

FICTION

4TH & 5TH GRADE


RL.4.5 / 5.5

TEXT STRUCTURE stories, plays, & poems

Name: _____
The Great Land of the Dragons
Water Dragon, Earth Dragon's

740L Text Structure Name: _____ Date: _____
The Adventures of Faline
Chapter 1: The Strange Soccer Game

"Kick it, Faline," Greg yelled
Faline's let out a sharp gr
the shot perfectly.
Larry scrambled toward t
"Goal!" Greg cheered while
"Lucky she
in Faline's directi

Chapter 2: A Strange Object
Larry and Greg pushed their way to her.
"What on earth did


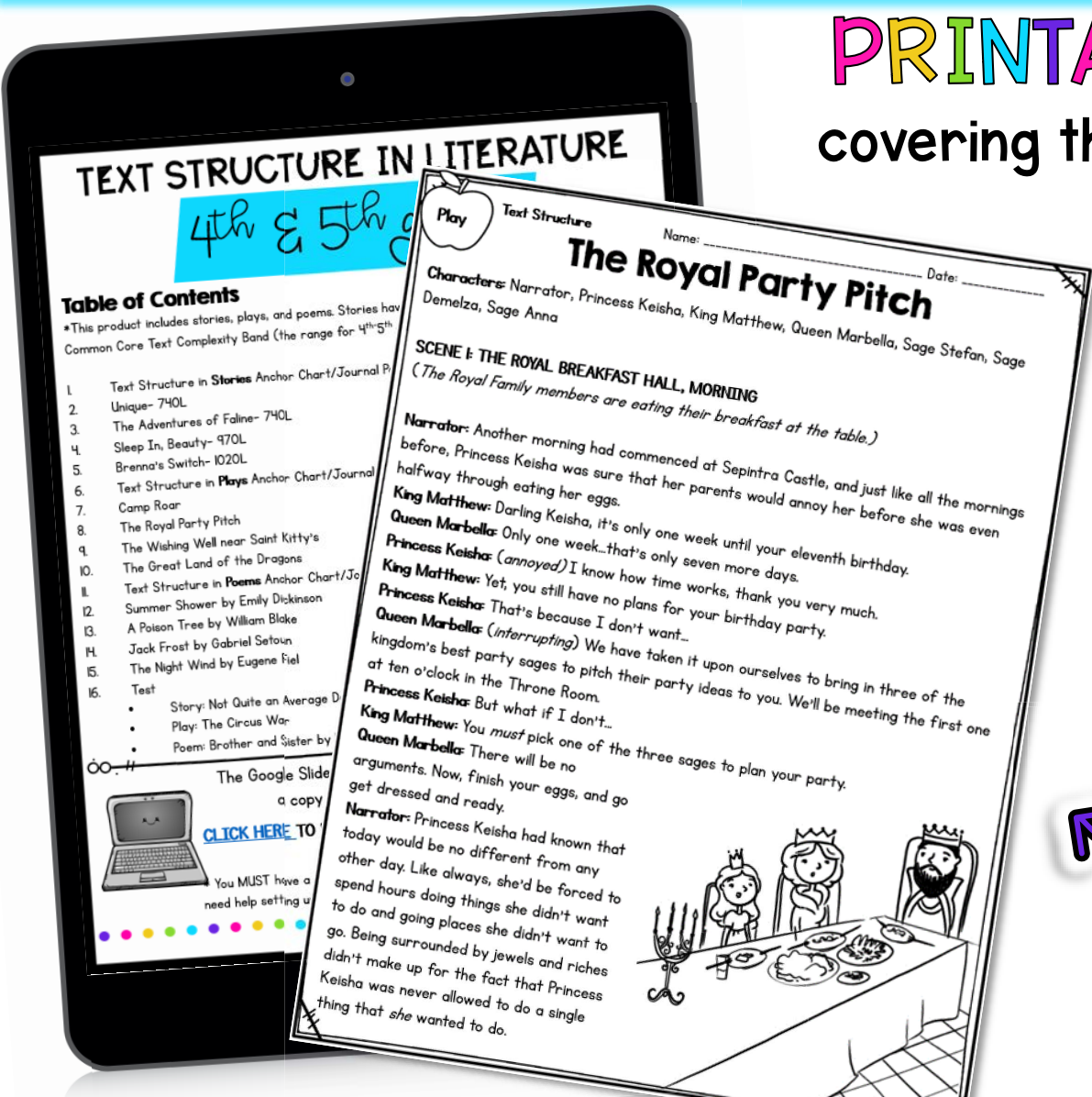
Poem Text Structure Name: _____ Date: _____

Characters: N
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SCENE
Narrator: Ft
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Fire Dragon
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Water Dra
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Air Drago



WHAT'S INSIDE?

