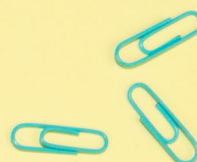


SEPTEMBER

Differentiated Passages



MUFFIN MAGIC RESPONSE

Muffin Magic is a story about Karl's relationship with his neighbor. Think about a relationship you have with someone in your life that has undergone some changes. Draft a story that includes characters who go through a change.

It was the first day of school and I could hardly contain my excitement. I brushed my clothes, he stains

CHARACTERS

What does the main character think and say?	What does the main character do?
Karl thinks Mr. Frank must be sad.	Karl makes muffins Karl brings muffins Karl offers help

What does this tell you about the main character?
This tells me Karl is a thoughtful, kind, caring person.

What lesson does the main character learn?
Karl learns that it is important to reach out and be kind

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

1. What do Karl's actions show about him?
a. Karl is shy and prefers to spend time alone drawing.
b. Karl is anxious about new situations.
c. Karl is thoughtful and caring towards others.
d. Karl is pessimistic and doesn't see the best in most situations.

What detail from the story helped you answer the question above?
"Maybe Mr. Frank was so grouchy because he didn't have a grandkid."

September Passages
Name: _____ Date: _____
Muffin Magic

Karl dragged the paintbrush along his skateboard. Oma and Opa had come over this morning for a special breakfast to celebrate Grandparents' Day, but his grandparents had surprised him with a painting kit. He'd torn into it as soon as they'd left. When Karl was finished, he had a black skateboard with a sick lightning bolt down the center. He'd painted flames rising up from the bottom and dark, menacing clouds at the top.

After cleaning up the supplies he'd used, Karl took a photo and texted it to Oma and Opa. *Thanks for the paint!* Oma replied with three heart emojis. His grandparents were truly the best in the world.

As he carefully set the skateboard on a table in the garage so it could dry, Karl noticed Mr. Frank across the street. He was the neighborhood grump, always with a frown on his face, and he never waved to anyone. The only time he talked to others was to tell them to pick up their litter or to quiet down. Any time Karl had ever seen the man, he'd been wearing the same tattered brown sweater he had on right now. As far as Karl knew, Mr. Frank didn't have any family, and if he did, they never visited.

That made Karl sad, especially since it was Grandparents' Day. Oma and Opa had been delighted by the muffins Karl had served them. Maybe Mr. Frank was so grouchy because he didn't have a grandkid to make him muffins.

Karl went into the kitchen and put three blueberry muffins in a container. He walked across the street to Mr. Frank, who was picking up leaves that had collected under his front bushes.

"Hi, Mr. Frank," Karl said.

The man jumped and put a gardening glove to his chest, his scowl deepening. "You trying to stop my heart, boy?"

4th & 5th Grade



CHARACTERS

What does the main character think and say?

Karl thanks Mr. Frank
must be sad.

What does the main character do?

Karl makes muffins
Karl brings muffins
Karl offers help

MUFFIN MAGIC RESPONSE

September 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.



September Passages

Name: _____ Date: _____

Muffin Magic



September Passages

Name: _____ Date: _____

Muffin Magic

Karl dragged the paintbrush along his skateboard. Oma and Opa had come over this morning for a special breakfast to celebrate Grandparents' Day, but his grandparents had surprised him with a painting kit. He'd torn into it as soon as they'd left. When Karl was finished, he had a black skateboard with a sick lightning bolt down the center. He'd painted flames rising up from the bottom and dark, menacing clouds at the top.



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That made Karl sad, especially since it was Grandparents' Day. Oma and Opa had been delighted by the muffins Karl had served them. Maybe Mr. Frank was so grouchy because he didn't have a grandkid to make him muffins.

