

STORY STRUCTURE



Story Structure

Characters:

Setting:

When:

End

Sick Day

Lexile: 560

Name: _____ Date: _____

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 school. 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 need to 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.

600L Story Structure Name: _____

"It is very important to be safe," Amie said. "You boys did it, Amie said. Amie had a bucket of water to put it in the water. "How will we keep it safe?" "Here is my plan," Amie said. "The next week we will have a baby sea turtle."

670L Story Structure Name: _____

Farah had just moved with her family from their country because and they were no longer in Afghanistan. It was Farah's first school. She was very nervous. She knew much about American schools. Farah knew her mom was right. Some things were more important than a silly award.

570L Story Structure Name: _____

Becca imagined her cheeks were purple. Becca looked at the clock. Becca was a glass. Becca was pretty. Becca never let her case in the board. "Becca and fold Ken."



WHAT'S INCLUDED?

TEN 2nd Grade **DIGITAL** and
PRINTABLE PDF fictional passages &
TWO assessments!

- Aligned with 2nd Grade Lexile Levels
- Includes an RL.2.5 Anchor Chart/Journal Page
- Students can highlight the text for easy comprehension

STORY STRUCTURE

2nd grade

Table of Contents

*This product includes 12 leveled passages in the 2nd-3rd Grade Common Core Text Complexity Band (the range for 2nd-3rd grade is 420L-820L).

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

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with
**GOOGLE
SLIDES**



FICTION PASSAGES

540L Story Structure Name: _____ Date: _____

The Haunted House



Every day, Benji walked home from school with his best friend, Graham. They always passed an eerie house. All of the kids talked about how haunted the house was. They said that an old woman died in the house and her ghost still lived there. Some kids would race up to the house, ring the doorbell, and run away. Benji didn't dare. He stayed as far away as possible.

One windy October afternoon, Graham told Benji that he was going to explore the haunted house. Benji tried to talk his friend out of it. He pleaded with him not to go. The house looked perilous.

"I'm going with or without you," replied Graham. "I want to know and for all if the house is really haunted."

Graham ran toward the house and disappeared inside the door.

Benji didn't know what to do. He didn't want to go into the house, but he didn't want to abandon his best friend either. He knew that if Graham got into trouble, he would be all alone.

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

After reading, students type their answers in the text boxes using text evidence.

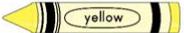
Story Structure
Answer the following Questions. Underline the text evidence in the color shown.

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

Students type their answers right in the text box.

2. What is the main setting of the story? (Choose all that apply) 

a. Halloween
b. Graham's house
c. a spooky house
d. a windy October afternoon

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

ASSESSMENTS

Color-coded highlighting can also be done on the assessments!

570L Story Structure Name: _____ Date: _____
Test: Becca's New Look
Becca was devastated. Her doctor had told her that she needed to wear

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 the moment he woke up. He tried to stall his mom so that they wouldn't miss his appointment, but he didn't have any luck.
Sahil arrived at the doctor's office. His mom came with him to a 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, expecting 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 wasn't that bad?" 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 spent all that time and energy worrying over something that was a small deal.
Sahil's mom took him out to lunch at his favorite restaurant to celebrate getting over his fear.
"I go back to get more shots?" Sahil questioned his mom as she looked at her.

Story Structure

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.

5. What important events happened after the problem? 

Students type their answers right in the text box.

6. How does the problem get solved? 

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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This resource also includes TWO tests with different Lexile Levels for student assessment.

STORY STRUCTURE

2nd grade

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 - A Trip to the Doctor- 520L
 - Becca's New Look- 570L



