

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 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.”



LESSON PLANS

4th Grade

COMPREHENSION SKILL: Story Elements

Week 1

MONDAY

LESSON

- Introduce why it is important to pay attention to key details about the characters, setting, and events.
- Review the “Describe Characters” anchor chart and video.

PRACTICE

Guided Practice Whole Class
Read *Lotus and Feather*.

- Pay close attention to the main character and fill in the graphic organizer.



GUIDED READING

“The Case of the Missing Tablet” leveled guided readers.

Meet with two groups and complete “pre-reading” activities.”

CEN

Task Cards
• Story E



TUESDAY

Guided Practice Whole Class

- Review the anchor chart and video for describing settings.
- Work together to describe the setting for *Lotus and Feather*.

Independent Reading

- Choice text with a focus on key details about the setting.

Read pages 1-4 of “The Case of the Missing Tablet” leveled guided readers. Complete “During Reading” discussions.



SDAY

Guided Practice Whole Class

- Review the anchor chart and video for describing events.

Independent Reading

- Choice text with a focus on key events.

Read pages 5-8 of “The Case of the Missing Tablet” leveled guided readers. Complete “During Reading” discussions.

KEY DETAILS

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

While reading a story, ask yourself:

1. What main character , , and tells us about the character's traits.



2. Describing the setting helps the reader .



3. Describing the major events helps use determine the and .

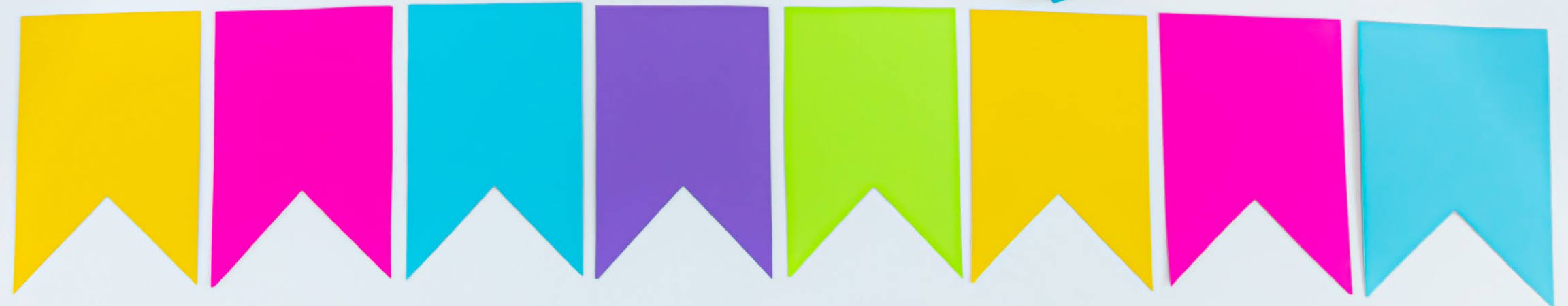
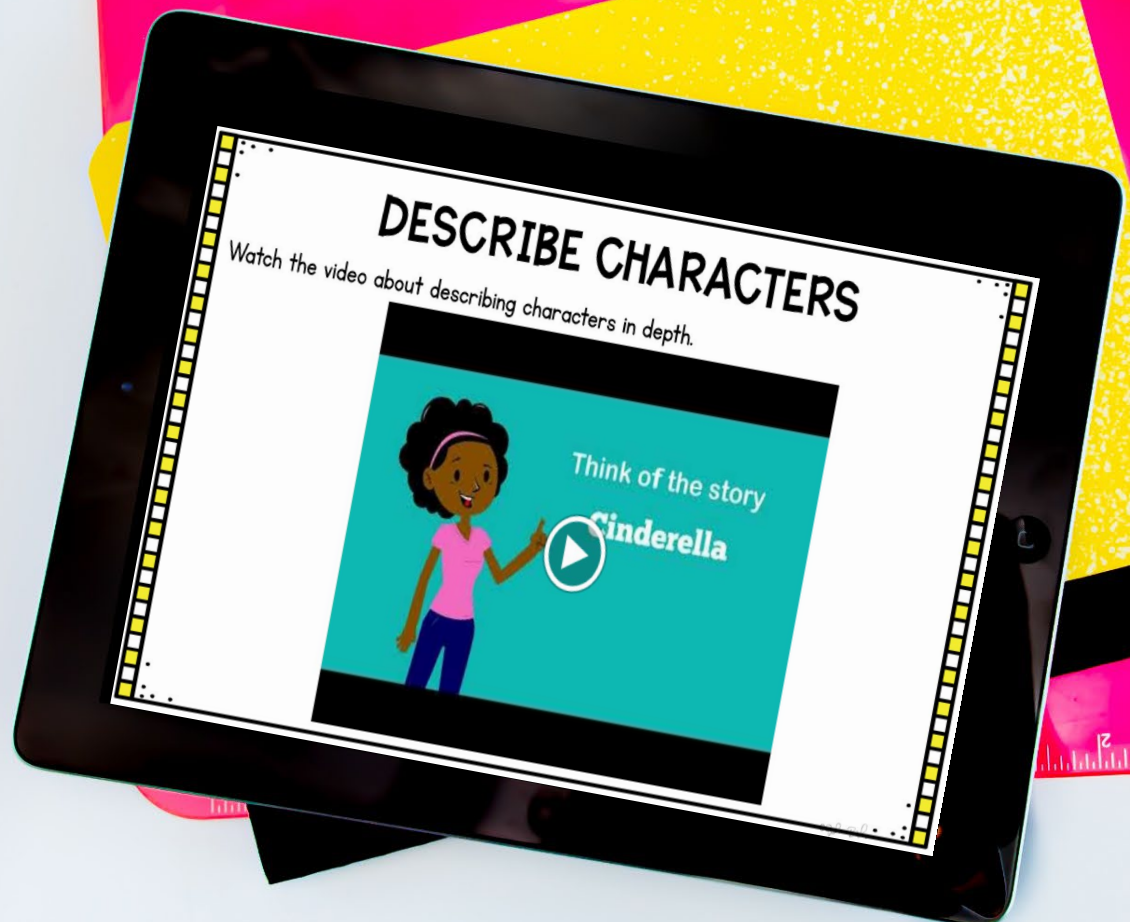
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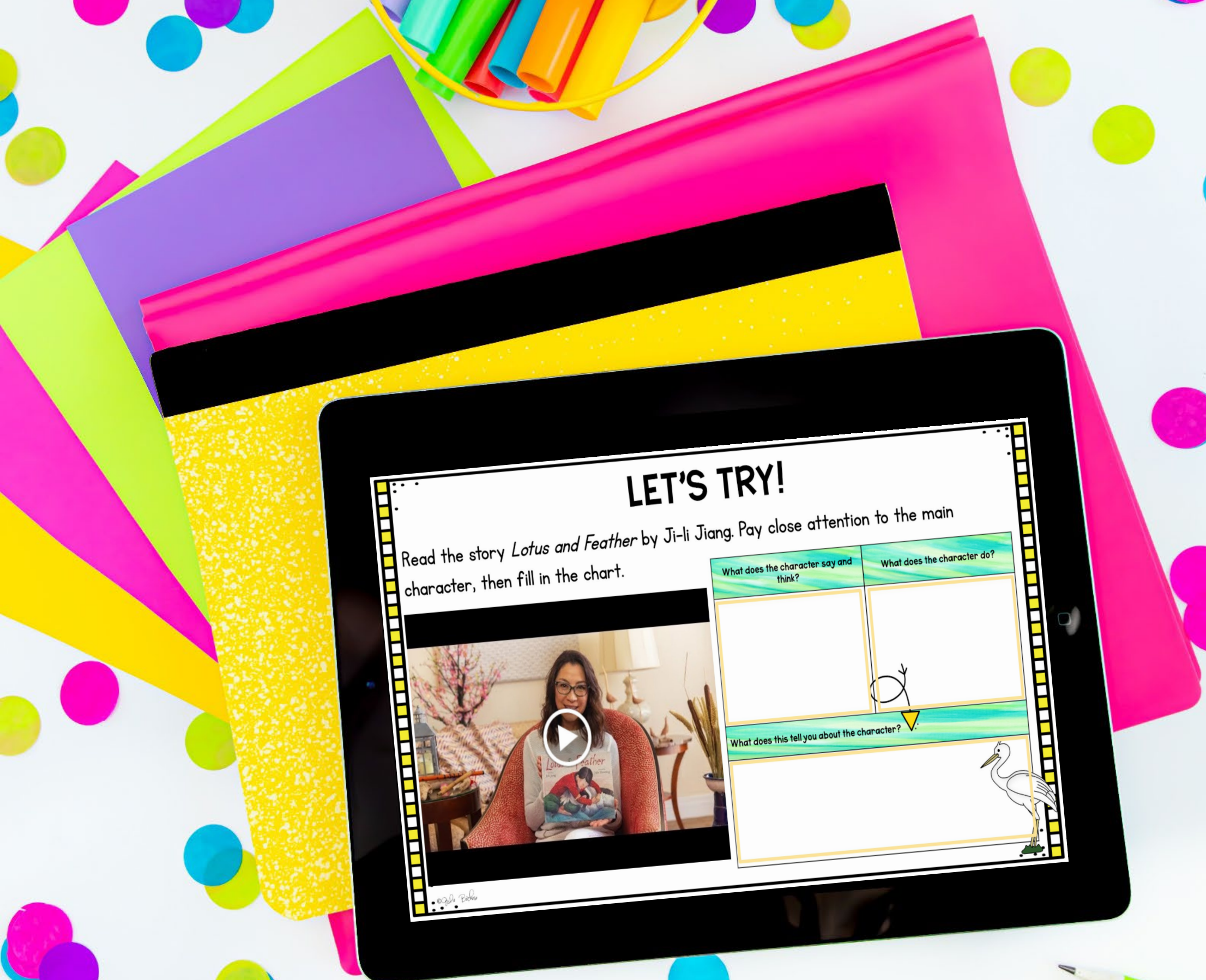
Grade