PRINTABLE PDFs and **DIGITAL** Google Slides covering the 4th and 5th 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



12 FICTION PASSAGES

- Learn in color! Visual cues reinforce text evidence.
- Teachers can quickly check student work.
- Variety of text structures to spark comprehension AND curiosity.
- Dive into literary texts including stories, plays, and poems.



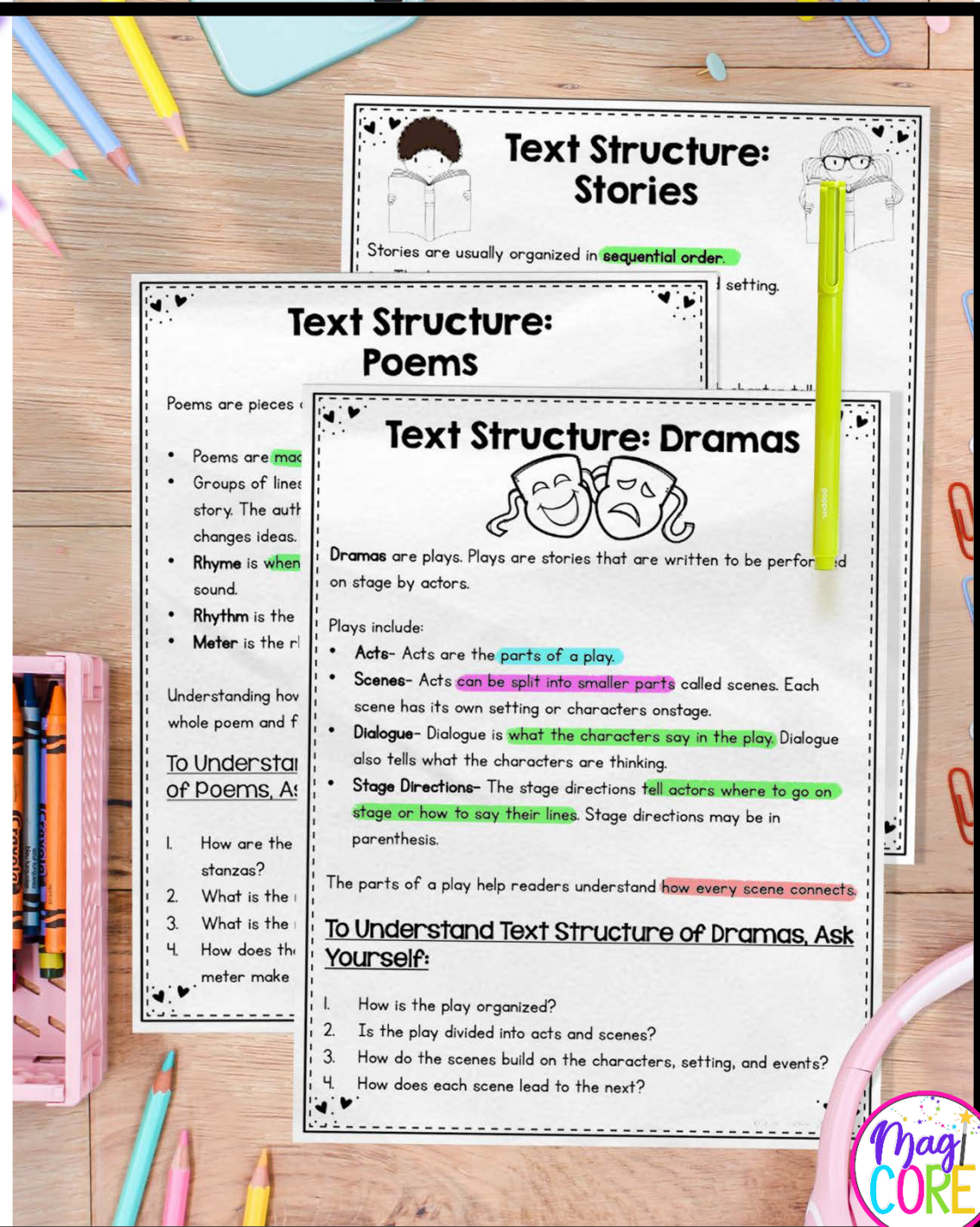
The image displays three sample reading passages from a curriculum binder, each with a title, text structure, and highlighted text evidence. The passages are:

- The Great Land of the Dragons** (Text Structure: Play) - Characters: N... Ad... SCENE: P... Narrator: T... and 'e a... Fire Dragon and beaut... Water Dra pretty an... Air Drago and delica... Earth Dr... Water D... Fire Dra... Air Dra... Earth D... Narrat... SCENE: MORN... Fire I... Greg... too l... wat... bur... are...
- The Adventures of Faline** (Text Structure: Chapter 1: The Strange Soccer Game) - "Kick it, Faline," Greg yelled. Faline's let out a sharp gr... the shot perfectly. Larry scrambled toward... "Goal!" Greg shouted while... "Lucky she... in Faline's directi... A hidden r... change course. I... disappeared fro... Faline imm... as she leapt thr... The forest... around, Faline cc... trunks. The bran... vegetation to gr... Faline spot... and upon reachir... As she tur... forest. Upon fur... reflecting the su... Faline squit... Faline thought al... buried pirate tre... "Faline," L... taking so long?" "Hang on," ease. "I think I f...
- A Poison Tree** (Text Structure: Poem) - By William Blake. I was angry with my friend; I told my wrath, my wrath did end. I was angry with my foe; I told it not, my wrath did grow. And I watered it in fears, Night & morning with my tears; And I sunned it with smiles, And with soft deceitful wiles. And it grew both day and night. Till it bore an apple bright. And my foe beheld it shine, And he knew that it was mine. And into my garden stole, When the night had veiled the pole; In the morning glad I see; My foe outstretched beneath the tree.

The binder also features a drawing of a tree with apples and a small illustration of a person. The binder is decorated with colorful paper clips, a pom-pom, and other stationery items.

ANCHOR CHARTS

- 3 Anchor charts
 - Stories
 - Plays
 - Poems
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference



ASSESSMENTS

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

The collage features three reading tests with different Lexile levels:

- TEST: The Circus War** (Text Structure): Characters: Mr. Red, Mrs. Tabby Red, Marko the magician, Amelia the Acrobat, Green. Scene I: INSIDE THE BIG TOP OF RED'S MARVELLOUS CIRCUS, EVENING. (The crowds have left the circus for the evening. The cleaners are sweeping up the peanut shells. Mr. Red, Tabby, Marko, and Amelia are having a conversation.)
- TEST: Brother and Sister** (Poem): "SISTER, sister, go to bed! Go and rest your weary head! Thus the..." By Lewis Carroll.
- TEST: Not Quite an Average Day** (Text Structure): Chapter 1 - The Disappearance of Anna Murray. "The average day at Fyansford Elementary School. Students bustled about the hallway. The sun shined brightly in the staff room, and the sun shone warmly as Basil King walked through the hallway, which meant that all of the students had begun their afternoon. Unfortunately for the fifth graders, the day had not gone as planned. The teacher, Mr. Collins, droned on and on. Basil had already dozed off. A few of the more diligent students had taken notes, but it had been a long day, and the average day at Fyansford Elementary School. Basil King was particularly loud student pointed something out. "The teacher was here before lunch and now she's gone!" he shouted. Basil's closest friends began to assure others that she had been eating with them at lunch. "I saw her with her books ten minutes ago in the hallway." Basil King said. "I saw her with her books ten minutes ago in the hallway." Basil King said. "I saw her with her books ten minutes ago in the hallway." Basil King said.

A smartphone in the center displays a test interface with the following questions:

Text Structure
Answer the following questions. Underline the text evidence in the color indicated.

1. What is the setting in Chapter 1?

2. In which chapter would you find the reason this story is titled "Not Quite Your Average Day"?

a. Chapter 1 - The Disappearance of Anna Murray
b. Chapter 2 - Basil to the Rescue
c. Chapter 3 - The Aftermath

3. Read this sentence from Chapter 2.
"Meanwhile, as everyone else was panicking and wreaking havoc in search of Anna Murray, one student named Basil King remained strangely calm."
What does this tell you about Basil?
a. Basil knows where Anna is.
b. Basil is calm and does not overreact.
c. Basil is suspicious and had something to do with Anna's disappearance.
d. Basil is worried about Anna and thinks that something bad happened to her.