ABOUT LEXILE LEVELS



Common Core Kingdom, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

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

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

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

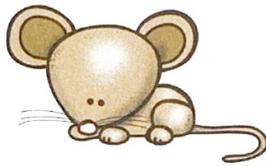


Story Structure

Characters



People



Animals

Setting



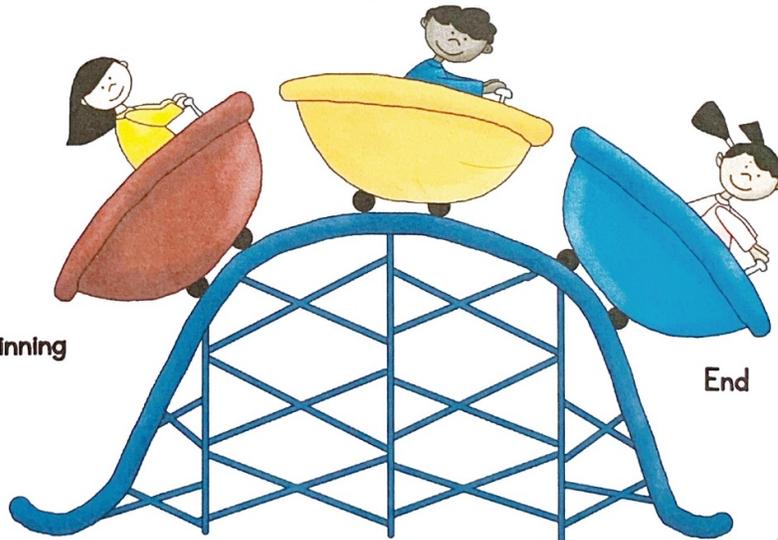
Where



When

Plot

Middle



Beginning

End

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are endangered
sea turtle is a shell
about sea turtles

Name: _____

Date: _____

Sea Turtle Rescue

a normal Saturday at the beach with my family. I was walking along the shore with my brother Matt. Suddenly, Matt exclaimed, "Look! This shell like it is struggling to find the water."
"That isn't just a shell! It is a baby sea turtle!" I replied excitedly. "It looks like it is struggling to find the water."



"Let's ask Mom what to do," Matt said. "You stay here, and keep an eye on the turtle. I'll be right back!" A few minutes later, Matt returned with our mom. Mom said, "You shouldn't touch the turtle, and we shouldn't call the Sea Turtle Patrol what they wanted us to do. We should quickly look up the number for the Sea Turtle Patrol and dial it to keep an eye on it until they get here," Mom said.

As we watched the baby sea turtle, a horde began to form around us. Everyone was curious about the baby turtle.
Thirty minutes later, a lady from the Sea Turtle Patrol arrived. She introduced herself as Amie. Amie thanked us for calling her. She immediately recognized the sea turtle as an endangered loggerhead sea turtle. She told us that the baby turtle was injured, and it likely would have died if we did not find it. She told us she was going to take the baby turtle home to nurse it back to health.

one day. I can't



Lexile:
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 go to school. 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 need to 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 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.

Who is the main character? Choose a character. Use text evidence to support your thinking. Who is the main character. Miah is the main character because she missed a day of school. She always earned the perfect attendance award.

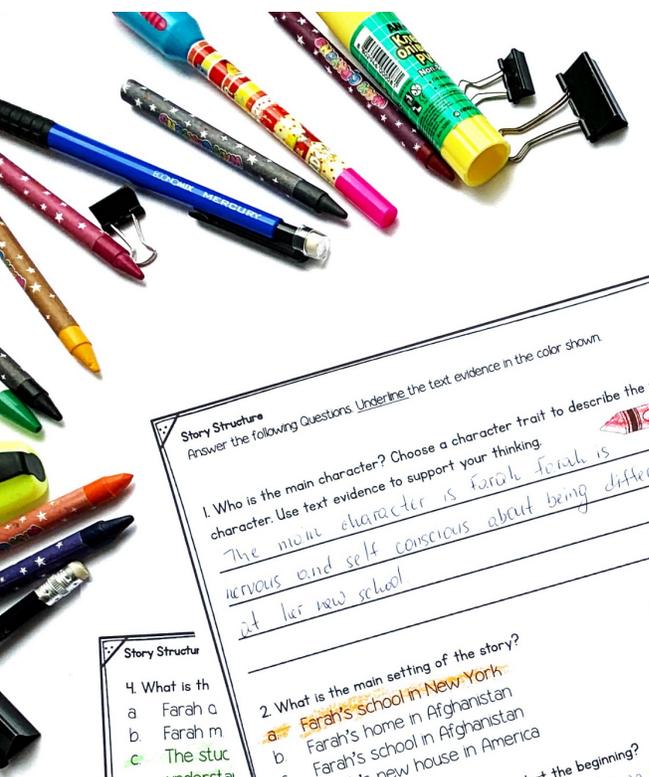
What is the main setting of the story?

at home
at school
at the end of school

What event/s happened at the beginning of the story? Miah got sick. Her mom helped her. She had to stay in bed. She was upset because she missed school.

