

# STORY STRUCTURE



## Structure

Setting



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7. W  
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Lexile 570

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an update," Amie s  
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600L Story Structure Name: Ser

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670L Story Stru

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4. What  
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b. M  
c. M  
d. M

5. Wha  
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2. Wt  
a  
b  
c  
d

Lexile: 560

### Sick Day

Miah woke up feeling  
miserable. She clutched her  
stomach and ran to the  
bathroom. She barely made it  
before she got sick. Miah's mom  
came running and helped Miah  
back to her bed.

"Oh, no!" Miah protested. "I  
have to go to school. I've never  
missed a day, and I want to get  
the perfect attendance award."

"Miah, you are very sick," Mom reasoned. "You can't go to schoo  
even stand up. If you are around other kids, you could get them sick, t  
Miah burst into tears. She loved school. She was one of the best stu  
class. She had earned the perfect attendance award every year.  
"Your health is more important than an award," Mom explained. "You nee  
take care of yourself so you can get better."  
Miah was devastated. She felt horrible all day. She watched TV and slept,  
hoping to feel better soon. The day passed very slowly. All Miah could think about  
was all of the fun her classmates were having at school.  
Miah's sister Hadley came home from school at the end of the day. She raced  
up to Miah's room. "Miah, I stopped by your classroom today to tell your teacher

1. Who is th  
character.  
Miah  
studiou  
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2. Wt  
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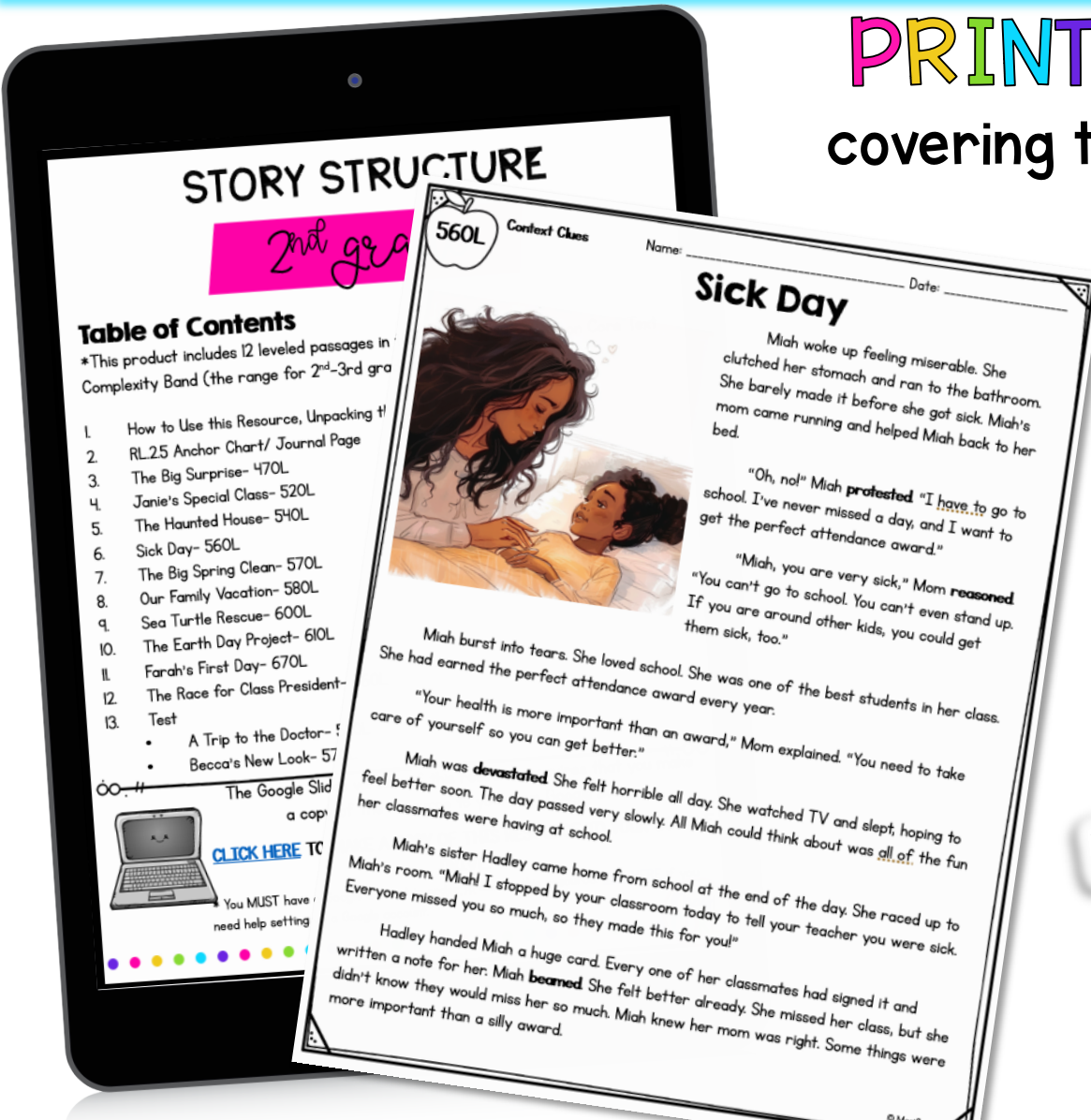


