

# TEXT STRUCTURE



stories, plays, & poems

TRUSTED BY OVER  
**2,000**  
TEACHERS

## Text Structure: Stories



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

The beginning introduces the characters

- 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 chapter 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 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?

Text Structure  
Answer the following questions in the color shown.

Lexile 550L

Chapter 3: Cynthia Meets Judith

Cynthia and Judith had introduced her new friend to her. "Mom, Meet my new friend," Cynthia's mom looked at her. "Oh... Hello Cynthia." Cynthia immediately knew she was the same here as she was at home. Judith's mom didn't accept her. The next day, Cynthia and Judith strolled down the street to school and came outside. Judith said, "Oh well," Cynthia thought.

Chapter 4: Cynthia's First Day

Monday was Cynthia's first day at school. She had been desegregated. This meant that she had gone to separate schools with other children. Cynthia wore her hair in braids. She was nervous about meeting Judith, but Cynthia knew she would be treated warmly. Cynthia felt excited. She sat with Judith and her mother. Even if Judith's mother had been there, she knew she would be treated warmly.

Chapter 1: Cynthia's New Home

Cynthia and her family were moving into a new house in a brand-new neighborhood in Ashford, Alabama. They were moving from the big city Birmingham. The year was 1955. Cynthia and her family were black. There weren't many opportunities for Cynthia and her family because they were judged because of their skin color. They were moving to Ashford because her father had a job opportunity there. "I can't wait to live in a neighborhood with other kids!" Cynthia exclaimed to her mama as they unpacked. "Why don't you go play outside and see if you can meet anyone?" Mama suggested to Cynthia. Cynthia drew with chalk on her sidewalk as her parents unpacked the car. She was watching Cynthia's age. Cynthia stood up and walked towards the sidewalk. The girl looked about.

Chapter 2: Cynthia's New Friend

Cynthia approached the little girl. "Hi, I'm Cynthia. I'm nine years old. I'm new here. What is your name?" "My name is Judith. I live in two houses down the street. I'm also nine!" Judith replied excitedly. Judith and Cynthia began to play together.

