

# COMPREHEND LITERATURE



stories, plays,  
& poems

Comprehend Literature

Answer the following questions. Underline the text evidence in the color shown.

1. What is the main idea of stanza 1?

a. The author thinks his or her cell phone is broken.  
 b. The author thinks his or her cell phone is dumb.  
 c. The author thinks his or her cell phone is broken.  
 d. The author doesn't like using his or her smartphone.

Comprehend Literature Name: Julie Bochese Date: 5/3

**Poem** **My Smartphone Isn't Very Smart**  
By Ken Nesbitt

My smartphone isn't very smart.  
In fact, it's rather dumb.  
It's dumber than a doorknob  
or a piece of chewing gum.


It used to be so awesome,  
but now my phone is lame.  
It cannot surf the Internet.  
It cannot play a game.

It can't take any pictures.  
It can't install an app.  
It can't look up my email  
or an address on a map.

It won't play any music.  
It cannot calculate.  
It won't bring up a calendar  
to show the time or date.

It cannot send a message.  
It cannot make a call.  
It's safe to say my smartphone  
won't do anything at all.

It wasn't always like this.  
Perhaps you'll take a peek?  
I don't know why it acts like this.  
I charged it just last week!



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<https://www.poetry4kids.com/>

gh stanza 5?

al

ic

tures

anymore

the poem:

ails from the poem to support your answer:

cell phone isn't working  
+ charged it for a week!

ils from the poem to support

words such as "dumb"



# WHAT'S INCLUDED?

TEN 2<sup>nd</sup> & 3<sup>rd</sup> Grade **DIGITAL** and **PRINTABLE** PDF fiction passages & TWO assessments!

- Aligned with 2<sup>nd</sup> & 3<sup>rd</sup> Grade Lexile Levels
- Includes a Stories & Plays Anchor Chart/Journal Page
- Students can highlight the text for easy comprehension

## COMPREHEND LITERATURE: STORIES, PLAYS, & POEMS

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

### Table of Contents

\*This product includes 13 stories, plays, and poems in the 2<sup>nd</sup>-3<sup>rd</sup> Grade Common Core Text Complexity Band (the range for 2<sup>nd</sup>-3<sup>rd</sup> grade is 420-820). Only the stories are leveled.

1. [Stories & Plays Anchor Chart/Journal Page](#)
  2. [Story: The Big Test- 530L](#)
  3. [Story: Andrew and the Karate Class Trouble- 690L](#)
  4. [Story: A History Lesson With Abraham Lincoln- 770L](#)
  5. [Play: The Leg Debacle](#)
  6. [Play: Family Ties](#)
  7. [Play: Catching the School Thief](#)
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  13. [Poem: Jabberwocky by Lewis Carroll](#)
  14. Test
- [Story: Bart Hamilton Gets a Hamster- 730L](#)  
[Poem: The Field](#)

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GOOGLE  
SLIDES



# STORIES, PLAYS & POEMS

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!

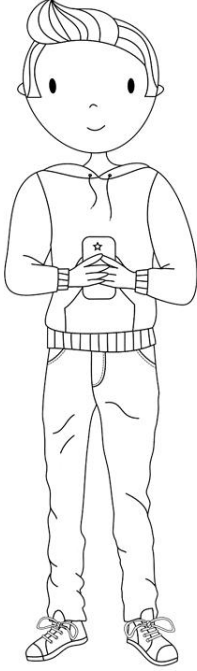
Poem

Comprehend Literature Name: \_\_\_\_\_ Date: \_\_\_\_\_

## My Smartphone Isn't Very Smart

By Ken Nesbitt

My smartphone isn't very smart.  
In fact, it's rather dumb.  
It's dumber than a doorknob  
or a piece of chewing gum.



It used to be so awesome,  
but now my phone is lame.  
It cannot surf the Internet.  
It cannot play a game.

It can't take any pictures.  
It can't install an app.  
It can't look up my email  
or an address on a map.

It won't play any music.  
It cannot calculate.  
It won't bring up a calendar  
to show the time or date.

It cannot send a message.  
It cannot make a call.  
It's safe to say my smartphone  
won't do anything at all.


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I don't know why it acts like this.  
I charged it just last week!

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After reading,  
students  
type their  
answers in  
the text boxes  
using text  
evidence.

Comprehend Literature


Answer the following questions. Underline the text evidence in the color shown.