# WHAT'S INSIDE?

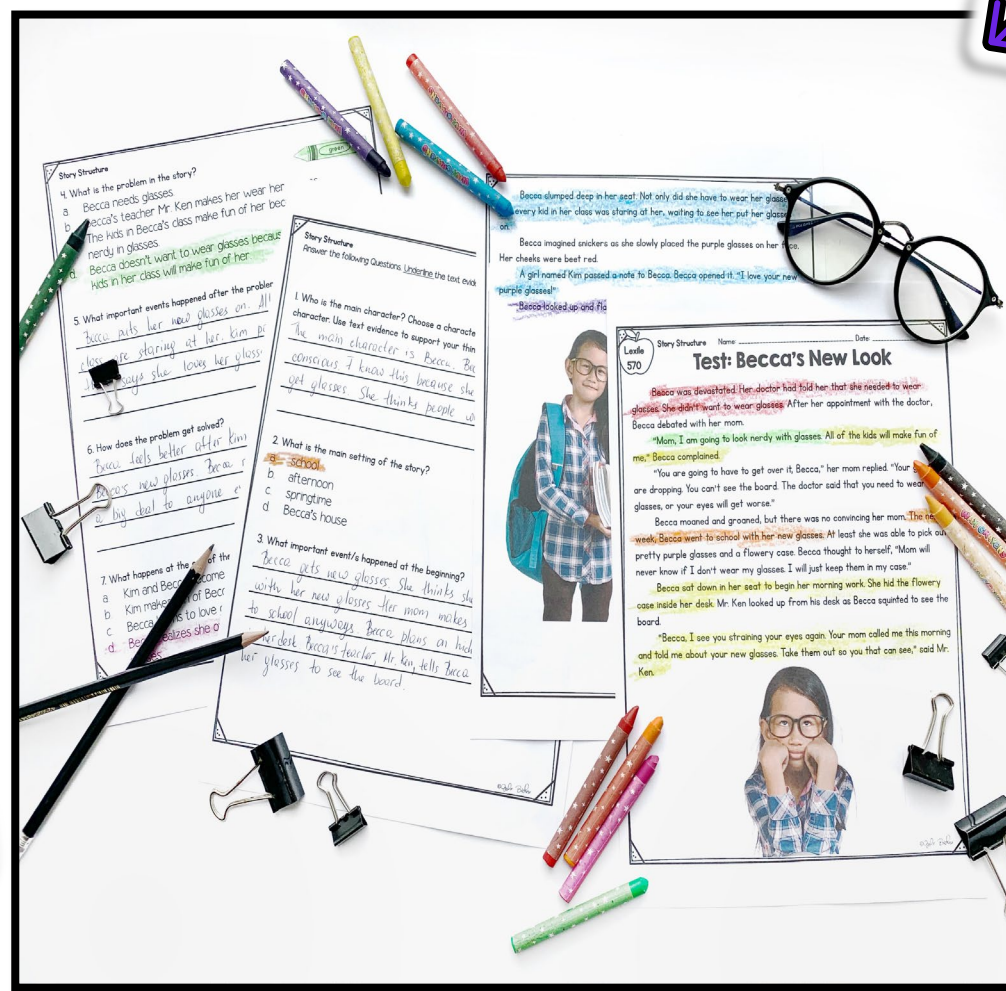
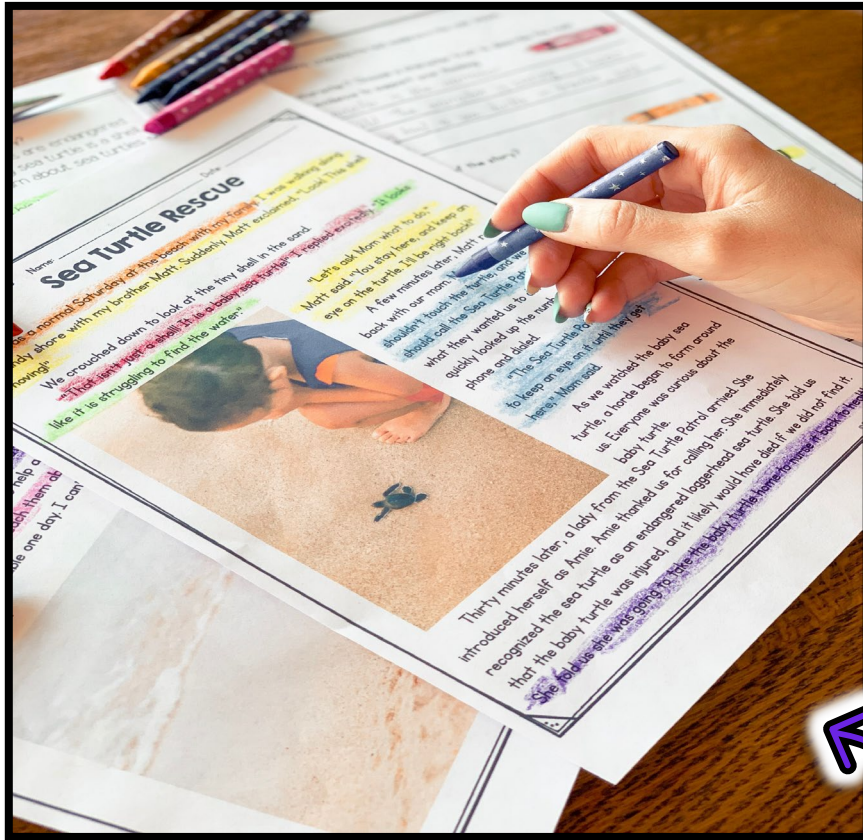
**PRINTABLE** PDFs and **DIGITAL** Google Slides covering the 2<sup>nd</sup> and 3<sup>rd</sup> grade text complexity band with Certified Lexile Levels.

