

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 lame.
- 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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What is the main idea of the poem?

Which stanza?

What details from the poem support your answer?

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

Which words from the poem support your answer?

words such as "dumb"



WHAT'S INCLUDED?

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

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

COMPREHEND LITERATURE: STORIES, PLAYS, & POEMS

2nd & 3rd grade

Table of Contents

*This product includes 13 stories, plays, and poems in the 2nd-3rd Grade Common Core Text Complexity Band (the range for 2nd-3rd 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
8. Poetry Anchor Chart/Journal Page
9. Poem: Bee! I'm Expecting You! by Emily Dickenson
10. Poem: My Smartphone Isn't Very Smart by Ken Nesbitt
11. Poem: The Little Green Orchard by Walter de La Mare
12. Poem: Life in a Dream by Edward Smyth Jones
13. Poem: Jabberwocky by Lewis Carroll
14. Test

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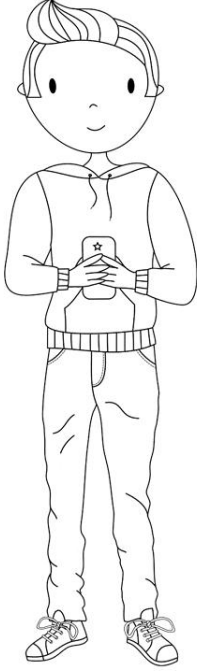
STORIES, PLAYS & POEMS

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

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,
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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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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

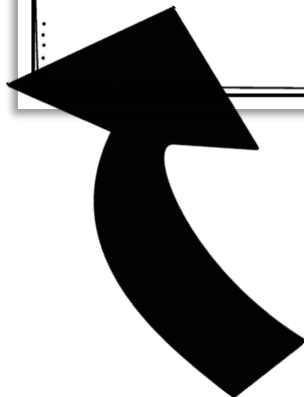
Poem Comprehend Literature Name: _____ Date: _____
A Fall Song
By Ellen Robena Field

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.



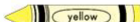
Comprehend Literature
Answer the following questions. Underline the text evidence in the color shown.

6. What is the main idea of this poem? 

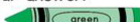
a. It is snowing.
b. Fall is coming.
c. Winter is coming.
d. Flowers are dying.

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

2nd & 3rd grade

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 - Story: Bart Hamilton Gets a Hamster- 730L
 - Poem: A Fall Song by Ellen Robena Field



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	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 Date Julie Pacheco

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.
 It can't play a game.
 It can't be an assistant,
 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
 can't do anything at all.

It always like this.
 You'll take a peek?

Why it acts like this.
 Last week!



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My Smartphone Isn't Very Smart

- It can't connect with my car.
- It can't find the coffee shop.
- It can't find a restaurant or a place of shopping.
- It used to be an awesome tool, now my phone is dumb.
- It can't send the calendar.
- It can't play a game.
- It can't take any pictures.
- It can't watch an app.
- It can't look up my email or an address on a map.
- It won't do.



Read these lines from the last stanza of the poem:

The smartphone used to be cool.
The smartphone won't play music.
The smartphone won't take pictures.
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

The author uses humorous "dumber"

has "dumber"

