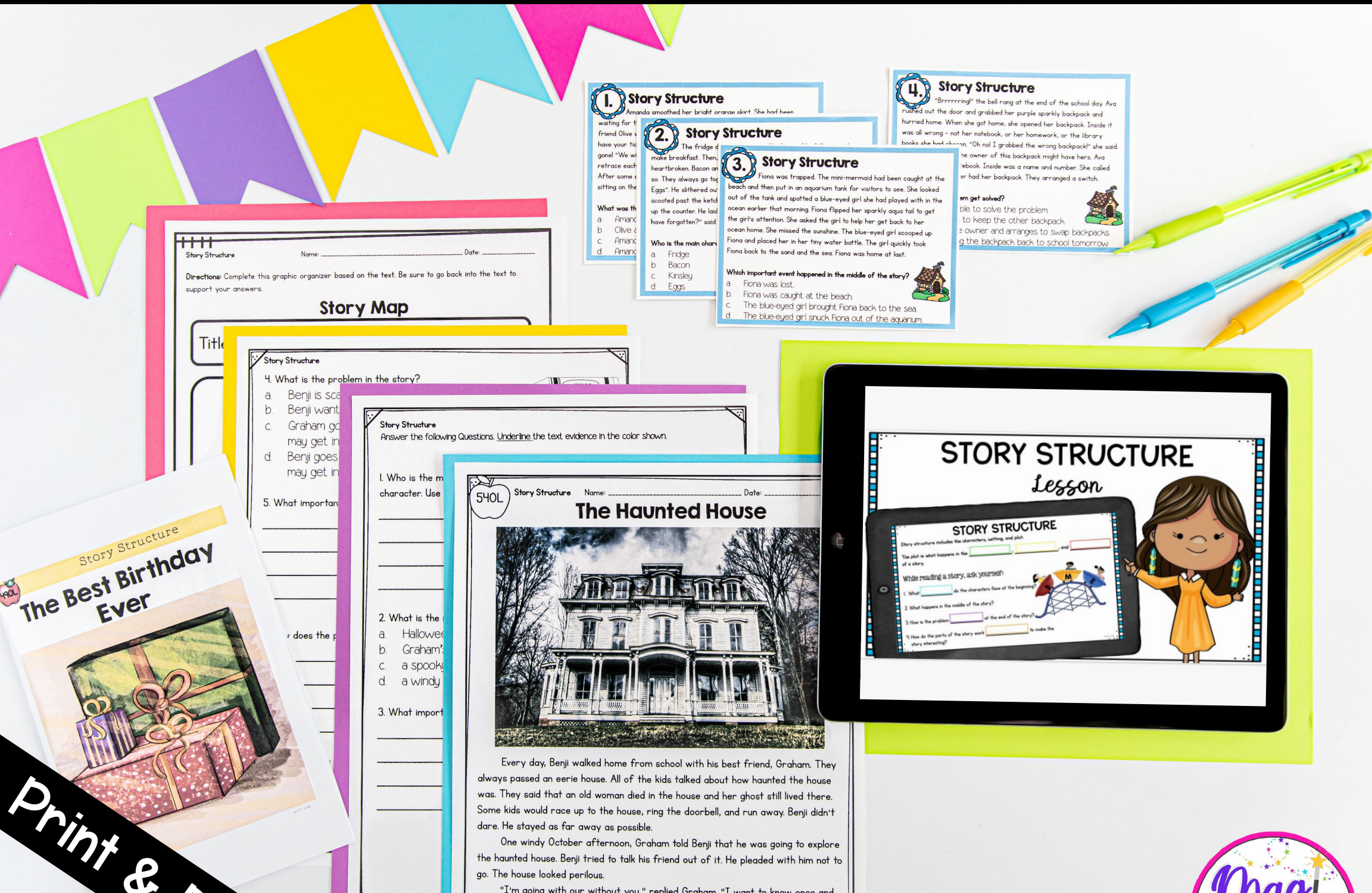


# STORY STRUCTURE

## ~ Skill Pack ~



Print & Digital

2nd Grade



# What's Included?

## *Skill Focused Lesson Plans*

- Two weeks of lesson plans built around proven teaching strategies using the resources included in this Skill Pack.