- 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



- Stories are engaging. Increase comprehension AND curiosity.
- Variety of realistic fiction stories students can relate to.

- 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

**Story Structure**  
Lexia: 560  
Story Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Sick Day

Miah woke up feeling miserable. She clutched her stomach and ran to the bathroom. She barely made it before she got sick. Miah's mom came running and helped Miah back to her bed.

"Oh, no!" Miah protested. "I have to go to school. I've never missed a day, and I want to get the perfect attendance award."

"Miah, you are very sick," Mom reasoned. "You can't even stand up. If you are around other kids, you could get them sick, too. Miah burst into tears. She loved school. She was one of the best students in her class. She had earned the perfect attendance award every year. Your health is more important than an award," Mom explained. "You take care of yourself so you can get better."

Miah was devastated. She felt horrible all day. She watched TV and slept, hoping to feel better soon. The day passed very slowly. All Miah could think about was all of the fun her classmates were having at school.

Miah's sister Hadley came home from school at the end of the day. She raced up to Miah's room. "Miah! I stopped by your classroom today to tell your teacher you were sick. Everyone missed you so much, so they made this for you!" Hadley handed Miah a huge card. Every one of her classmates had signed it and written a note for her. Miah beamed. She felt better already. She missed her class, but she didn't know they would miss her so much. Miah knew her mom was right. Some things were more important than a silly award.

**Story Structure**  
Answer the following questions. Underline the text evidence.

1. Who is the main character? Choose a character character. Use text evidence to support your third character. Miah is the main character. Miah studies. I know this because she has a day of school. She always earned attendance award.

2. What is the main setting of the story?  
a. morning  
b. Miah's house  
c. Miah's school  
d. the last day of school

3. What important event/s happened at the beginning?  
At the beginning, Miah got Her mom told her she had to go to school. Miah was upset because school before.

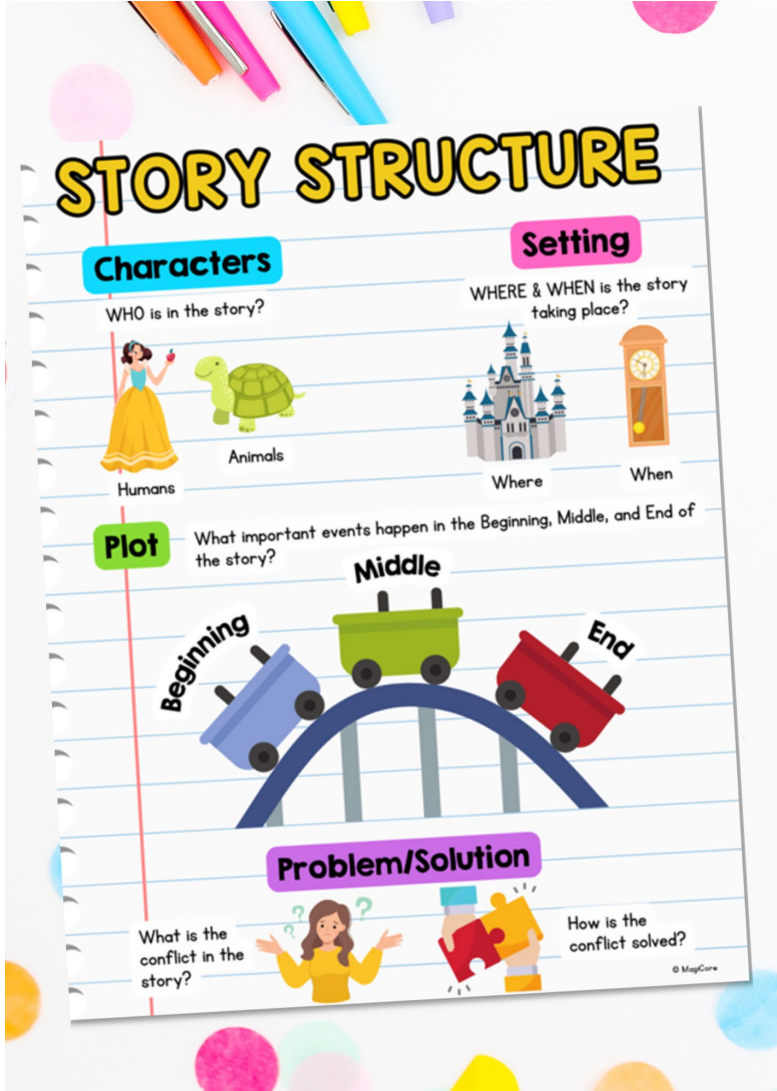
**Story Structure**  
4. What is the problem in the story?  
a. Miah's mom makes her miss school  
b. Miah gets an award for perfect attendance.  
c. Miah is sick, but she doesn't want to miss school.  
d. Miah pretends to be sick so she doesn't have to.

