

FICTION

3<sup>RD</sup> GRADE

RL.3.3

# CHARACTERS IN STORIES



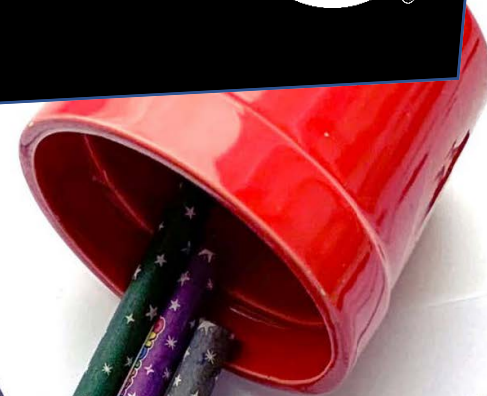
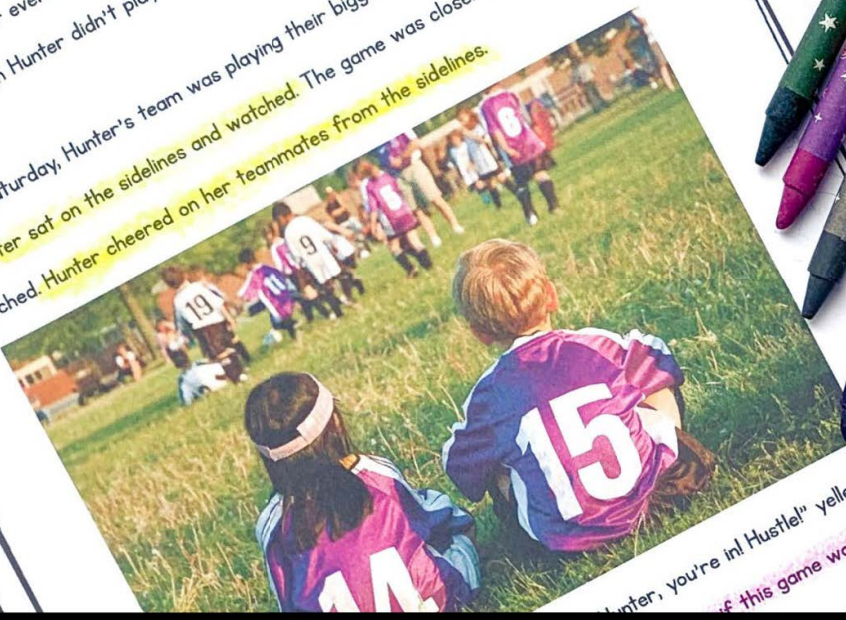
TRUSTED BY OVER  
**3,000**  
TEACHERS

**The Big Game**

Name \_\_\_\_\_

fact, Hunter had never even scored a goal. She usually sat on the sidelines because she was so bad. Even though Hunter didn't play very much, her parents always came to cheer her on.

This Saturday, Hunter's team was playing their biggest rivals, the Green Giants. As usual, Hunter sat on the sidelines and watched. The game was close. The last quarter approached. Hunter cheered on her teammates from the sidelines.



### Characters and Challenges

Character take to resolve the problem?