## *Digital Lessons*

- Google Slides format makes this resource flexible for any classroom or distance learning need.

## *Guided Reading Packet (Digital & Printable)*

Skill focused guided reader differentiated on three levels.

- Professionally Lexile leveled original text.
- Printable PDF, digital reader, printable booklet, and Google Slides versions make this perfect for any classroom or distance learning need.

## *Core Comprehension Passages & Questions (Digital & Printable)*

- Lexile® leveled reading comprehension passages and skill-focused question sets.
- Color coding strategy encourages students to learn how to find and use text evidence in their answers.
- Printable PDF & Digital Google Slides versions make this resource perfect for classroom and distance learning.

## *Task Cards (Digital Boom Card & Printable Formats)*

- Set of 30 task cards with short passages and standard aligned multiple choice questions.
- Printable & Boom Card formats included.

# ABOUT LEXILE LEVELS

MagiCore Learning, LLC is a certified Lexile® Partner. Indicated 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        | 935L-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.”



# LESSON PLANS

2<sup>nd</sup> GRADE

COMPREHENSION SKILL: Story Structure

Week 1

MONDAY

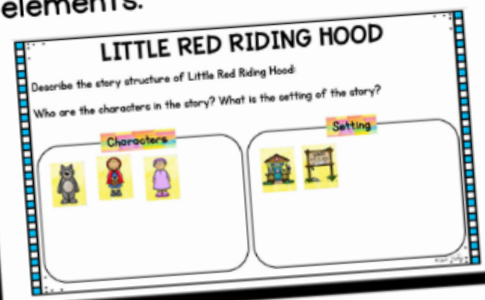
## LESSON

- Introduce "Story Structure" anchor chart.
- Explain what plot is.
- Watch the Story Structure video.



## PRACTICE

Using the story "Little Red Riding Hood", model how to determine story structure elements.



## GUIDED READING

"The Best Birthday Ever" leveled guided readers.

Meet with two groups and complete "pre-reading" activities."

Task Card

- Story



TUESDAY

## Guided Practice Whole Class:

- Review anchor chart.
- Listen to "My Rotten Redheaded Older Brother" and record the story structure.



## Independent Reading:

- Choice text to read independently and practice determining the story structure.

Begin reading "The Best Birthday Ever" leveled guided readers. Complete "During Reading" discussions.



WEDNESDAY

## Guided Practice:

- Review anchor chart.
- Listen to "The Elves and the Shoemaker" and record the story structure.

## Independent Reading:

- Choice text to read independently and practice determining the story structure.

Finish reading "The Best Birthday Ever" leveled guided readers. Complete "During Reading" discussions.