Story Elements

DIGITAL Mini lessons





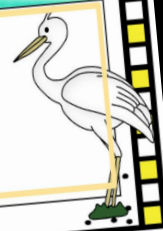




LET'S TRY!

Read the story *Lotus and Feather* by Ji-li Jiang. Pay close attention to the main character, then fill in the chart.

What does the character say and think?	What does the character do?
	
What does this tell you about the character?	



© Julie Bales



DESCRIBE EVENTS

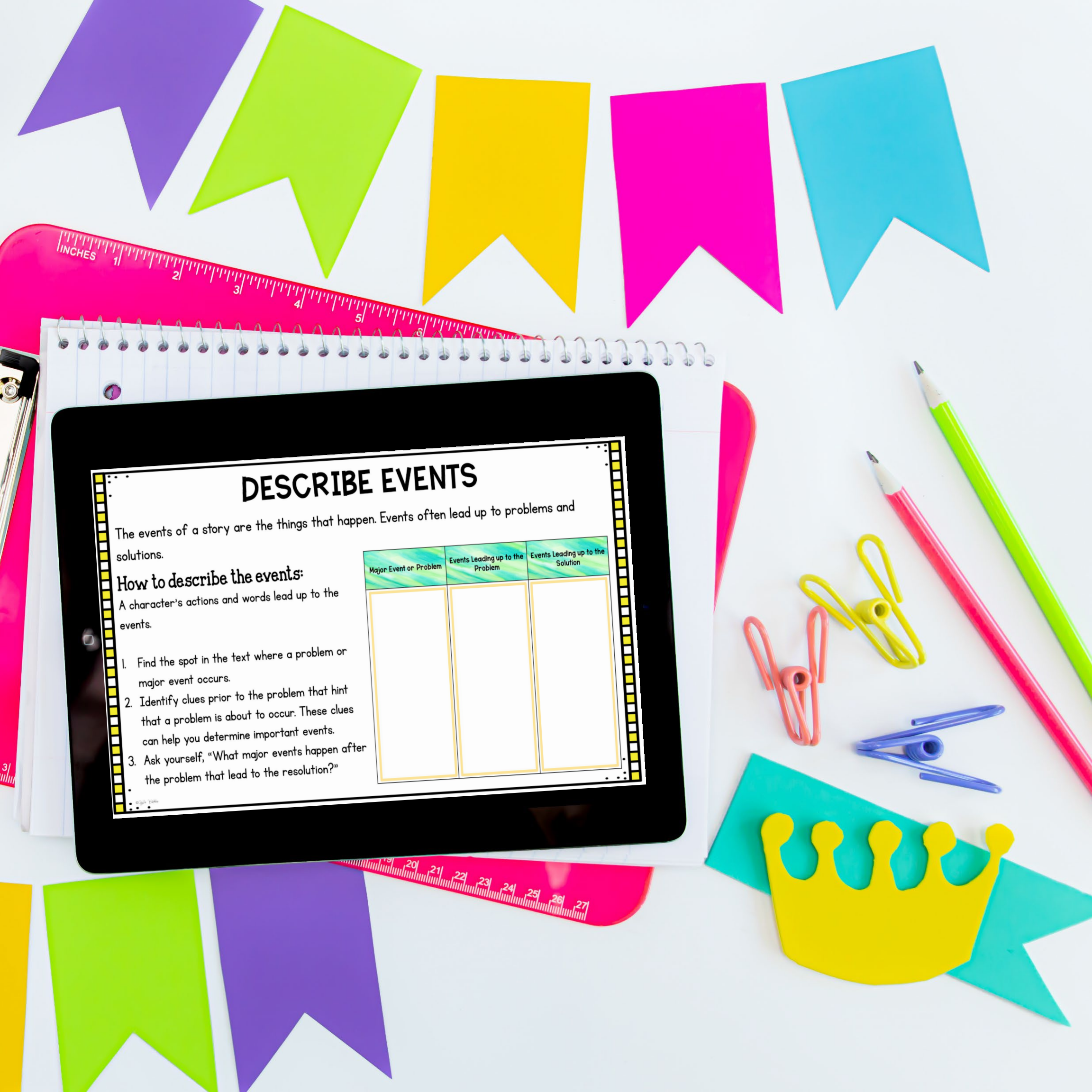
The events of a story are the things that happen. Events often lead up to problems and solutions.

