

# LITERATURE STRUCTURE

## ~ Skill Pack ~

The image displays a variety of educational resources for teaching literature structure to 4th and 5th graders. At the top, there are colorful confetti and a pink banner with the title. Below, several worksheets are visible: a 'Text Structure' worksheet with a table for dialogue and stage directions; a 'Story Map' with sections for Title, Characters, Setting, Problem, and Solution; a 'Text Structure' worksheet with multiple-choice questions about scene information; and a 'Play' script titled 'The Royal Party Pitch' with character names and scene descriptions. A digital tablet in the foreground shows a 'LITERATURE STRUCTURE Lesson' with a cartoon teacher and a 'Reading Poetry' activity. A 'Grandma's Secret' book cover is also partially visible.

Print & Digital

4th & 5th 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	925L-1185L

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



# LESSON PLANS

4<sup>th</sup> - 5<sup>th</sup> GRADE

COMPREHENSION SKILL: Literature Structure

Week 1

MONDAY

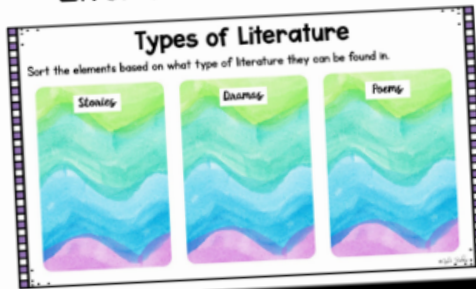
## LESSON

- Introduce the three types of fiction text we will be studying: stories, poems, and dramas.
- Watch the Literature Structure video.



## PRACTICE

- Sort types of literature.
- Complete "Making Connections in Literature" slide.



## GUIDED READING

"Grandma's Secret" leveled guided readers.

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

## CEN

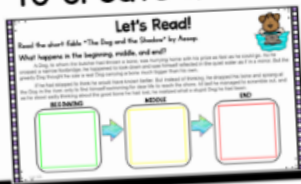
- Task Cards
- Structur



TUESDAY

### Guided Practice Whole Class:

- Review structure of dramas anchor chart.
- Read "The Dog and the Shadow" and work together to create a script.



### Independent Reading:

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

Begin reading "Grandma's Secret" leveled guided readers. Complete "During Reading" discussions.



SDAY

### Guided Practice:

- Review structure of poems anchor chart.
- Listen to "My Brother is

### Independent Reading:

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

Finish reading "Grandma's Secret" leveled guided readers. Complete "During Reading" discussions.

## Types of Literature

Sort the elements based on what type of literature they can be found in.