1. What is the main idea of stanza 1? 

a. The author thinks his or her cell phone is dumb.  
b. The author thinks his or her cell phone is smart.  
c. The author thinks his or her cell phone is broken.  
d. The author doesn't like using his or her smartphone.

2. What is the main idea of stanza 2 through stanza 5? 


a. The smartphone used to be cool.  
b. The smartphone won't play music.  
c. The smartphone won't take pictures.  
d. The smartphone doesn't work anymore.

3. Read these lines from the last stanza of the poem: 

I don't know why it acts like this.  
I charged it just last week!

What is the meaning of these lines? Use details from the poem to support your answer.

Students type their answers right in the text box.

4. What is the mood of this poem? Use details from the poem to support your answer. 

a. serious  
b. intense  
c. humorous  
d. thoughtful

# ASSESSMENTS

Color coded highlighting can also be done on the assessments!

730L Comprehend Literature Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**TEST: Bart Hamilton Gets a Hamster**

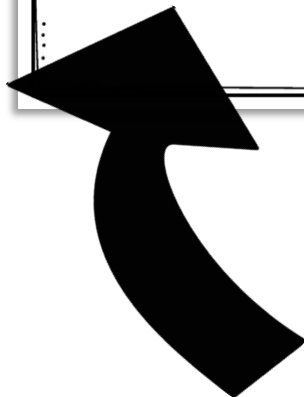
Poem Comprehend Literature Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**A Fall Song**  
By Ellen Robena Field

Golden and red trees  
Nod to the soft breeze,  
As it whispers, "Winter is near;"  
And the brown nuts fall  
At the wind's loud call,  
For this is the Fall of the year.


Good-by, sweet flowers  
Through bright Summer hours  
You have filled our hearts with cheer  
We shall miss you so,  
And yet you must go,  
For this is the Fall of the year.

Now the days grow cold,  
As the year grows old,  
And the meadows are brown and  
sere;  
Brave robin redbreast  
Has gone from his nest,  
For this is the Fall of the year.


I do softly pray  
At the close of day,  
That the little children, so dear,  
May as purely grow  
As the fleecy snow  
That follows the Fall of the year.




Comprehend Literature  
Answer the following questions. Underline the text evidence in the color shown.

6. What is the main idea of this poem? 

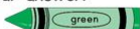
a. It is snowing.  
b. Fall is coming.  
c. Winter is coming.  
d. Flowers are dying.

7. How does the author feel about the changing season? Use details from the poem to support your answer. 

Students type their answers right in the text box.

8. What is the meaning of the word "sere" as it is used in stanza 3? 

a. grass  
b. growing  
c. birds leaving  
d. dry and dead

9. What is the mood of this poem? Use details from the poem to support your answer. 

This resource also includes TWO tests for student assessment.

# COMPREHEND LITERATURE: STORIES, PLAYS, & POEMS

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

## Table of Contents

\*This product includes 13 stories, plays, and poems in the 2<sup>nd</sup>-3<sup>rd</sup> Grade Common Core Text Complexity Band (the range for 2<sup>nd</sup>-3<sup>rd</sup> grade is 420-820). Only the stories are leveled.

1. Stories & Plays Anchor Chart/Journal Page
2. Story: The Big Test- 530L
3. Story: Andrew and the Karate Class Trouble- 690L
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5. Play: The Leg Debacle
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7. Play: Catching the School Thief
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9. Poem: Bee! I'm Expecting You! by Emily Dickenson
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13. Poem: Jabberwocky by Lewis Carroll
14. Test
  - Story: Bart Hamilton Gets a Hamster- 730L
  - Poem: A Fall Song by Ellen Robena Field



# WHAT IS INCLUDED?

Anchor charts to help you teach and for students to reference

**Read & Comprehend STORIES & PLAYS**

Stories and plays are usually organized in sequential order. They have:

 <b>CHARACTERS</b> Who is in the story?	 <b>SETTING</b> Where and when does the story take place?
 <b>PROBLEM</b> What goes wrong?	 <b>SOLUTION</b> How is the problem solved?

In stories and plays, characters often learn lessons or morals.

13 2nd & 3rd grade leveled passages that increase in difficulty.

- 4 stories
- 3 plays
- 6 poems

Multiple choice and short response questions.