to running at her kicking the

### Characters and Challenges

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

1. Who is the main character? Hunter

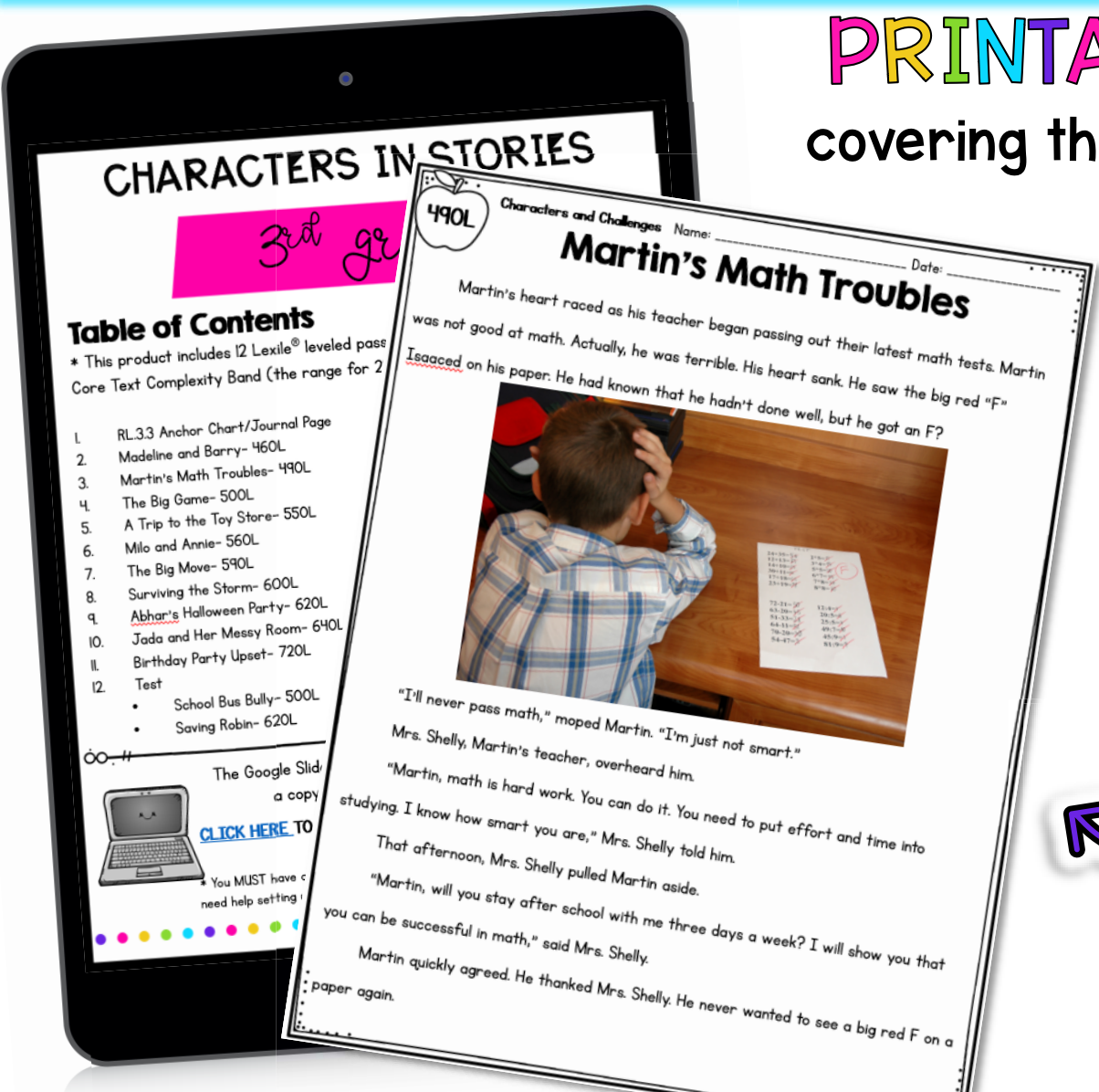
2. What problem does the main character face?

- a. Hunter loves soccer, but she isn't very good at it.
- b. Hunter scores the winning goal at her soccer game.
- c. Hunter's coach doesn't put her in games because he doesn't like her.
- d. Hunter's parents don't usually come to her soccer games because she never plays.