5. What important events happened after the problem?  
Miah spends the day resting at home.

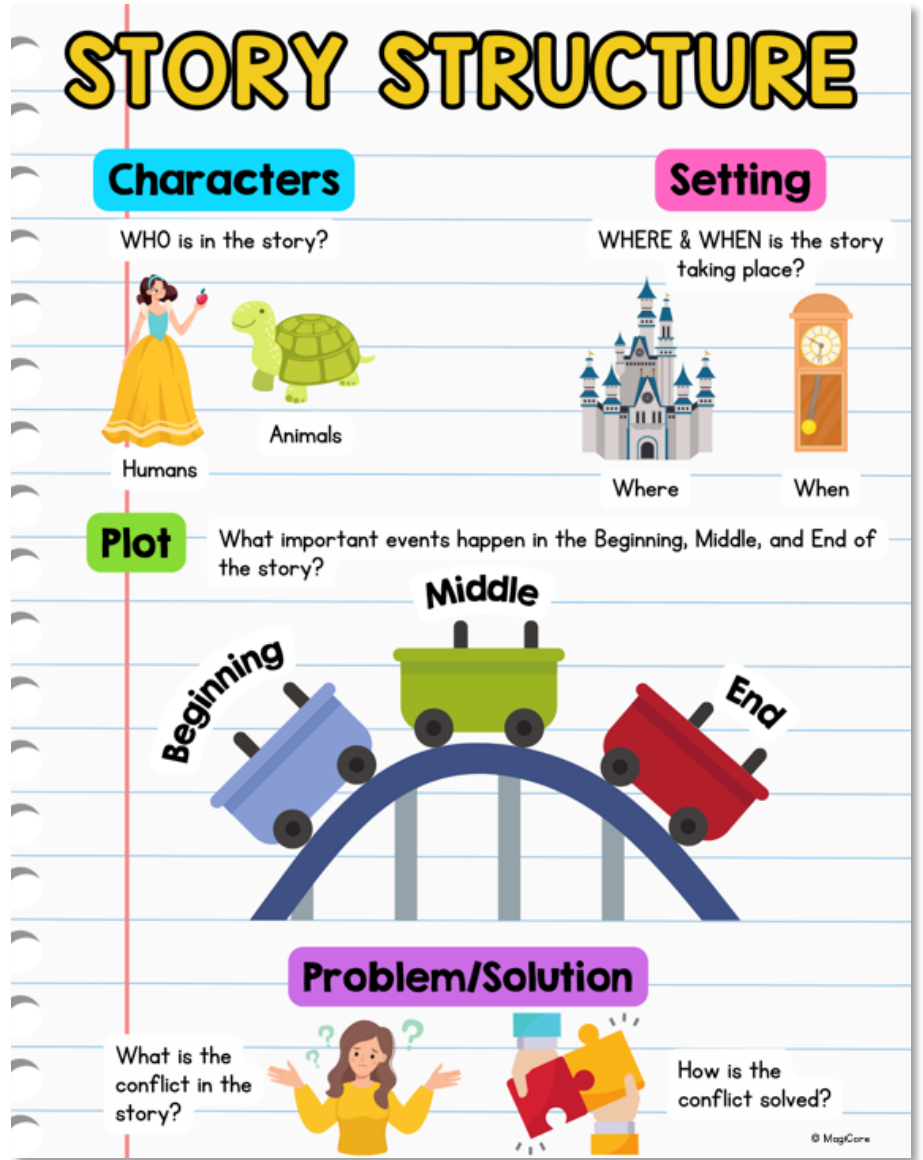
6. How does the problem get solved?  
Miah's sister Hadley went to Miah's classroom to tell her teacher Miah was sick. Miah missed school and made her a big card.

7. What happens at the end of the story?  
a. Miah goes back to school the next day.  
b. Miah's teacher is mad because she missed school.  
c. Miah's classmates make her a card because they missed her.  
d. Miah makes her classmates a card because she misses them.

# ANCHOR CHART



- Anchor chart
- Use to introduce the skill
- Students reference throughout the unit