- Requires students to find text evidence
- Variety of standards
- With and without Common Core Standards

Assessment

- One story, one poem
- Same format as practice worksheets

RL210/310- Comprehend Literature Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Catching the School Thief**

Characters: Jenny, Ethan, Caroline

SCENE & DAYTIME: SCHOOL

*(Jenny and Ethan are walking in the hallway at school. They stop when they see Caroline picking Jenny's bracelet up off the floor. Jenny and Ethan rush over to Caroline and begin yelling at her.)*

Ethan: What did you just do? Why did you pick up that bracelet? That bracelet belongs to Jenny! Give it back!

Jenny: We've seen you taking things that don't belong to you over the past few days.

Caroline: I'm just...

Ethan: There's no need to say anything. We got you! If you steal again, we will report you!

*(Caroline gives the bracelet back to Jenny. Jenny and Ethan stamp off angrily. Caroline watches as they walk away with a confused look on her face.)*

Jenny: I think we should report her to the principal. She stole here. Yesterday, I saw her take a backpack that...

Ethan: I was thinking that we... plenty of proof to be...

RL210/310- Comprehend Literature Name: \_\_\_\_\_ Date: \_\_\_\_\_

**The Big Test**

Level: 480

"Why are you sweating?" Stefan asked his friend David. David was nervous. David told him. "It is very important that I get a good grade on this test. My mom expects a good grade."

"You're acting like you never took a test before!" Stefan said. "David couldn't stop thinking about the reading test. He was panicking. Why? Because he had cheated! David had asked for help from Stefan. He thought about going to tell his teacher about the test. He thought about going to tell his teacher about it. David screamed and jumped off his chair when Stefan said, 'Oh, man, I apologize. I only wanted to calm you down. David e...'

Are you alright?" Stefan questioned worriedly.

"No, I am not," David was literally trembling.

"Go get some air," Stefan advised David.

"Good idea," David replied. He walked to the bathroom. David kept thinking about how playing video games was a horrible choice. His mother would be so angry with him like he had promised. However, she would be so angry with him like he had promised. However, she would be so angry with him like he had promised.

What was he going to do now? He was off to school. His hands were shaking, and he was off to school. His hands were shaking, and he was off to school. His hands were shaking, and he was off to school.

The teacher had already started calling names and waiting for his turn.

RL210/310- Comprehend Literature Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Beel I'm Expecting You!**

By Emily Dickinson

Beel I'm expecting you!  
Was saying Yesterday  
To Somebody you know  
That you were due--

The Frogs got Home last  
Week--  
Are settled, and at work--  
Birds, mostly back--  
The Clover warm and thick--

You'll get my Letter by  
The seventeenth; Reply  
Or better, be with me--  
Yours, Fly.

RL210/310- Comprehend Literature Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Bart Hamilton Gets a Hamster**

The most kids Bart Hamilton's age wanted puppies and kittens as pets, he really wanted a hamster. He had seen a hamster in the pet store once when his friend was picking out a puppy, and he had wanted one ever since. However, his mom and dad refused to get him a hamster.

"That means feeding it several times a day, cleaning its cage, playing with it, and anything else the hamster needs," said his mom.

"I promise I'll do all of that, Mom!" Bart exclaimed, a smiling growl on his face.

"If you're sure, then we can go to the pet store tomorrow to pick out a hamster," Mom said, "but remember, you promised me that you will take care of it."

"Thank you, Mom," Bart said, giving his mom a hug.

He ran inside the house to call his friends with the great news. He would take care of his hamster very well.

The next day, Bart and his parents went to the pet store. They had several hamsters to choose from, but Bart loved the little black one.

"I want that one," Bart said, picking up and cuddling his new furry friend. "His name is Gus."

They picked out a fun cage, wood shavings for Gus's litter, food, and a hamster wheel for Gus. They assembled everything when they arrived home and...

RL210/310- Comprehend Literature Name: \_\_\_\_\_ Date: \_\_\_\_\_


**A Fall Song**

By Ellen Robena Field

and red trees  
the soft breeze,  
hispers, "Winter is near;"  
brown nuts fall  
and's loud call,  
the Fall of the year.

weet flowers!  
the Summer hours  
of our hearts with cheer  
you so,  
let go,  
all of the year:  
the year:

er cold,  
old,  
re brown and eerie;  
st  
st,  
the year:



# ABOUT LEXILE LEVELS



Common Core Kingdom, 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 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	1185L-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."