# 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.



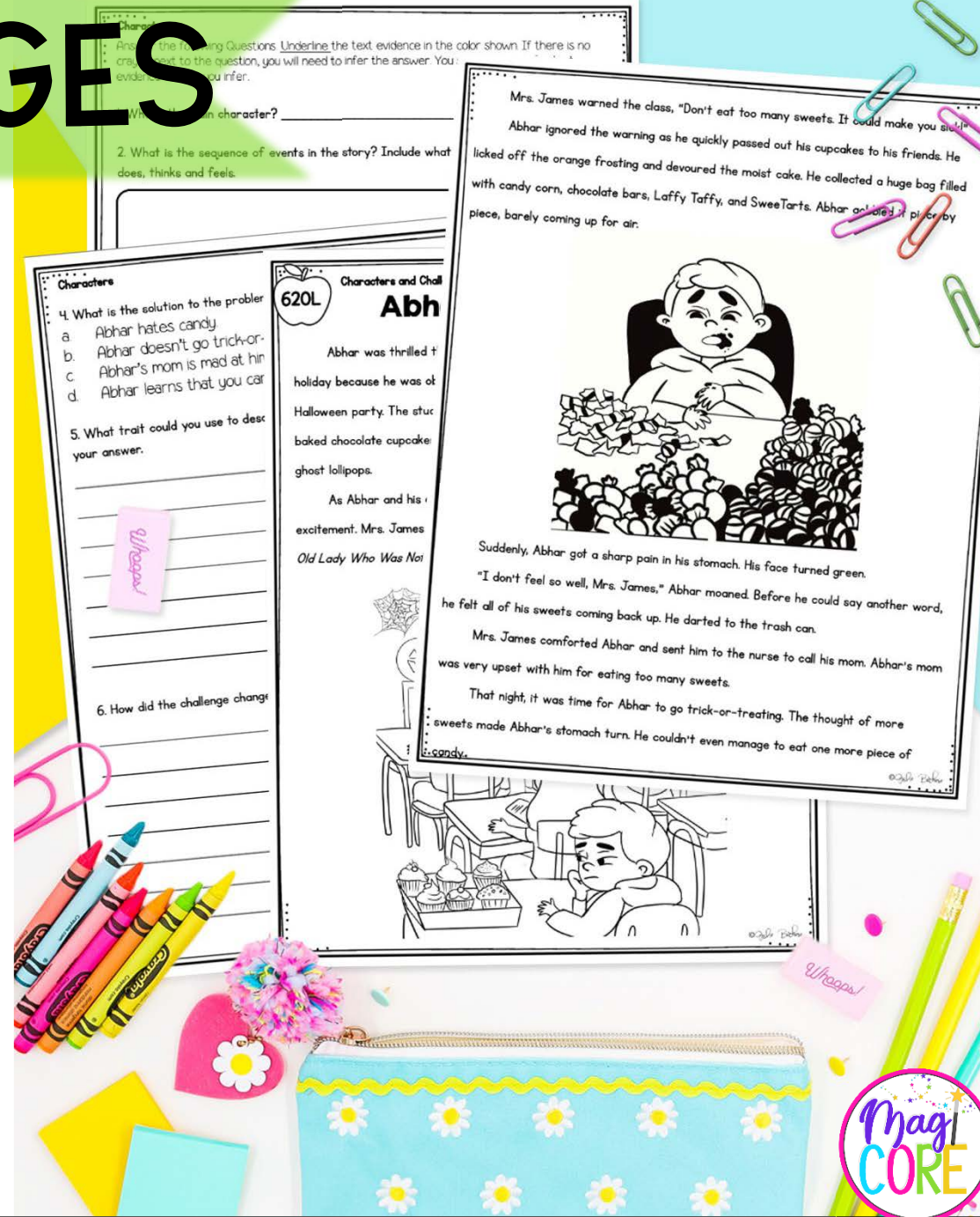
- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and Google Slides Included



# 10 FICTION PASSAGES

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




**VIBES**

Characters  
Answer the following Questions. Underline the text evidence in the color shown. 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. Who is the main character? 

