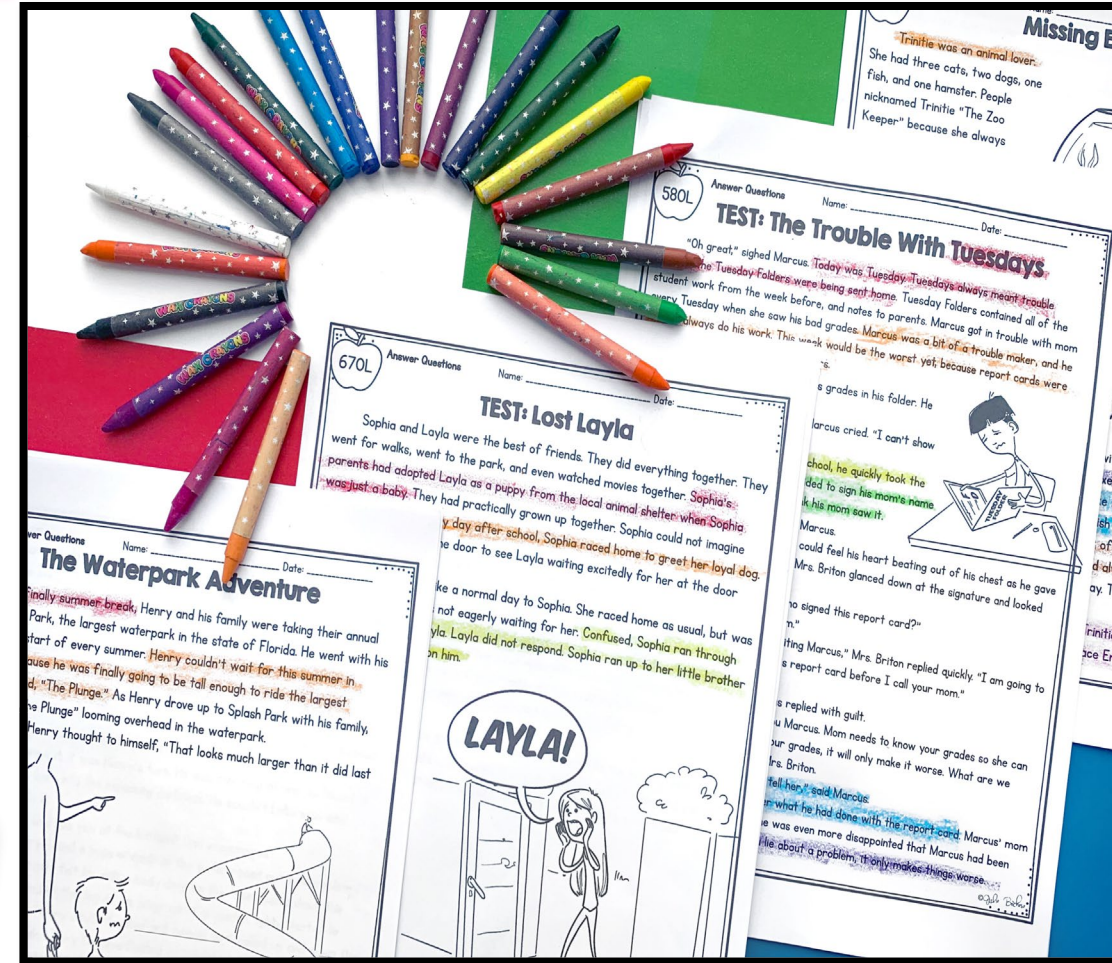


Model text and questions



ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Diverse genres
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 2,000 teachers... and counting!...

The collage displays three sample reading comprehension worksheets from the 'Mag CORE' program, arranged on a bright orange background with several colorful markers. The worksheets are designed for students to practice reading and answering questions.

- Worksheet 1 (Top Left):** Titled 'Mom's plan to find Layla', it includes a passage about a dog named Layla and a set of questions. Handwritten answers in blue ink are visible, such as 'Layla is a puppy' and 'The author'.
- Worksheet 2 (Top Right):** Titled 'TEST: The Trouble With Tuesdays', it features a passage about a boy named Marcus and his struggles with school. Handwritten answers in blue ink are visible, such as 'Marcus' and 'Mrs. Britton'.
- Worksheet 3 (Bottom):** Titled 'TEST: Lost Layla', it includes a passage about a dog named Layla and a set of questions. Handwritten answers in blue ink are visible, such as 'Sophia' and 'Layla'.