POETRY WRITING

The poem you read is about the American flag. The American flag is a symbol of many things, including freedom in the United States. We fly the flag on holidays that celebrate our freedom. Write your own poem about your favorite a jack-o-lantern. Your poem can follow patterns and include elements of poetry such as lines, stanzas, rh

Lights

Warm
Casts s
Flames
In the

Are y

September Comprehension
Answer the following question
will need to infer the answer:

1. What is this poem m
 - a. A description of c
 - b. A description of c**
 - c. A description of v
 - d. A description of t

2. How does the author
 - a. Every 2nd and 4th**
 - b. Every third line in
 - c. The first and last
 - d. The author repe

3. How does the autho

The rhy
me of

4. Read the first stan:
"strong."

The first
the sec
and the

5. The poet uses lines
reader. What is the ir

The im
is the

POETRY MAPPING

Poetry is very different than other forms of literature. Map the poem by following these steps:

Red, white, and blue 4 A country like ours 5
paint the skies, 3 has people who give 5
the American flag 6 their hearts and souls 4
ripples and flies 4 for the chance to live 5

A symbol of freedom, 6 where 1
justice, and will, 3
American ideas 7 red, white, and blue 4
that linger still, 4 paint the skies, 3
the American flag 6
Songs of liberty 5 ripples and flies. 4
and being brave, 4
soldiers who always 5
protect and save 4

Citizens defending 6
what is right, 3
searching for truth, 4
being a light, 4

Even in darkness 5
we are strong, 3
we pull together 5
to fix what's wrong 4



Poem September Passages

Name: _____ Date: _____

Ripples and Flies

Red, white, and blue
paint the skies,
the American flag
ripples and flies.

A symbol of freedom,
justice, and will,
American ideas
that linger still.

Songs of liberty
and being brave,
soldiers who always
protect and save.

Citizens defending
what is right,
searching for truth,
being a light.

Even in darkness
we are strong,
we pull together
to fix what's wrong.

A country like ours
has people who give
their hearts and souls
for the chance to live

where
red, white, and blue
paint the skies,
the American flag
ripples and flies.

SEPTEMBER PASSAGES

4th & 5th grade

Table of Contents

*This product includes 6 differentiated leveled passages in the 4th-5th Grade Text Complexity Band (the range for 4th-5th grade is 740-1010). Each passage is available on two levels and comes with general comprehension questions, a skill-based activity, and a reading response activity.

1. Muffin Magic (770L, 900L)
2. Part of the Parade (740L, 910L)
3. Ripples and Flies (Poem)
4. History of Apples (750L, 950L)
5. Labor Day (750L, 950L)
6. Roberto Clemente (760L, 950L)



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.

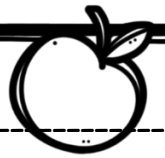
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for 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."





Part of the Parade



William squeezed through small spaces in the crowd. The sidewalk in his Manhattan neighborhood was packed. People were eager to see Americans march together to raise awareness about difficult work conditions in the country, and so was William. He wouldn't see anything, however, if he couldn't get a good spot.

He got bumped around as he weaved among the crowd. When William finally reached the street near city hall, he came

face to face with a huge horse. Sitting atop the horse was a police officer, a scowl on his face as he glared down at William.

"Be careful there, son," the officer said. "The parade will be starting soon."

William backed up a few steps onto the sidewalk. He looked up and down the street. All he saw was Mr. McCabe, a handful of marchers, and a police escort standing there. No one was marching. William didn't hear any music.

Shouldn't a parade have music?

"Give up!" A man with a deep voice next to William shouted. A few other people said similar things. William feared the parade wouldn't happen. He'd gotten up early and struggled through the crowd for nothing.





Suddenly Mr. Maguire ran to Mr. McCabe. "Two hundred marchers are coming off the ferry! They're from the Jewelers Union of Newark and... they have a band!"

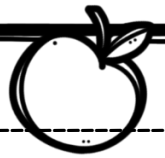
Mr. McCabe looked relieved as the crowd cheered. William pumped his fists in the air. He was going to see a parade after all!

At just a few minutes after ten o'clock, a group of marchers, some carrying signs that demanded better pay and shorter hours, turned onto lower Broadway Street. The band's music filled the air. William felt as if he were at a real party now. He clapped his hands to the music as he watched the jewelers, Mr. McCabe, and the other marchers parade by him.