How to describe the events:

A character's actions and words lead up to the events.

1. Find the spot in the text where a problem or major event occurs.
2. Identify clues prior to the problem that hint that a problem is about to occur. These clues can help you determine important events.
3. Ask yourself, "What major events happen after the problem that lead to the resolution?"

Major Event or Problem	Events Leading up to the Problem	Events Leading up to the Solution





LET'S TRY!

Describe in depth, the main character, setting, and events:

Character	Setting	Events

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GUIDED READERS

Printable & Digital



4th

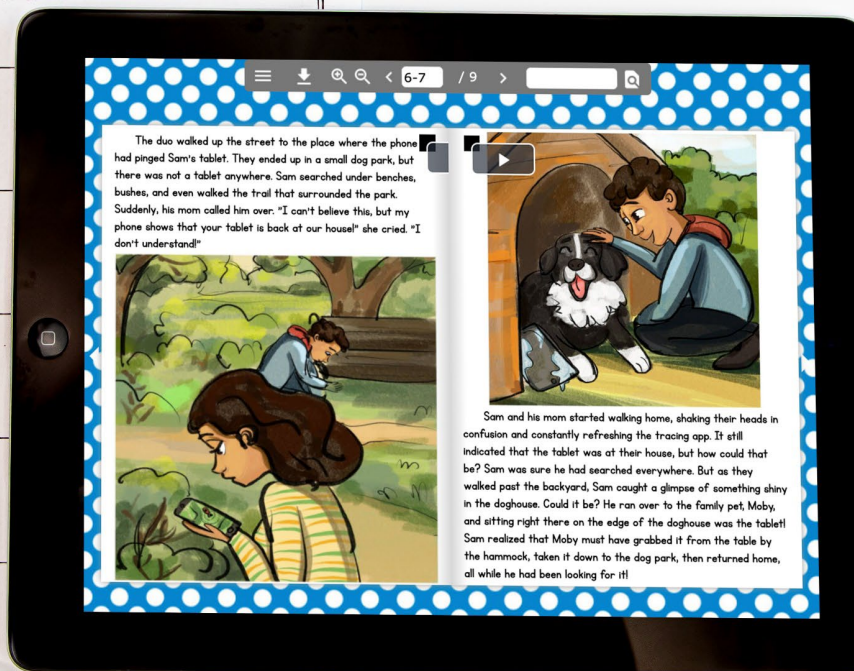
Grade

Characters, Setting and Events Name: _____ Date: _____

Describing Characters, Setting & Events

Directions: Think about the events in the story. Choose one of the main events to describe in detail. Complete the chart.

Describe the event you chose.	
How does this event affect the rest of the story?	
How does this event affect the characters in the story?	
How is this event important to the story?	
How do you feel about this event? Why?	



characters, setting, events

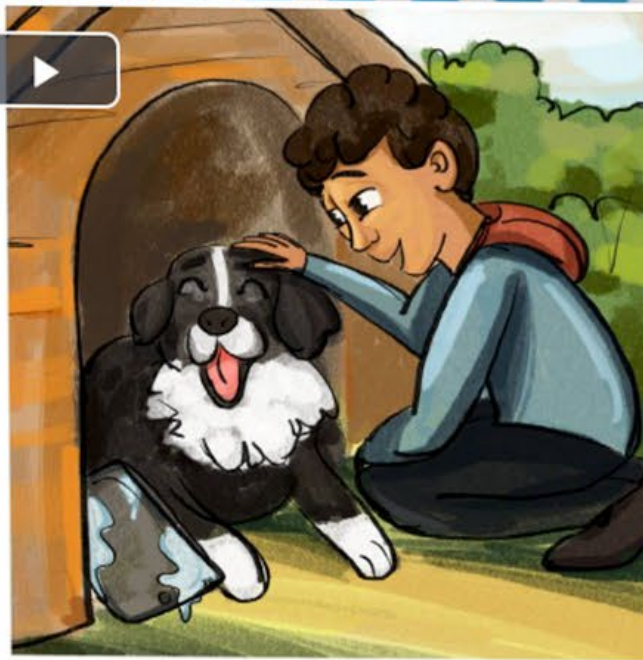
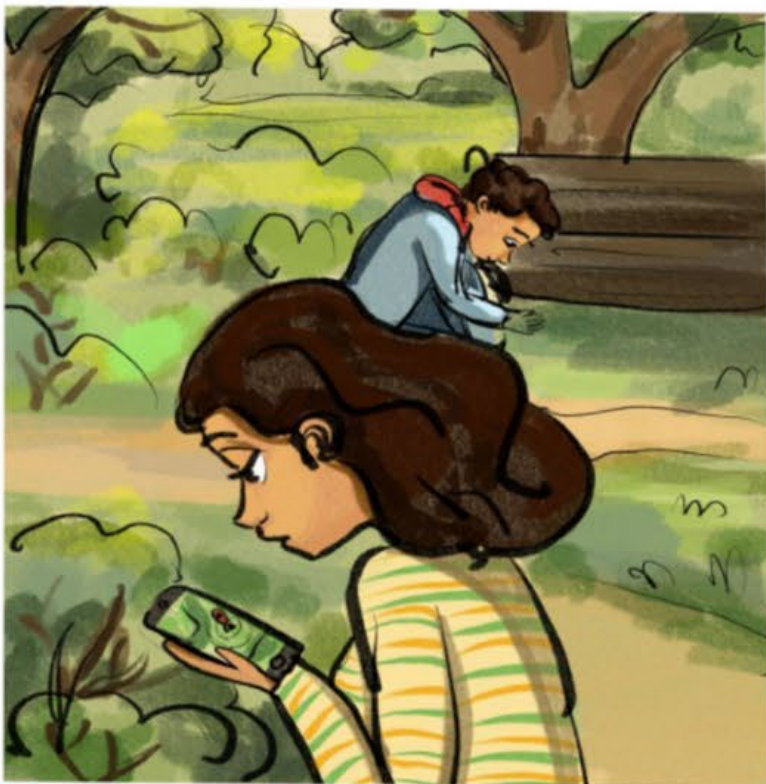
Date: _____