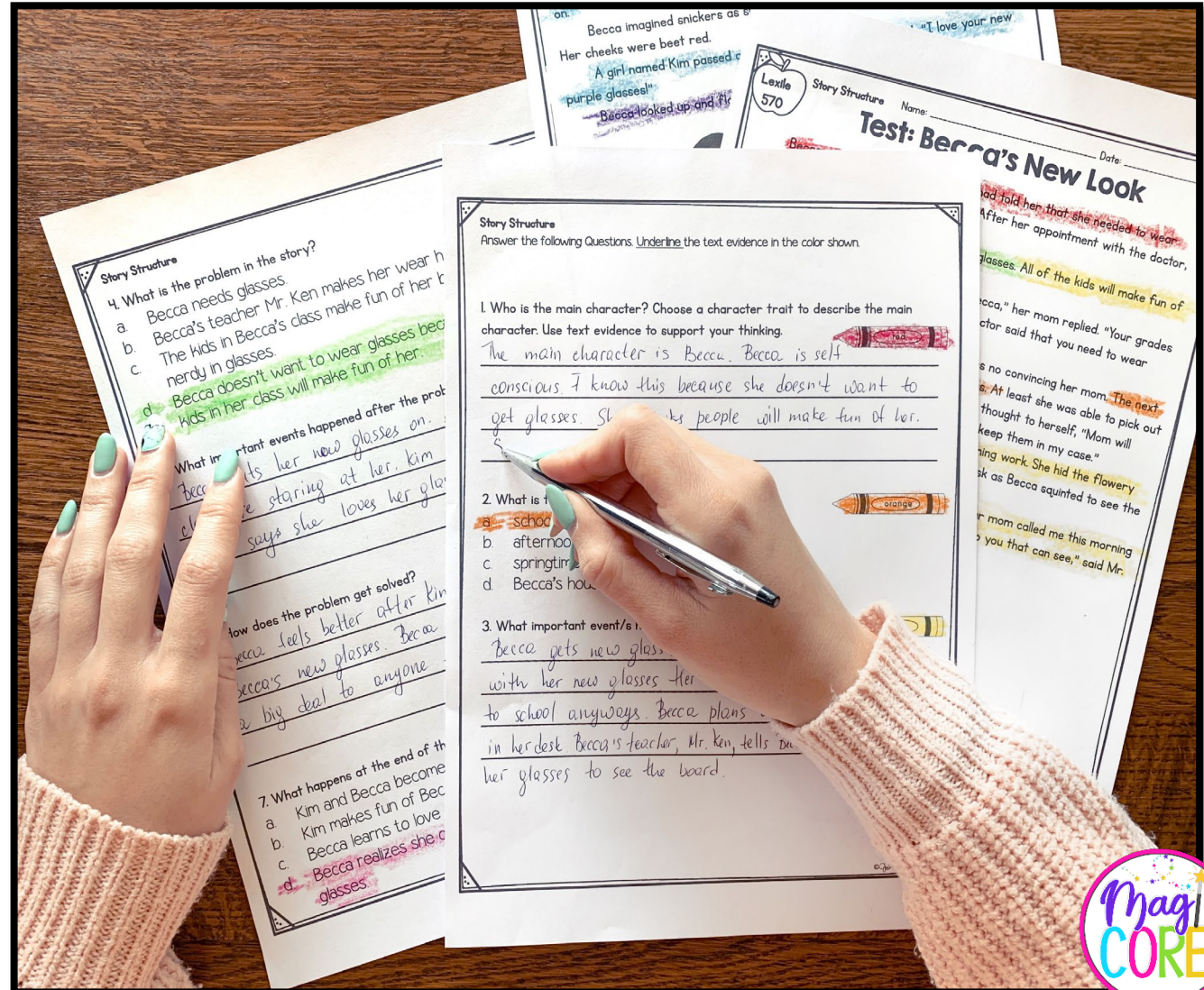


Your students can refer to the anchor chart throughout the unit.