© Julie P. Pappas



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

other
carry
colors



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

1. In the beginning, how does Ryan feel?
a. excited
b. curious
c. frustrated
d. uninterested

2. Which major event is described in the story?

A History Lesson With Abraham Lincoln

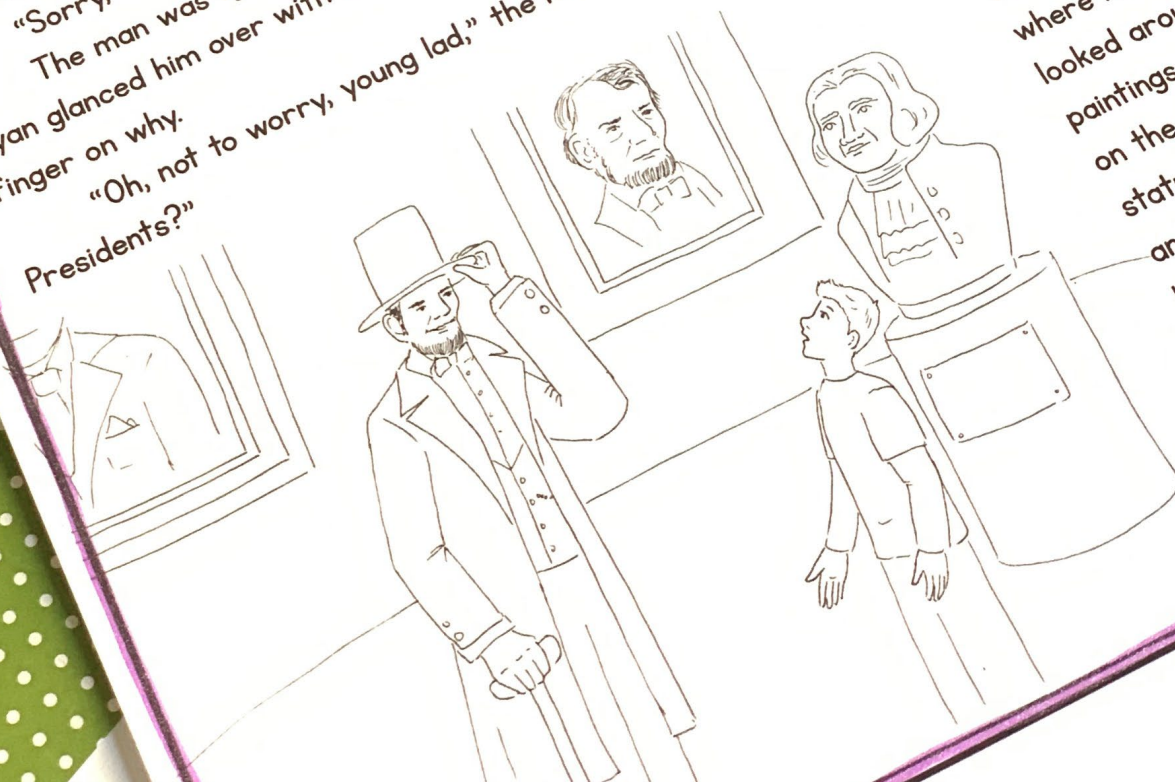
Name: Julie Bachesse

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?" He nodded. "Where was the painting of him hung?" "In the hallway." "That was fun to talk to. He had a goofy personality."

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. 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?



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 plan for the day. They were going to the museum. Ryan moaned and groaned the whole car ride over. He entered the museum. Ryan wasn't a fan of history. He didn't believe his mom, so he wandered around and kept his head down until he saw a man dressed quite tall and wore a large top hat with a curious look. He looked at the young lad, "the man"

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

- In the beginning, how does Ryan feel about his parents' plan for the day?
 - excited
 - curious
 - frustrated
 - uninterested
- Which major event happens when Ryan and his family get to the museum?
 - Ryan meets President Lincoln.
 - Ryan moans and groans with boredom.
 - Ryan looks at paintings of people from long ago.
 - Ryan meets a man dressed up like President Lincoln.
- What does Ryan learn at the museum?

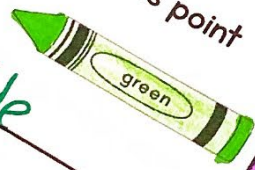
Ryan learns Abe Lincoln loved to read and learn. His proudest accomplishment was freeing the slaves and uniting the country.

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.

the lesson of this story?
are fun.
ed slaves.
e president.
hings, 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... personally...
"I always loved to read books I read. I also worked on..."
"It's fun to talk to. He had a goofy..."
"I always loved to read books I read. I also worked on..."
"It's fun to talk to. He had a goofy..."



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.

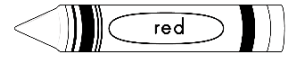
"I am so sorry, Master..." Andrew started.

"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

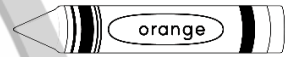
Answer the following questions. Underline the text evidence in the color shown.

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



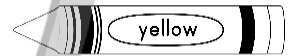
- a. lazy
- b. calm
- c. stubborn
- d. respectful

2. What is the main problem in this story?

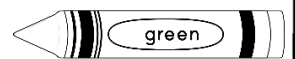


- a. Nelson is disrespectful to Master Joe.
- b. Andrew is disrespectful to Master Joe.
- c. Andrew has to fight against Matt in the karate tournament.
- d. Nelson is angry with Andrew for being disrespectful to Master Joe.

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?



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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Good to Go



Not O.K.

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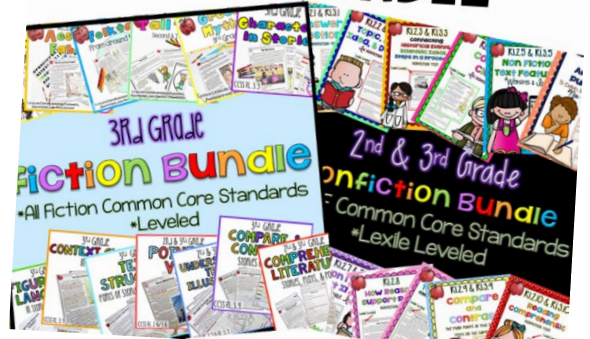
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