# GUIDED READERS

Printable & Digital



2<sup>nd</sup>

Grade

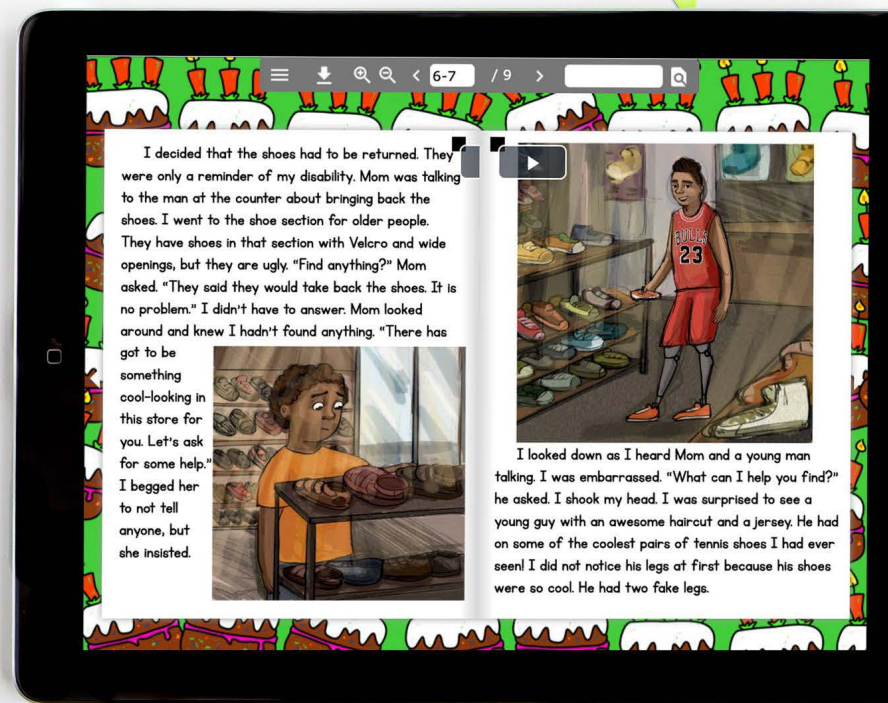
Story Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

### Story Map

Title: \_\_\_\_\_

|            |         |
|------------|---------|
| Characters | Setting |
| Problem    |         |
| Solution   |         |



story structure

I decided that the shoes had to be returned. They were only a reminder of my disability. Mom was talking to the man at the counter about bringing back the shoes. I went to the shoe section for older people. They have shoes in that section with Velcro and wide openings, but they are ugly. "Find anything?" Mom asked. "They said they would take back the shoes. It is no problem." I didn't have to answer. Mom looked around and knew I hadn't found anything. "There has got to be

something cool-looking in this store for you. Let's ask for some help." I begged her to not tell anyone, but she insisted.



I looked down as I heard Mom and a young man talking. I was embarrassed. "What can I help you find?" he asked. I shook my head. I was surprised to see a young guy with an awesome haircut and a jersey. He had on some of the coolest pairs of tennis shoes I had ever seen! I did not notice his legs at first because his shoes were so cool. He had two fake legs.

Story Structure

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

**Directions:** Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

## Story Map

Title: \_\_\_\_\_

Characters

Setting

Problem

Solution

©2016 Parker



Story Structure

## The Best Birthday Ever



©2016 Parker



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

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

### Story Map

Title: \_\_\_\_\_

|            |         |
|------------|---------|
| Characters | Setting |
| Problem    |         |
| Solution   |         |



I decided that the shoes had to be returned. They were only a reminder of my disability. Mom was talking to the man at the counter about bringing back the shoes. I went to the shoe section for older people. They have shoes in that section with Velcro and wide openings, but they are ugly. "Find anything?" Mom asked. "They said they would take back the shoes. It is no problem." I didn't have to answer. Mom looked around and knew I hadn't found anything. "There has got to be something cool-looking in this store for you. Let's ask for some help." I begged her to not tell anyone, but she insisted.