Characters, Setting & Events

Choose one of the main events to describe

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The duo walked up the street to the place where the phone had pinged Sam's tablet. They ended up in a small dog park, but there was not a tablet anywhere. Sam searched under benches, bushes, and even walked the trail that surrounded the park. Suddenly, his mom called him over. "I can't believe this, but my phone shows that your tablet is back at our house!" she cried. "I don't understand!"



Sam and his mom started walking home, shaking their heads in confusion and constantly refreshing the tracing app. It still indicated that the tablet was at their house, but how could that be? Sam was sure he had searched everywhere. But as they walked past the backyard, Sam caught a glimpse of something shiny in the doghouse. Could it be? He ran over to the family pet, Moby, and sitting right there on the edge of the doghouse was the tablet! Sam realized that Moby must have grabbed it from the table by the hammock, taken it down to the dog park, then returned home, all while he had been looking for it!



Character, Setting & Events

The Case of the Missing Tablet



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Describe the event you chose.	
How does this event affect the rest of the story?	
How does this event affect the characters in the story?	
How is this event important to the story?	
How do you feel about this event? Why?	

The duo walked up the street to the place where the phone had pinged Sam's tablet. They ended up in a small dog park, but there was not a tablet anywhere. Sam searched under benches, bushes, and even walked the trail that surrounded the park. Suddenly, his mom called him over. "I can't believe this, but my phone shows that your tablet is back at our house!" she cried. "I don't understand!"



Sam and his mom started walking home, shaking their heads in confusion and constantly refreshing the tracing app. The app indicated that the tablet was at their house, but how could it be? Sam was sure he had searched everywhere. As they walked past the backyard, Sam caught a glimpse of a dog in the doghouse. Could it be? He ran over to the doghouse and sitting right there on the edge of the doghouse was the tablet. Sam realized that Moby must have grabbed it from the hammock, taken it down to the dog park, then he found it all while he had been looking for it!

CHARACTERS, SETTINGS, & EVENTS



Level: M **Characters, Setting, & Events** Name: _____ Date: _____

Willow and the Powerful Book

Willow Clarke went to school on Thursday, and she had a wonderful day. She got to do all of her favorite things, like read books about animals and write stories about fun adventures in unexplored lands. The best part of the day was when her teacher, Mrs. Hutchinson, read her third-grade class a new chapter from a book about a majestic horse. Willow could imagine herself riding through the fields with the wind in her hair. The smell of daisies and freedom permeated Willow's daydreams.

After school, Willow started walking toward the public library. She went to the library every day after school to scour the stacks, mesmerized by every cover. She loved to run her finger along every spine, observing books about scientists, pirates, explorers, and birds. Any book was good to her, as long as she could learn something from it. She had read 187 books that school year already, and it was only December.



A new librarian who was wearing a gray sweater angrily glared at Willow with dark eyes as she quickly snatched it behind the counter.

I never worked at the library, so Willow figured out what was happening. I bring them back in good condition.

Clark De... ..

together. The reporter said that Rosa Parks was riding the bus in the back, but she refused to give up her seat for a white person on a bus.

Characters, Setting, & Events
Answer the following questions. Underline the text evidence in the color indicated.

1. What do Willow's actions show about her?

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he story helped you answer the question above?
-me" said Willow "Yesterday, Rosa Parks refused to give up her seat, and today, I refuse to give up this book. This is for all people, and I have the freedom to be here, read, and learn as anyone else."

Characters, Setting, & Events

4. Explain how the time period of this story contributes to the plot.

The story takes place during the Civil Rights Movement when African Americans were discriminated against. They did not have equal rights. This is important to the plot because Willow faces discrimination when the librarian refuses to check out a book to her. She is also inspired by Rosa Parks to stand up for her rights.

5. How is Willow's problem similar to Rosa Parks'?
- a. Both Willow and Rosa Parks are treated unfairly.
 - b. Both Willow and Rosa Parks are not allowed to ride the bus.
 - c. Both Willow and Rosa Parks are not allowed to check out books from the library.
 - d. Both Willow and Rosa Parks are being discriminated against because of their skin color.

Describe two events that lead up to Willow standing up to the librarian. Use details from the story to support your answer.

1. Willow saw a sign at a deli that said "No coloreds", which angered her.
2. Willow heard about Rosa Parks, who refused to give up her seat to a white person on a bus.

ho was wearing a gray sweater buttoned all the way up to the neck and glared at Willow with dark eyes and a stiff face."

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es the two main settings of the story?

Willow's home is ordinary.
ow's home is comfortable.
d Willow's home is boring.
nd Willow's home is welcoming.

Print & Digital



WHAT'S INCLUDED?

TEN 4th Grade **DIGITAL** and **PRINTABLE** PDF fiction passages & TWO assessments!

- Aligned with 4th Grade Lexile Levels
- Includes an Anchor Chart and Journal Page for Characters, Settings & Events
- Students can highlight the text for easy comprehension

Created with
GOOGLE
SLIDES

CHARACTERS, SETTINGS, & EVENTS

4th grade

Table of Contents

*This product includes 12 Lexile[®] leveled stories in the 4th-5th Grade Common Core Text Complexity Band (the range for 4th-5th grade is 740-1010).

- Anchor Chart/Journal Pages for Characters, Setting, & Events





Characters, Setting, & Events

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

1. What do Willow's actions show about her?

- a. Willow is friendly.
- b. Willow is cautious.
- c. Willow is determined.
- d. Willow is sympathetic.