4. In which chapter does Basil realize what happened to Anna?

a. Chapter 1 - The Disappearance of Anna Murray
b. Chapter 2 - Basil to the Rescue
c. Chapter 3 - The Aftermath

Collins tried to argue, but it was too late. Students were running amuck everywhere, searching in the oddest places for their missing classmate.

Mag CORE logo is visible in the bottom right corner.

WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- 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.

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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

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.

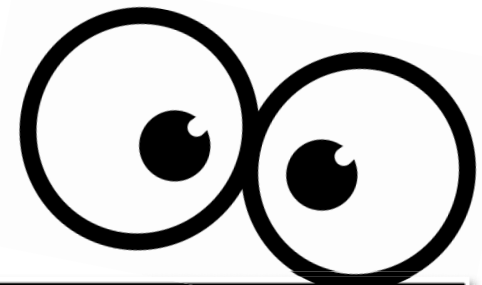
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for 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 that 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	190L-530L
2-3	420L-820L
4-5	740L-1140L
6-8	1060L-1460L

Keep in mind when using any leveled text that must support to reach text at the high end of their grade level. Common Core Standards, "It is important to re-examine the expectation that scaffolding will be built into the Standards' grade-by-grade text complexity movement, however, should be toward student independence both within and across the text complexity bands."

TAKE A PEEK



TEXT STRUCTURE IN LITERATURE

4th & 5th grade

Table of Contents

*This product includes stories, plays, and poems. Stories have certified Lexile® levels in the 4th-5th Grade Common Core Text Complexity Band (the range for 4th-5th grade is 740-1010).

1. Text Structure in **Stories** Anchor Chart/Journal Page
2. Unique- 740L
3. The Adventures of Faline- 740L
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5. Brenna's Switch- 1020L
6. Text Structure in **Plays** Anchor Chart/Journal Page
7. Camp Roar
8. The Royal Party Pitch
9. The Wishing Well near Saint Kitty's
10. The Great Land of the Dragons
11. Text Structure in **Poems** Anchor Chart/Journal Page
12. Summer Shower by Emily Dickinson
13. A Poison Tree by William Blake
14. Jack Frost by Gabriel Setoun
15. The Night Wind by Eugene Fiel
16. Test
 - Story: Not Quite an Average Day- 740L
 - Play: The Circus War
 - Poem: Brother and Sister by Lewis Carroll

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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Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

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."



Text Structure: Stories



Stories are usually organized in **sequential order**.

- The beginning introduces the characters and setting.
- The middle introduces the problem.
- The end resolves the problem.

Longer stories can be divided into **chapters**. Each chapter tells new events in the story.

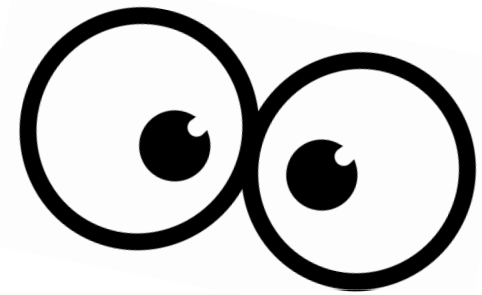
Chapter titles help readers know what the chapters will be about. Chapters help readers find important story events.

If you understand how every chapter builds on the story, you will understand the story better.

To Understand the Text Structure of Stories, Ask Yourself:

1. How is the story organized?
2. Is the story divided into chapters? What do the chapter titles tell you about the parts of the story?
3. How do the chapters build on the characters, setting, and events?
4. Does the character change as the chapters progress?

AND ANOTHER PEEK



Play Text Structure Name: _____ Date: _____

The Great Land of the Dragons

Characters: Narrator, Earth Dragon, Fire Dragon, Air Dragon, Water Dragon, Earth Dragon's Advisor, Fire Dragon's Advisor, Air Dragon's Advisor, Water Dragon's Advisor

SCENE 1: OVERLOOKING THE KINGDOM, MORNING

Narrator: The Great Land of the Dragons used to be separated into four divided quarters, and the dragons who ruled each quarter were sworn enemies.

Fire Dragon: I am the Great Fire Dragon, and I rule the Land of Flames. My land is fierce and beautiful with lakes of bubbling lava and mighty volcanoes that tower above it all.