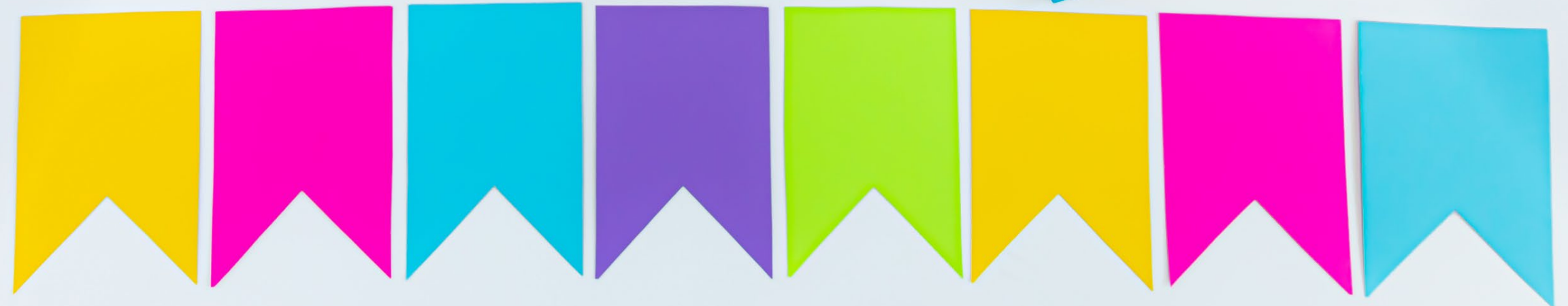
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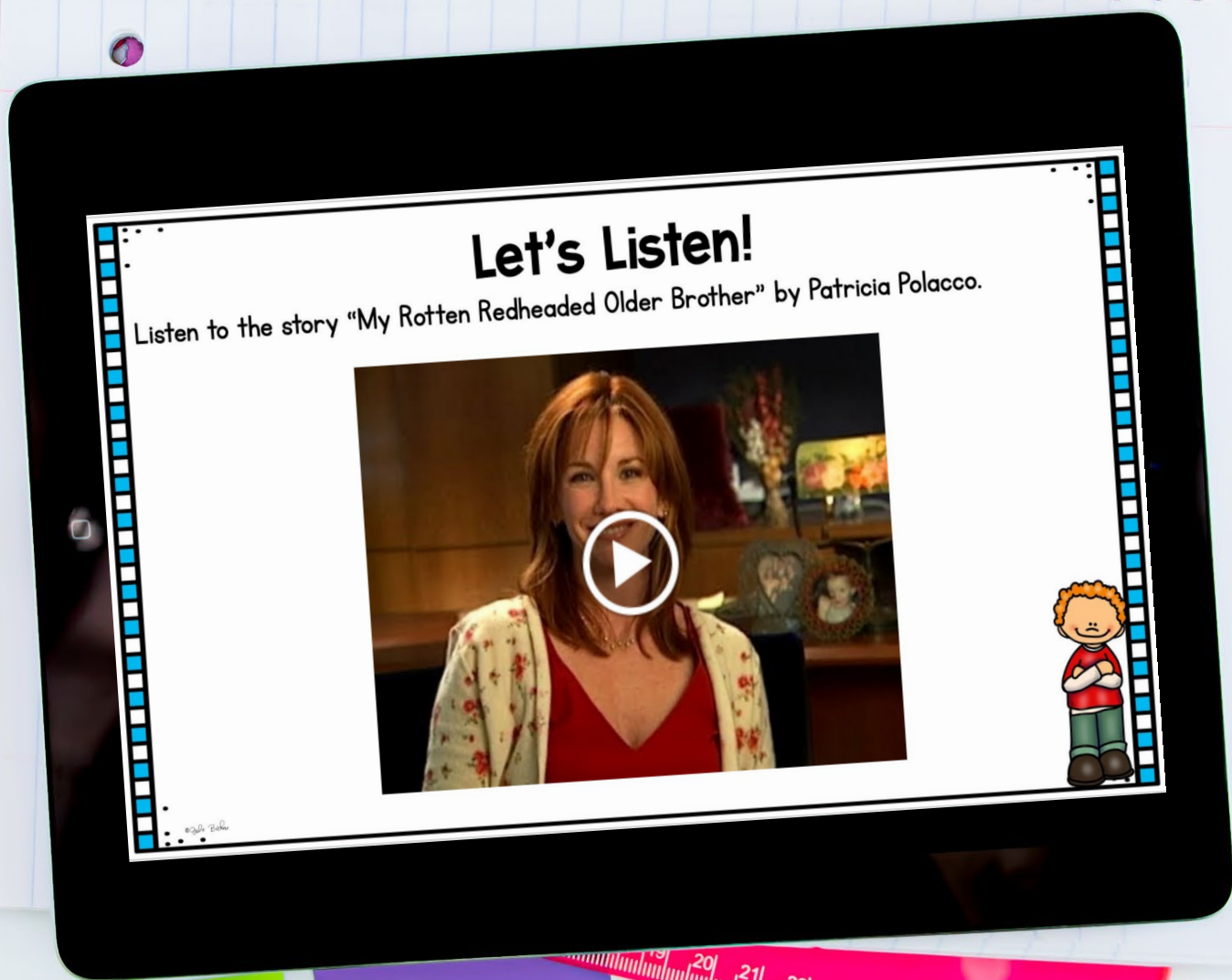
# Story Structure

# DIGITAL Mini lessons

2nd  
Grade










**LET'S TRY!**

Describe the story structure of *The Elves and the Shoemaker*.