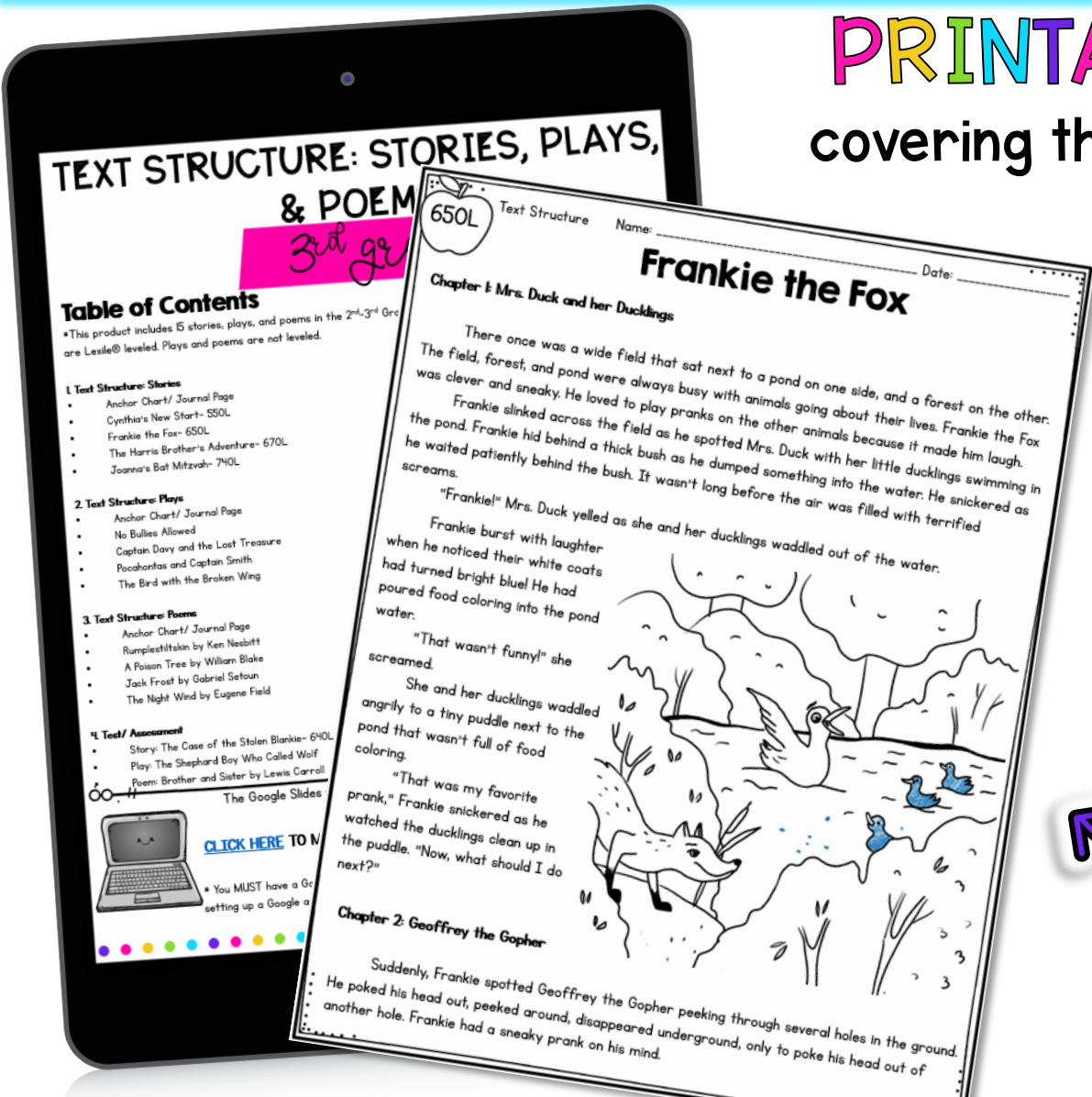
Chapter 1: Cynthia's New Start

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



# 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.



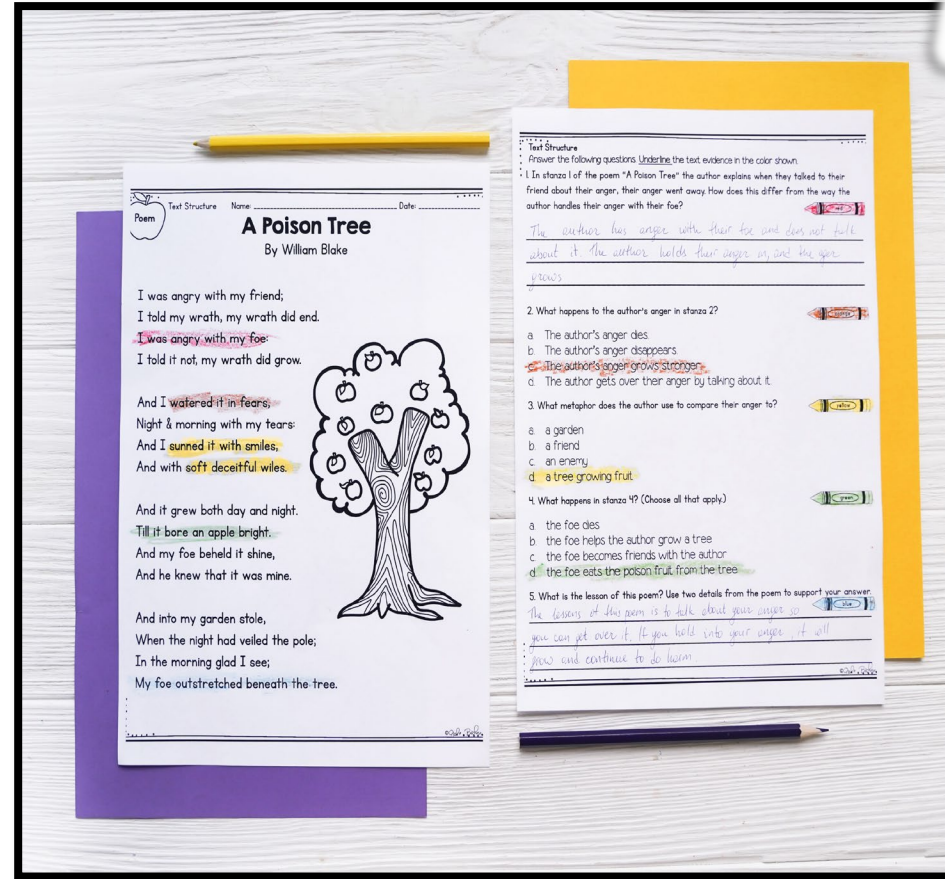
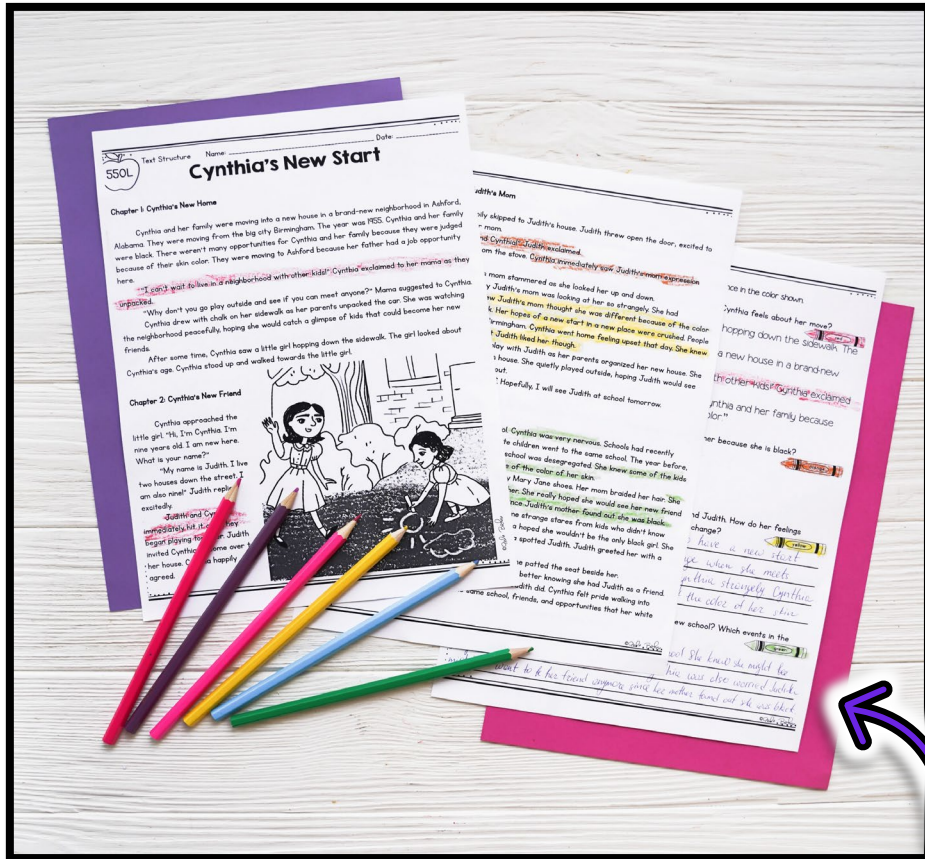
- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and Google Slides Included