Stories

Chapters

Dramas

Acts

Scene

Stage  
Directions

Poems

Verse

Meter

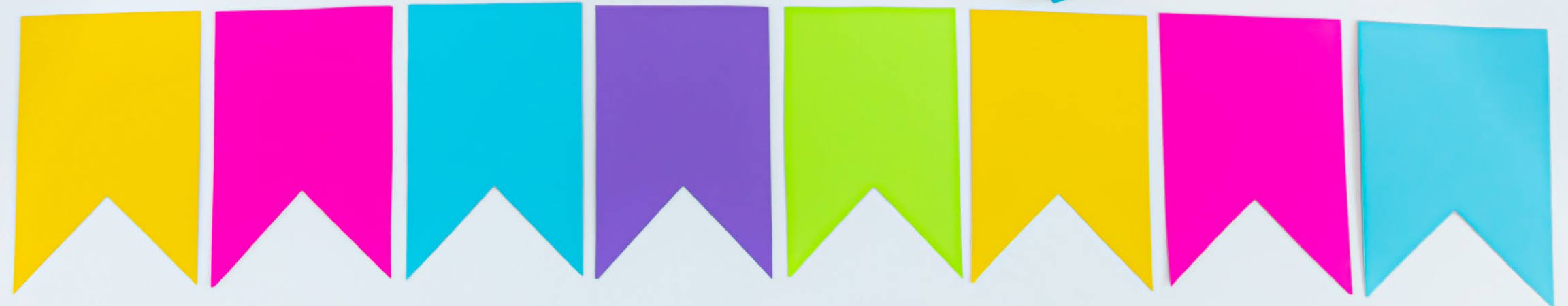
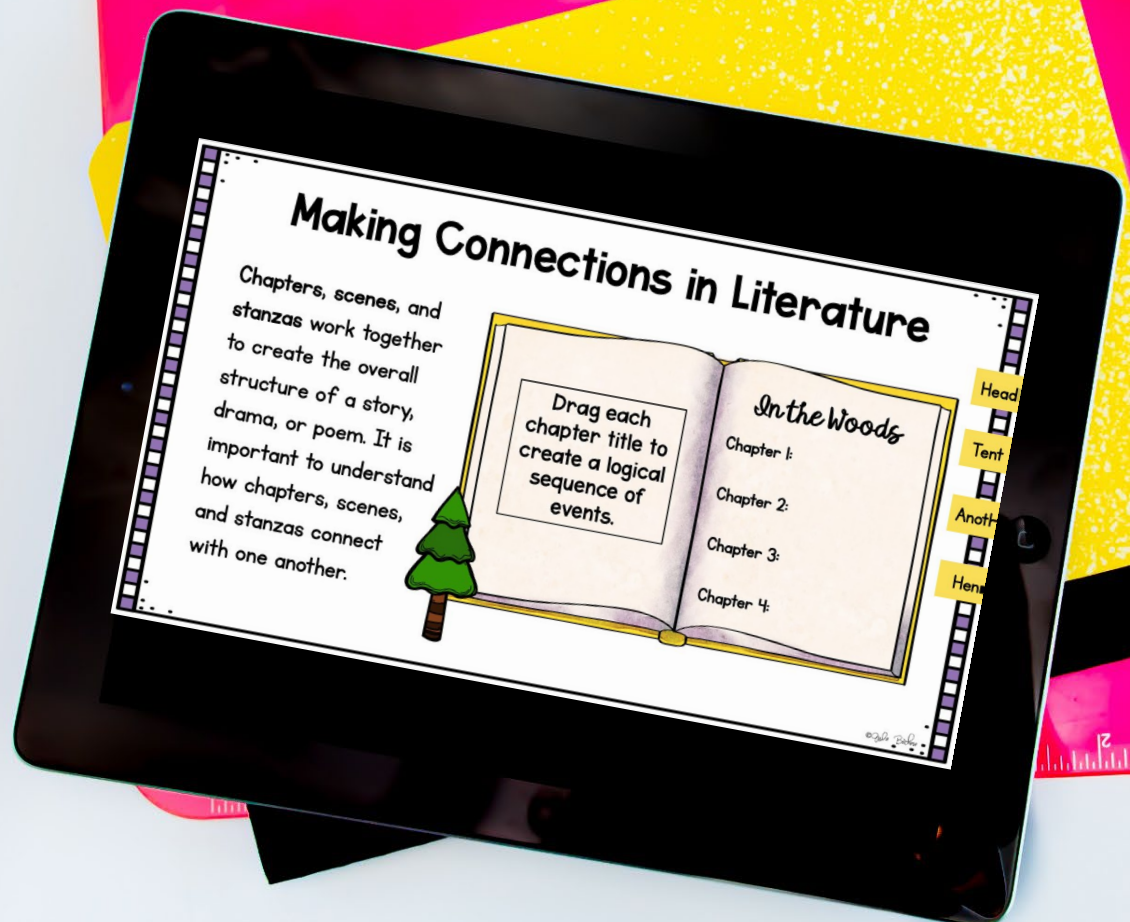
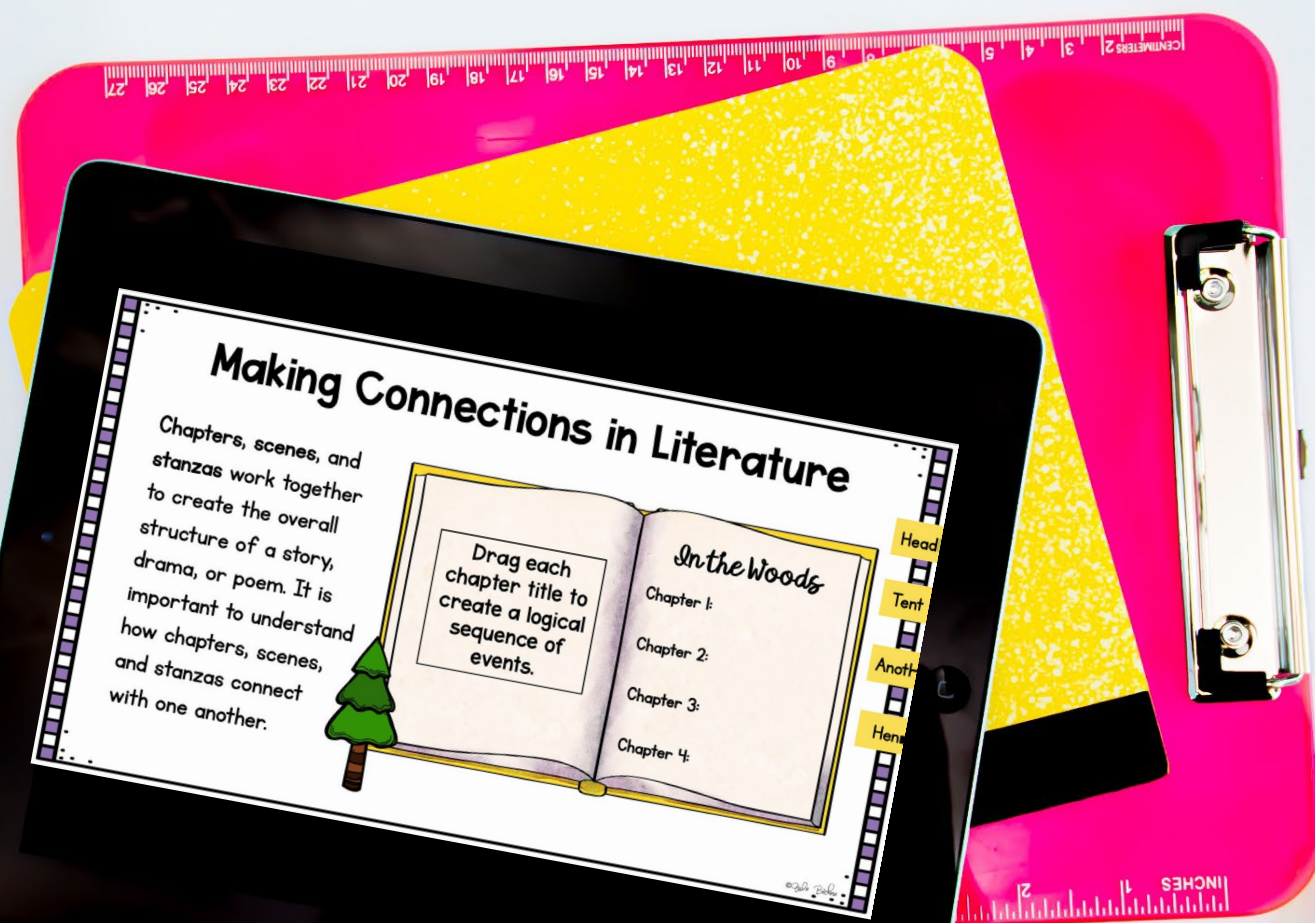
Rhyme

4<sup>th</sup> & 5<sup>th</sup>  
Grade

Literature Structure

**DIGITAL** Mini lessons







## Let's Read!

Read the short fable "The Dog and the Shadow" by Aesop.