A cartoon character of a boy with a speech bubble saying 'LAYLA!' is also visible on the bottom worksheet.

ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

ABOUT LEXILE LEVELS

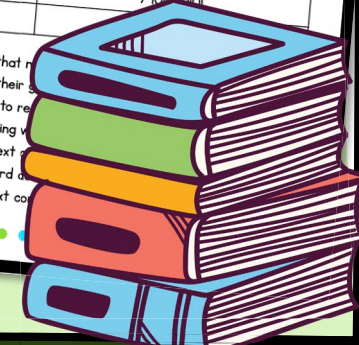
 Common Core Kingdom, LLC DBA MagiCore™ is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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.

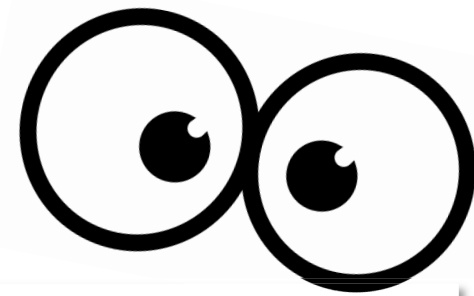
Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	

Keep in mind when using any leveled text that support to reach text at the high end of their Common Core Standards, "It is important to reappropriate. The expectation that scaffolding built into the Standards' grade-by-grade text general movement, however, should be toward independence both within and across the text complexity bands."



TAKE A PEEK



ANSWER QUESTIONS

2nd & 3rd grade

Table of Contents

*This product includes 10 Level Leveled passages in the 2nd-3rd Grade Common Core Text Complexity Band (the range for 2nd-3rd grade is 420-820). Each passage and question set is 2 pages long.

1. How to Use this Resource, Unpacking the Skill, Scaffolding for Success
2. Question Stem Journal Page
3. Types of Questions
4. Model Text
5. The Big Night- 430L
6. The Playground Bully- 540L
7. Too Much TV- 540L
8. Missing Emily- 600L
9. The Case of the Pencil Box Thief- 620L
10. Twin Troubles- 640L
11. The Waterpark Adventure- 700L
12. The Rescue- 720L
13. Answering Questions Test
 - Lost Layla- 660L
 - The Trouble with Tuesdays- 740L



The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

[CLICK HERE](#) TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.

* You MUST have a Google account in order to access this resource. [Click HERE](#) if you need help setting up a Google account.

ABOUT LEXILE LEVELS



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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."

ASK AND ANSWER FICTION QUESTIONS

The 5-W's & I-H can help readers demonstrate understanding of key details in a text.

WHO?

- People
- Animals



WHAT?

- Important events
- Facts and details



WHEN?

- Time
- Sequence



WHERE?

- Place



WHY?

- Reasons
- Cause

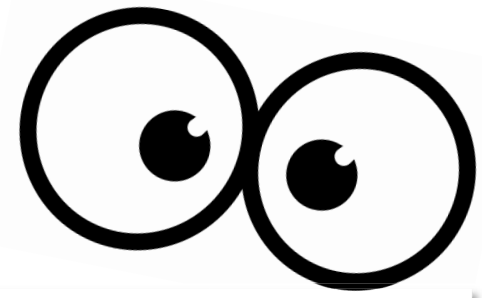


HOW?

- Details or Evidence



AND ANOTHER PEEK



430L

Answer Questions

Name: _____ Date: _____

The Big Night

Tonight was the big night. It was the night of the holiday chorus concert and Alex was extremely nervous. He had never performed in front of people before, and on top of it all his mom would be there to watch. Everyone in the second grade had family watching. His mind raced.

"What if I forget the words to the song? Everyone will laugh," he thought. "Maybe I should leave the stage and sit with mom."

As the auditorium continued to fill with more and more people, Alex searched the crowd for his mom. He saw her smiling face in the front row. She gave him a big thumbs up.

Suddenly, Alex felt a tap on his shoulder from his best friend, Hunter.

"Alex! This is the night we've been waiting for!" Hunter squealed.

"I'm so nervous!" whined Alex.

"Just remember to look at Mrs. Schub if you forget the words. She's always there to help us out."

Alex's nerves started to fade. The lights died down. The concert was beginning.

The opening number was *Rudolph the Red Nose Reindeer*. The crowd cheerfully sang along. They smiled gleefully at the second graders' dance to the song.

Alex felt like he was on top of the world. He knew how proud his mom was. He had performed in his first concert!