# 12 FICTION PASSAGES



- Variety of text structures to spark comprehension AND curiosity.
- Dive into literary texts including fictional stories, plays, and poems.

- 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

**Text Structure: Dramas**

Dramas are plays. Plays are stories that are written to be performed on stage by actors.

Plays include:

- **Acts**- parts of a play
- **Scene**- acts can be split into smaller parts called scenes. Each scene has its own setting or characters onstage.
- **Dialogue**- Dialogue is what the character says in the play. Dialogue also tells what the characters are thinking.
- **Stage Directions**- tell actors where to go on stage or how to say their lines. Stage directions may be in parenthesis.

The parts of a play help readers understand how every scene connects.

**To Understand Text Structure of Dramas Ask Yourself:**

1. How is the play organized?
2. Is the play divided into acts and scenes?
3. How do the scenes build on the characters, setting, and events?
4. How does each scene lead to the next?

**Captain Davy and the Lost Treasure**

Text Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_

Characters: Captain Davy Dawkins, Hoppin' Hank, Savvy Sarah

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

1. What are Captain Davy and Hoppin' Hank in search of in Scene 1?  
a. chocolate  
b. a treasure  
c. Savvy Sarah  
d. a private island
2. In scene 2, Captain Davy meets Savvy Sarah. Which events occur when they meet?  
(Choose all that apply)  
a. Savvy Sarah sneaks up on Captain Davy.  
b. Captain Davy and Savvy Sarah have a sword fight.  
c. Savvy Sarah shows Captain Davy where the treasure is.  
d. Savvy Sarah leaves on the pirate ship with Captain Davy and Hoppin' Hank.
3. In Scene 2, which event occurs after Captain Davy and Hoppin' Hank meet Savvy Sarah?  
a. Savvy Sarah wins the sword fight.  
b. Captain Davy wins the sword fight.  
c. Hoppin' Hank finds the treasure chest.  
d. Captain Davy steals the treasure chest.
4. In Scene 2, how do the characters resolve their conflict?  
Captain Davy feels sorry for Savvy Sarah because she promised to guard the Queen's treasure. They all agree they can eat some of the chocolate from the chest and leave the rest.

**Magi CORE**



# ANCHOR CHARTS

- 3 Anchor charts
  - Text Structure: Stories
  - Text Structure: Plays
  - Text Structure: Poems
- Use to introduce the skill
- Students reference throughout the unit