2. What is the sequence of events in the story? Include what the main character says, does, thinks and feels. 

3. What problem does the main character face? 

4. What is the...  
a. Joy sul...  
b. Joy ha...  
c. Joy tall...  
d. Joy tal...

5. What trait your answer.

6. How did the challenge change the character?

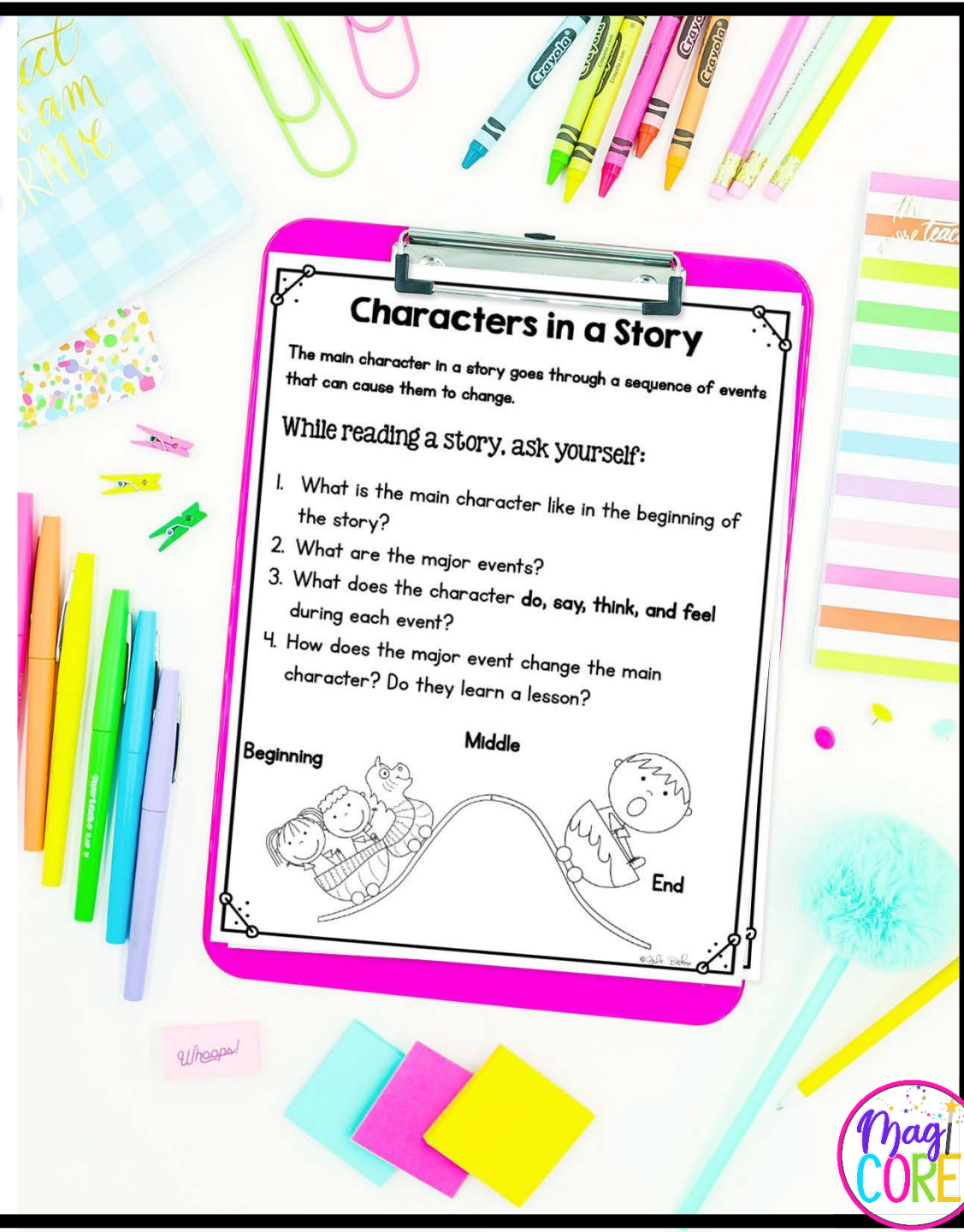
**Birthday Party Upset**

...What's wrong, Joy?" questioned Joy's mom.  
"All of my friends were invited to Sara's birthday party except me," sighed Joy.  
"I think you should talk to Sara," Joy's mom recommended.  
Joy approached Sara.  
"I thought we were friends," Joy said.  
"You're my friend!"  
Sara pulled out a crumpled invitation yesterday?" questioned Sara. "I know I made one for you."  
Sara pulled out a crumpled invitation and began digging through it. She pulled out a crumpled invitation.  
Suddenly, Joy noticed that the chatter in the classroom had gotten louder, so she glanced up from her desk. She observed a girl in her class passing out envelopes to some of the girls. The girls opened the envelopes in anticipation. Joy felt her heart sink. What was in the envelopes that Sara was passing out, and why didn't she receive one?  
That afternoon at recess Joy's best friends Sasha and Kayla asked Joy if she was going to Sara's party. Joy gave the girls a confused look and replied forlornly, "I guess not. I didn't get an invitation."  
"Oh," Sasha replied.  
"She passed them out this morning," stated Kayla apologetically.  
Joy felt very left out. It seemed like all of her friends were invited to Sara's party except her. She went home and sulked.

**Magi CORE**

# ANCHOR CHART

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



# ASSESSMENTS

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



The collage features several sample test pages. One page is titled "TEST: School Bus Bully" with a Lexile level of 500L. The text on the page describes a student named Taylor who is bullied on the school bus. The test includes a reading passage and multiple-choice questions. Another page shows a list of characters and a question about the solution to a problem. The collage is decorated with colorful markers, paper clips, and a logo for "Mag CORE".

**Characters and Challenges** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**500L TEST: School Bus Bully**

Taylor rode the bus to and from school every day. She hated riding the school bus because a big group of the older kids always bullied the younger kids. Taylor and her friends were teased and taunted. They were called babies. Some of the bullies even stole their things.

Krishna, one of the big bullies, stole Taylor's friend Natalie's backpack. She went through Natalie's lunch and ate her cookies. She threw everything else out of the bus window. Natalie was in tears because she had no lunch. Taylor had had enough. She whispered to all of the other first and second graders that they needed to stand up to the older kids. They all agreed to help.

3. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

4. What is the solution to the problem?

a. Krishna gives Natalie her lunch.

b. Taylor stands up to the bullies by herself.

c. Krishna apologizes to the younger kids for bullying them.

d. Taylor tells the principal the older kids are being bullies.

1. Who is the main character? \_\_\_\_\_

2. What is the sequence of events in the story? It does, thinks and feels.

Taylor spoke sternly to Krishna, "That was rude. Now Natalie has no lunch. You made her cry. Your behavior needs to stop. Either you give Natalie your lunch, or we will all go to the principal's office and tell what you and your friends have been doing."

Krishna laughed at Taylor and said, "Go ahead. Be a tattletale. See if I care. That is what babies do. I knew you were a tattletale."

Taylor just ignored Krishna.

Older kids would never stop bullying the principal so that she could get the principal's attention.

When the bus arrived at school, the other first and second graders were waiting for Taylor and her friends.

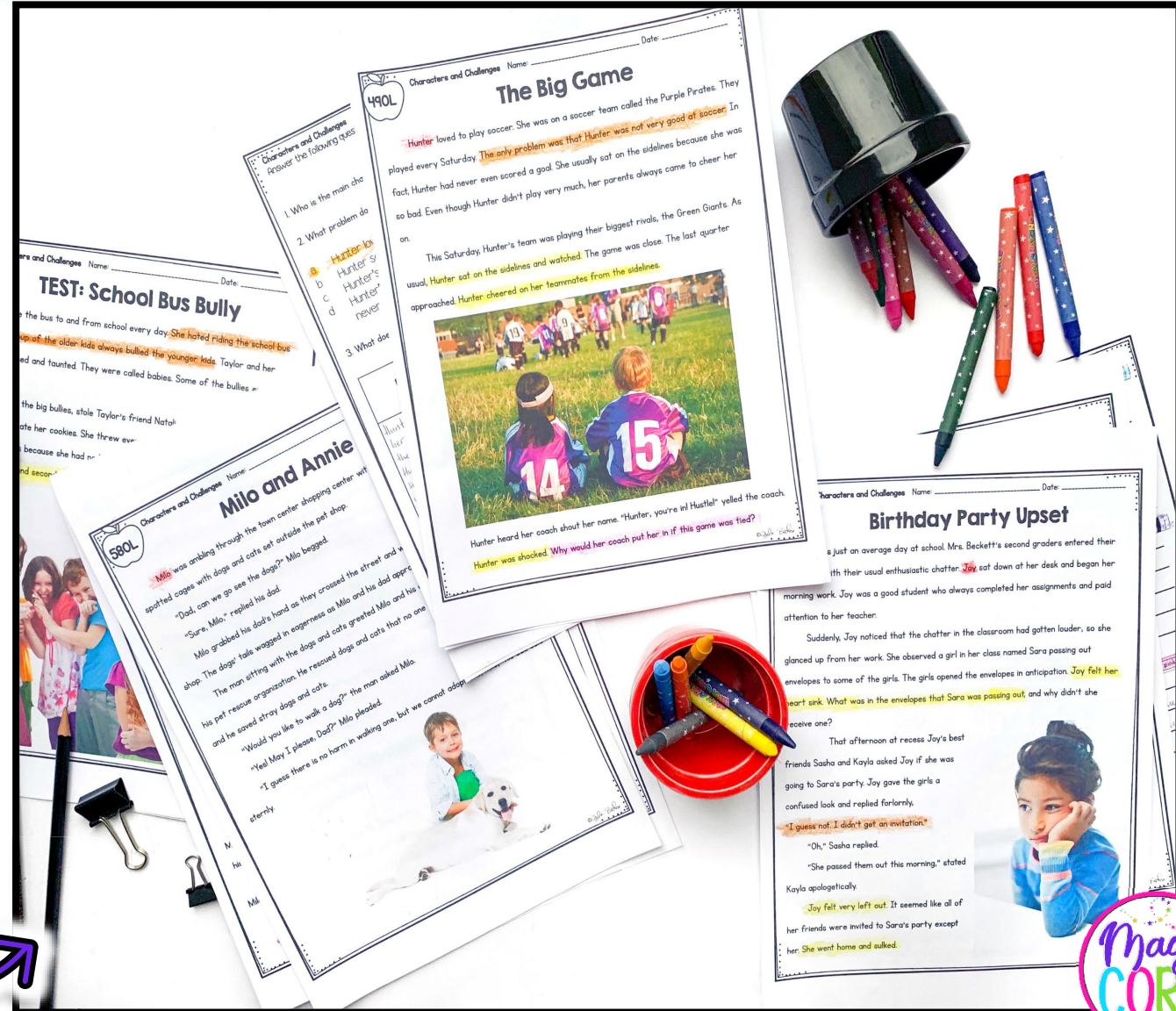
The principal was very disappointed. She called the older kids to the office and the principal scolded them. She even knew that she was in trouble.