© MagCore

Answer 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. Where does this story take place?



2. What is the problem in this story?



3. How is Alex feeling? Why is he feeling this way?



4. What eases Alex's mind? (Circle all that apply.)



- a. Alex leaves the stage to go sit with mom.
- b. The auditorium filled up with more and more people.
- c. Alex saw his mom smiling and she gives him a thumbs up.
- d. Hunter reminds Alex to look at the music teacher if he forgets the words.

© MagCore

Answer Questions

5. How did the crowd react to the performance? (Circle all that apply.)



- a. The crowd sang along.
- b. The crowd laughed at the second graders' dance.
- c. The crowd smiled at the second graders' dance.
- d. The crowd danced to the song, *Rudolph the Red Nose Reindeer*.

6. How did Alex change from the beginning of the story to the end? Use text evidence to support your answer.



7. What lesson did Alex learn? Use text evidence to support your answer.



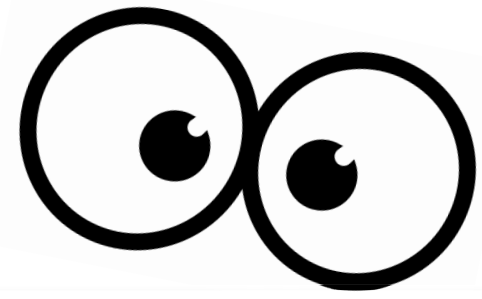
8. How did Alex feel at the end of the story?



- a. nervous because he might forget the words
- b. silly because the crowd smiled at their dance
- c. excited because he overcame his fear of performing
- d. scared because there were a lot of people in the auditorium

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CHECK THIS OUT TOO!



540L

Answer Questions

Name: _____ Date: _____

The Playground Bully

"Recess is in just five minutes!" said Tamia.

"Oh boy. I hope Mrs. Trish has indoor recess today," sighed Trayton.

"Are you crazy? It's a beautiful day!" exclaimed Tamia.

"Jayden in Mr. Farrow's class has been chasing me and threatening to beat me up every day. I'm scared to go out there again," explained Trayton.

Five minutes later the recess bell rang. Trayton dreadfully dragged his feet in line for recess. He knew Jayden would be outside waiting for him. As the class excitedly ran to the swings and monkey bars, Trayton quietly ducked behind a bush.

"Hopefully Jayden won't find me here," Trayton thought to himself.

Soon after, Trayton felt a shove from behind. He toppled over into the dirt.

"Ouch!" Trayton screamed.



© MagiCore

Answer Questions

He turned around to see Jayden standing behind him, laughing at him.

"Stop it!" Trayton said firmly to Jayden, "That hurt!"

Jayden continued to laugh and point at Trayton. Trayton could feel tears well up in his eyes.

Suddenly Tamia sprinted over to the two boys.

"What's going on over here?" she questioned, out of breath.

"Jayden is being a bully," Trayton explained, "He pushed me and I was just telling him that he needed to LEAVE ME ALONE."

Tamia looked sternly at Jayden.

"He said STOP!" Tamia stated firmly to Jayden, "I suggest you listen."

In an instant, the three children were surrounded by ten other second graders. They all began chiming in. They told Jayden to stop being a bully. Jayden's face turned red. He stammered, "I was just playing around."

"Bullying is NOT playing around," Trayton explained with confidence.

"No one would play with me...," complained Jayden.

"If you're looking for friends to play with, we will be happy to play with you. But we don't push, chase, or bully," explained Trayton.

Jayden looked down at the ground.

"I'm sorry," Jayden stuttered. "It won't happen again."

"Let's go play Freeze Tag!" suggested Tamia.

"Sounds like fun!" All the other children screamed as they began running to the field.

Trayton grabbed Jayden's hand to lead him towards the game that was beginning.

© MagiCore

Answer 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. Where does this story take place?



2. Why does Trayton hope they have indoor recess?



3. How does Trayton feel as he heads out to recess?



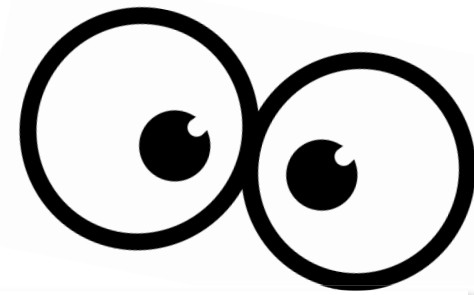
4. What does Trayton do when Jayden pushes him?