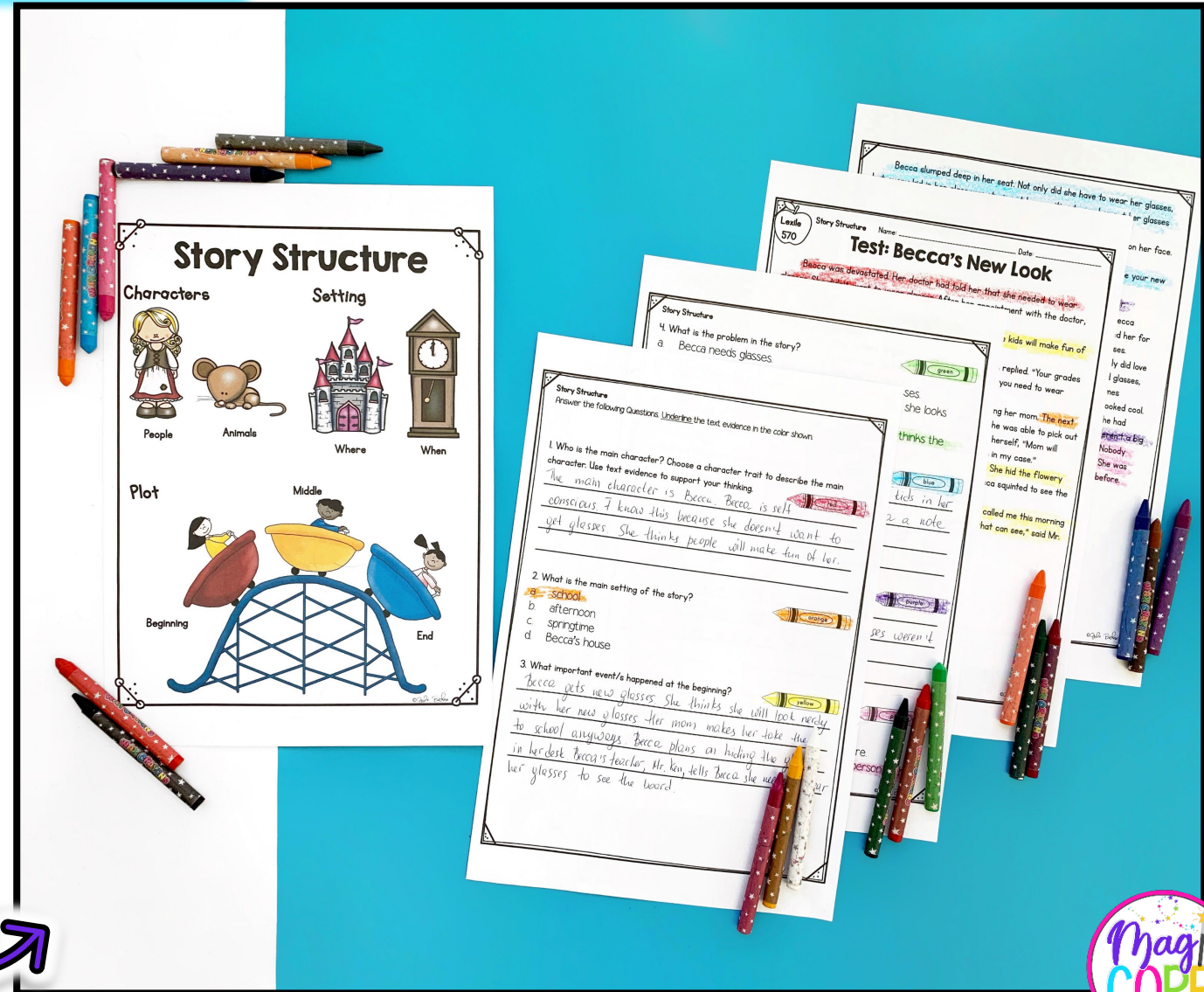
# ASSESSMENTS

- 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 1,000 teachers... and counting!



# 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**

**CERTIFIED LEXILE PARTNER**

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.

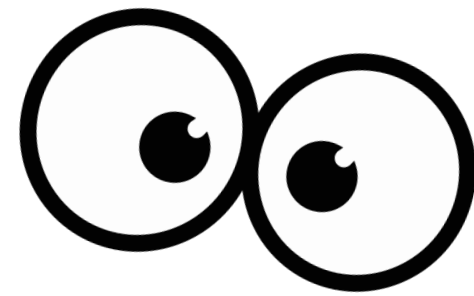
Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12<sup>th</sup> grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

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

Keep in mind when using any leveled text that it should support students to reach text at the high end of their reading level. Common Core Standards, "It is important to reach students at their appropriate level. The expectation that scaffolding is built into the Standards' grade-by-grade text complexity ranges, however, should be toward a goal of student independence both within and across the text complexity bands."



# TAKE A PEEK



## STORY STRUCTURE

2<sup>nd</sup> grade

### Table of Contents

\*This product includes 12 leveled passages 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 420L-820L).

1. How to Use this Resource, Unpacking the Skill, Scaffolding for Success
2. RL.2.5 Anchor Chart/ Journal Page
3. The Big Surprise- 470L
4. Janie's Special Class- 520L
5. The Haunted House- 540L
6. Sick Day- 560L
7. The Big Spring Clean- 570L
8. Our Family Vacation- 580L
9. Sea Turtle Rescue- 600L
10. The Earth Day Project- 610L
11. Farah's First Day- 670L
12. The Race for Class President- 760L
13. Test
  - A Trip to the Doctor- 520L
  - Becca's New Look- 570L

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



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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."

## STORY STRUCTURE

### Characters

WHO is in the story?



Humans



Animals

### Setting

WHERE & WHEN is the story taking place?



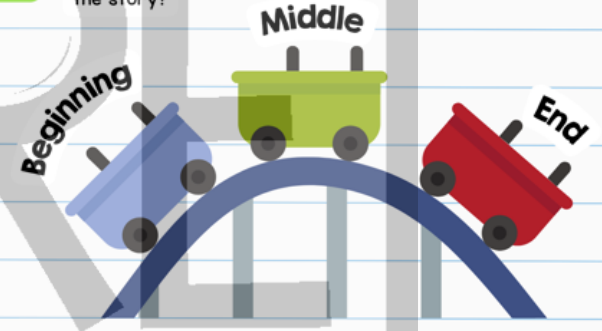
Where



When

### Plot

What important events happen in the Beginning, Middle, and End of the story?



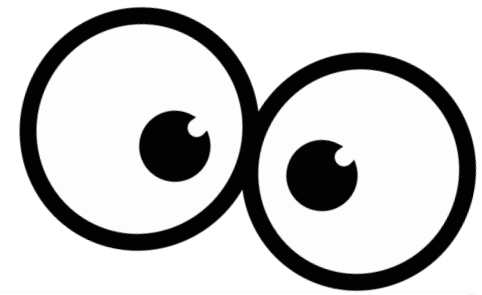
### Problem/Solution

What is the conflict in the story?



How is the conflict solved?

# AND ANOTHER PEEK



520L

Story Structure

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

## Janie's Special Class

Janie was **anxious**. Today was the first day of speech class. Janie had trouble **pronouncing** the letter "s". Her mom and her teacher told her that speech class would help her **speak** clearly. Janie didn't want to go to speech class. She would be pulled out of her **regular** classroom. She worried that the other kids would **mock** her. She thought the kids who went to special classes weren't smart. What if she missed something important in her regular class?

The time came and Mrs. Betsy, the **speech** teacher, came to pick up Janie. Janie slumped in her seat when she called her name. She quietly followed Mrs. Betsy. She sulked down the hallway. Mrs. Betsy talked excitedly to Janie.