From that day on, the older kids had done the right thing. Tell your friends.

Mag CORE

# 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 3,000 teachers... and counting!...



# ALIGNS TO SCIENCE OF READING

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

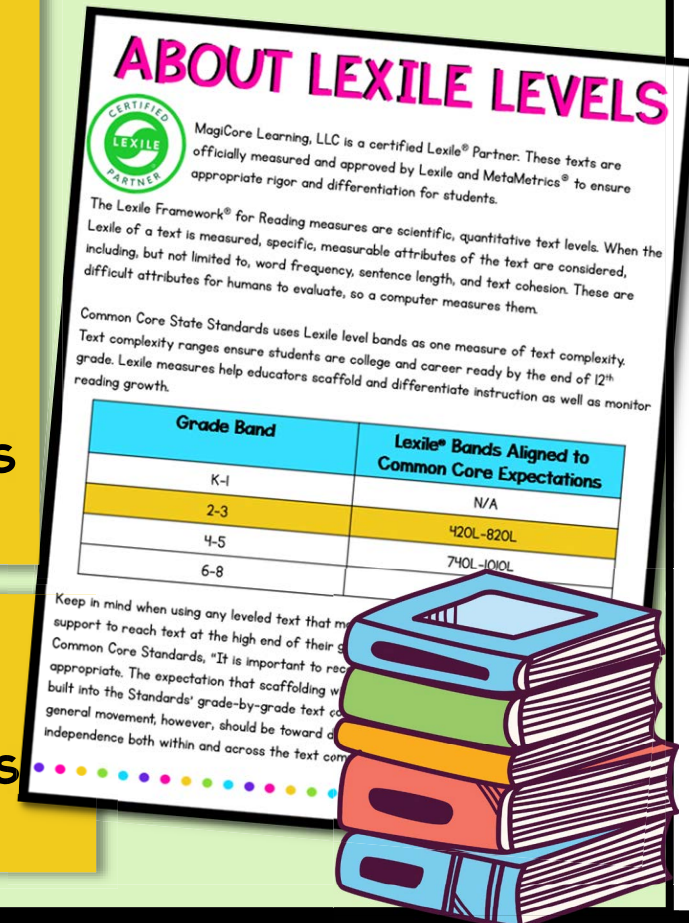
Our passages provide that essential variety of nonfiction structures and topics.

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.



**CERTIFIED LEXILE PARTNER**

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.

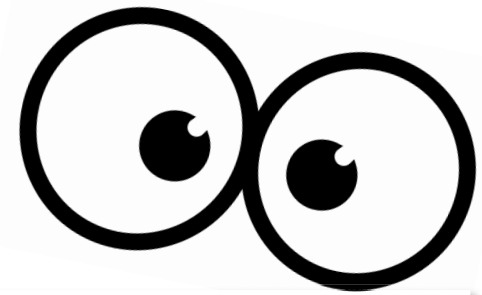
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for 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 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 may not be appropriate for all students. Support to reach text at the high end of their grade level is necessary. Common Core Standards, "It is important to recognize that scaffolding is not appropriate. The expectation that scaffolding will be used to help students reach grade-level expectations built into the Standards' grade-by-grade text complexity ranges. The general movement, however, should be toward independence both within and across the text complexity bands."

# TAKE A PEEK



## CHARACTERS IN STORIES

3rd grade

### Table of Contents

\* This product includes 12 Lexile® 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 420-820).

1. RL.3.3 Anchor Chart/Journal Page
2. Madeline and Barry- 460L
3. Martin's Math Troubles- 490L
4. The Big Game- 500L
5. A Trip to the Toy Store- 550L
6. Milo and Annie- 560L
7. The Big Move- 590L
8. Surviving the Storm- 600L
9. Abhan's Halloween Party- 620L
10. Jada and Her Messy Room- 640L
11. Birthday Party Upset- 720L
12. Test
  - School Bus Bully- 500L
  - Saving Robin- 620L

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

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

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



## ABOUT LEXILE LEVELS



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Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