- a. Trayton cries.
- b. Trayton tells Jayden to leave him alone.
- c. Trayton calls Tamia over to help him.
- d. Trayton invites Jayden to play Freeze Tag.

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UPGRADE THEIR SKILLS!



720L

Answer Questions

Name: _____ Date: _____

The Rescue

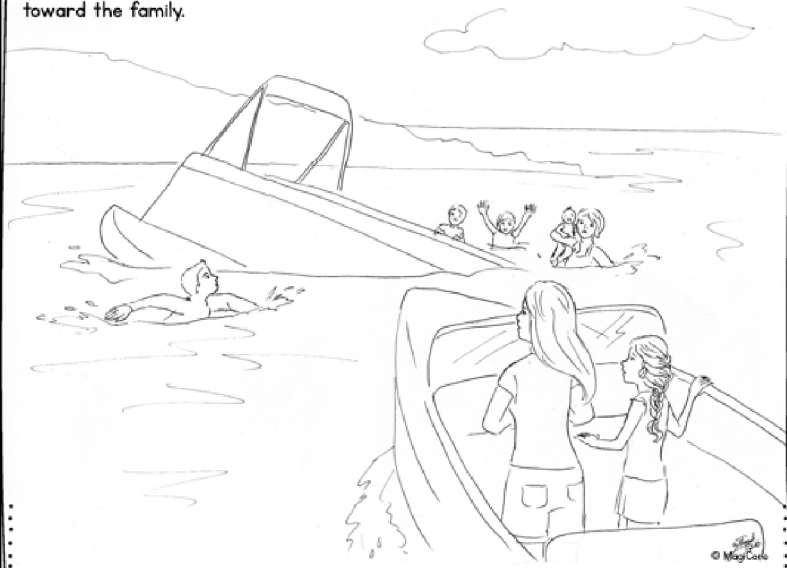
"Mom, can we *please* go into the cove?" Robyn tugged at her mother's arm and stared up into her eyes.

"Honey, it's going to be way too cold in the cove. Why don't we just boat around here? This area is perfectly fine," Mom replied.

"The cove is more beautiful. I just like it better," Robyn said.

"Alright, but I'm not getting into the water because it's too cold," Mom exclaimed while turning the speedboat's wheel and pointing the boat in the direction of the cove.

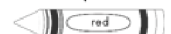
Robyn and Mom arrived minutes later to hear the cries of a young family aboard a pontoon boat. They were wildly waving their arms, and the man was jumping up and down. With an worried look on her face, Mom steered the boat toward the family.



Answer 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.

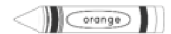
1. Where does this story take place? Why is the setting important to the plot?



2. Read this sentence from the story:

"With an worried look on her face, Mom steered the boat toward the family."

Why does mom have a worried look on her face?



3. How did Mom and Robyn react when they saw the family?



4. What did mom do after she dove in the water?



- a. She dialed 9-1-1.
- b. She rescued the woman and baby.
- c. She grabbed the two children under the boat.
- d. She instructed the two children how to swim under the boat.

Answer Questions

5. Which detail from the text shows the children were in trouble?



- a. The two children listened carefully through their tears.
- b. The boy was crying, and the girl's nose was turning blue.
- c. She dove underwater and resurfaced under the capsized boat.
- d. Under the boat was a pocket of air, and the two children were there.

6. Why did mom back away from the children when she reached them?



7. How did Robyn help the family that was in trouble? (Choose all that apply.)

- a. Robyn called 9-1-1.
- b. Robyn helped them into the speedboat.
- c. Robyn found blankets and warm jackets.
- d. Robyn jumped into the water to save the children.



8. Which sentence(s) from the story shows that Mom and Robyn acted heroically? (Choose all that apply.)



- a. "Alright, but I'm not getting into the water because it's too cold," Mom exclaimed..."
- b. "Mom killed the engine. Without even thinking, she jumped into the frigid lake as she yelled, 'Call 9-1-1!'"
- c. "The man desperately swam toward the children, trying to pull them away from the capsizing boat."
- d. "As she was talking to the authorities, Mom swam toward the pontoon boat, dove underwater, and resurfaced under the capsized boat."

UPGRADE THEIR SKILLS!