Water Dragon: I am the Great Water Dragon, and I rule the Land of Waves. My land is pretty and peaceful with vast oceans, beautiful icebergs, and glittering glaciers.

Air Dragon: I am the Great Air Dragon, and I rule the Land in the Clouds. My land is magical and delicate, a fantastic floating city suspended in the sky.

Earth Dragon: I am the Great Earth Dragon, and I rule the Land of Dust. My land is a splendid, sprawling desert with towering dunes and perfect plains of shimmering sand.

Water Dragon: We all love our lands.

Fire Dragon: We rule them fairly and justly.

Air Dragon: However, we do *not* like each other.

Earth Dragon: No, we do not.

Narrator: In the end, that nearly destroyed them.

SCENE 2: THE LAND OF FLAMES, MORNING

Fire Dragon's Advisor: Master, Master, oh Great Fire Dragon, our land is growing too hot. The plants are dying, and the waters are beginning to boil. The ground burns to walk on, and the fire dragons are falling into despair.

Fire Dragon: You are my trusted advisor. What should we do?

Fire Dragon's Advisor: I think we need to call on the other kingdoms for help.

Fire Dragon: (*roars*) Never!

SCENE 3: THE LAND OF WAVES, MID-MORNING

Water Dragon's Advisor: Master, Master, oh Great Water Dragon, our land is flooding. The seas are overflowing, the ice is melting, all our fish are dying, and there will soon be no food to eat.

Water Dragon: You are my trusted advisor. What should we do?

Water Dragon's Advisor: You will not like this, but I think the time has come to ask the other Great Dragons for help.

Water Dragon: (*roars*) No! There must be another way.

SCENE 4: THE LAND IN THE CLOUDS, MIDDAY

Air Dragon's Advisor: Master, Master, oh Great Air Dragon, our city in the sky is beginning to freeze. The clouds have grown cold and are cracking and crumbling, sending our baby dragons plummeting to Earth before their wings are grown!

Air Dragon: You are my trusted advisor. What should we do?

Air Dragon's Advisor: There's only one thing that makes sense. We must look to the other lands for help.

Air Dragon: (*roars*) I will not ask my sworn enemies for help!

SCENE 5: THE LAND OF DUST, AFTERNOON

Earth Dragon's Advisor: Master, Master, oh great Earth Dragon, our land is growing too dry. There is no water to be found and no vegetation left to eat. It is becoming a barren wasteland.

Earth Dragon: You are my trusted advisor. What should we do?

Earth Dragon's Advisor: Perhaps the other Great Dragons will be able to provide assistance.

Earth Dragon: I refuse!

Text Structure

4. In the play, choose one line of dialogue and one stage direction that tells the actors playing the dragons to act stubborn. Write your choices in the table below.

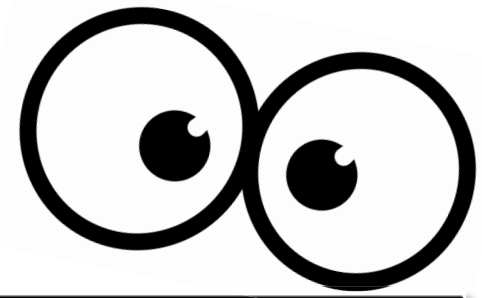
The Dragons Are Stubborn	
Something they say:	
Something they do:	

5. Read this sentence from scene 6:

"Narrator: That was how four separate kingdoms became the Great Land of the Dragons. It was a perfect place where the elements were always in balance.

Explain how scenes 1-6 develop so the Great Land of the Dragons are in balance. Use at least three details from the play to support your answer.

CHECK THIS OUT TOO!



Poem Text Structure Name: _____ Date: _____

Jack Frost


By Gabriel Setoun

The door was shut, as doors should be,
Before you went to bed last night;
Yet Jack Frost has got in, you see,
And left your window silver white.

For, creeping softly underneath
The door when all the lights are out,
Jack Frost takes every breath you breathe,
And knows the things you think about.

He must have waited till you slept;
And not a single word he spoke,
But penciled o'er the panes and crept
Away again before you woke.

He paints them on the window-pane
In fairy lines with frozen steam,
And when you wake you see again
The lovely things you saw in dream.



And now you cannot see the hills
Nor fields that stretch beyond the lane;
But there are fairer things than these
His fingers traced on every pane.

