

# Florida B.E.S.T. Standards LEXILE PLOT STRUCTURE

**Story Structure**  
Setting

Characters

When

Lexile: 570

Becca slum but every kid in I on.  
Becca imag fer cheeks were A girl name purple glasses! Becca looks me,  
Becca are a glass weeks I pretty never I B case in board. B and told Ken.

Lexile: 600L

"It is very impor endangered because you boys did," Amie s Amie had a buc turtle to put it in th "How will we k "Here is my p an update," Amie s The next wer baby sea turt

Lexile: 670L

Farah had just with her family from and her family were r their country because and they were no longer Afghanistan. It was Farah's first school. She was very nervo know much about American American Farah k she

Lexile: 560

**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 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 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.

Who is the character: Miah  
a. Miah  
b. Miah's mom  
c. Miah's sister  
d. Miah's teacher

4. What is the problem?  
a. Miah is sick.  
b. Miah's mom is sick.  
c. Miah's sister is sick.  
d. Miah's teacher is sick.

5. What is the solution?  
a. Miah's mom took care of her.  
b. Miah's sister took care of her.  
c. Miah's teacher took care of her.  
d. Miah's classmates took care of her.

6. How does the character feel at the end?  
a. Happy  
b. Sad  
c. Angry  
d. Scared

7. What is the moral of the story?  
a. Always go to school.  
b. Always get the perfect attendance award.  
c. Always take care of yourself.  
d. Always be a good student.

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# Story Structure

## Characters



People



Animals



Where



When

## Plot

### Middle



Beginning

End

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# Story S

## Sick Day



### 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.

The main character is Becca. Becca is self-conscious. I know this because she doesn't want to get glasses. She thinks people will make fun of her.

2. What is the main setting of the story?

- a. school
- b. afternoon
- c. springtime
- d. Becca's home

3. What important events happen in the story?

Becca gets sick and stays home with her new glasses. She has to go to school anyway. She misses her old glasses to see.

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

...ing her ... it ... om ... d Miah ...

...ested "I never ... get ..."

...om reasoned. "You can't go to school. You can't ... er kids, you could get them sick, too." ... school. She was one of the best students in her ... nce award every year. ... award," Mom explained. "You need to ... She watched TV and slept, ... of the day. She raced ... to tell your teacher ... for you!" ... had signed it ... missed her ... m was ...

missed her. misses them.

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"It is very important people learn about endangered because of humans. If we let you boys did," Amie said.

Amie had a bucket of water. She put the turtle to put it in the bucket.

"How will we know if the turtle makes it?"

"Here is my phone number. Call me next week for an update," Amie said.

The next week, we followed up with Amie. The baby sea turtle was doing much better. Amie called us on Friday, and she invited us to come to the beach.

I was thankful that we were able to help an animal that is in trouble one day. I will tell my class my story and teach them about the Sea Turtle Patrol!



600L

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

# Sea Turtle Rescue

It was a normal Saturday at the beach with my family. I was walking along the sandy shore with my brother Matt. Suddenly, Matt exclaimed, "Look! This shell is moving!"

We crouched down to look at the tiny shell in the sand.

"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 ran back with our mom. Mom said that we shouldn't touch the turtle, and we should call the Sea Turtle Patrol to see what they wanted us to do. Mom quickly looked up the number on her phone and dialed.

"The Sea Turtle Patrol asked us 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.

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Becca slumped deep in her seat. Not only did she have to wear her glasses, 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 fla



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.



# PLOT 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 Florida B.E.S.T. Text Complexity Band (the range for 2<sup>nd</sup>-3<sup>rd</sup> grade is 420L-820L).

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



# ABOUT LEXILE LEVELS



MagiCore 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.

Florida B.E.S.T. 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        | 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 research, “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.”