# Read & Comprehend STORIES & PLAYS

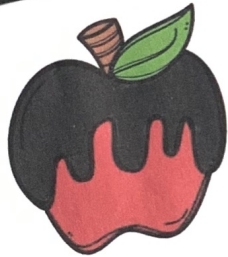
Stories and plays are usually organized in sequential order.  
They have:



**CHARACTERS**  
Who is in the story?



**SETTING**  
Where and when does the story take place?



**PROBLEM**  
What goes wrong?



**SOLUTION**  
How is the problem solved?

In stories and plays, characters often learn lessons or morals.





Comprehension Questions from Julie Pacheco Date 3/21

# My Smartphone Isn't Very Smart

By Ken Nesbitt

My smartphone isn't very smart.  
 It can't take pictures,  
 It can't surf the Internet,  
 or a piece of chewing gum.

It used to be an awesome,  
 but now my phone is lame.  
 It cannot surf the Internet,  
 It cannot play a game.

It can't take any pictures,  
 It can't install an app,  
 It can't look up my email  
 or an address on a map.

It won't play any music,  
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 It's safe to say my smartphone  
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It always like this.  
 You'll take a peek?  
 Why it acts like this.  
 Last week!



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<https://www.poetry4kids.com/>

© Julie Pacheco



# My Smartphone Isn't Very Smart

By Erin Nordell

It won't take any pictures  
It won't watch an app  
It won't look up my email  
or an address on a map

It won't surf the Internet  
It won't play a game

It won't take any pictures  
It won't watch an app  
It won't look up my email  
or an address on a map

It won't do



Read the following questions. Underline the text evidence in the color shown in the main idea of stanza 1?

- 1. The author thinks his or her cell phone is dumb.
- 2. The author thinks his or her cell phone is smart.
- 3. The author thinks his or her cell phone is broken.
- 4. The author doesn't like using his or her smartphone.

What is the main idea of stanza 2 through stanza 5?

- a. The smartphone used to be cool.
- b. The smartphone won't play music.
- c. The smartphone won't take pictures.
- d. The smartphone doesn't work anymore.

3. Read these lines from the last stanza of the poem:  
I don't know why it acts like this.  
I charged it just last week!

What is the meaning of these lines? Use details from the poem to support your answer.

This means the author's cell phone isn't working  
because he or she hasn't charged it for a week!

4. What is the mood of this poem? Use details from the poem to support your answer.

- a. serious
- b. intense
- c. humorous
- d. thoughtful

It uses humorous "it"

has "dumber"



© Julie P. Parker



Comprehend Literature

Name: Julie Bochese

Date: 5/4

# Family Ties

Characters: Kelly, Carry, Mom

## SCENE I - KELLY & CARRY'S HOUSE - DAY

*and Carry are brothers. Scene I opens with them fighting inside their house.*

Who do you think you are?

I am a genius boy!

Yeah? You can't be serious.

mean  
(y.)

brown  
white  
that  
re  
te



I think I saw?

white skin like you.

makes us  
y has brown

lucky to

to his skin  
different from Mom's point  
"wer.

They both  
"it is not  
"



your family.  
not about what you

©Julie Bochese

Comprehend Literature  
Answer the following questions. Underline the correct answer.

1. In the beginning, how does Ryan feel about the museum?

- a. excited
- b. curious
- c. frustrated
- d. uninterested

2. Which major event is the museum celebrating?

Comprehend Literature

# A History Lesson With Abraham Lincoln

Name: Julie Bochese

Date: 5/6

It was the perfect summer day to play with friends on the playground. All of the kids from the neighborhood were out having fun together. However, Ryan Lee's parents had a very... exciting plan for the day. His parents thought it was exciting, but Ryan thought it was boring. They were going to the museum. Ryan moaned and groaned the whole car ride over, and he groaned some more as they entered the museum. Ryan wasn't a fan of history, so this was the last thing he wanted to do on such a nice day.

"Just give it a try, Ryan. You might like what you learn," his mom insisted. Ryan didn't believe his mom, so he wandered off alone through the museum. He shuffled his feet and kept his head down until he accidentally bumped into someone. "Sorry," he said, looking up to find a man dressed in a silly outfit.

The man was quite tall and wore a large top hat, an old-fashioned suit, and a cane. Ryan glanced him over with a curious look. He looked a bit familiar, but Ryan couldn't put his finger on why. "Oh, not to worry, young lad," the man said. "What brings you to the Hall of Presidents?"