Rocks and castles towering high;
Hills and dales, and streams and fields;
And knights in armor riding by,
With nodding plumes and shining shields.


And here are little boats, and there
Big ships with sails spread to the breeze;
And yonder, palm trees waving fair
On islands set in silver seas,

And butterflies with gauzy wings;
And herds of cows and flocks of sheep;
And fruit and flowers and all the things
You see when you are sound asleep.

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Text Structure

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


1. Here is the first stanza of "Jack Frost". 

The door was shut, as doors should be,
Before you went to bed last night;
Yet Jack Frost has got in, you see,
And left your window silver white.

On the lines below, describe the following about this stanza:

-the meter of the first verse using the words "syllables", "weak", and "strong"

-the rhyme scheme of the stanza

2. The poet of "Jack Frost" uses verses that are mostly the same length to create a certain feeling. What is the feeling he **most likely** wants readers to experience? 

a. the peaceful imagery of a snowy day


b. the steady sound of snow falling


c. the surprise of an unexpected visitor

d. the scary feeling of someone watching you

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Text Structure

3. In stanza 1 of the poem "Jack Frost", the author says that Jack Frost got into the reader's room. What does the author describe that Jack Frost does once he is in the room? 

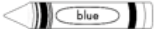
4. Jack Frost is an example of personification. What nonliving thing does Jack Frost represent? 

a. a burglar

b. a snowman

c. a winter frost

d. the coming of spring

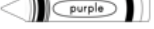
5. What is the poet describing in stanzas 4, 5, and 6? 

a. the things outside the window

b. the things the reader dreams about

c. the pictures the author likes to draw

d. the pictures Jack Frost draws on the windows

6. Which stanza explains what the author is describing in stanzas 4, 5, and 6? 

a. Stanza 1

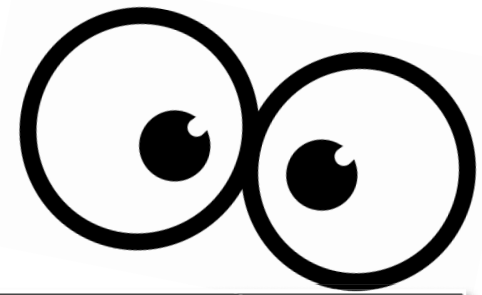
b. Stanza 4

c. Stanza 6

d. Stanza 8

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UPGRADE THEIR SKILLS!



740L Text Structure Name: _____ Date: _____

TEST: Not Quite an Average Day

Chapter 1 – The Disappearance of Anna Murray

It was your average day at Fyansford Elementary School. Students bustled about the corridors between classes, teachers gossiped in the staff room, and the sun shone warmly, as it always did in spring. Lunch had just finished, which meant that all of the students had begun to make their way back to class for the afternoon. Unfortunately for the fifth graders, after lunch meant math.

The first ten minutes of class passed uneventfully. The teacher, Mr. Collins, droned on about numbers as usual, and many students had already dozed off. A few of the more dedicated students paid sharp attention and took rapid notes, but it had been a long day, and most were tired. As I said, it was an average day at Fyansford Elementary School. That was the case, of course, until one particularly loud student pointed something out.

“Anna’s gone missing! She was here before lunch and now she’s gone!” he shouted.

Chaos erupted as a few of Anna’s closest friends began to assure others that she had not gone home sick. In fact, she had been eating with them at lunch.

“She was coming to class because I saw her with her books ten minutes ago in the hallway!” exclaimed Lucy.

To no avail, Mr. Collins tried to calm everyone down, but the students were already too distracted. They were looking under tables and calling Anna’s name loudly.

Jacob, a small and pudgy boy, offered to search the restroom. His friend Cassie slapped him playfully and said, “I’m a girl, so I’ll go look while you look in the lockers.”

“She won’t be in the lockers!” Mr. Collins tried to argue, but it was too late. Students were running amuck everywhere, searching in the oddest places for their missing classmate.

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Soon enough, the loud sounds of their math class gained the attention of other teachers and students who poked their heads into the hallway. “What’s all this noise about?” asked Mrs. Daley crossly.

“Anna Murray’s missing,” shouted Jacob. “She’s not even in the girls’ restroom!” This gained everyone’s interest, and so began the search of students and teachers alike. Minutes and minutes passed, yet their efforts were in vain.

Anna was gone.