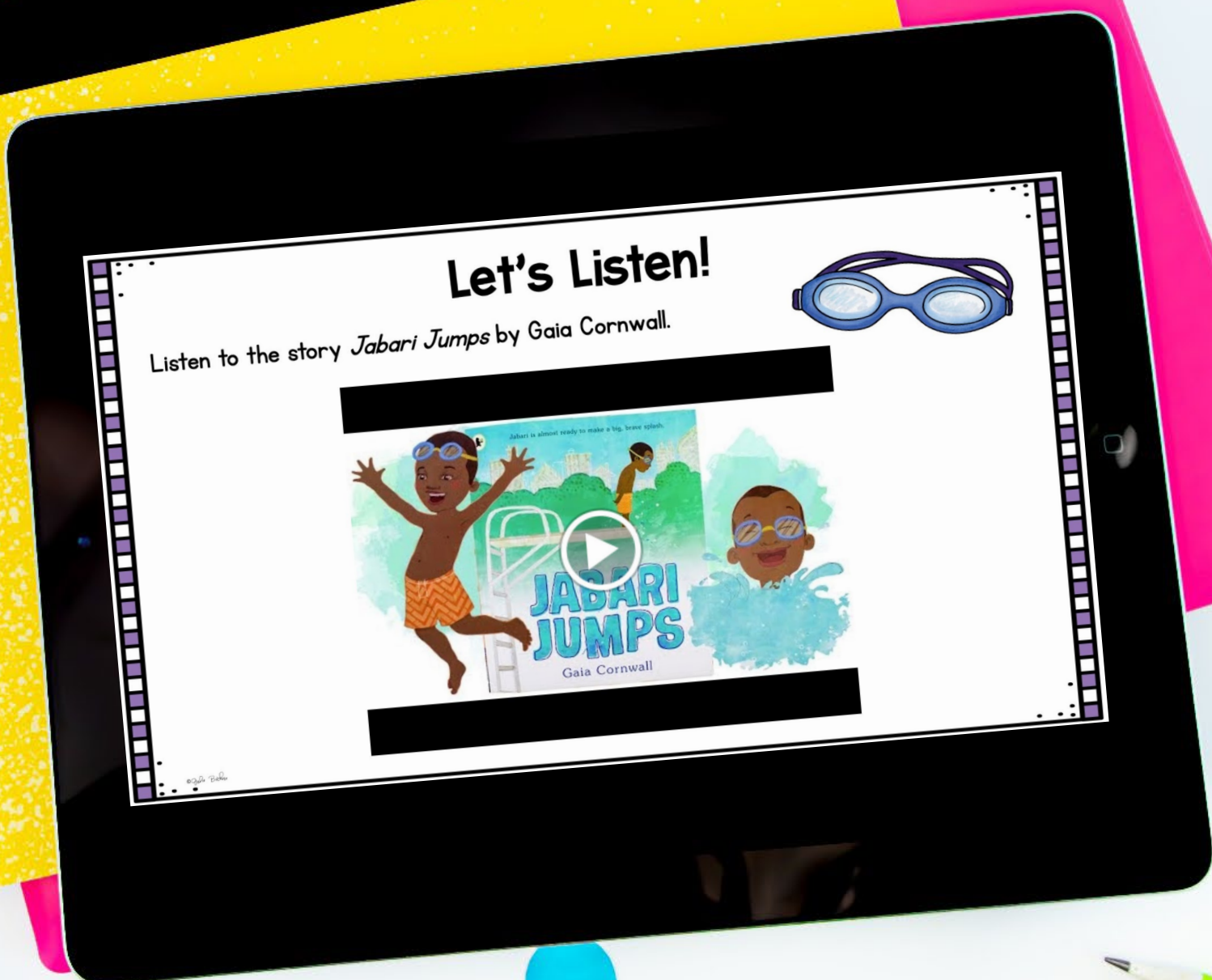
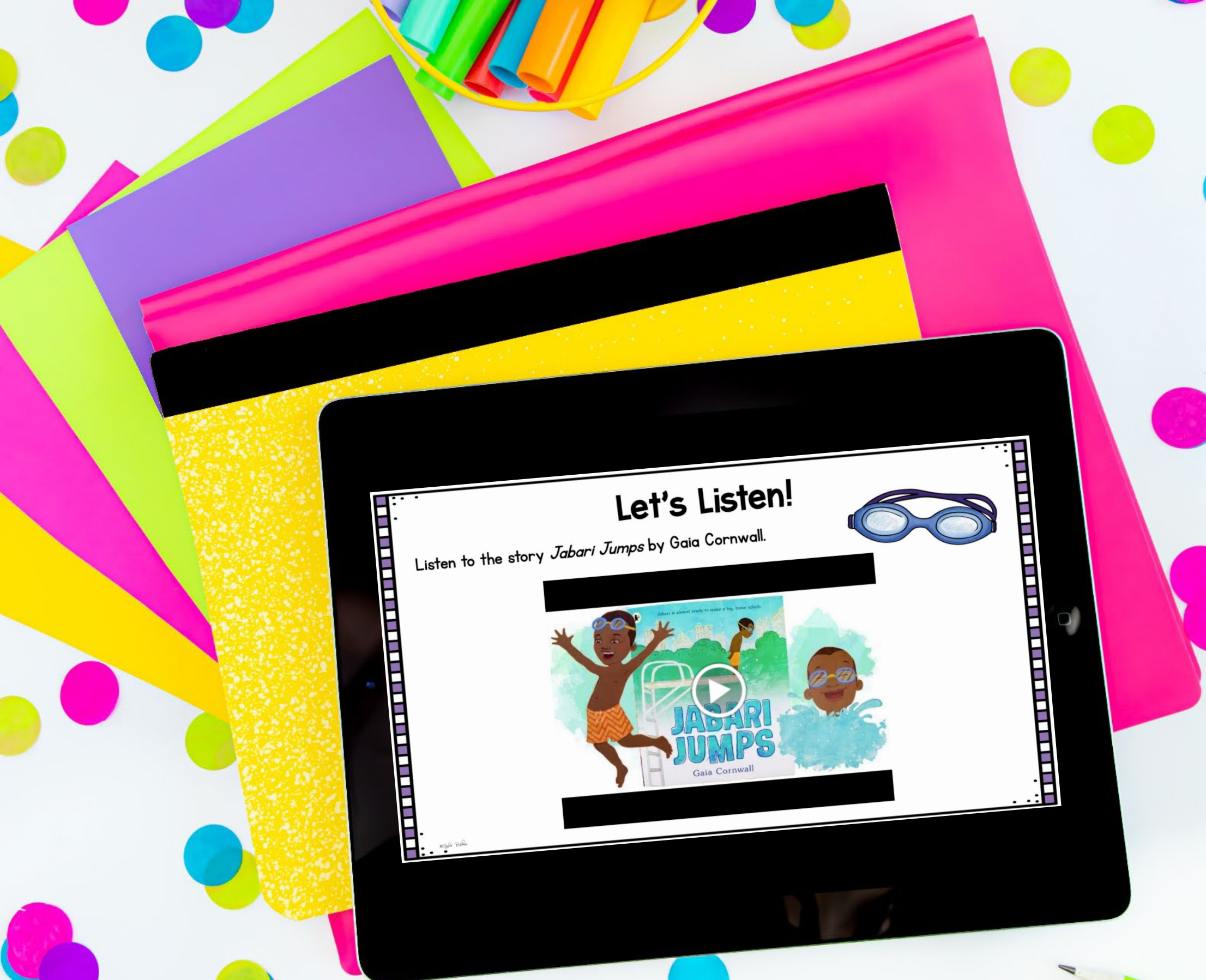
**What happens in the beginning, middle, and end?**