**Text Structure: Stories**

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

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

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

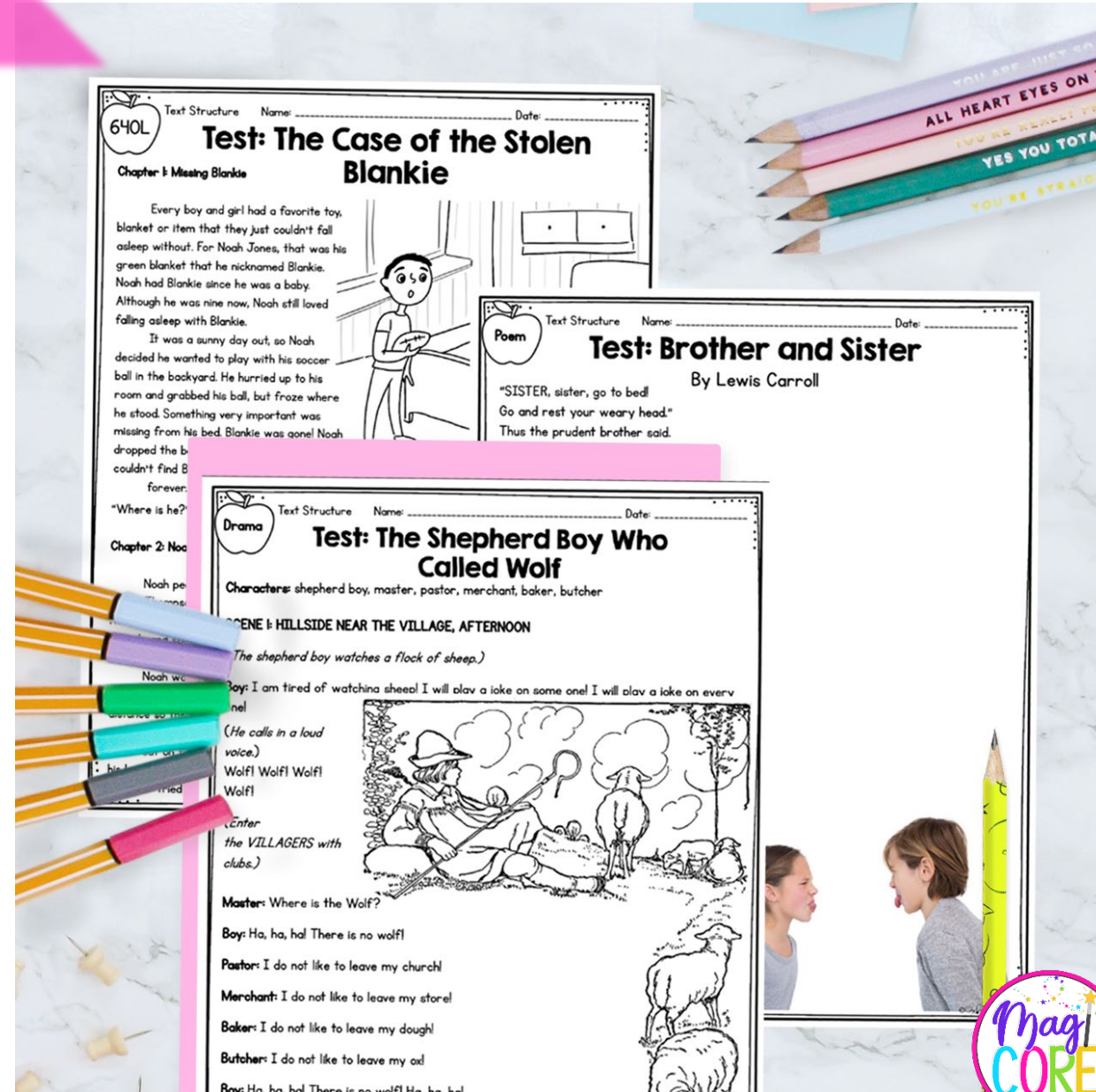
If you understand how every chapter builds on the story, you will understand the story better.

To Understand 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?

# ASSESSMENTS

- Same format as practice
- Three 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 2,000 teachers... and counting!...

The image shows two worksheets on a wooden desk. The left worksheet is titled "Captain Davy and the Lost Treasure" and includes a story with a pirate illustration. The right worksheet is a comprehension guide with questions and handwritten student answers.

**Worksheet 1: Captain Davy and the Lost Treasure**

Text Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_

Drama

Characters: Captain Davy Dawkins, Hoppin' Hank, Savvy Sarah

SCENE 1: PIRATE SHIP - DAY  
(Captain Davy Dawkins wears an eye patch and pet parrot on his shoulder. He's the best pirate in the world. His pirate mate Hoppin' Hank, stands on the other side of the ship. Both pirates have wooden swords tied to their waists. His pirate ship speeds through the wavy waters. Captain Davy scans the water in all directions.)

Illustration: A pirate ship with two pirates, one with an eye patch and a parrot on his shoulder, and another with a sword.

Captain Davy Dawkins: Now where's the pirate treasure?  
(Hoppin' Hank hops his way over to Captain Davy.)

Hoppin' Hank: I didn't see anything on that side. What about you, Captain Davy?

Captain Davy Dawkins: Nothing here, either.  
(Just then, Captain Davy points to something in the distance. It's an island.)

Captain Davy Dawkins: I think that's the treasure island. Full speed ahead!  
(The ship travels through the water towards the island. They finally reach the island and hop onto the beach.)

SCENE 2: BEACH - DAY  
(Captain Davy and Hoppin' Hank search the beach for the treasure chest. Hoppin' Hank hops around, kicking the sand to see if anything's hidden underneath.)

Captain Davy Dawkins: We have to find the treasure before anyone else does! I don't want to share it!

**Worksheet 2: Comprehension Guide**

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

Which events occur when they meet?  
Hoppin' Hank: We'll find it, Captain.  
(As they search, Savvy Sarah sneaks up behind Captain Davy and pokes him in the back with a wooden sword. Captain Davy turns around to find pirate Savvy Sarah.)  
Savvy Sarah: I won't let you steal the treasure!  
Captain Davy Dawkins: We were here first, Savvy Sarah! The treasure's ours.  
(Savvy Sarah and Captain Davy have a pirate fight as Hoppin' Hank continues searching. Captain Davy fights fast, but Savvy Sarah is quicker to dodge.)  
Captain Davy Dawkins: Keep looking, Hoppin' Hank!  
(As they pair continue to fight, Hoppin' Hank suddenly hops on something that makes a loud THUNK noise.)  
Savvy Sarah: Nol  
(Savvy Sarah runs over as Hoppin' Hank brushes the sand away to find a treasure chest.)  
Hoppin' Hank: (Captain, I found it!) The treasure belongs to Captain Davy Dawkins and me!  
(Captain Davy hurries over and kneels beside his best friend. They open the treasure chest to find it filled with chocolate! Lots and lots of chocolate!)  
Savvy Sarah: Please, you can't steal the treasure chest. I've been guarding it for the Queen for years now! I'll be in big trouble if you take it.  
(Captain Davy feels sad for the pirate girl. He smiles with a bright idea.)  
Captain Davy Dawkins: What if we eat some of the treasure here instead of stealing it all?  
(Savvy Sarah thinks for a second, then shrugs and smiles.)  
Savvy Sarah: The Queen didn't say anything about eating it.  
(She laughs and sits down as the pirates eat the yummy treasure.)