Soon, members of the crowd joined in. William found himself swept up into the parade, too. The street was filled, but so were the sidewalks, roofs, and even the lamp posts lining the street where people watched them march through lower Manhattan. People waved handkerchiefs like flags as they leaned out the windows of buildings along the route. Everyone wanted to see the first parade honoring workers from all trades united together.

At noon, Union Square came into view, signaling the end of the parade. William's feet were tired, but he had no intention of missing the parties, speeches, and picnics – especially the picnics – that were to follow the parade. He danced to Irish music. The flags of Ireland, Germany, France, and the United States waved in the crisp September air. William could hardly wait for next year's Labor Day Parade!





Part of the Parade



William squeezed through small spaces in the crowd. The sidewalk in his Manhattan neighborhood was packed. People were eager to see Americans march together to raise awareness about difficult work conditions in the country, and so was William. He wouldn't see anything, however, if he couldn't get a suitable spot to view the parade.

He got jostled around as he weaved among the spectators. When William finally reached the street near City Hall, he came face to face with a gigantic horse. Sitting atop the horse was a police officer, a scowl on his face as he glared down at William.

"Be careful there, son," the officer said in a stern voice. "The parade will be starting soon."

William backed up a few steps onto the sidewalk. He searched up and down the street, but all he saw was Mr. McCabe, a handful of marchers, and a police escort standing in the street. No one was marching, and William didn't hear one note of music.

Shouldn't a parade have music?

"Give up!" A man with a deep, bellowing voice next to William shouted at Mr. McCabe. A few other people said similar things, and William feared the parade wouldn't happen. He'd gotten up early and struggled through the crowd for nothing.





Suddenly Mr. Maguire raced across a lawn to Mr. McCabe and spilled into the street. “Two hundred marchers are coming off the ferry! They’re from the Jewelers Union of Newark and... they have a band!”

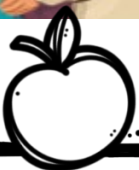
Mr. McCabe looked relieved as the crowd cheered wildly, and William pumped his fists in the air. He was going to see a parade today after all!

At just a few minutes after ten o’clock in the morning, a group of marchers, some carrying signs demanding better pay and shorter work hours, turned onto lower Broadway Street. The band’s music filled the air, and William felt as if he were at a real party now. He clapped his hands to the music as he watched the jewelers, Mr. McCabe, and the other marchers parade by him.

Soon, members of the crowd joined in. After all, they were workers, too, and William found himself swept up into the parade as well. The street was filled with people, but so were the sidewalks, roofs, and even the lamp posts lining the street where onlookers watched them march through lower Manhattan. People waved handkerchiefs like flags as they leaned out the windows of buildings along the route. Everyone wanted to see the first parade honoring workers from all trades united together.



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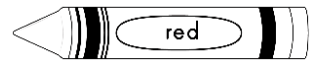


September Comprehension Questions



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. Why is the setting of the story important to the plot?



- a. The character is at an important historic event.
- b. It's important to know what time of day the parade is happening.
- c. The setting is a parade, so you can compare it to any parades you have been to.
- d. The setting is outside and you need to know that to understand the environment.

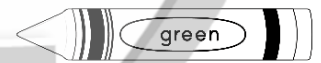


2. How does the author's description of the sounds contribute to your understanding of the setting?

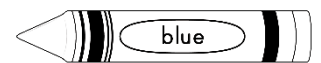
3. Explain how the time period of this story contributes to the plot.



4. What detail from the text helps you understand what it felt like for William to be in the crowd at the parade?



5. How does William feel about the setting at the beginning of the story? How does he feel at the end? Explain how you know.







SETTING

Place



How does the place where the story occurs affect the events and characters? How would the story be different if it occurred somewhere else?

Time



How does the time period when the story occurs affect the events and characters? How would the story be different if it occurred during a different time?