A Dog, to whom the butcher had thrown a bone, was hurrying home with his prize as fast as he could go. As he crossed a narrow footbridge, he happened to look down and saw himself reflected in the quiet water as if in a mirror. But the greedy Dog thought he saw a real Dog carrying a bone much bigger than his own.

If he had stopped to think he would have known better. But instead of thinking, he dropped his bone and sprang at the Dog in the river, only to find himself swimming for dear life to reach the shore. At last he managed to scramble out, and as he stood sadly thinking about the good bone he had lost, he realized what a stupid Dog he had been.

**BEGINNING** → **MIDDLE** → **END**

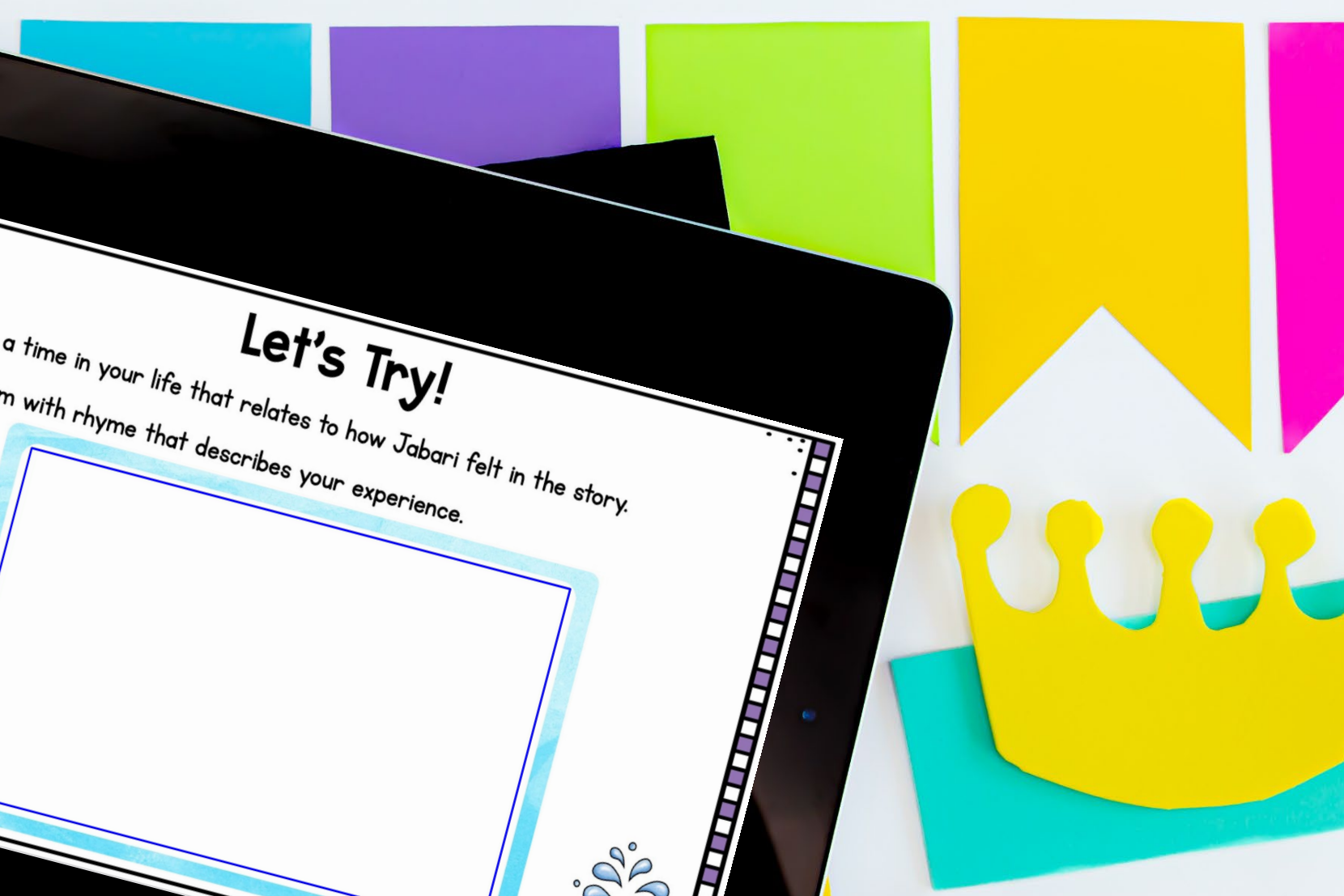




# Let's Listen!

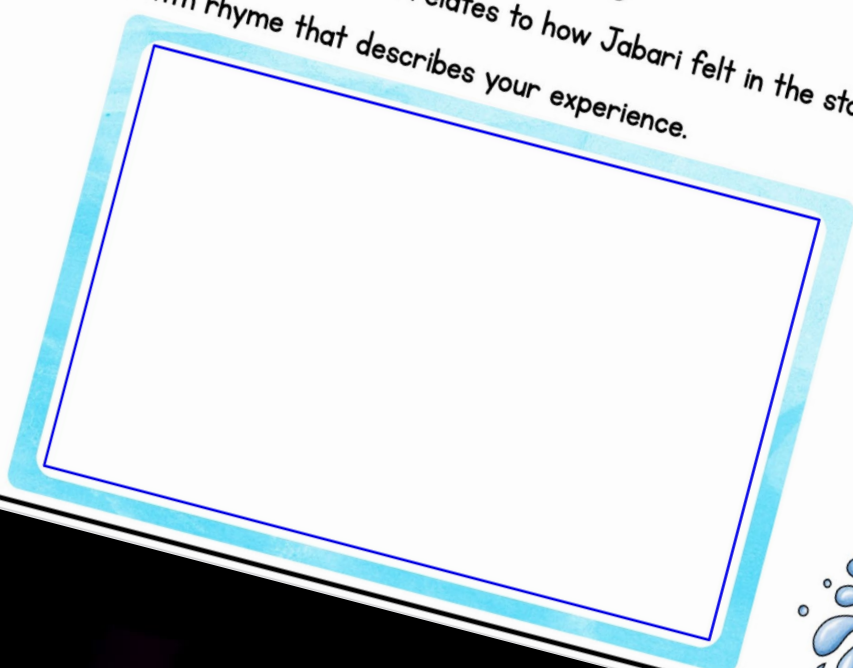
Listen to the story *Jabari Jumps* by Gaia Cornwall.






**Let's Try!**

Think about a time in your life that relates to how Jabari felt in the story.  
Create a poem with rhyme that describes your experience.



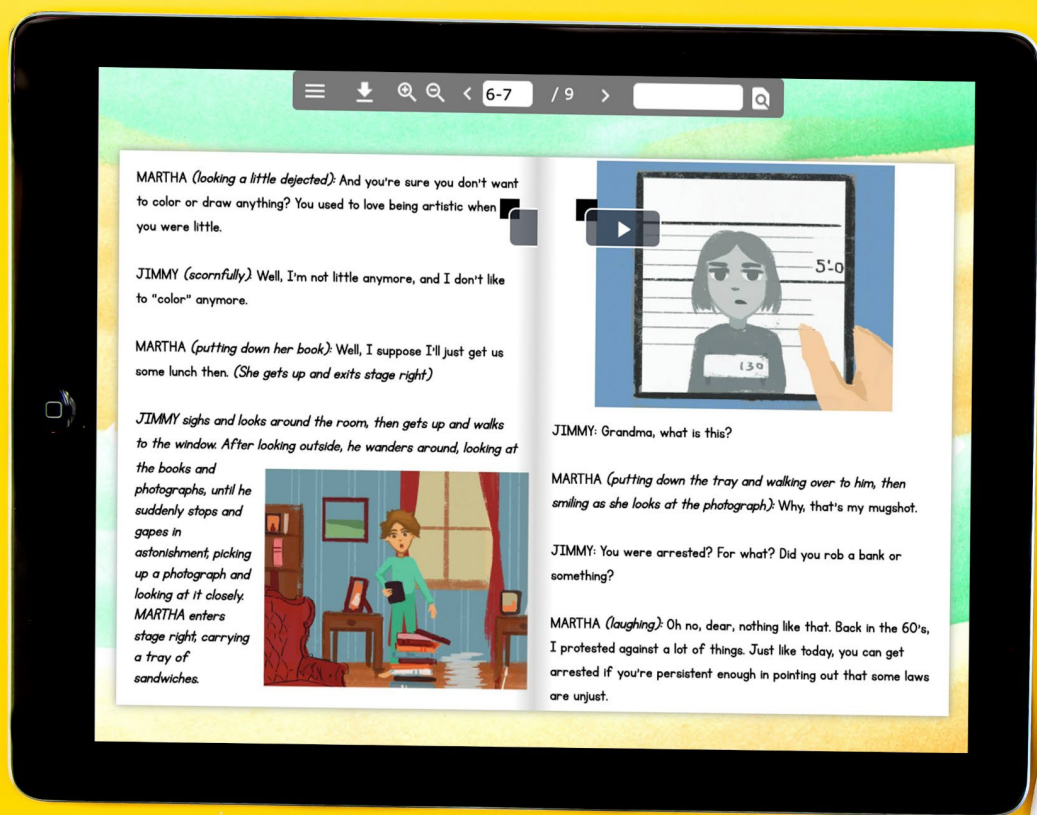


# GUIDED READERS

## Printable & Digital



4<sup>th</sup> & 5<sup>th</sup>  
Grade



structure of dramas

MARTHA (*looking a little dejected*): And you're sure you don't want to color or draw anything? You used to love being artistic when you were little.