Chapter 2 – Basil to the Rescue

Meanwhile, as everyone else was panicking and wreaking havoc in search of Anna Murray, one student named Basil King remained strangely calm. Basil was tall, and lank and had frizzy brown hair that hung over his eyes. He rarely talked, but when he did, it was usually to say something either clever or rude...or both clever and rude.

His best friend Tim looked at him knowingly and asked, “Do you know where she is?” Basil shook his head no as he said, “But I will. Come and take a look over here.” Tim followed behind, intrigued.

Basil picked up a loose pencil from the floor and brought it close to his face. “This is Anna’s. See, her name’s written on it, and here...” Basil picked up a plastic wrapper. “I bet her lunch was wrapped in this.”

Tim was confused and said aloud, “What do these items have to do with anything?” Basil rolled his eyes fondly. “If her pencil is here, it means that she was planning on coming to class and she must have been here before the lesson started. Her lunch rubbish is here, so she wouldn’t have left it here on purpose. It probably fell out of her pocket when she was leaving, which means that she was in a hurry,” he stated.

“So she was going to come to math, but she changed her mind at the last minute and raced off?” questioned Tim.

“Exactly! But why did she run away?” Basil murmured.

The two boys stood together in silence, thinking about all of this. They remained like this for a minute. All of a sudden, Basil exclaimed loudly, “I know! When Anna walked into class, she must have seen the nine times tables on the board. They are rather scary, I’m not surprised that she ran away.”

“Are you sure she ran away?” asked Tim.

Basil smiled and patted his friend on the shoulder. “I’m positive,” he confidently said.

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Text Structure

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

1. What is the setting in Chapter 1?

2. In which chapter would you find the reason this story is titled “Not Quite Your Average Day”?

a. Chapter 1 – The Disappearance of Anna Murray
b. Chapter 2 – Basil to the Rescue
c. Chapter 3 – The Aftermath

3. Read this sentence from Chapter 2.

“Meanwhile, as everyone else was panicking and wreaking havoc in search of Anna Murray, one student named Basil King remained strangely calm.”

What does this tell you about Basil?

a. Basil knows where Anna is.
b. Basil is calm and does not overreact.
c. Basil is suspicious and had something to do with Anna’s disappearance.
d. Basil is worried about Anna and thinks that something bad happened to her.

4. In which chapter does Basil realize what happened to Anna?

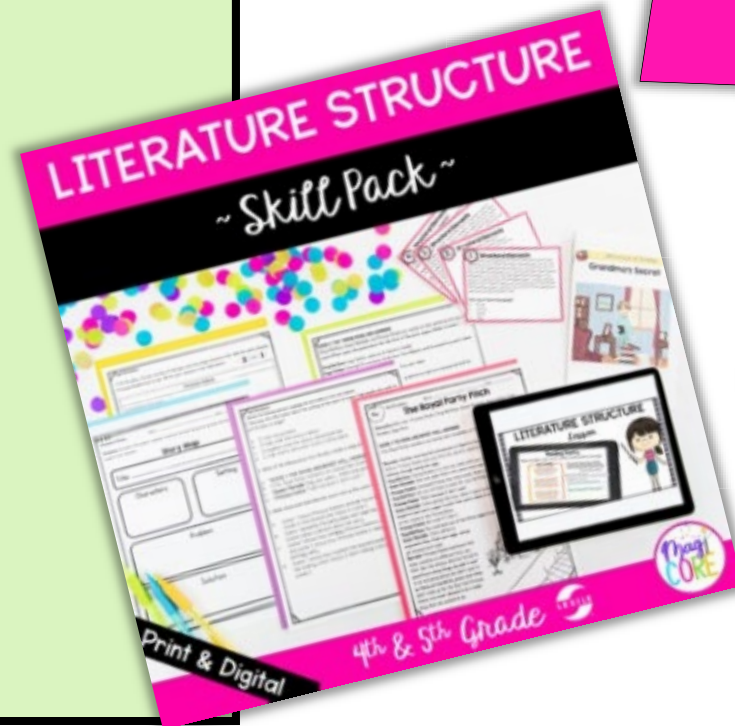
a. Chapter 1 – The Disappearance of Anna Murray
b. Chapter 2 – Basil to the Rescue
c. Chapter 3 – The Aftermath

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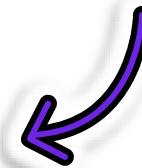
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- ★ questions focused on skills for each standard