What detail from the story helped you answer the question?

"This book is for me," said Willow. "Yesterday, Rosa Parks stood up for her seat on the bus, as a public library for all people and learn just as much as we."

2. Read this sentence from the story.

"Willow noticed a new librarian who was wearing a gray sweater buttoned all the way up to her chin. The librarian angrily glared at Willow with dark eyes and a stiff face."

What does this sentence show you about the librarian?

- a. The librarian is supportive.
- b. The librarian is thoughtful.
- c. The librarian is judgmental.
- d. The librarian is understanding.

3. Which statement **best** compares the library to Willow's home?

- a. The library is inspiring, and Willow is inspired.
- b. The library is vast, and Willow's home is small.
- c. The library is welcoming, and Willow's home is warm.
- d. The library is inhospitable, and Willow's home is friendly.

Characters, Setting, & Events

4. Explain how the time period of this story contributes to the plot.

This story takes place during the Civil Rights Movement when African Americans were discriminated against. They did not have equal rights. This is important to the plot because Willow faces discrimination when the librarian refuses to check out a book to her. She is also inspired by Rosa Parks to stand up for her rights.

5. How is Willow's problem similar to Rosa Parks's?

- a. Both Willow and Rosa Parks are treated unfairly by a librarian.
- b. Both Willow and Rosa Parks are not allowed to ride in the front of the bus.
- c. Both Willow and Rosa Parks are not allowed to check out books at the library.
- d. Both Willow and Rosa Parks are being discriminated against because of the color of their skin.

6. Describe two events that lead up to Willow standing up to the librarian. Use at least two details from the story to support your answer.

1. Willow saw a sign at a deli that said "No coloreds", which angered her.
2. Willow heard about Rosa Parks, who refused to give up her seat to a white person on a bus.

That night, they ate supper and then watched the news together. The reporter said that something incredible had happened that day. A woman named Rosa Parks was riding the bus and was told to give her seat up to a white person and sit in the back, but she refused to give up her seat, and she was arrested. Rosa declared freedom, justice, and equality for

When she got to the counter, Willow noticed a new librarian who was wearing a gray sweater buttoned all the way up to her chin. The librarian angrily glared at Willow with dark eyes and a stiff face.

Willow and the Powerful Book

Willow went to school on Thursday, and she had a wonderful day. She got to read books about animals and write stories about fun adventures. Willow loved to read books about pirates, explorers, and birds. Anytime she read a book, she would find a small piece of paper from a book about a majestic horse. The smell of the wind in her hair. The smell of the sea. Willow went to the library every cover. She loved to run her hands over the books. She had read 187 books.



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STORIES & DRAMAS

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


830L Characters, Setting, & Events Name: _____ Date: _____

Willow and the Powerful Book

Willow Clarke went to school on Thursday, and she had a wonderful day. She got to do all of her favorite things, like read books about animals and write stories about fun adventures in unexplored lands. The best part of the day was when her teacher, Mrs. Hutchinson, read her third-grade class a new chapter from a book about a majestic horse. Willow could imagine herself riding through the fields with the wind in her hair. The smell of daisies and freedom permeated Willow's daydreams.


After school, Willow started walking toward the public library. She went to the library every day after school to scour the stacks, mesmerized by every cover. She loved to run her finger along every spine, observing books about scientists, pirates, explorers, and birds. Any book was good to her, as long as she could learn something from it. She had read 187 books that school year already, and it was only December.

When she opened the library door, however, things were different. Willow spotted one book on display that glimmered. Like a magnet, Willow was drawn to it. The shiny and perfect book had a cover that was blue with turquoise swirls and golden diamonds, and the spine was crisp. Willow held the book as if it was a rare and delicate flower. Instead of looking for more books, she brought this one straight to the checkout counter because she wanted to bring this treasure home right away.



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


Characters, Setting, & Events
Answer the following questions. Underline the text evidence in the color indicated.

1. What do Willow's actions show about her? 

- a. Willow is friendly.
- b. Willow is cautious.
- c. Willow is determined.
- d. Willow is sympathetic.

What detail from the story helped you answer the question above?

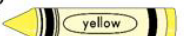
Students type their answers right in the text box.

2. Read this sentence from the story. 

"Willow noticed a new librarian who was wearing a gray sweater buttoned all the way up to her chin. The librarian angrily glared at Willow with dark eyes and a stiff face."

What does this sentence show you about the librarian?

- a. The librarian is supportive.
- b. The librarian is thoughtful.
- c. The librarian is judgmental.
- d. The librarian is understanding.

3. Which statement **best** compares the two main settings of the story? 

- a. The library is inspiring, and Willow's home is ordinary.
- b. The library is vast, and Willow's home is comfortable.
- c. The library is welcoming, and Willow's home is boring.
- d. The library is inhospitable, and Willow's home is welcoming.



Characters, Setting, & Events The Sky Dance Festival

Date: _____

Characters: The Sky, Yara, Rebeca, Mama, The Valley Leader

SCENE 1: THE SUN-KISSED VALLEY, MORNING
(Yara, Rebeca, and Mama are working in the fields of the Sun-Kissed Valley. They're planting seeds, picking vegetables, and chatting. The Sky looks down on them from above.)

The Sky: It's a great and terrible thing, being The Sky. I get to see everything that happens down on Earth- beautiful things like babies being born and people falling in love, but also awful things like wars and famines. I watch it all unfold from my place up here, the best seat in the theatre.



(In the fields, Yara sneaks a carrot and bites into it.)

Rebeca: Yara! You know that you're not meant to do that!

Mama: Do what?

Yara (with a mouth full of carrot): Nothing, Mama.

Mama: You stole a carrot again, didn't you? How many times do I have to tell you... Farmer Paul counts the harvest carefully! He'll know if anything has been stolen.

Rebeca: I told you!

Mama: Yara, you must start being sensible. The festival is in two days. Don't you want to get your chance?

Yara: I've given up. I don't think my chance will ever come.

(The scene goes back up to The Sky, watching from above.)

The Sky: One of the frustrating things about being The Sky is not being able to do anything. I sit up here, day after night, and all I can do is watch. Sometimes I long for more. That's why the Sky Dance Festival is my favorite day of the year.

SCENE 2: INSIDE THE COTTAGE, EVENING
(Yara, Rebeca, and Mama are preparing vegetables for dinner.)

SCENE THREE: THE VALLEY
(It's the day of the festival. As The Sky arrives, the Valley Leader calls everyone to the dance.)