JIMMY (*scornfully*): Well, I'm not little anymore, and I don't like to "color" anymore.

MARTHA (*putting down her book*): Well, I suppose I'll just get us some lunch then. (*She gets up and exits stage right*)

JIMMY *sighs and looks around the room, then gets up and walks to the window. After looking outside, he wanders around, looking at the books and photographs, until he suddenly stops and gapes in astonishment, picking up a photograph and looking at it closely. MARTHA enters stage right, carrying a tray of sandwiches.*



JIMMY: Grandma, what is this?

MARTHA (*putting down the tray and walking over to him, then smiling as she looks at the photograph*): Why, that's my mugshot.

JIMMY: You were arrested? For what? Did you rob a bank or something?

MARTHA (*laughing*): Oh no, dear, nothing like that. Back in the 60's, I protested against a lot of things. Just like today, you can get arrested if you're persistent enough in pointing out that some laws are unjust.



Structure of Drama

# Grandma's Secret



Structure of Drama

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

Structure of Drama

## Grandma's Secret



FICTION

4TH & 5TH GRADE

RL.4.5/ 5.5



# TEXT STRUCTURE

in stories, poems, & plays

Print & Digital

**Play In, Beauty**

...the queen died of grief...  
 ...the warm summer air, floating over the queen's courtyard and her...  
 ...as she looked down at the bundle in her arms, rocking her...  
 ...The people of the sacred land danced and sang in celebration...  
 ...of their new princess. Everyone in the land of Swynhollow had been...  
 ...happy, or as it seemed, almost everyone.  
 ...who roamed the lands had not received an invitation. Unfortunately for the...  
 ...woman. The witch crept into the castle's courtyard without being noticed...  
 ...and muttered a curse under her breath.  
 ...you are sixteen, you will injure yourself with a spindle and die," she mumbled.  
 ...queen's eyes widened in horror as she heard the witch's words, and she exclaimed loudly...

**SCENE 2: THE THRONE ROOM, MID-MORNING**  
 (King Matthew, Queen Marbella)

**The Royal Party Pitch**

Text Structure  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Characters: Narrator, Princess Keisha, King Matthew, Queen Marbella, Sage Stefan, Sage Demelza, Sage Anna

**SCENE 1: THE ROYAL BREAKFAST HALL, MORNING**  
 (The Royal Family members are eating their breakfast at the table.)

Narrator: Another morning had commenced at Sepintra Castle, and just like all the mornings before, Princess Keisha was sure that her parents would annoy her before she was even halfway through eating her eggs.

King Matthew: Darling Keisha, it's only one week until your eleventh birthday.

Queen Marbella: Only one week...that's only seven more days.

Princess Keisha: (annoyed) I know how time works, thank you very much.

King Matthew: Yet, you still have no plans for your birthday party.

Queen Marbella: (interrupting) We have taken it upon ourselves to bring in three of the kingdom's best party sages to pitch their party ideas to you. We'll be meeting the first one at ten o'clock in the Throne Room.

Princess Keisha: But what if I don't...  
 King Matthew: You must pick one of the three sages to plan your party.

Queen Marbella: There will be no... finish your eggs, and go

**A Poison Tree**  
 By William Blake  
 I was angry with my friend,  
 I told my wrath, my wrath did end.  
 I was angry with my foe,  
 I told it not, my wrath did grow.  
 And I watered it in fears,  
 Night & morning with my tears,  
 And I sun-dried it with smiles...

**Magi CORE**

# WHAT'S INCLUDED?

TWELVE 4<sup>th</sup> & 5<sup>th</sup> Grade **DIGITAL** and **PRINTABLE** PDF fiction passages & **THREE** assessments!

- Aligned with 4<sup>th</sup> & 5<sup>th</sup> Grade Lexile Levels
- Includes Anchor Charts & Journal Pages for Stories, Plays, and Poems
- Students can highlight the text for easy comprehension

Created with  
GOOGLE  
SLIDES

## TEXT STRUCTURE IN LITERATURE

4<sup>th</sup> & 5<sup>th</sup> grade

### Table of Contents

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

1. [Text Structure in \*\*Stories\*\* Anchor Chart/Journal Page](#)
2. [Unique- 740L](#)
3. [The Adventures of Faline- 740L](#)
4. [Sleep In, Beauty- 970L](#)



# Step In, Beauty

...the warm summer air, floating over the queen's courtyard and her smile as she looked down at the bundle in her arms, rocking her. The people of the sacred land danced and sang in celebration, arrival of their new princess. Everyone in the land of Swynhollow had been a witch who roamed the lands had not received an invitation. Unfortunately for the cradle and muttered a curse under her breath. "I couldn't stop the curse coming upon you, but I can help you. When you are sixteen, you will injure yourself with a spindle and die," she mumbled. The queen's eyes widened in horror as she heard the witch's words, and she exclaimed loudly, "no!"