Ryan had his head down the whole time, so he didn't even realize where he was. He looked around at the paintings of presidents on the walls, the statues on the floor, and their personal belongings tucked safely on display. "Sorry, who are you?" he asked.

...evidence in the color shown.  
...for the day?



The man chuckled and tipped his hat to Ryan. "Why, I'm Abraham Lincoln. I was the 16th President of the United States, and now I hang on that wall," he replied.

Mr. Lincoln nodded to Ryan. "Were you a student at the museum where a massive painting of him hung?"

He nodded. "It was fun to talk to. He had a goofy sense of humor."

"I always loved reading the books I read. I also worked as a clerk in the White House."

"My parents grew up to be presidents. He was the most important job."

Ryan nodded eagerly. "I was the first president."

his beard. "I was the first president."

an was having a hard time.

hat was the first president.

"Sorry, who are you?" he asked.

770L

Comprehend Literature

Name: Julie Bochese

Date: 5/6

# A History Lesson With Abraham Lincoln

It was the perfect summer day to play with friends from the neighborhood were out having fun together. How exciting a plan for the day! His parents thought it was a good idea. They were going to the museum. Ryan moaned and groaned the whole car ride over. He hated the museum. Ryan wasn't a fan of history. He didn't do on such a nice day. He didn't give it a try, Ryan. You might like what you see. Ryan didn't believe his mom, so he wandered around the museum and kept his head down until he saw a man dressed in a suit, looking up to find a man dressed in a suit quite tall and wore a large top hat. Ryan said, "You're with a curious look. He looks like a young lad," the man said.

Comprehend Literature

Answer the following questions. Underline the text evidence in the color shown in the margin.

1. In the beginning, how does Ryan feel about his parents' plan for the day?
- a. excited
  - b. curious
  - c. frustrated
  - d.  uninterested

2. Which major event happens when Ryan and his family get to the museum?
- a. Ryan meets President Lincoln.
  - b. Ryan moans and groans with boredom.
  - c. Ryan looks at paintings of people from long ago.
  - d.  Ryan meets a man dressed up like President Lincoln.
3. What does Ryan learn at the museum?

Ryan learns Abe Lincoln loved to read and learn. His proudest accomplishment was freeing the slaves and uniting the country.

4. How does Ryan feel about his trip to the museum at the end of the story? Did his point of view change? Use examples from the text to support your answer.

Ryan feels excited after his museum trip. He realizes learning about history can be fun.

History lessons are fun. Learning about slaves and the president. History lessons, you might enjoy them.

...man chuckled and tipped his hat to Ryan. "Why, I'm Abraham Lincoln. I was the president of the United States of America, and now I hang on that wall," he replied. Mr. Lincoln nodded to the wall behind him. "Were you a good president?" He normally...  
 "It's fun to talk to. He had a goofy sense of humor," he explained. "I always loved to read. I also worked on many books I read."



# Andrew and the Karate Class Trouble

Andrew and Nelson were best friends. They loved karate. They wanted to take classes together, so they both enrolled in Master Joe's Karate Institute. They had fun until Andrew's attitude changed.

Andrew thought that their teacher Master Joe ought to be friendly, but he was very strict. He punished the students when they failed to follow his instructions. Due to this, Andrew always misbehaved and did not pay attention in class. Nelson was worried about him.

"Why do you constantly get in trouble in karate class? There is no need for you to be so disrespectful to Master Joe. You only get yourself into more trouble," Nelson said to Andrew.

"Oh, man, don't give me a lecture, please! I am so fed up with your lectures about Master Joe," Andrew grumbled, annoyed at his friend Nelson.

"Your behavior is really bad. We came here to get training, but you are not serious enough," Nelson replied.

"Nelson, you know that martial arts is my passion. I am serious about it, but I don't like Master Joe. He is just too strict, and he makes karate not fun," Andrew explained.

"Whatever he does, it is for our benefit so that he can help us learn. Andrew, please try to understand this," Nelson said as he gave Andrew a friendly punch.

The next day, Master Joe was training the students how to do a new karate move. Andrew quietly practiced the new move and thought about his conversation with Nelson from the day before.

That night, Andrew continued to practice the new moves he had learned from Master Joe. There was a big competition the next day, and Andrew wanted to be prepared. He focused on using his mind, body, and eyes just like Master Joe always said.