Which events occur when they meet?  
Savvy Sarah sneaks up behind Captain Davy and pokes him in the back with a wooden sword.  
Savvy Sarah and Captain Davy have a pirate fight as Hoppin' Hank continues searching.  
Hoppin' Hank suddenly hops on something that makes a loud THUNK noise.  
Savvy Sarah runs over as Hoppin' Hank brushes the sand away to find a treasure chest.  
Captain Davy hurries over and kneels beside his best friend. They open the treasure chest to find it filled with chocolate!

Where is the treasure?  
The treasure is on the beach.

How do they find the treasure?  
Hoppin' Hank suddenly hops on something that makes a loud THUNK noise.

What happens when they find the treasure?  
Savvy Sarah and Captain Davy have a pirate fight.  
Savvy Sarah and Captain Davy eat the treasure.

Which events occur when they meet?  
Savvy Sarah sneaks up behind Captain Davy and pokes him in the back with a wooden sword.  
Savvy Sarah and Captain Davy have a pirate fight as Hoppin' Hank continues searching.  
Hoppin' Hank suddenly hops on something that makes a loud THUNK noise.  
Savvy Sarah runs over as Hoppin' Hank brushes the sand away to find a treasure chest.  
Captain Davy hurries over and kneels beside his best friend. They open the treasure chest to find it filled with chocolate!

# 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**

 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.

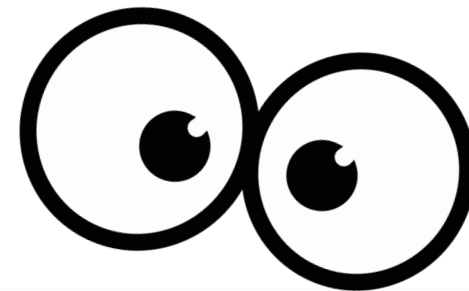
Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12<sup>th</sup> grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

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 reach the high end of the grade level appropriate. The expectation that scaffolding will be used to reach the high end of the grade level built into the Standards' grade-by-grade text complexity bands. The expectation of general movement, however, should be toward independence both within and across the text complexity bands."



# TAKE A PEEK



## TEXT STRUCTURE: STORIES, PLAYS, & POEMS

3rd grade

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\*This product includes 15 stories, plays, and poems in the 2<sup>nd</sup>-3<sup>rd</sup> Grade Common Core Text Complexity Band. Stories are Lexile® leveled. Plays and poems are not leveled.

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- The Harris Brother's Adventure- 670L
- Joanna's Bat Mitzvah- 740L

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- Pocahontas and Captain Smith
- The Bird with the Broken Wing

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- A Poison Tree by William Blake
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- The Night Wind by Eugene Field

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- Play: The Shephard Boy Who Called Wolf
- 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.

[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.

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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."



## Text Structure: Stories



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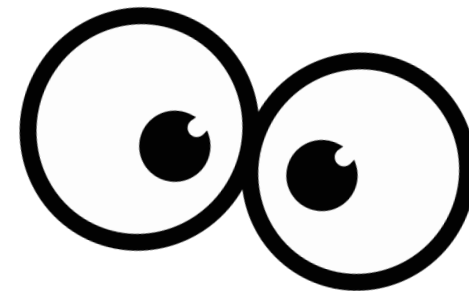
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3. How do the chapters build on the characters, setting, and events?
4. Does the character change as the chapters progress?

©Julie Beck

# AND ANOTHER PEEK



650L Text Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Frankie the Fox

**Chapter 1: Mrs. Duck and her Ducklings**

There once was a wide field that sat next to a pond on one side, and a forest on the other. The field, forest, and pond were always busy with animals going about their lives. Frankie the Fox was clever and sneaky. He loved to play pranks on the other animals because it made him laugh.

Frankie slinked across the field as he spotted Mrs. Duck with her little ducklings swimming in the pond. Frankie hid behind a thick bush as he dumped something into the water. He snickered as he waited patiently behind the bush. It wasn't long before the air was filled with terrified screams.

"Frankie!" Mrs. Duck yelled as she and her ducklings waddled out of the water.

Frankie burst with laughter when he noticed their white coats had turned bright blue! He had poured food coloring into the pond water.

"That wasn't funny!" she screamed.

She and her ducklings waddled angrily to a tiny puddle next to the pond that wasn't full of food coloring.

"That was my favorite prank," Frankie snickered as he watched the ducklings clean up in the puddle. "Now, what should I do next?"

**Chapter 2: Geoffrey the Gopher**

Suddenly, Frankie spotted Geoffrey the Gopher peeking through several holes in the ground. He poked his head out, peeked around, disappeared underground, only to poke his head out of another hole. Frankie had a sneaky prank on his mind.



He hurried over to one of the holes and stood above it. He stared down at the hole with a scary look, waiting for the gopher to appear. When Geoffrey finally poked his head up, he screamed from fright as he stared up at Frankie's scary face. He grumbled when he realized who had scared him.