Hearing her beloved queen's cries, a nearby fairy floated by quickly and whispered a curse. "I'm sorry," whispered the fairy. "I couldn't stop the curse coming upon you, but I can help you. The servants and fairies surrounding the queen will fall into a deep sleep." However, it was difficult to accept the fate of the queen. The years flew by too quickly for the queen to bear the sorrow. She tried desperately to keep the words from her ears, and the queen became trapped in a state of denial. The years flew by too quickly for the queen to bear the sorrow. She tried desperately to keep the words from her ears, and the queen became trapped in a state of denial. The years flew by too quickly for the queen to bear the sorrow. She tried desperately to keep the words from her ears, and the queen became trapped in a state of denial.

## SCENE 2: THE THRONE ROOM, MID-MORNING

(King Matthew, Queen Marbella)

# The Royal Party Pitch

Characters: Narrator, Princess Keisha, King Matthew, Queen Marbella, Sage Stefan, Sage Demelza, Sage Anna

## SCENE 1: THE ROYAL BREAKFAST HALL, MORNING

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Princess Keisha: But what if I don't...  
King Matthew: You must pick one of the three sages to plan your party.  
Queen Marbella: There will be no party. You must pick one of the three sages to plan your party. Now, finish your eggs, and go to school. You should have known that...

# STORIES, PLAYS & POEMS

Poem

Text Structure

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

## Jack Frost


By Gabriel Setoun

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

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

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

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



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

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

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

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

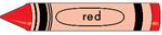
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Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!

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

Text Structure

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

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

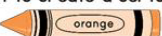
The door was shut, as doors should be,  
Before you went to bed last night;  
Yet Jack Frost has got in, you see,  
And left your window silver white.

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

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

Students type their answers right in the text box.

-the rhyme scheme of the stanza

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

a. the peaceful imagery of a snowy day  
b. the steady sound of snow falling  
c. the surprise of an unexpected visitor  
d. the scary feeling of someone watching you

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Text Structure

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

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

# A Poison Tree

By William Blake

I was angry with my friend;  
I told my wrath, my wrath did end.  
I was angry with my foe:  
I told it not, my wrath did grow.

And I watered it in fears,  
Night & morning with my tears:  
And I sunned it with smiles,  
And with soft deceitful wiles.

And it grew both day and night.  
Till it bore an apple bright.  
And my foe beheld it shine,  
And he knew that it was mine.

And into my garden stole,  
When the night had veiled the pole;  
In the morning glad I see;  
My foe outstretched beneath the tree.



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# ASSESSMENTS

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


Poem  
Text Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**Test: Brother and Sister**  
By Lewis Carroll

740L  
Text Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**TEST: Not Quite an Average Day**  
Chapter 1 – The Disappearance of Anna Murray

Play  
Text Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**TEST: The Circus War**

**Characters:** Mr. Red, Mrs. Red, Tabby Red, Marko the Magician, Amelia the Acrobat, Mr. Green

**SCENE 1: INSIDE THE BIG TOP OF RED'S MARVELLOUS CIRCUS, EVENING**  
*(The crowds have left the circus for the evening, and the cleaners are sweeping up peanut shells. Mr. Red, Mrs. Red, Tabby, Marko, and Amelia are having a meeting in the ring.)*



**Mr. Red:** That was a fantastic show tonight from all of you. Those new tricks are splendid, Amelia.

**Amelia the Acrobat:** Thanks, Mr. Red, but...there weren't that many people here to enjoy them.

**Mrs. Red:** *(sighing)* Yes, that's what we wanted to talk to you about. You may have noticed that our crowds are getting smaller and smaller.


**Marko the Magician:** *(shaking his head sadly.)* It's like a magic trick, but not a good one...

**Mr. Red:** We sent Tabby out last weekend to do some investigating, and we've figured out why fewer people are coming to our shows.

**Tabby:** *(clearing her throat)* It's Green's Fantastic Circus. They've opened up across town and they're stealing all of our customers.

**Amelia:** We're the best circus in the country! Why would people be going to Green's Fantastic Circus instead?

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


1. How does the information about the setting at the start of scene 1 help people who want to put the play on stage? 

a. It tells the problem.

b. It tells what the story is about.

c. It explains what the actors should look like.

d. It tells where and when the first scene takes place.


2. Which of the following lines from the play includes a stage direction? 

a. "SCENE 1: INSIDE THE BIG TOP OF RED'S MARVELLOUS CIRCUS, EVENING"

b. "Mr. Red: That was a fantastic show tonight from all of you. Those new tricks are splendid, Amelia"

c. "Marko the Magician: It's like a magic trick but not a good one... *(He shakes his head sadly.)*"

d. "Characters: Mr. Red, Mrs. Red, Tabby Red, Marko the Magician, Amelia the Acrobat, Mr. Green"

3. Which choice best illustrates how scene 1 sets up the events that build in scene 2? 

a. Scene 1 presents the idea that Mr. Red has a plan up his sleeve. Mr. Red's plan is carried out in scene 2.

b. Scene 1 shows how Tabby works for Mr. Red, while scene 2 shows how Tabby betrays Mr. Red.

c. Scene 1 explains why Mr. Green's circus is doing better than Mr. Red's circus. Scene 2 explains how Mr. Red makes his circus better.

d. Scene 1 presents the problem that Mr. Green's circus is stealing ideas from Mr. Red. Scene 2 shows how Mr. Green gets caught stealing ideas.

Students type their answers right in the text box.

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

# Structure: Stories

organized in sequential order  
roduces the characters and  
roduces the problem.  
ves the problem.

can be divided into chapters. Each

titles help readers know what the  
s help readers find important stor

you understand how every chapter bu  
erstand the story better.