Environment



The text says, "William felt as if he were at a real party now." Explain the environment and what makes William feel that way.



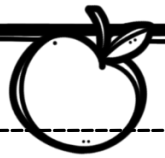


PART OF THE PARADE RESPONSE

Part of the Parade is a very descriptive story. The author shows how the character feels like he is part of the parade. Choose a part of the story that has a lot of sensory details. Explain how the specific words the author used help you visualize what happened to William.

Lined area for writing the response, featuring a large, faint watermark that reads "Magi CORE" with a starburst graphic.





Ripples and Flies

Red, white, and blue
paint the skies,
the American flag
ripples and flies.

A symbol of freedom,
justice, and will,
American ideas
that linger still.

Songs of liberty
and being brave,
soldiers who always
protect and save.

Citizens defending
what is right,
searching for truth,
being a light.

Even in darkness
we are strong,
we pull together
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A country like ours
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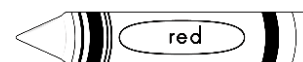


September Comprehension Questions



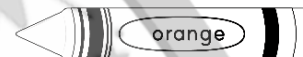
Answer the following questions. Underline the text evidence in the color indicated. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What is this poem mostly about?



- a. A description of a 4th of July celebration.
- b. A description of all the things the American Flag stands for.
- c. A description of what the American Flag looks like.
- d. A description of how the American Flag was designed.

2. How does the author create a pattern in each stanza? (Choose all that apply.)

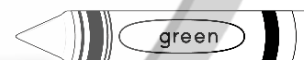


- a. Every 2nd and 4th line rhyme.
- b. Every third line in each stanza is one word.
- c. The first and last line of each stanza has the same number of beats.
- d. The author repeats the last line of each stanza.

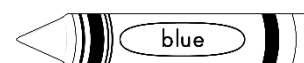
3. How does the author use rhythm in this poem? How does the rhythm impact the mood of the poem?



4. Read the first stanza of the poem. Describe the meter using the words "syllables," "weak," and "strong."



5. The poet uses lines and stanzas that are mostly the same length to create a certain image for the reader. What is the image the poet is trying to create?





POETRY MAPPING



Poetry is very different than other forms of literature. Map the poem by following these steps:

Red, white, and blue
paint the skies,
the American flag
ripples and flies.

A country like ours
has people who give
their hearts and souls
for the chance to live

A symbol of freedom,
justice, and will,
American ideas
that linger still.

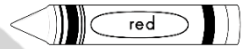
where
red, white, and blue
paint the skies,
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Songs of liberty
and being brave,
soldiers who always
protect and save.

Citizens defending
what is right,
searching for truth,
being a light.

Even in darkness
we are strong,
we pull together
to fix what's wrong.

☐ Underline the title.



☐ How many stanzas? _____

☐ How many lines in each stanza? _____

☐ Underline rhyming words.

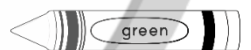


☐ Write how many beats next to each line.

☐ Underline any words that repeat.



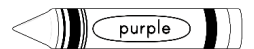
☐ Underline alliteration.



☐ Underline sensory words.



☐ Underline any other figurative language you find.





POETRY WRITING

The poem you read is about the American flag. The American flag is a symbol of many things, including freedom in the United States. We fly the flag on holidays that celebrate our freedom. Write your own poem about your favorite holiday symbol, like a Christmas tree or a jack-o-lantern. Your poem can follow patterns and a structure or be free verse. Be sure to include elements of poetry such as lines, stanzas, rhythm, and figurative language.

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History of Apples

People have been eating apples since ancient times. People of the Stone Age enjoyed them over 3,000 years ago. Evidence of this was found in charcoal remains of apples. They were located in the ruins of Stone Age villages in Europe. Apples are thought to have originally come from Kazakhstan. This is in central Asia, east of the Caspian Sea. Alma Ata is the capital of Kazakhstan. It means "full of apples." It is believed food gatherers of the Paleolithic Age gathered sour crab apples that grew wild in this area.