"Frankie, that was very mean!" Geoffrey yelled, disappearing back into his hole.

He didn't reappear in another hole, but Frankie still laughed. As he continued to laugh, he came up with his next prank.

**Chapter 3: Shelby the Skunk**

Frankie noticed Shelby the Skunk strolling through the forest. He slinked over to the forest without being seen and snuck up behind Shelby. He knew she was afraid of mice, so he had the best prank for her.

As she hopped happily over a tiny rock, Frankie made a quiet squeak-squeak noise just like a mouse. Shelby screamed and stuck her tail straight up in the air.

Frankie screamed too as Shelby shot him with her smelly spray. He forgot that skunks sprayed others when they were scared. Frankie wasn't happy with how his prank turned out.

"Frankie, that wasn't very nice of you to scare me," Shelby grumbled at him.

"Well, you didn't have to spray me!"

"I'm sorry, but you deserve it for being so mean to everyone," Shelby said. "Maybe next time, you'll think twice before you scare someone like that."

**Chapter 4: Frankie Learns a Lesson**

Shelby huffed as she stomped off. Frankie huffed and puffed as he stomped his way back to the pond. He moaned when he remembered the water was blue thanks to his earlier pranks. Since there was no water left in the tiny puddle, Frankie had no choice but to jump into the colored pond to get rid of the stinky smell.


Although he was upset, he began to realize that this was probably how the others felt when he pranked them. It didn't feel very good. The other animals walked over to the pond to see how he was doing.

"I'm sorry for how I treated you all," Frankie said. "I shouldn't have been so mean with my pranks. Can you all forgive me? I promise I won't prank you anymore."


Mrs. Duck, her ducklings, Geoffrey the Gopher, and Shelby the Skunk nodded and smiled.

They loved Frankie, they just didn't like the mean tricks he played on them. To show Frankie just how much they still loved him, everyone hopped into the pond at once. They giggled as the animal friends all became bright blue together.


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

1. Which sentence from Chapter 1 **best** shows the reader Frankie the Fox is up to no good? (Choose all that apply.) 

a. "He snickered as he waited patiently behind the bush."  
b. "Frankie hid behind a thick bush as he dumped something into the water."  
c. "Frankie burst with laughter when he noticed their white coats had turned bright blue!"  
d. "She and her ducklings waddled angrily to a tiny puddle next to the pond that wasn't fully of food coloring."

2. In which chapter does Frankie pretend to be a mouse? 

a. Chapter 1: Mrs. Duck and Her Ducklings  
b. Chapter 2: Geoffrey the Gopher  
c. Chapter 3: Shelby the Skunk  
d. Chapter 4: Frankie Learns a Lesson


3. In Chapter 3, Frankie plays a prank on Shelby the Skunk. How does this decision build on the events of Chapter 4? 

\_\_\_\_\_

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4. In chapter 4, Frankie the Fox changes. How does Frankie change? Which events in the previous chapters changed Frankie? 

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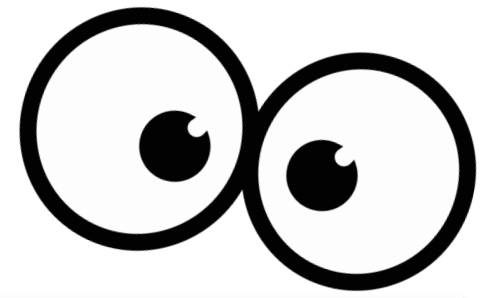
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# CHECK THIS OUT TOO!



740L

Text Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Joanna's Bat Mitzvah

### Chapter 1: Preparing for the Big Day

Joanna couldn't believe it. The day of her big Bat Mitzvah was only days away. A Bat Mitzvah is a special celebration when a Jewish girl turns 12 years old. In the Jewish culture, at age 12, a girl becomes an adult. Joanna was ready to show her synagogue how responsible she was.

Joanna's Jewish culture was very important to her and her family. Her grandparents had fled from Poland when they were young because their religion was not accepted. Joanna and her family never forgot the importance of being able to practice their religion freely in America.

Joanna had been working hard towards Bar Mitzvah by learning Hebrew at Hebrew school. She also had been doing community service in her synagogue. Joanna went to her final Hebrew class. It was her turn to go in front of her class and practice her readings from the Torah. Suddenly, it hit Joanna. She was terrified of speaking in front of people. In two days, she would be in front of her entire synagogue. Joanna froze. She couldn't get the Hebrew words out that she had practiced so many times. Her legs began to quiver and she began to sweat. Joanna ran out of the room crying.

### Chapter 2: Joanna's Fear

Joanna's teacher, Rabbi Klein, came out to find Joanna.

"Joanna, you can do this," Rabbi Klein reassured her. "I know you feel nervous, but remember I am here to guide you. You are ready for your big day."

"But what if I freeze? People will think I didn't study. It will be so embarrassing," Joanna sobbed.

Rabbi Klein reassured her. "Everyone gets nervous. If you freeze, I will be there to help you through it."

Joanna felt a little relieved. Rabbi Klein had been such an excellent mentor to her and she knew he would be there to help her through her big day.