The Valley Leader: Attention, attention, my friends!
(Everyone stops singing and dancing.)

THE END

Rebeca: Only two more sleeps until...

Mama: I know, my darling. You must be excited.

Yara: Of course she's excited. She's always excited.

Rebeca: Don't be jealous, Yara. You know she's just excited.

Mama (gently): Now, now, Rebeca. The Sky might just pick her this year. (The Sky is visible outside the window.)

The Sky: Once every year, the Sky comes to dance with a villager of my choice. All of the villagers come together to watch the dance.

(Back in the kitchen, the family is preparing dinner.)

Mama: What will your wish be, Yara?

Rebeca: I'll wish for a pig to be born.

Mama (smiles): What about you, Yara?

Yara: What's the point? I've given up.

Mama: You should be proud of yourself. You've given up.

Yara (thinking for a moment): I wish for a chance to win the festival.

(The Sky watches from above.)

Yara (shocked): Yara! You can't win!

(Yara and The Sky look at each other.)

The Sky: Now, now, Yara. You have a chance.

Yara (taking a chance to walk away): Thank you, The Sky.

(The character looks at the Sky.)

The Sky: Yara has a chance.

(Yara ascends to the sky.)

Yara: Thank you, The Sky. I'll take my chance.

Characters, Setting, & Events

Answer the following questions

- What do Yara's actions tell you about her?
 - Yara is helpful.
 - Yara is hopeful.
 - Yara is sensible.
 - Yara is mischievous.

What detail from the play tells you this?

2. Read this sentence from the play:

- Rebeca is excited.
- Rebeca is nervous.
- Rebeca is happy.
- Rebeca is sad.

3. Why is Yara nervous?

- She has to dance.
- She has to win.
- She has to be the first.
- She has to be the last.

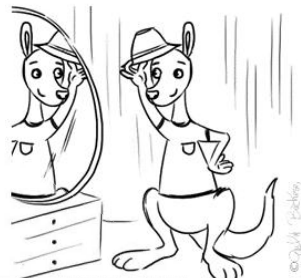


ASSESSMENTS


Color coded highlighting can also be done on the assessments!

820L Characters, Setting, & Events Name: _____ Date: _____
TEST: The Housewarming Ceremony
Sudath was peering through his gate at the busy people unloading furniture from a vehicle. It looked like a new family had moved in right across

Play Characters, Setting, & Events Name: _____ Date: _____
TEST: The Birthday Party
Characters: Kanga, Len
SCENE 1: DENSE FOREST, DAYTIME
(Len the Zebra is seen walking toward Kanga the Kangaroo's tree house. Kanga was getting ready to attend Kubo the Bear's birthday.)
Kanga: (waving excitedly at Len) Hi there, mate! Just can't seem to make up my mind on what to wear. (He points at the red and blue shirt sprawled across the bed.) Which do you think I should wear?
Len: (after a short and thoughtful pause) Maybe the red one.
Kanga: Thanks, mate. That's what I thought, too. **Now, where is my hat? Oh, there it is!** (He adjusts the hat while looking at himself in the mirror and chuckling.) Ha! I look like the birthday boy.
Len: We better hurry. We're almost late.
Kanga: No, we're not.
Len: (in an exhausted tone) Yes, we will be if you take all day to dress up.
Kanga: Do cheer up, buddy. (Kanga winks at Len.) The party doesn't start until Kanga walks in.
Len: Oh, you're always full of yourself. Kanga, what did you get for Kubo?
Kanga: (Kanga gives a blank expression and blinks. He looks startled.) Oh, dear god! **TOTALLY forgot about the present!** What do we do, Len? We can't possibly show up at a party WITHOUT a present! Can we!?
Len: (Calmly nodding his head) No, of course not. Now, let's see. What should we get him?
Kanga: I know! What about a pair of boots?
Len: **Don't be ridiculous. Bears can't climb trees with boots. They'd fall.**
Kanga: The boots or the boots?
Len: (sighing and shaking his head) Mind.



Characters, Setting, & Events
Answer the following questions. Underline the text evidence in the color indicated.

1. What do Kanga's actions show about him? 

a. Kanga is thoughtful.


b. Kanga is structured.

c. Kanga is self-centered.

d. Kanga is absent-minded.

What detail from the story helped you answer the question above?

Students type their answers right in the text box.

2. Read this sentence from the play. 

"Don't be ridiculous. Bears can't climb trees with boots. They'd fall."


What does this sentence show you about Len?

a. Len is practical.

b. Len is arrogant.

c. Len is insincere.

d. Len is considerate.