Finally, it was the day of the big competition. Everyone in Master Joe's Karate Institute had been waiting for this big day. Andrew and Nelson were especially excited. The competition began. The boys watched from the sidelines with excitement and anticipation for their turns.

When it was Andrew's turn, he was matched with a big guy named Matt who had a reputation for being skilled. "This is just my luck," Andrew whispered to Nelson. "I'm doomed!"

"You can beat him, Andrew," Nelson encouraged. "Just remember the skills Master Joe taught us."

The competition began. Matt immediately hit Andrew.

"You only have to focus on the opponent's moves. Don't let him know your moves," Master Joe's advice echoed in Andrew's mind. Master Joe always said this during training. Andrew did much better in the second round. He managed to beat Matt. Now it was the third and final round. Andrew used his mind and focused his eyes and ears. Everything Master Joe taught him was sticking in his mind as he fought.

The third round was over. The judges announced the winner. Andrew won! Andrew jumped for joy as he high-fived Nelson.

"Thanks for your help, Nelson. You were right about Master Joe. He really is just trying to teach us," Andrew said. "If it wasn't for Master Joe, I never could have beat Matt."

When Andrew received his medal, he searched for Master Joe. Andrew felt horrible for how disrespectful he had been to him. Finally, he spotted Master Joe in the crowd. Master Joe's eyes were shining with pride.

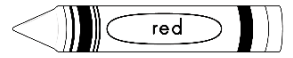
"I am so sorry, Master..." Andrew started.

"It is okay, Andrew. I knew you would one day realize your mistakes. You did well," Master Joe said as he patted his shoulder.

## Comprehend Literature

Answer the following questions. Underline the text evidence in the color shown.

1. Which word best describes Andrew? Use an example from the text to support your answer.

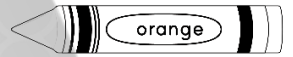


- a. lazy
- b. calm
- c. stubborn
- d. respectful

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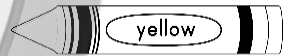
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2. What is the main problem in this story?



- a. Nelson is disrespectful to Master Joe.
- b. Andrew is disrespectful to Master Joe.
- c. Andrew has to fight against Matt in the karate tournament.
- d. Nelson is angry with Andrew for being disrespectful to Master Joe.

3. What is Nelson's point of view of the problem? How does Nelson's point of view differ from Andrew's point of view? Who do you agree with and why?



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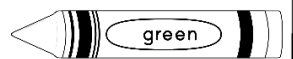
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4. What is the lesson of this story? (Choose all that apply.)



- a. You should respect your elders.
- b. Teachers should be friendly, not strict.
- c. You need to practice a skill to be successful.
- d. Teachers have rules in place to help you succeed.



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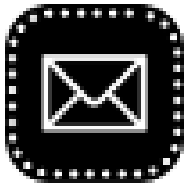
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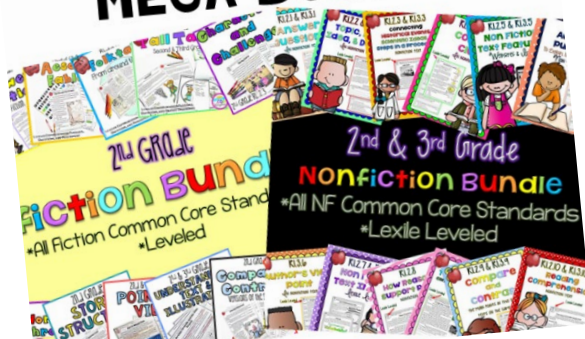
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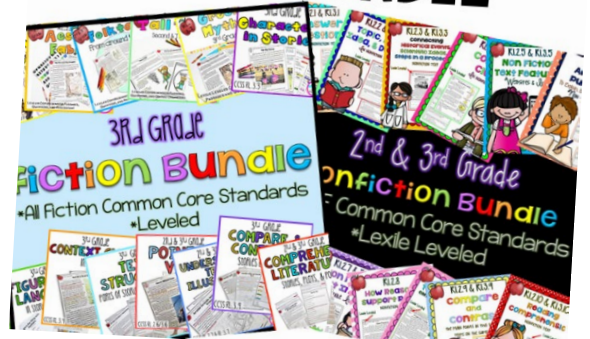
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