## To Understand the Text Ask Yourself:

1. How is the story organized?
2. Is the story divided into char
3. What about the parts of the
4. How do the chapters build
5. How do the chapters chang

# Text Structure: Poems

Poems are pieces of writing that have rhythm and meter

- Poems are made up of lines. A line is sometimes
- Groups of lines are called stanzas. Stanzas are
- Rhyme is when words at the end of verses b
- Rhythm is the pattern of sounds througho
- Meter is the rhythm pattern and number

Understanding how poems are organized w  
whole poem and feel emotions.

## To Understand the Text Stru of Poems, Ask Yourself:

1. How are the lines in the poem o
2. What is the main idea of each
3. What is the main idea of the
4. How does the poem's rhyme
5. How do the poem's rhyme
6. How do the poem's rhyme
7. How do the poem's rhyme
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13. How do the poem's rhyme
14. How do the poem's rhyme
15. How do the poem's rhyme
16. How do the poem's rhyme
17. How do the poem's rhyme
18. How do the poem's rhyme
19. How do the poem's rhyme
20. How do the poem's rhyme



# Text

Structure is a plan  
an stage by act

Parts include:

- Act: Act I, Act II, Act III
- Scene: Act I, Scene I
- Dialogue: D
- Stage Direction: stage or h
- parenthesis

The parts of

## To Under Yourself

1. How is t
2. Is the p
3. How do
4. How do



# STRUCTURAL ELEMENTS

task cards

4<sup>th</sup> & 5<sup>th</sup> GRADE





**Answer sheet**

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

Card #	Answer	Card #	Answer
1.		16.	
2.		17.	
3.		18.	
4.		19.	
5.		20.	
6.		21.	
7.		22.	
8.		23.	
9.		24.	

**28. Structural Elements**  
**The Furry Surprise**  
 A quiet family living room  
 Characters: Daley, a 4<sup>th</sup> grade girl, Mimi, Daley's grandmother

Grandmother: (smiling) Daley, I have a surprise for you. (hands (something inside the gift box begins to move)

Daley: (opens box as white, pointy, fur-covered ears poke out)

What type of text is this passage?  
 a. Poetry  
 b. Prose  
 c. Play  
 d. Diary entry

**27. Structural Elements**

Everyone in the neighborhood said Mr. Paule was a very odd man. He kept to himself, that is until one day in late July. Zeke's curiosity got the best of him. He had heard all the rumors about just how strange Mr. Paule was, but he wanted to see for himself. He knocked on his door, and Mr. Paule let him in. They talked for hours. Zeke learned about Mr. Paule's career as the farmer who saved his family's farm, and Snuggles, his rescue dog. Zeke was the most interesting people Zeke had ever met. He decided to write a book about only should you not judge a book by its cover. He decided to write about what others say. Decide for yourself.

**26. Structural Elements**

There once was a monster fi  
 Who totally lost his me  
 No tricks, only treats  
 And a smile that's sweet  
 Just kindness from the monster of

What text element helps you understand that this passage is poetry?  
 a. Repetition  
 b. Rhyme  
 c. Props  
 d. Dialogue

**25. Structural Elements**

I'm going to travel the world wide  
 To Zimbabwe to see the lions roam  
 I'm going to travel the world wide  
 To Italy to admire the colosseum ruins  
 I'm going to travel the world wide  
 To China to walk the massive Great Wall  
 I'm going to travel the world wide  
 To the Pacific Ocean to surf the wild waves

What text element helps you understand that this passage is poetry?  
 a. Repetition  
 b. Rhyme  
 c. Paragraphs  
 d. Setting description

# STRUCTURAL ELEMENTS

## Digital Task Cards

30 Cards  
Includes an  
audio reading of  
each passage.

### Structural Elements

Today, we got a new kid in Mrs. Oliver's 4<sup>th</sup> grade class. He looks just like us, like any 4<sup>th</sup> grade boy. But, my mind begins to wander as Mrs. Oliver explains equivalent fractions for the third time this week. I imagine this new kid, I think his name is Drew, is not so normal after all. What if under his blue striped t-shirt is really his secret superhero costume? He's come to save us from the fractions and the spelling! At recess, he will fly with force to the top of the monkey bars to oversee the playground and, of course, impress us with his superpower tricks. "Brady, do you have an answer?" Mrs. Oliver interrupts my thoughts. I scramble for an answer and decide then and there, I must sit with Drew at lunch - just in case.

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What type of text is this passage?

Prose

Poetry

Novel

Play



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boomlearning

# BOOM CARDS

# STRUCTURAL ELEMENTS BOOM CARDS



## Structural Elements

Everyone knows that sharks don't eat bananas, that is, except for one gleeful shark named Gil. "Gill! Seriously! Sharks don't eat bananas. You see these things?" said a shark everyone called Mouth as he pointed toward his intense rows of pointy white teeth. "These things are made to eat meat! Not bananas!" Mouth explained. Gil smiled, exposing his rows of sharp teeth. "I'm glad you love meat, but that's just not for me. It's okay that we like different things. As for me, the flavor and the smell of each scrumptious banana bite is just right!" Gil exclaimed.

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What text element helps you understand that this passage is written in prose?

The text rhymes.

The text is written in paragraph form.

The text tells a story.

The text gives information.

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I didn't mean to let the tarantula out of the cage. Really, I didn't. Furry Freddie is Mrs. Jones' class pet. Mrs. Jones had rearranged our classroom seats, and now I sit right next to Furry Freddie's cage. I know that we are not, under any circumstances, supposed to get that spider out of the cage. But, have you ever seen a tarantula? I mean, really up close? They are adorably fluffy and covered in soft black fur! Irresistible, I tell you. I opened the cage this morning to hold that sweet fellow for one quick second and before I knew it, there was a tarantula on the loose inside my school. This was going to be bad. It was going to be very, very bad.

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What type of text is this passage?

Script

Diary entry

Prose

Newspaper  
article