3. Why is the setting of the play important to the plot? (Choose all that apply.) 

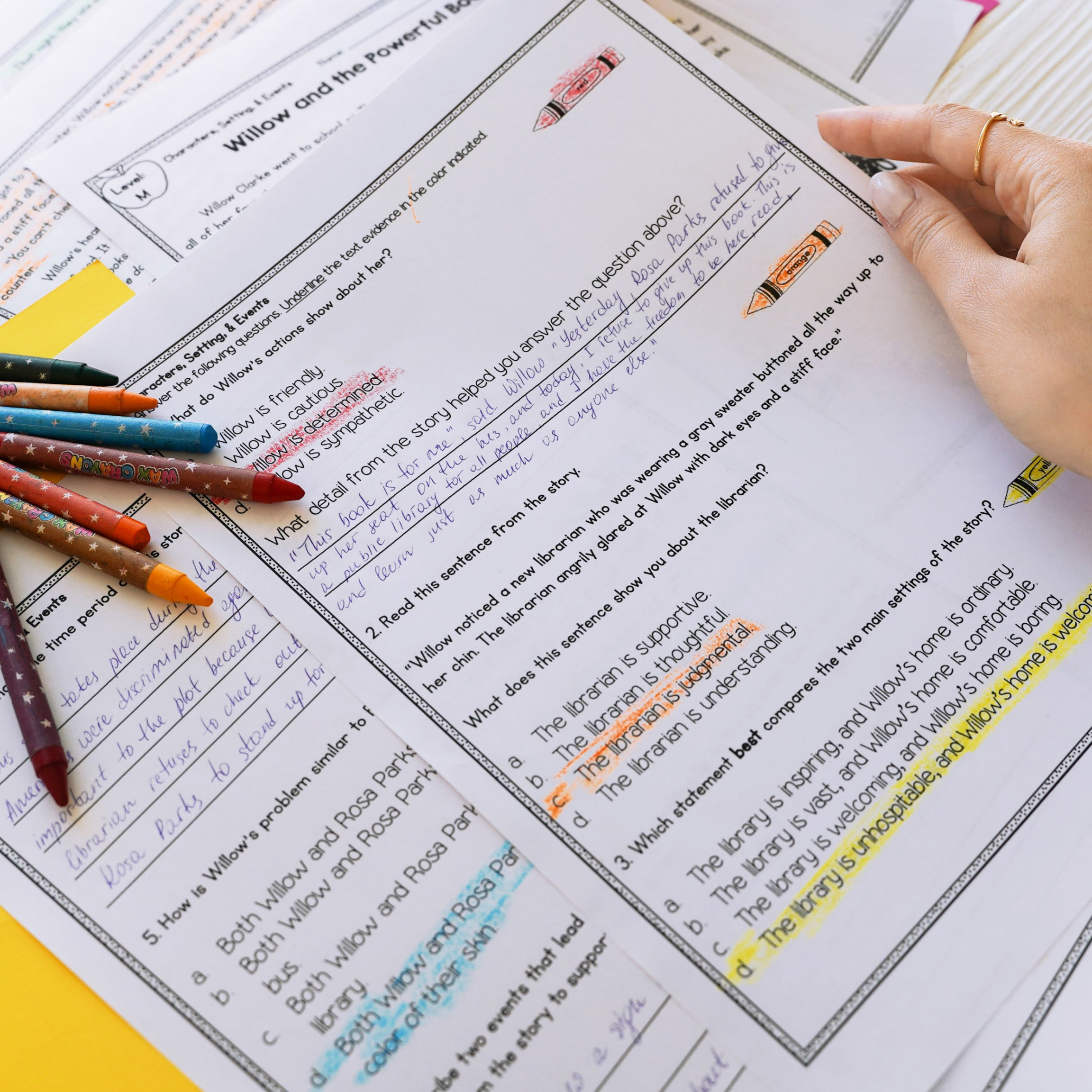
a. This story takes place in a forest where the animals live.

b. This story takes place in the daytime before a birthday party.

c. This story takes place at a birthday party, and Kanga forgot a present.

d. This story takes place at Kanga's treehouse as he is getting ready for his friend's birthday party.

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



Willow and the Powerful Book

Characters, Setting, & Events

Level M

Willow Clarke went to school all of her life.

Characters, Setting, & Events

Answer the following questions. Underline the text evidence in the color indicated that do Willow's actions show about her?

- a. Willow is friendly.
- b. Willow is cautious.
- c. Willow is determined.
- d. Willow is sympathetic.

What detail from the story helped you answer the question above?
"This book is for me", said Willow. "Yesterday, Rosa Parks refused to give up her seat on the bus, and today, I refuse to give up this book. This is a public library for all people, and I have the freedom to be here, read, and learn just as much as anyone else."

2. Read this sentence from the story:
"Willow noticed a new librarian who was wearing a gray sweater buttoned all the way up to her chin. The librarian angrily glared at Willow with dark eyes and a stiff face."

What does this sentence show you about the librarian?

- a. The librarian is supportive.
- b. The librarian is thoughtful.
- c. The librarian is judgmental.
- d. The librarian is understanding.

3. Which statement **best** compares the two main settings of the story?

- a. The library is inspiring, and Willow's home is ordinary.
- b. The library is vast, and Willow's home is comfortable.
- c. The library is welcoming, and Willow's home is boring.
- d. The library is un hospitable, and Willow's home is welcoming.

5. How is Willow's problem similar to Rosa Parks?

- a. Both Willow and Rosa Parks were on a bus.
- b. Both Willow and Rosa Parks were at a library.
- c. Both Willow and Rosa Parks were discriminated against because of their skin color.
- d. Both Willow and Rosa Parks were at a public library.

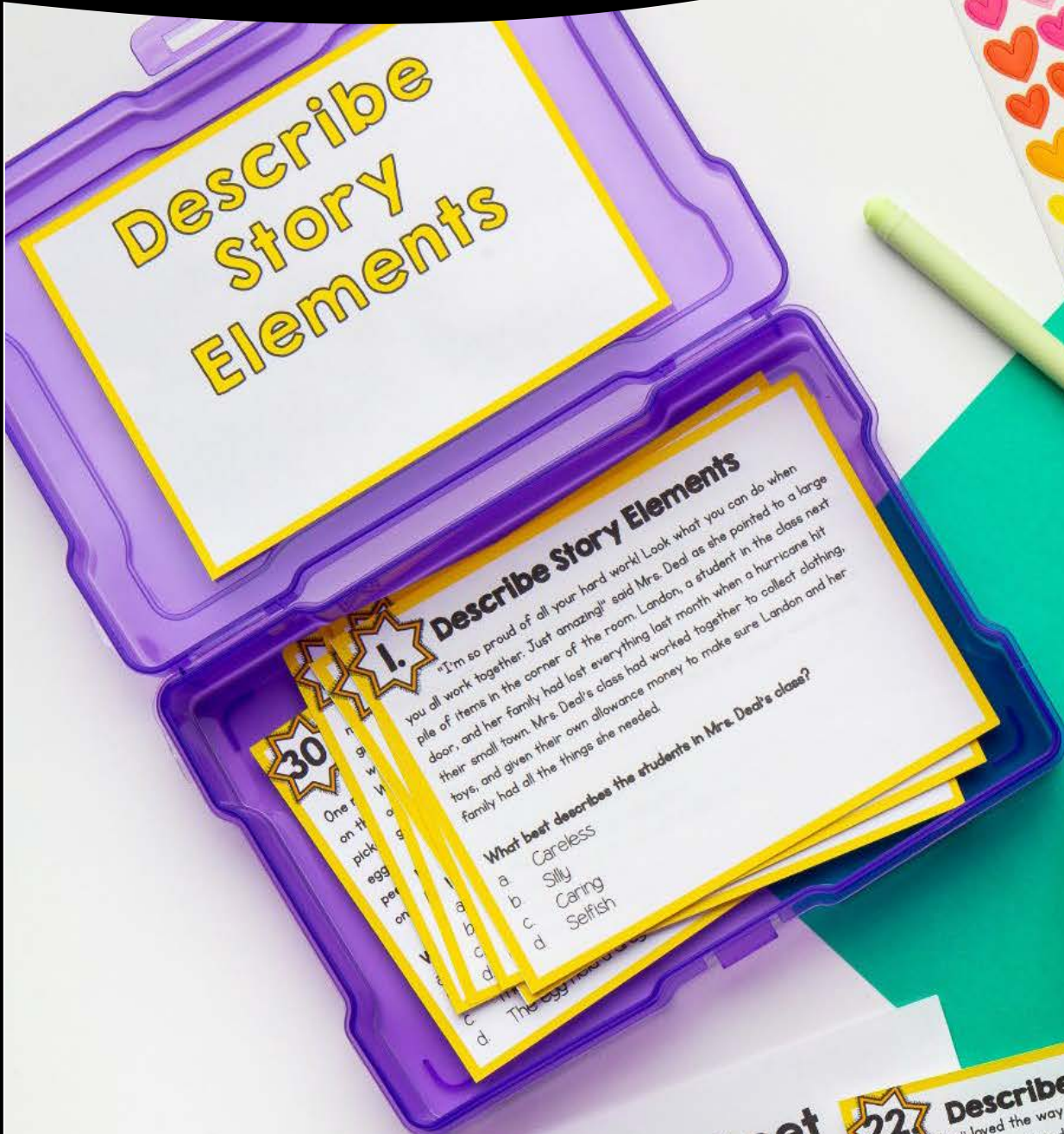
Write the two events that lead to the problem in the story to support your answer.