# How to Use This Resource

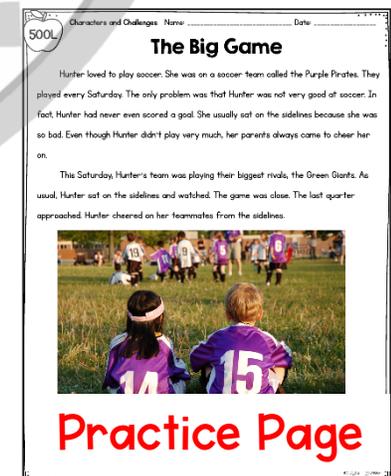
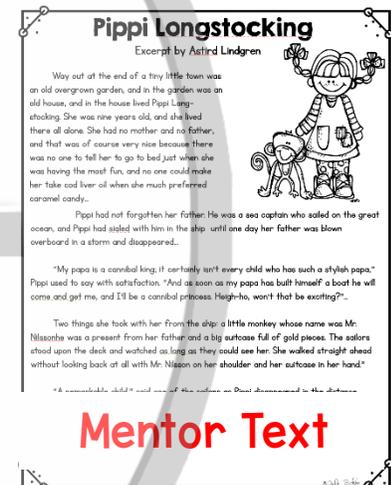
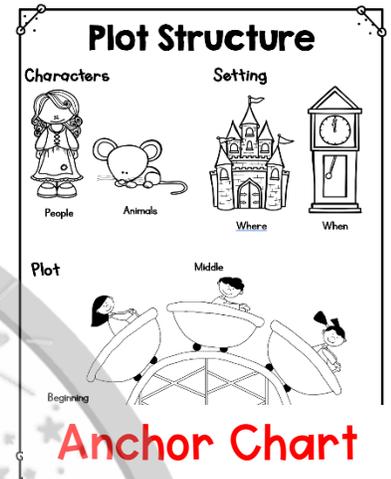
This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

**Anchor Charts:** These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.

**Mentor Text:** Mentor texts are included for teachers to use to model the skill. Some of the mentor texts come directly from the Florida B.E.S.T standards mentor text recommendations for second grade. These texts tend to be longer and more complex than the intended Lexile grade range. For this reason, I have incorporated these recommended texts for teachers to use as read alouds, shared readings, and modeling. Mentor texts also include a guided response, such as a graphic organizer or questions.

**Practice Passages:** These passages are Lexile leveled and include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.

**Assessment:** Two assessment passages are included. Both are intended to be used to form a complete assessment; however, some teachers chose to use the assessment passages separately in order to differentiate assessments.



# How to Use This Resource

Here is the recommend lesson layout and schedule for this resource:

**Day 1:** Introduce plot structure anchor chart. Read aloud the Mentor Text *The Ugly Duckling*. Model identifying the plot structure elements using the graphic organizer and questions. Emphasize that understanding the plot structure helps readers monitor their comprehension.

**Day 2:** Select a story in the mid-range of the text complexity band. Make the story and question set poster size or project the text and questions. Read the story as a class, and then work together to answer the questions.

**Day 3:** Students complete a passage and question set in partners. I recommend choosing a text in the mid-range of the text complexity band. Always review work as a class or in groups.

**Day 4:** Students complete a passage at the low range of the text complexity band independently. Be sure to review student work. If students did not get answers correct, ensure you make time to review with students independently or in small groups.

**Day 5-6:** Continue to assign increasingly more complex passages. Continue to assess and review work.

**Day 7:** By the end of the unit, most of your class should be showing mastery of the passages. This is the time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

*\*Follow your students' lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*



# How to Teach Plot Structure

Identifying and understanding plot structure is a key skill for elementary readers. Identifying main story elements is a building block to be able to eventually retell and summarize fiction.

## What Students Need to Know:

Students need to know the main story elements.

**Character:** The main character is introduced at the beginning of the story. It is important to notice character traits and how the character acts.

**Setting:** The setting is where and when the story takes place. The setting is introduced at the beginning the story. The setting may change throughout.

**Plot:** The plot includes the major events that occur in the beginning, middle, and end of the story.

## How to Teach Plot Structure

One of the most effective ways to teach plot structure is through visuals and graphic organizers. I recommend using a graphic organizer where students explicitly identify the plot elements and write out the major events in the story (similar to the one included on page 9 of this packet). This is a stepping-stone for teaching students to write a retelling for summary in the future.