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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 character. Use text evidence to support your thinking.
 The main character is Farah. Farah is nervous and self-conscious about being different at her new school.

2. What is the main setting of the story?
 a. Farah's school in New York
 b. Farah's home in Afghanistan
 c. Farah's school in Afghanistan
 d. Farah's new house in America

3. What important event/s happened at the beginning?
 At the beginning Farah is nervous to go to her new American school. She worries the kids will make fun of her for being different. Farah goes to school and her teacher and class. The kids in the class whispered and pointed at her.

4. What is the problem?
 a. Farah is nervous
 b. Farah's mom
 c. The students don't understand her
 d. The kids are different

5. What important event happens?
 Farah goes to her class. The kids in the class don't understand about their culture.

6. How does the problem get solved?
 Farah's teacher shows them the culture. She shows them the cookies her family makes.

7. What happens at the end of the story? (Choose all that apply.)
 a. Farah learns to love American culture.
 b. Farah teaches her class about her culture.
 c. Farah stops caring if other people make fun of her.
 d. Farah learns to be proud of her culture and her differences.

670L Story Structure Name: _____ Date: _____

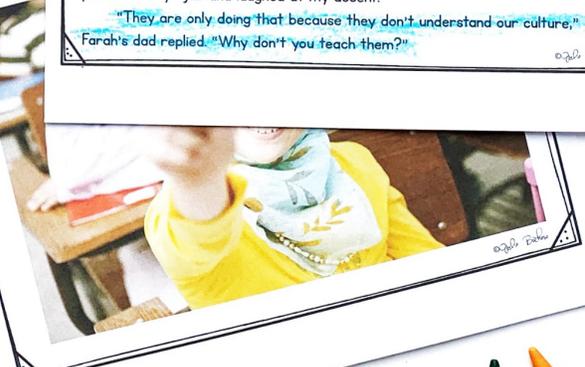
Farah's First Day

Farah had just moved to New York with her family from Afghanistan. Farah and her family were refugees. They left their country because there was a war, and they were no longer safe in Afghanistan.

It was Farah's first day at her new school. She was very nervous. She didn't know much about American schools or American children. Farah knew English, but she spoke with an accent that made her sound different from Americans. Farah knew she looked different, too. She wore a headscarf called a hijab. She was worried that kids would make fun of her. She had heard stories about how hard it was for people from the Middle East to be accepted in America.

The next day, Farah asked her favorite desert, khatai, and evening gathering things. The next day, Farah showed them where Afghanistan was on a map and her family's god, Allah. Farah's classmate introduced her to her new teacher, Mr. McMillian. Mr. McMillian introduced Farah to the class. The kids in her class were pointing at her and whispering. Farah felt uneasy.

That afternoon, Farah's parents asked her about her first day of school. "I am different from the American kids," Farah responded. "They stared and pointed at my hijab and laughed at my accent." "They are only doing that because they don't understand our culture," Farah's dad replied. "Why don't you teach them?"


Story Structure

Answer the following Questions. Underline the

1. Who is the main character? Choose a character. Use text evidence to support.
The main character is Becca.
I know this because she is
conscious. I know this because she
get glasses. She thinks

2. What is the main setting of the story?
a. school
b. afternoon
c. springtime
d. Becca's house

3. What important event/s happened in the story?
Becca gets new glasses.
with her new glasses. Her
to school anyways. Becca
in her desk. Becca's teacher, Mr.
her glasses to see the board.

Story Structure

4. What is the problem in the story?
a. Becca needs glasses.
b. Becca's teacher is mean.
c. The kids in Becca's class are making fun of her for not wearing glasses.
d. Becca doesn't wear glasses.

5. What important events happened in the story?
Becca puts her new glasses on.
Her classmates are staring at her.
That says she

6. How does the problem get solved?
Becca feels better.
Becca's new glasses
a big deal to all

7. What happens at the end of the story?
a. Kim and Becca become friends.
b. Kim makes fun of Becca.
c. Becca learns to love wearing glasses.
d. Becca realizes she needs glasses.

Becca slumped deep in her seat, but every kid in her class was staring at her.

Becca imagined snickers and giggles. Her cheeks were beet red.

A girl named Kim passed a note to Becca. "You look like a purple glasses!"

Becca looked up and flashed a smile.