Who are the characters in the story? What is the setting of the story?

| Characters | Setting |
|------------|---------|
|            |         |



© The Teacher

# STORY STRUCTURE

Read the short passage. What element of story structure is described?

## Passage

In *Cinderella*, you read about an evil stepmother and her two evil daughters.

In *The Three Little Pigs*, the wolf tries to blow each pig's house down.

In *Goldilocks and the Three Bears*, she finds her way to a charming cottage in the middle of the woods.

In *Peter Pan*, the children follow Peter to Neverland. However, Captain Hook causes trouble for them.

## Structure

© 2015 Betsy





# WHAT'S INCLUDED?

TEN 2<sup>nd</sup> Grade **DIGITAL** and  
**PRINTABLE** PDF fictional passages &  
**TWO** assessments!

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

Created with  
**GOOGLE  
SLIDES**

## STORY STRUCTURE

*2<sup>nd</sup> grade*

### Table of Contents

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

1. [RL.2.5 Anchor Chart/ Journal Page](#)
2. [The Big Surprise- 470L](#)
3. [Janie's Special Class- 520L](#)
4. [The Haunted House- 540L](#)



# Story Structure

## Characters



People



Animals



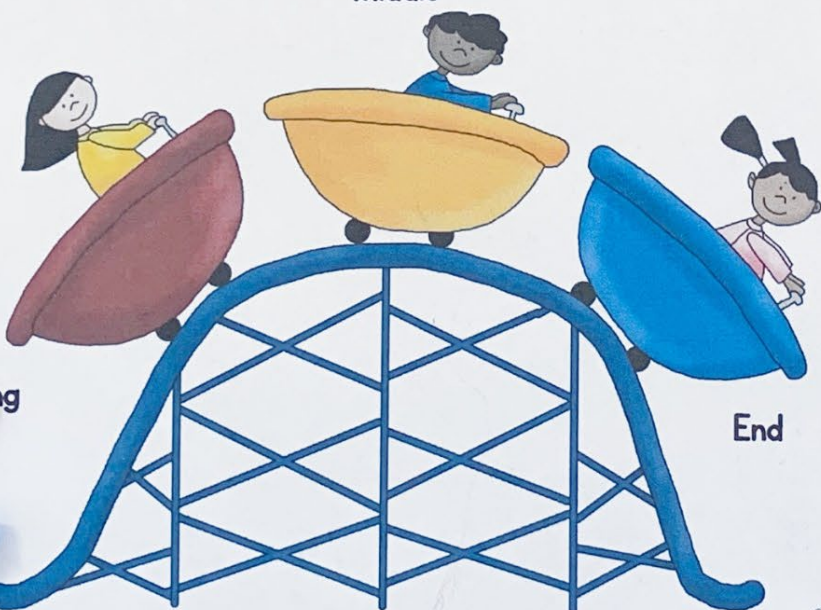
Where



When

## Plot

### Middle



Beginning

End

### Story Structure

4. What is the problem in the story?

- a. Loggerhead sea turtles are endangered
- b. Matt thinks the baby sea turtle is a shell
- c. People need to learn about sea turtles so they can help them.
- d. The author and his brother find a sea turtle that looks in trouble.

5. What important events happened in the story?

### 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 him or her.

"It is very important people learn about sea turtles. So many of them are endangered because of humans. If we learn about them, we can help them." Amie said.

"How will we know if the turtle makes it?" I questioned.