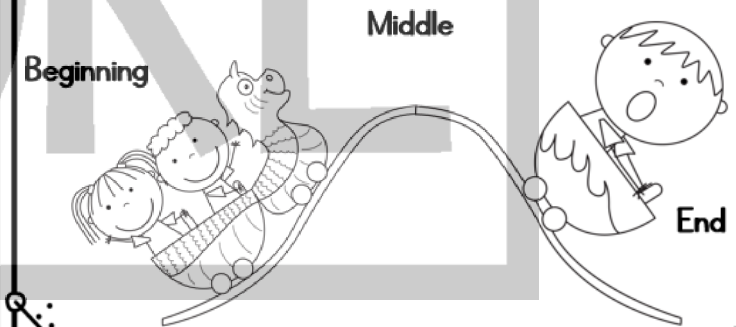


## Characters in a Story

The main character in a story goes through a sequence of events that can cause them to change.

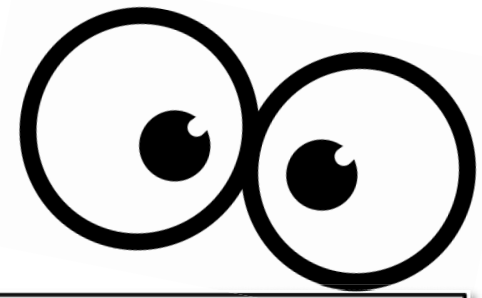
While reading a story, ask yourself:

1. What is the main character like in the beginning of the story?
2. What are the major events?
3. What does the character do, say, think, and feel during each event?
4. How does the major event change the main character? Do they learn a lesson?



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# AND ANOTHER PEEK



460L

Characters and Challenges Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Madeline and Barry



Madeline's best friend is her stuffed bear she calls Barry. Barry was a gift from her favorite aunt when she was born. Barry has gone everywhere with Madeline ever since she got him.

One day, Madeline went to the park with Barry. She walked Barry in her stroller and took Barry to feed the ducks. Then Madeline went to play on the playground. Madeline saw her friend Joanie at the playground. They were having so much fun on the swings that it wasn't until it was time to get home that Madeline noticed that Barry wasn't with her anymore. Madeline started to panic.

"Oh, no!" Madeline cried. "Barry is missing! What am I going to do?"

Madeline slouched down on the bench and began to sob. Joanie came toward Madeline.

©Jill Baker

"Madeline, you know that Barry is somewhere at the park. Take a deep breath so that you can think straight," said Joanie.

Madeline took a deep breath and stopped crying.

"Now, where is the last place you remember seeing Barry?" questioned Joanie.

"First, we went on a walk. After, we went to the pond to feed the ducks. Then, I came here to play on the playground," replied Madeline.

"Barry must be at the pond," stated Joanie.

Madeline and Joanie raced to the pond. There, Barry was sitting on the bench by the pond. Madeline let out a huge sigh of relief.

"Thank you for your help, Joanie," Madeline stated.

"That's what friends are for!" exclaimed Joanie.

Madeline learned that when she is faced with a problem, it is best to stay calm and make a plan.

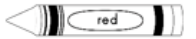


©Jill Baker

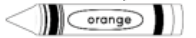
### Characters

Answer the following Questions. Underline the text evidence in the color shown. 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. Who is the main character? \_\_\_\_\_



2. What is the sequence of events in the story? Include what the main character says, does, thinks and feels.



Four empty rectangular boxes for writing, each with a downward-pointing arrow below it.

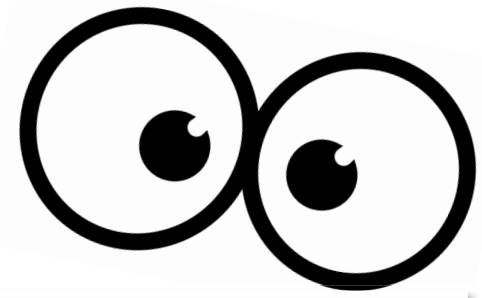
3. What problem does the main character face?

- a. Madeline is crying.
- b. Madeline lost Barry.
- c. Madeline lost her friend Joanie.
- d. Madeline wants to feed the ducks.