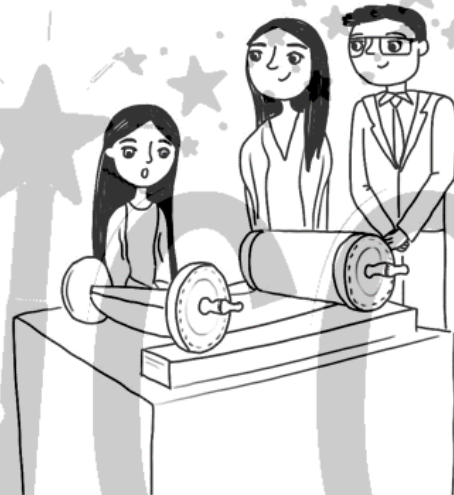
### Chapter 3: Bat Mitzvah Day

Joanna woke up bright and early. Her Bat Mitzvah day was here. She was excited to finally show her commitment and responsibility to her synagogue, but she also couldn't help remember how she froze in class a few days before. Even though Joanna feared being in front of people, she knew it was important to show her community her commitment to her Jewish religion. Today, Joanna had to read from the Torah in Hebrew and she was going to help Rabi Klein lead the synagogue services.

As the services began, Joanna peered out from the stage at her community sitting before her. She spotted her close family and friends.

"I can do this!" Joanna said to herself.

She confidently stepped on to the stage and began her reading from the Torah. When Joanna saw her mom and dad beaming at her, she knew she was making her community proud.




### Chapter 4: The Party

When the synagogue services were over, Joanna couldn't wait for the party. Her family had planned a huge feast for all of Joanna's friends and family. Everyone ate, sang, and danced all in celebration of Joanna.

Joanna received many gifts from her friends and family. Her best friend Stephanie gave her a beautiful silver necklace with a heart and she received her first Shabbat candlesticks from her grandmother. Joanna could now take on the honor of lighting the candles. Joanna felt so proud of herself for facing her fear of being in front of people. She knew she could do anything she put her mind to.

### Text Structure

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

1. Which sentence from Chapter 1 **best** shows the how important Joanna's Bat Mitzvah is to her? (Choose all that apply.) 

- a. "The day of her big Bat Mitzvah was only days away."
- b. "Joanna was ready to show her synagogue how responsible she was."
- c. "A Bat Mitzvah is a special celebration when a Jewish girl turns 12 years old."
- d. "Joanna and her family never forgot the importance of being able to practice their religion freely in America."

2. In which chapter does Joanna face her fear? 

- a. Chapter 1: Preparing for the Big Day
- b. Chapter 2: Joanna's Fear
- c. Chapter 3: Bat Mitzvah Day
- d. Chapter 4: The Party


3. In Chapter 2, Joanna runs out of her Bat Mitzvah practice crying. How does this effect the events in chapter 3? 

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4. How does Joanna feel in chapter 4 after the Bat Mitzvah is over? Which events in the previous chapters caused Joanna to feel this way? 

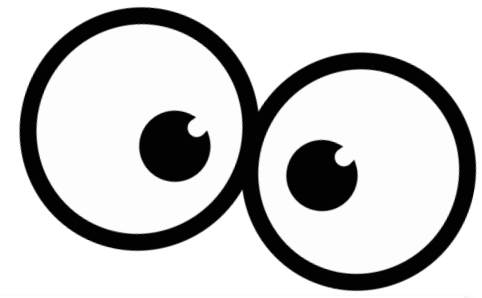
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# UPGRADE THEIR SKILLS!



Text Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Test: The Case of the Stolen Blankie

### Chapter 1: Missing Blankie

Every boy and girl had a favorite toy, blanket or item that they just couldn't fall asleep without. For Noah Jones, that was his green blanket that he nicknamed Blankie. Noah had Blankie since he was a baby. Although he was nine now, Noah still loved falling asleep with Blankie.

It was a sunny day out, so Noah decided he wanted to play with his soccer ball in the backyard. He hurried up to his room and grabbed his ball, but froze where he stood. Something very important was missing from his bed. Blankie was gone! Noah dropped the ball and searched his bed but couldn't find Blankie anywhere forever.

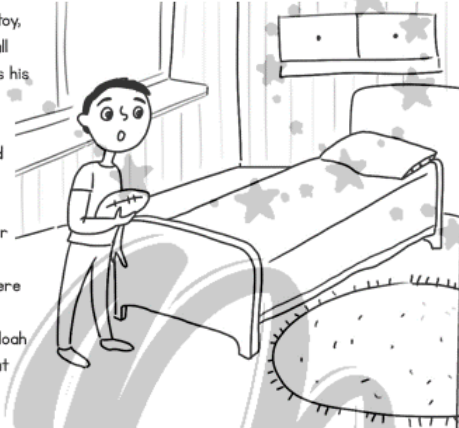
"Where is he?" Noah asked, suddenly worried that Blankie was gone

### Chapter 2: Noah's Suspect

Noah peered out the window and spotted his next-door neighbor playing in his own backyard. Oscar Thompson was a bully and always made fun of Noah for still having Blankie. Noah had a sneaky suspicion that Oscar stole him, so he decided to follow the boy. Noah hurried outside and spied on Oscar through the fence. Oscar's back was facing him, but Noah could tell he was playing with a green cloth. It had to be Blankie.