"Here is my phone number. Call me next week, and I will give you an update." Amie said.

### Story Structure

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

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

## Sea Turtle Rescue


It was a normal Saturday at the beach with my family. I was on the sandy shore with my brother Matt. Suddenly, Matt exclaimed, "That isn't just a shell! It is a baby sea turtle!" I looked down like it is struggling to find the water."

600L

# 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 once 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.


©Jill's Bites

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




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

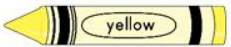
Story Structure  
Answer the following Questions. Underline the text evidence in the color shown.

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? 

©Jill's Bites



# 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 from the moment he woke up. He tried to stall his mom so that they would miss his appointment, but he didn't have any luck.

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

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

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

When the doctor came into the office, Sahil started to tremble. The doctor examined Sahil and told him that the shot would be quick. It wouldn't be as painful as he expected. This didn't make Sahil feel any better. He gripped his mom's hand tightly as the doctor approached him with the needle. He closed his eyes and winced, waiting for the pain. The doctor talked to Sahil in a calm voice. Suddenly, Sahil felt a pinch. He yelled. He knew the worst was coming. Tears welled up in his eyes.



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

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

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

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


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

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


© Julie Baker

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

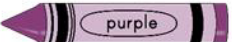
Story Structure


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.

© Julie Baker

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

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fun of her bec

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of her.

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er glass

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cc  
s

herdest. Becca's teacher, Mr. Ken, tells Becca  
her glasses to see the board.

green

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

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

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 at the beginning?  
Becca gets new glasses. She thinks she will be picked on with her new glasses. Her mom makes her go to school anyways. Becca plans on hiding her glasses. Becca's teacher, Mr. Ken, tells Becca to wear her glasses to see the board.

Becca slumped deep in her seat. Not only did she have to wear her glasses, but every kid in her class was staring at her, waiting to see her put her glasses on.

Becca imagined snickers as she slowly placed the purple glasses on her face. Her cheeks were beet red.

A girl named Kim passed a note to Becca. Becca opened it. "I love your new purple glasses!"

Becca looked up and flashed a smile.



©Jale Bieber



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 eyes 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.



©Jale Bieber

# STORY STRUCTURE

## task cards

2<sup>nd</sup> GRADE

### 1. Story Structure

Amanda smoothed her bright orange skirt. She had been waiting for this day to be here for months. Amanda and her best friend Olive were going to the Orange Sizzle concert. Olive asked, "You have your ticket, right?" Amanda reached in her purse. The ticket was gone! "We will find it! Don't worry!" said Olive. The girls decided to retrace each step Amanda had taken since she woke up that morning. After some serious searching, there it was in all its orange glory - sitting on the kitchen counter! Phew!

What was the problem in the story?

- a. Amanda lost her concert ticket.
- b. Olive and Amanda did not get along.
- c. Amanda did not want to go to the concert.
- d. Amanda did not have enough money for the ticket.



### 2. Story Structure

The fridge door swung open. Kinsley grabbed the eggs to make breakfast. Then, to Bacon's surprise, the door closed. Bacon was heartbroken. Bacon and eggs were the perfect pair; everyone thought so. They always go together. Bacon made a plan - "Operation Get to Eggs". He slithered out of the drawer, wiggled down the shelves, and scooted past the ketchup. He pushed the fridge door open and scurried up the counter. He laid down next to the eggs. "Oh, bacon! How could I have forgotten?" said Kinsley. Bacon and eggs were together again.

Who is the main character?

- a. Fridge
- b. Bacon
- c. Kinsley
- d. Eggs



## Story Structure



### 3. Story Structure

Fiona was trapped. The mini-mermaid had been caught at the beach and then put in an aquarium tank for visitors to see. She looked out of the tank and spotted a blue-eyed girl she had played with in the ocean earlier that morning. Fiona flipped her sparkly aqua tail to get the girl's attention. She asked the girl to help her get back to her ocean home. She missed the sunshine. The blue-eyed girl scooped up Fiona and placed her in her tiny water bottle. The girl quickly took Fiona back to the sand and the sea. Fiona was home at last.