©Jill Baker


# CHECK THIS OUT TOO!



550L

Characters and Challenges Name: \_\_\_\_\_ Date: \_\_\_\_\_

## A Trip to the Toy Store



Mateo raced to the mailbox. It was his eighth birthday. He wanted to see if he had any birthday cards. A smile spread across his face as he spotted an envelope from his grandparents in Missouri. Mateo brought the envelope inside and opened it. He was overjoyed when he saw a twenty-dollar bill folded neatly inside a note. The note read:


*Dear Mateo,*  
*Happy birthday! We love you and miss you. Please use this money wisely. We can't wait to visit you in a week.*  
*Love,*  
*Grandma and Grandpa*

Mateo was so excited. His mind raced with the toys he could buy. Should he buy one of the new Transformers? Should he add to his Lego collection? Maybe he should buy a new video game.

© 2015 Becher

Mateo begged his mom to drive him to the mall. She agreed because it was his birthday. His mom was going to shop at a store next to the toy store. Before she left, she warned Mateo, "Be sure to spend the money wisely."

Once in the toy store, Mateo became overwhelmed by his choices. His stomach growled as he spotted the candy bins. He grabbed a bag and quickly began filling it. He could easily buy candy and a toy!



Mateo filled a bag with candy and picked out a Transformer. The cashier rang up the candy. She told Mateo that the candy cost \$19.35. Mateo was forced to put the Transformer back.

When Mateo's mom saw that he had spent his money on candy, she was disappointed. "The candy will be gone. That is a waste." Mateo felt guilty. His mom was right. The candy was gone in a day, and Mateo was left with nothing. He could have had a new toy that lasted a long time, or he could have saved the money for something more special. On his next birthday, Mateo planned to make a better choice with his money.

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Characters

4. What is the solution to the problem?

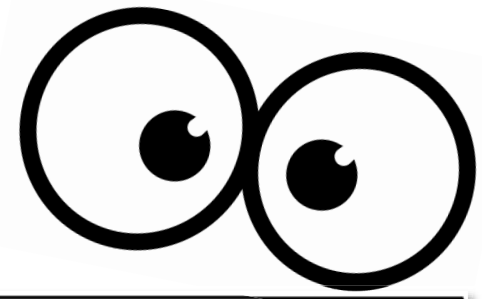
a. Mateo buys a lot of candy.  
b. Mateo buys Legos for his birthday the next year.  
c. Mateo's mom buys him the Transformer he wants.  
d. Mateo learns it is better to save his money for something that will last.

5. What trait could you use to describe the main character? Use text evidence to support your answer.

6. How did the challenge change the character?

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# UPGRADE THEIR SKILLS!



620L

Characters and Challenges Name: \_\_\_\_\_ Date: \_\_\_\_\_

## TEST: Saving Robin

Kaiko was walking to school with his best buddies Isaac and James when they heard a quiet chirp come from the bushes.

"What is that?" questioned Kaiko.

"I don't know, but we need to keep going to school," replied James.

"I think it's a bird!" exclaimed Kaiko.

Kaiko started rustling through the bushes. Sure enough, there was a tiny baby robin laying on the ground. Kaiko looked up and spotted a bird nest in the tree above him.

"I think this baby bird fell out of the nest!" Kaiko explained.

"Who cares? It's just a silly bird. Let's go," replied Isaac.

"I could save it!" exclaimed Kaiko. "I read a book about birds. I think I can reach the nest. If I pick it up with my gloves, I won't get my scent on it. If the baby robin stays on the ground, it will surely die."



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James said, "Okay, I'll help you!"

Isaac headed off to school without his friends because he didn't want to waste any time on a baby bird.

Kaiko and James were able to rescue the baby bird and place it carefully back in its nest. On their way home from school, they checked on the nest. They saw the baby robin happily nibbling worms from its mom's beak.

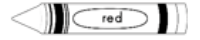
Kaiko and James continued to check on the baby robin each morning on their way to school. Kaiko was very glad that he had listened to his conscious instead of his friends when he had heard the chirp in the bushes that morning.



©2015 Bebe

Characters

Answer the following Questions. Underline the text evidence in the color shown. 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. Who is the main character? \_\_\_\_\_

2. What is the sequence of events in the story? Include what the main character says, does, thinks and feels.

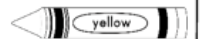


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3. What problem does the main character face?

- a. Isaac doesn't care about birds.
- b. Kaiko hears a noise in the bushes.
- c. Kaiko didn't want to waste his time on a bird.
- d. Kaiko finds a baby robin that needs to be rescued.

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# UPGRADE THEIR SKILLS!

The [DESCRIBE CHARACTERS SKILL PACK](#)  
Contains:

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



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



# FULL YEAR BUNDLES AVAILABLE

## 3rd Grade Reading Comprehension Mega Bundle

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



## 2nd Grade Reading Comprehension Mega Bundle

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