The [QUESTIONS IN FICTION SKILL PACK](#)
Contains:

- Reading Comprehension Passage Unit
- Skill Focused Lesson Plans
- Digital Mini-Lessons
- Guided Reading Packet
- Printable Task Cards
- Boom Learning Task Cards



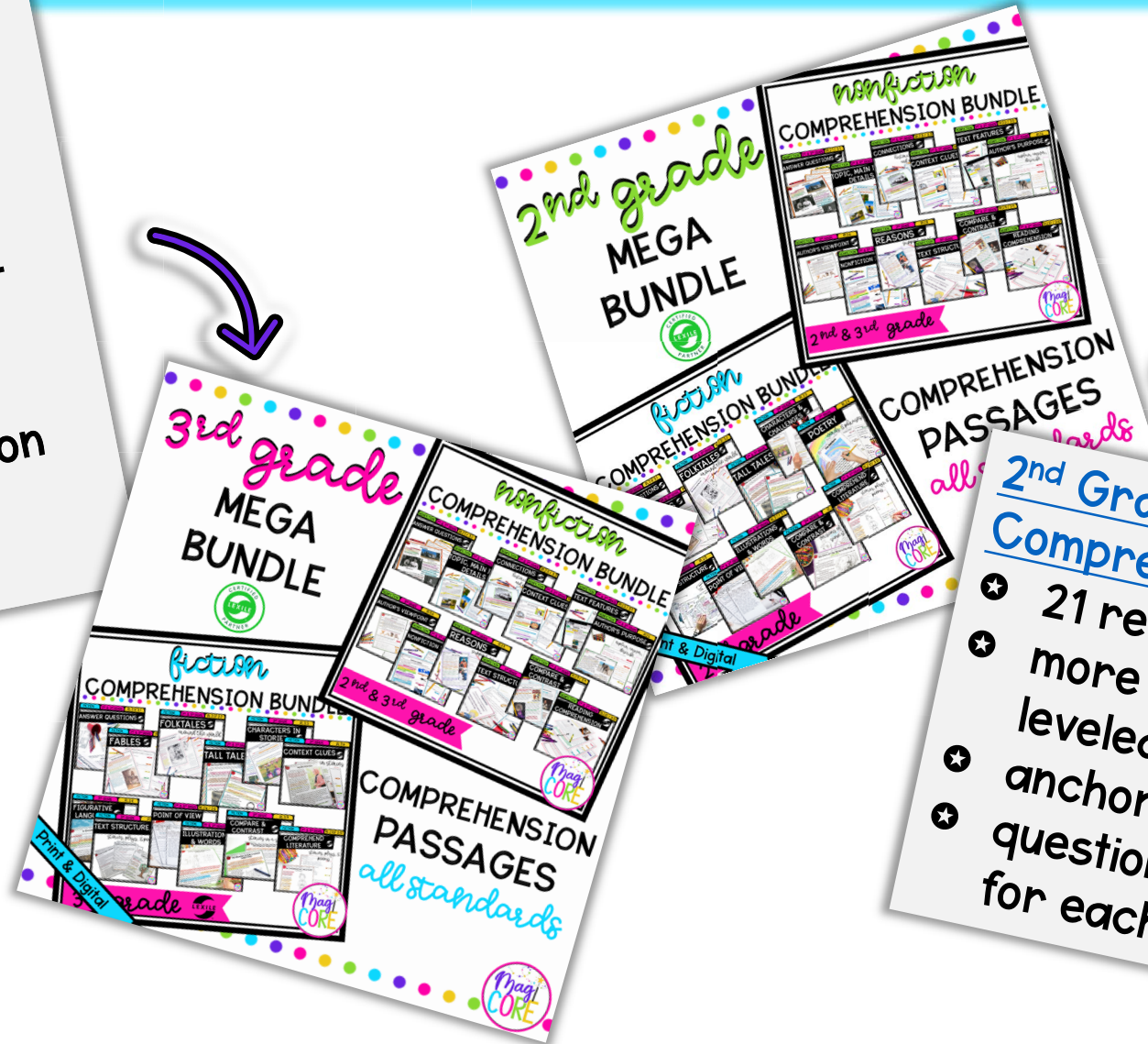
Love this unit but
need something more
comprehensive? Try
the SKILL PACK!



FULL YEAR BUNDLES AVAILABLE

3rd Grade Reading Comprehension Mega Bundle

- ★ 23 Reading Passages
- ★ More than 250 Lexile-leveled passages
- ★ Anchor charts
- ★ Questions focused on skills for each standard



2nd Grade Reading Comprehension Mega Bundle

- ★ 21 reading passages
- ★ more than 250 Lexile-leveled passages
- ★ anchor charts
- ★ questions focused on skills for each standard