"I'm so excited to have you in my group, Janie! We are going to have so much fun."

They went to Mrs. Betsy's small room down the hall. There were two other kids in her grade sitting at a table. The walls were covered with bright posters.

"Ben and Jasmine, this is Janie. She will be joining us for speech class from now on."

"Hi, Janie!" Ben and Jasmine greeted her. "You are going to love speech class. We always have fun!"

Janie felt a little better. She knew Ben and Jasmine from the playground. They were just like her. No one made fun of them for going to speech class.

Mrs. Betsy pulled out a box with a game. "Today we are going to play 'Guess Who?' As we play, we are going to focus on **enunciating** our sounds."

Janie had a blast playing "Guess Who?" with her new friends. Mrs. Betsy stopped them when they had trouble enunciating sounds and helped them practice.

"Speech class isn't bad after all," Janie thought to herself. "It is **actually fun**! We get to play games, make friends, and Mrs. Betsy really helps us with our speech."

When Janie went back to class, she had a huge smile on her face. Kids in her class asked her where she was. Janie told them she went to speech and played games. The kids in Janie's class didn't tease her. They wished that they could go to speech class, too.



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Story Structure

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

1. Who is the main character? Choose a character trait to describe the main character. Use text evidence to support your thinking.



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2. What is the main setting of the story?

- a. school
- b. recess
- c. a small room
- d. Janie's house



3. What important event/s happened at the beginning?



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4. What is the problem in the story?

- a. Janie doesn't like to go to speech class.
- b. Janie has trouble enunciating the letter *f*.
- c. The kids in Janie's class make fun of her for going to a special class.
- d. Janie is nervous her classmates will tease her for being in speech class.



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Story Structure

5. What important events happened after the problem?



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6. How does the problem get solved?



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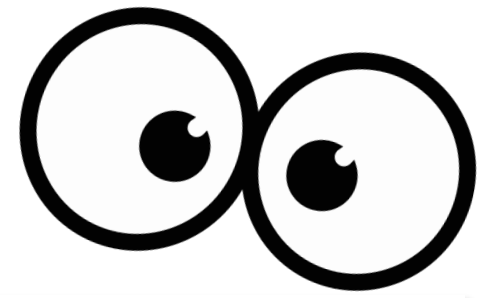
7. What happens at the end of the story?

- a. Janie is nervous to go to speech class.
- b. Janie doesn't want to miss anything in her class.
- c. The kids in Janie's class make fun of her for going to speech class.
- d. Janie has fun in speech class. The kids in her class wish they could go too.



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# CHECK THIS OUT TOO!



760L

Story Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Race for Class President

It seemed like just another normal Friday in Mrs. Wilson's second-grade classroom. That is, until Mrs. Wilson made the big announcement.

"Boys and girls, it is time we elect a class president."

Mrs. Wilson explained that a class president would help solve problems other students had. He or she would also listen to ideas that classmates had about activities and events.



"The class president should be a great communicator. The president should also be someone you can trust," explained Mrs. Wilson.

The more Mrs. Wilson explained the job of the class president, the more excited Greta became. She loved to talk with her classmates. She also loved to help them solve problems. Greta knew she would be perfect for the job.

Mrs. Wilson explained how the students would need to campaign. They could campaign by making posters and giving speeches about their goals and ideas as class president. Greta's brain swirled with ideas for her campaign.

That afternoon, the lunchroom was swarming with students in Greta's class talking about who would run for president. Bella, one of the most popular girls, planned to run.

Greta's heart sank with disappointment as she heard the news that Bella planned to run. She knew she didn't stand a chance against Bella. Everyone loved Bella, but Greta wasn't willing to give up yet.

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Greta spent the whole weekend making colorful campaign posters with her family. She wrote a speech about how hard she would work for her classmates. When Monday came around, Greta was prepared to go head-to-head with Bella.

When Greta got to school, her heart sank when she saw Bella's posters. They were printed posters with computer graphics. They looked so professional next to Greta's hand-drawn posters. Bella delivered her speech to her classmates. The class erupted in applause at the end. Greta's classmates cheered for her, but not nearly as loud as they did for Bella.

When it came time to vote, Greta knew her chances were dismal. By the end of the day, Mrs. Wilson had tallied the votes. She was ready to make the big announcement.

"Our race for class president was close! Our winner only won by two votes! Our class president is... BELLA!"

Bella beamed with excitement. Greta felt a rush of disappointment pass over her. Even though she lost, Greta knew she should always be a good sport. She went up to Bella after school.

"Congratulations, Bella. I know you will make an excellent class president."

Bella said, "Thanks, Greta! I was thinking... Since the race was so close, maybe we could talk to Mrs. Wilson about having you as the vice president. I think you could really help me out."


Greta was thrilled at Bella's idea. Mrs. Wilson also loved the idea of the girls working together. Greta was thankful she gave the race for president a try. If she had given up, she never would have had the chance to be the 2<sup>nd</sup> Grade Vice President.



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Story Structure

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


1. Who is the main character? Choose a character trait to describe the main character. Use text evidence to support your thinking. 

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2. What is the main setting of the story? 