Noah was about to accuse him as Oscar turned around. The green cloth was just his sweater. Oscar pulled the sweater on and strolled down the sidewalk. Noah made sure to follow from a distance so the boy wouldn't spot him. He hid behind trees, cars, and bushes whenever he could.

He continued to follow Oscar as he crossed the street towards a playground. Noah watched as Oscar sat on the swings and pulled out a toy lion from his sweater pocket. Oscar sat his lion down on his lap as he swung back and forth. Noah decided it was time to confront the boy. He stormed over as Oscar tried to shove his lion back into his pocket.



### Chapter 3: Standing Up to Oscar

"I know you stole Blankie, Oscar. I want him back!" Noah insisted.

"I didn't steal that silly blanket of yours," Oscar said rudely.

"It's no sillier than your toy lion."

Oscar looked down at his lion with a sigh. He knew he wouldn't be able to sleep at night without his fuzzy best friend.

"I'm sorry I made fun of Blankie before, but I don't have him. I promise," Oscar said. "If you want, I can help you find him."

"You would do that for me?"

"It's getting late, and I would be sad if I lost Leo the lion too. I want to help, as long as you don't tell anyone I still have a stuffed animal," Oscar insisted.

"Deal!"

### Chapter 4: Solving the Case

The boys hurried back to Noah's backyard to look for clues. They couldn't find anything suspicious, so they decided to go up to Noah's room. His bed was messy from when he searched for Blankie, but the rest of his room was clean. There were no clothes on the ground, his toys were all on their shelves, and the carpet was vacuumed nicely.

"Wow, your room sure is clean. My room's only this clean when my mom cleans it," Oscar said.

Noah grew excited as he looked at Oscar. "I think you solved it!"

He rushed out of the room as Oscar followed him. He hurried down to the laundry room and yanked the washer door open. There was no Blankie inside. He yanked the dryer open, but still no Blankie. Finally, he peeked inside the freshly folded clothing in the laundry basket. Blankie was snuggled safely inside!

"Thanks for helping me find him, Oscar," Noah said with a happy smile. "I'm sorry I accused you of stealing him."

Oscar shrugged and smiled back. "I'm just glad you found him. I promise I won't make fun of you having a blanket anymore."

"And I won't tell anyone about Leo," Oscar replied.

The boys chuckled as Oscar headed back home. Although it was a bit too late to play soccer in his backyard now, he was happy he had Blankie back and made a new friend in Oscar.

### Text Structure

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

1. In which chapter does Noah think Oscar stole Blankie?



- a. Chapter 1: Missing Blankie
- b. Chapter 2: Noah's Suspect
- c. Chapter 3: Standing Up to Oscar
- d. Chapter 4: Solving the Case

2. In the beginning of chapter 2, Noah thinks Oscar is a bully. Which sentence from Chapter 2 best tells the reader Oscar is changing.



- a. "Oscar pulled the sweater on and strolled down the sidewalk."
- b. "He stormed over as Oscar tried to shove his lion back into his pocket."
- c. "Oscar Thompson was a bully and always made fun of Noah for still having Blankie."
- d. "Oscar's back was facing him, but Noah could tell he was playing with a green cloth."

3. In Chapter 3, Noah confronts Oscar about stealing Blankie. What does Noah learn about Oscar that he did not know before? How does this effect the solution to Noah's problem in chapter 4?



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4. In chapter 4, Noah and Oscar each make a promise to each other. What are their promises? Why do they make them?



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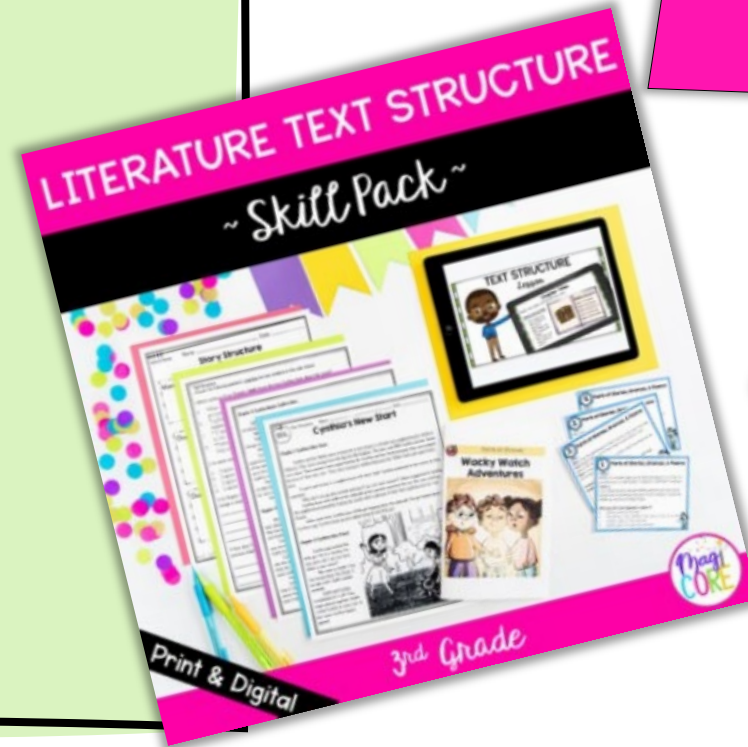
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