Events
The time period of the story takes place during the events were discriminated against. The librarian refuses to check out the book to Rosa Parks to stand up for her.

STORY ELEMENTS

task cards

4th GRADE



Answer sheet

Name: _____ Date: _____

Card #	Answer	Card #
16.		
17.		
18.		

22. Describe Story Elements
Benji loved the way that feeding people delicious food made him feel, so he worked hard to become the best pastry chef. He took cooking classes, even classes meant for adults. He studied cooking through recipes and cookbooks. He practiced over and over. Importantly, he practiced. He practiced over and over. His family and friends were delighted with the amazing aromas of Benji's treats. At just nine years old, Benji was on his way to becoming a world-class pastry chef!

What best describes Benji?
a. Hard worker
b. Adventurous Explorer
c. Caring
d. Selfish

Describe Story Elements
Underline the main character in **red**.
Underline the setting in **green**.
Underline the major event in **purple**.

21. Describe Story Elements



Describe Story Elements

1. Describe Story Elements

"I'm so proud of all your hard work! Look what you can do when you all work together. Just amazing!" said Mrs. Deal as she pointed to a large pile of items in the corner of the room. London, a student in the class next door, and her family had lost everything last month when a hurricane hit their small town. Mrs. Deal's class had worked together to collect clothing, toys, and given their own allowance money to make sure London and her family had all the things she needed.

What best describes the students in Mrs. Deal's class?

- a. Careless
- b. Silly
- c. Caring
- d. Selfish

30

One
on th
pick
egg
per
or

- a. The
- b. The
- c. The
- d. The egg held a



Answer Sheet

Name: _____

Date: _____

Card #	Answer	Card #	Answer
1.		16.	
2.		17.	
3.		18.	
4.			
5.			
6.			
7.			
		26.	
		27.	
		28.	
		29.	
		30.	



21. Describe Story Elements

It happened last Tuesday. I thought my life would be so much easier but turns out I could not have been more wrong. It started when I found a plain old number two yellow pencil. When I did my schoolwork, the pencil felt like it was answers for me. It was not work for the test. I did not bother to actually panic. I did not know any

- What best describes
- a. He forgot to
 - b. His magic pen
 - c. He did not stu
 - d. His magic pen

24. Describe Story Elements

Don't let the name fool you. Stuart, the Scared Sloth, is actually quite brave, well most of the time. Any time he saw his shadow. A sloth could and let out a loud squawk. Stuart the Sloth and h

- What describes w
- a. Loud squ
 - b. Other
 - c. The s
 - d. The

23. Describe Story Elements

Andy had tears streaming down her face as she ran into the kitchen screaming, "Mom! Teddy Roosevelt is gone! Gone!" Her mom looked confused. Teddy Roosevelt, the guinea pig, not the president, was the class pet for Andy's 4th grade class. It was her weekend to take Teddy home and care for him. Saturday morning she had climbed out of bed and rushed to check on Teddy. When she got to his cage, it was very quiet, and the cage door was wide open, leaving Teddy the freedom to roam the world, or at least Andy's house.

- Which text from the passage describes how Andy realized Teddy was missing?
- a. "Saturday morning, she had climbed out of bed"
 - b. "Her mom looked confused"
 - c. "Teddy Roosevelt, the guinea pig not the president, was the class pet for Andy's 4th grade class"
 - d. "The cage door was wide open"



STORY ELEMENTS

Digital Task Cards

30 Cards

Includes an audio reading of each passage.

Describe Story Elements

It was my first time flying by myself. I handed the flight attendant my ticket and found my seat on the plane. I could not wait to see my grandmother and visit the beautiful beaches in Florida. I looked out the window as the plane took off into the sky. "Thank you for joining us today. We will arrive in beautiful Alaska in just a few short hours," said the pilot over the speaker. I felt my head spinning and my head racing. This was not good. This was very, very bad. I had boarded the wrong plane.

What best describes how the narrator is feeling when he realizes he boarded the wrong plane?

Worried

Thrilled

Confident

Angry

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BOOM CARDS

DESCRIBE STORY ELEMENTS BOOM CARDS



Describe Story Elements

My whole family stared at the TV screen and listened to the news anchor describe what was happening with the big storm. The weatherman predicted the storm would arrive at our house the next day and said it was time to start preparing. My dad took us to the grocery store. We bought lots and lots of water, canned food, and candles.

© Julie Bochese

What best describes why the narrator and his dad go to the grocery store?

To buy an ice-cold drink and some candy to snack on.

To get eggs for the cookies they were baking.

To prepare for the storm by buying items they may need.

To buy groceries for the week.

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DESCRIBE STORY ELEMENTS BOOM CARDS



Describe Story Elements

Trixie knew it was strange. Her kind was not exactly known for their speed. Trixie, however, loved the feeling of flying in her race car at top speeds. At first, driving a race car was challenging on account of her turtle shell. She could not fit in the driver's seat. Her shell took up way too much room. So she set to work sketching and erasing and sketching again until she had designed the most fabulous driver's seat with a hole cut out right in the middle that her turtle shell could fit into just perfectly. Now, it was time to fly!

© Julie Bochese

How does Trixie solve her problem?

Trixie found a squirrel to drive her racecar instead.

Trixie removed her shell when she wanted to drive.

Trixie found a new hobby.

Trixie designed a chair that would fit her shell.