- a. Bella's house
- b. a school cafeteria
- c. Mrs. Wilson's school
- d. a second grade classroom

3. What important event/s happened at the beginning? 

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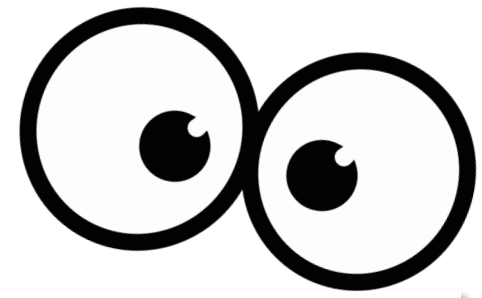
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4. What is the problem in the story? 

- a. Bella is rude to Greta because she wants to be class president.
- b. Bella has better campaign posters and a better speech than Greta.
- c. Bella wants to run for class president, but she thinks Greta will win.
- d. Greta wants to run for class president, but she thinks Bella will win.

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# UPGRADE THEIR SKILLS!



520L

Story Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Test: A Trip to the Doctor

Sahil was terrified. His mom was taking him to the doctor today. Sahil loathed going to the doctor, but today would be the worst. He had to get a shot! Shots were so painful. Why did his mom put him through this torture? The pain he would face was all Sahil could think about from the moment he woke up. He tried to stall his mom so that they would miss his appointment, but he didn't have any luck.

Sahil arrived at the doctor's office. His mom came with him into the small room.

"It won't be so bad, Sahil," Mom reassured him.

"That's easy for you to say! You don't have to get a shot," Sahil replied.

When the doctor came into the office, Sahil started to tremble.

The doctor examined Sahil and told him that the shot would be quick. It wouldn't be as painful as he expected. This didn't make Sahil feel any better. He gripped his mom's hand tightly as the doctor approached him with the needle. He closed his eyes and winced,



waiting for the pain. The doctor talked to Sahil in a calm voice. Suddenly, Sahil felt a pinch. He yelped. He knew the worst was coming. Tears welled up in his eyes.

"All done! That wasn't so bad, was it?" questioned the doctor.

"You mean that the shot is over?" Sahil asked.

"Yes, usually the anticipation is the worst part," the doctor replied.

Sahil was very relieved. The shot wasn't so bad after all. He had spent all that time and energy worrying over something that wasn't a big deal.


Sahil's mom took him out to lunch at his favorite restaurant for getting over his fear.

"When can I go back to get more shots?" Sahil questioned his mom as he winked his eye at her.

© MagCore

### Story Structure

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


1. Who is the main character? Choose a character trait to describe the main character. Use text evidence to support your thinking. 

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2. What is the main setting of the story? 

- a. Sahil's home
- b. before school
- c. the doctor's office
- d. Sahil's favorite restaurant

3. What important event/s happened at the beginning? 

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4. What is the problem in the story? 

- a. Sahil wants to get more shots.
- b. Sahil doesn't want to miss school.
- c. Sahil wants to go to his favorite restaurant.
- d. Sahil is scared to go to the doctor for a shot.

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### Story Structure

5. What important events happened after the problem? 

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6. How does the problem get solved? 

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7. What happens at the end of the story? (Choose all that apply.) 

- a. Sahil doesn't get the shot.
- b. Sahil screams and cries because the shot is so painful.
- c. Sahil's mom takes him to lunch at his favorite restaurant.
- d. Sahil asks his mom when he can go back to the doctor to get more shots.

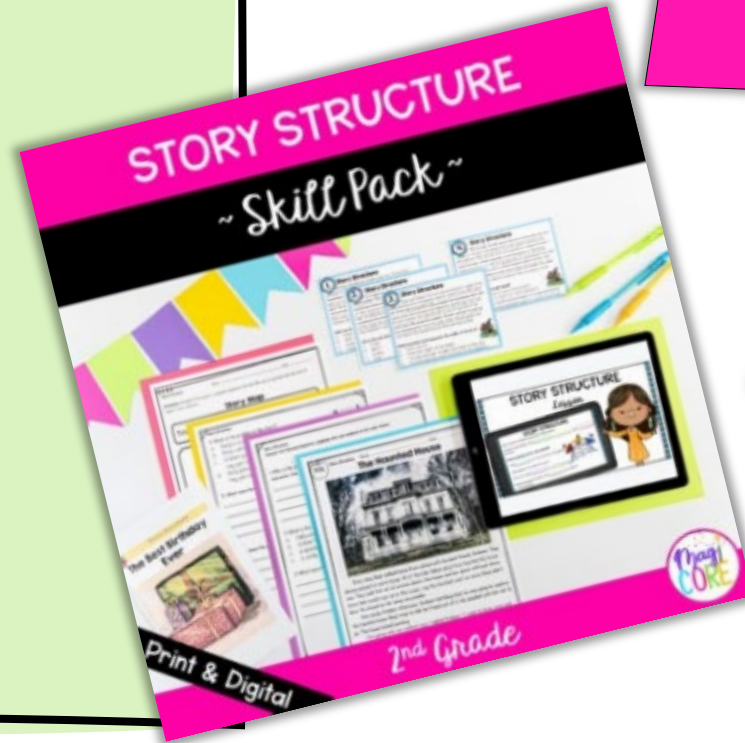
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# UPGRADE THEIR SKILLS!

## The STORY STRUCTURE 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!



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ALL STANDARDS  
DIGITAL AND PRINTABLE  
250+ COMPREHENSION PASSAGES

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