When did apples become something that people grew on purpose? Scientists think farmers of the Neolithic Age 8,000 years ago in what is now Asia were the first to grow their own apples. In 1300 BC, orchards were planted by Egyptians near the Nile River. Ancient Greeks took apple farming even farther in 800 BC. They grafted apples. Grafting is combining parts from different plants. The plants then grow together as one plant. This allows growers to mix the best features of two plants to make a new and better one.



Apples were also spread to Britain by Roman soldiers in 200 BC. The Romans threw the apple cores away after eating. Apple trees grew wherever the cores landed. As the Romans traveled through Europe so did apples. Explorers from Spain brought apples to Mexico and South America in the 1500s and 1600s. Apples made their way into North America around the same time. French priests brought seeds. The Pilgrims who settled in Massachusetts in 1620 brought young apple trees from England. They planted orchards in New England. Apple orchards spread throughout the colonies after that.

A name often connected with apples is Johnny Appleseed. He was a folk story character. Johnny Appleseed was based on a real person named John Chapman. John traveled throughout the Midwest. He planted orchards on his way. He also shared his apples with people. Early settlers liked apples. The fruit had many ways it could be enjoyed such as fresh from the tree, as applesauce, in pies and preserves, and in cider. Even the apples that didn't taste that good could be used to feed livestock. It's not hard to see why people fell in love with apples.



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When did apples become something that people grew on purpose? Scientists think farmers of the Neolithic Age 8,000 years ago in what is now Asia were the first to experiment with growing their own apples. In 1300 BC, orchards were planted by Egyptians near the Nile River. Ancient Greeks advanced apple farming even more in 800 BC. They invented techniques to graft apples. Grafting is combining parts from different plants and then letting them grow together as one plant. This allows growers to mix the best features of two plants to make a new and better one.



Apples were also spread to Britain by Romans in 200 BC when they marched off to battle. The Romans threw the apple cores away after eating. Wherever the cores landed, apple trees began to grow. As the Romans traveled through Europe, so did apples. In the 1500s and 1600s, explorers from Spain brought apples to Mexico and South America. Apples made their way into North America around the same time when French priests brought seeds. The Pilgrims who settled in Massachusetts in 1620 planted orchards in New England from young apple trees they brought from England. About 15 years later, apple orchards were spread throughout the colonies.

A name commonly associated with apples is Johnny Appleseed. A folk story character, Johnny Appleseed was based on a real person named John Chapman. John traveled throughout the Midwest, planting orchards on his way and sharing his apples with people. Early settlers liked apples because they had many ways they could be enjoyed such as fresh from the tree, as applesauce, in pies and preserves, and in cider. Even the apples that didn't taste that good could be used to feed livestock. It's not hard to see why people fell in love with apples.

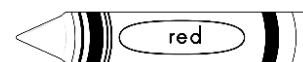


September Comprehension Questions



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 where and by whom apples were first eaten.



2. How and where were apples first grown?



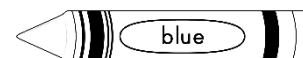
3. Describe how apples were spread to the rest of the world.



4. Who was John Chapman and what impact did he have on the early settlers?



5. Why did the settlers like apples so much?



NONFICTION



The author of *History of Apples* wrote this text in chronological order. Record the events of the history of apples in the chart below.

First,

Next,

Then,

After that,

Next,

Finally,





HISTORY OF APPLES RESPONSE

Explain why knowing the history of something you see or use every day is important. Use examples from the text about apples. Also include an example of something you would like to learn the history of and explain why.

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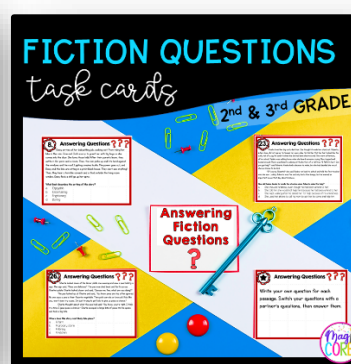


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Talking with Rebecca