Lexile 570

Story Structure Name: _____ Date: _____

Test: Becca's New Look

Becca was devastated. Her doctor had told her that she needed to wear glasses. She didn't want to wear glasses. After her appointment with the doctor, Becca debated with her mom.

"Mom, I am going to look nerdy with glasses. All of the kids will make fun of me," Becca complained.

"You are going to have to get over it, Becca," her mom replied. "Your grades are dropping. You can't see the board. The doctor said that you need to wear glasses, or your eyes will get worse."

Becca moaned and groaned, but there was no convincing her mom. The next week, Becca went to school with her new glasses. At least she was able to pick out pretty purple glasses and a flowery case. Becca thought to herself, "Mom will never know if I don't wear my glasses. I will just keep them in my case."

Becca sat down in her seat to begin her morning work. She hid the flowery case inside her desk. Mr. Ken looked up from his desk as Becca squinted to see the board.

"Becca, I see you straining your eyes again. Your mom called me this morning and told me about your new glasses. Take them out so you that can see," said Mr. Ken.



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The Earth Day Project

“Class, Earth Day is coming up on April 22. I was thinking we should do a class project to help the earth,” announced Mrs. Philips.

The second graders in Mrs. Philips’s class buzzed with excitement.

“We should make a craft!” suggested Steven.

“We should take a field trip to the beach and pick up trash!” said Trisha.

“These are all great ideas, but I want you to take some time to ponder this,” replied Mrs. Phillips.

At recess, Jimmy couldn’t wait to play basketball with his friends. They raced over to the hoops, but stopped suddenly when they saw trash dispersed everywhere on the court. The older kids had recess before the second graders. They always made a mess of the playground and threw their lunch trash everywhere.

“Aw, man. We can’t play here. It’s filthy,” complained Steven.

“We should clean this up now so that we can play,” said Jimmy, “but I’ve got an idea for our Earth Day project. We could host a schoolwide trash cleanup. Then, we could use some of the trash to do projects about recycling. We could teach other kids about recycling with our projects.”



Jimmy's friends loved his idea. They couldn't wait to bring the idea to Mrs. Phillips. Mrs. Phillips thought the idea was great. She asked the rest of the class. Everyone agreed that Jimmy's idea was excellent. They brought the idea to the principal to see if they could get the whole school involved. The principal agreed that the Earth Day project would be great for the school.

On April 22, the whole school set out to clean the school grounds. Classes spent the afternoon constructing projects with some of the recycled trash. They hosted Earth Day Night the next week. Families and kids from other towns came to Earth Day Night. They learned all about recycling.

Jimmy and his friends no longer had trouble with trash on the playground. The older kids had learned about Earth Day and stopped littering. Jimmy knew his idea helped make his school a better place. He hoped they could continue their Earth Day project every year to teach kids about taking care of the planet.



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.



2. What is the main setting of the story?

- a. school
- b. April 21st
- c. Jimmy's house
- d. the basketball court



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



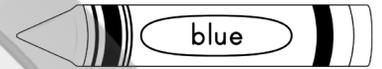
Story Structure

4. What is the problem in the story? (Choose all that apply.)



- a. Jimmy's class needs to come up with an Earth Day project.
- b. The older kids throw their trash from lunch on the playground.
- c. The other kids in Jimmy's class want to do an Earth Day craft. Jimmy wants to clean up the playground.
- d. Mrs. Phillips has a different idea about the Earth Day project than her students.

5. What important events happened after the problem?



6. How does the problem get solved?



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



- a. Jimmy came up with a new project for the next holiday.
- b. The older kids stop throwing their trash on the playground.
- c. The older kids got into trouble with the principal for littering.
- d. Jimmy and his classmates teach families and kids about Earth Day Night.

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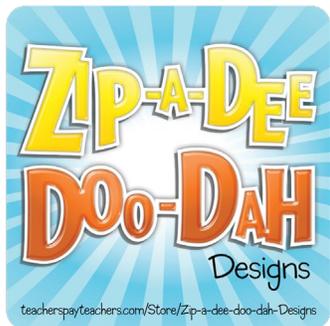
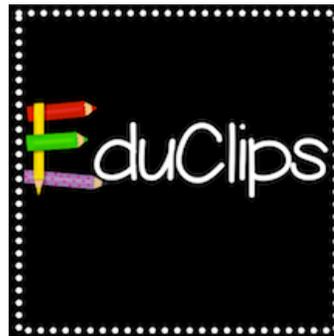
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