Which important event happened in the middle of the story?

- a. Fiona was lost.
- b. Fiona was caught at the beach.
- c. The blue-eyed girl brought Fiona back to the sea.
- d. The blue-eyed girl snuck Fiona out of the aquarium.



### 4. Story Structure

"Brrrrrring!" the bell rang at the end of the school day. Ava rushed out the door and grabbed her purple sparkly backpack and hurried home. When she got home, she opened her backpack. Inside it was all wrong - not her notebook, or her homework, or the library books she had chosen. "Oh no! I grabbed the wrong backpack!" she said.

She hoped the owner of this backpack might have hers. Ava looked inside the notebook. Inside was a name and number. She called the owner. The owner had her backpack. They arranged a switch.

How does the problem get solved?

- a. Ava is not able to solve the problem.
- b. Ava decides to keep the other backpack.
- c. Ava calls the owner and arranges to swap backpacks.
- d. Ava will bring the backpack back to school tomorrow.





## Story Structure

The fridge door swung open. Kinsley grabbed the eggs to make breakfast. Then, to Bacon's surprise, the door closed. Bacon was heartbroken. Bacon and eggs were the perfect pair; everyone thought so. They always go together. Bacon made a plan - "Operation Get to Eggs". He slithered out of the drawer, wiggled down the shelves, and scooted past the ketchup. He pushed the fridge door open and scurried up the counter. He laid down next to the eggs. "Oh, bacon! How could I have forgotten?" said Kinsley. Bacon and eggs were together again.

Who is the main character?

- a. Fridge
- b. Bacon
- c. Kinsley
- d. Eggs



# Story Structure Digital Task Cards

30 Cards  
Includes an  
audio reading of  
each passage.

## Story Structure

There was once a pirate that didn't quite fit in. Jack Scallywag did not like to steal or scare. The young lad sat back while the crew robbed ships sailing the sea. Then one day, he said, "Look, buccaneers, this has to stop. Let's stop taking what belongs to others and let's find buried treasure that someone forgot. Then, we share it with others who might have a need." The crew looked back, and one said in surprise, "Well, shiver me timbers!" Captain Sea Dog thought for a moment, then said "Great idea Jack! Yo ho ho, let's make it so."



©Julie Bochese

How did the story end?

The pirate crew robbed more ships.

Captain Sea Dog agreed with Jack's idea.

Jack shared his idea to find treasure and share it.

Jack was kicked off the pirate crew.



Hosted at

boomlearning

# BOOM CARDS

# STORY STRUCTURE BOOM CARDS



## Story Structure



Piper looked up at the Ferris wheel spinning over the park. Butterflies seemed to swim in her stomach. Her hands were getting sweaty. Andrew, her best friend, only wanted one thing for his birthday - Piper to ride the Ferris wheel with him. She was afraid, but she had to do it. Piper and Andrew got in their seats and buckled in. She closed her eyes tightly as they started to move. Finally, she opened her eyes; she could see everything - all the games and rides and people! "Wow!" she thought. "Ferris wheels are pretty amazing!"

© Julie Boches

What is the most likely setting for this story?

A school

A fair

A birthday party

A trampoline park

Click  
PREVIEW  
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- Self Grading Multiple-Choice Questions
- Includes Audio

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# STORY STRUCTURE BOOM CARDS



## Story Structure



Riley looked out the spaceship window. She had absolutely no idea where she was, but she saw planets and stars. How would she find her way again? She pulled out the map of the galaxy and looked for the planets and stars she could see on the map. She marked them with an X. Then she marked the planet she was traveling to with an X. Now Riley knew exactly where she was in the galaxy. She decided on her path and was on her way again.

© Julie Bochese

What was Riley's problem in this story?

She didn't know how to drive a spaceship.

She saw a strange green creature.

She was lost in the galaxy.

She did not know how to read a map.