### Plot Structure

Read this short story. Identify the elements of the plot structure.

|  |   |
|--|---|
| <b>Characters</b>  | <b>Setting</b>  |
|          |  |
| <b>Plot</b>  |   |
| <br>_____ |   |
| <br>_____ |   |
| <br>_____ |   |
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## Differentiation

For differentiation, continue to use graphic organizers to help students organize their thoughts while identifying plot elements. If you have students who struggle writing the story elements or plot events, you can have them draw pictures. To differentiate even further, you can have students sequence printed illustrations.

# Plot Structure

## Characters

## Setting



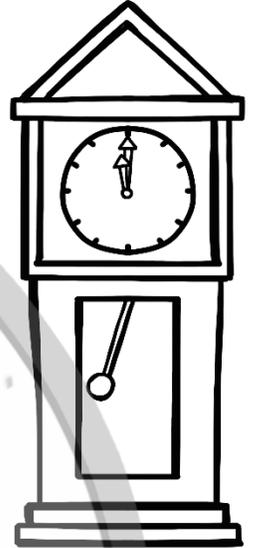
People



Animals



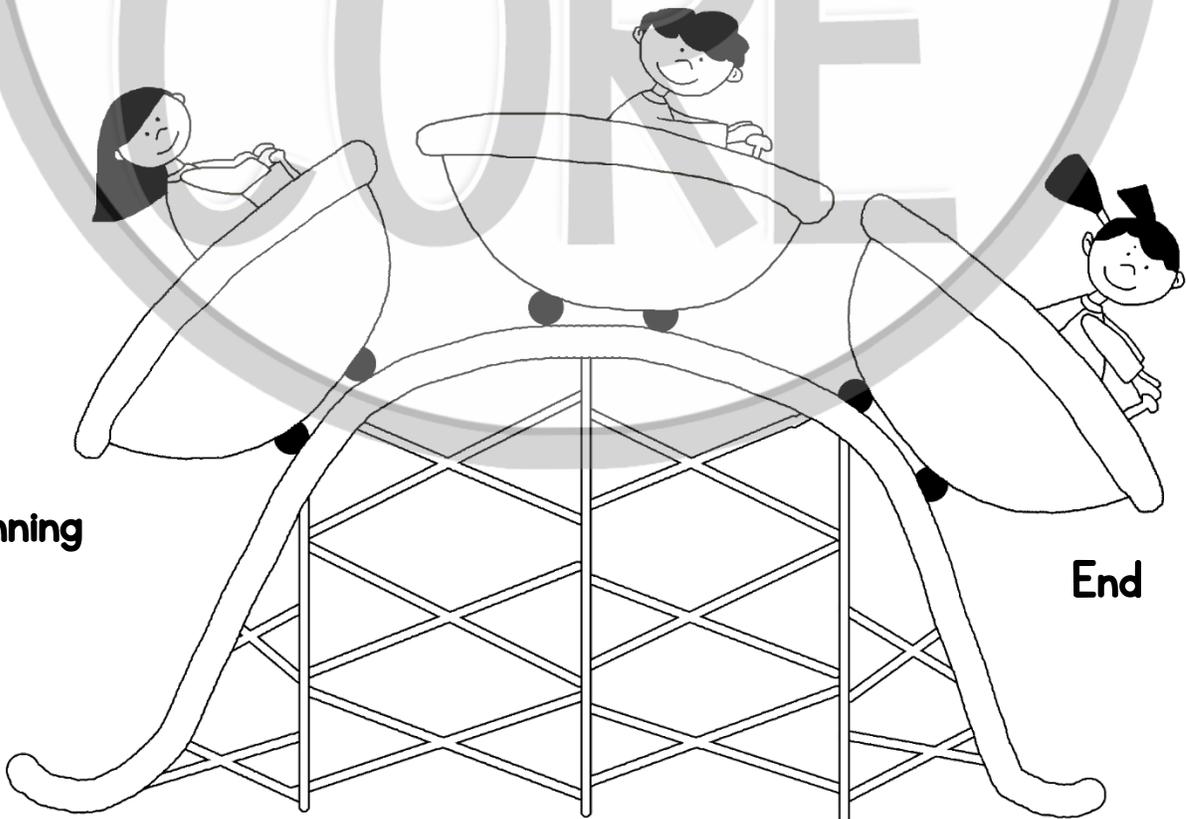
Where



When

## Plot

## Middle



Beginning

End

# Plot Structure

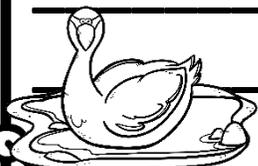
Read this short story. Identify the elements of the plot structure.

Characters

Setting



Plot

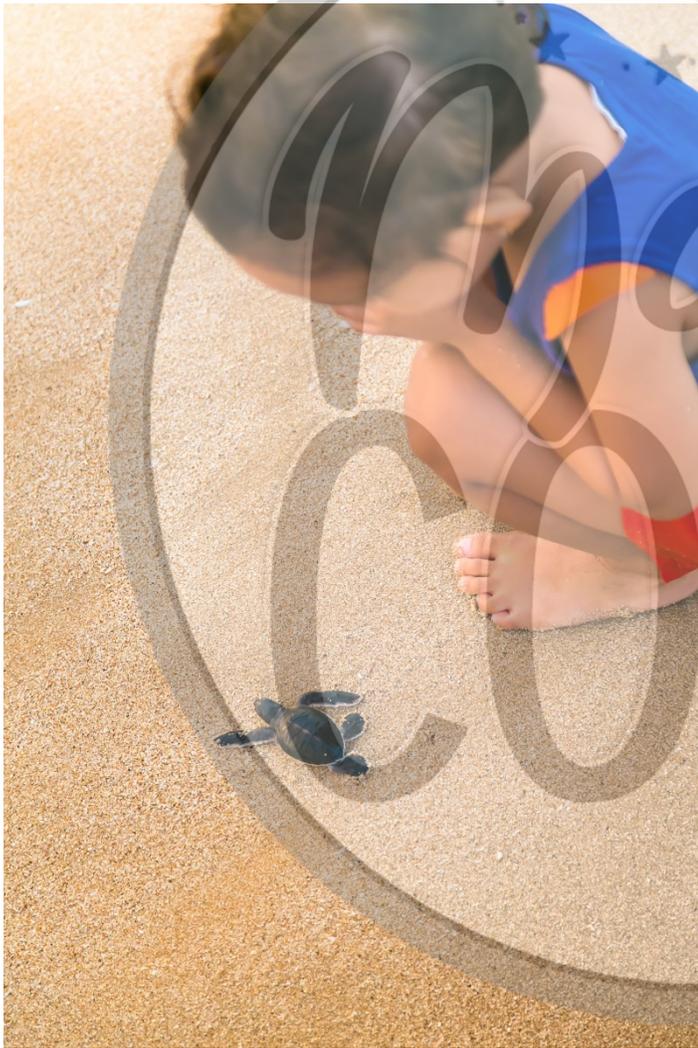


# Sea Turtle Rescue

It was a normal Saturday at the beach with my family. I was walking along the sandy shore with my brother Matt. Suddenly, Matt exclaimed, "Look! This shell is moving!"

We crouched down to look at the tiny shell in the sand.

"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 ran back with our mom. Mom said that we shouldn't touch the turtle, and we should call the Sea Turtle Patrol to see what they wanted us to do. Mom quickly looked up the number on her phone and dialed.

"The Sea Turtle Patrol asked us 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

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.

**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 save them.
- d. The author and his brother find a sea turtle that looks like it is in trouble.



**5. What important events happened after the problem?**

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**6. How does the problem get solved?**

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

- a. The author joins the Sea Turtle Patrol.
- b. The author teaches his or her class about sea turtles.
- c. The author puts the turtle in a bucket of water to bring it home.
- d. The author watches Amie release the sea turtle into the ocean.



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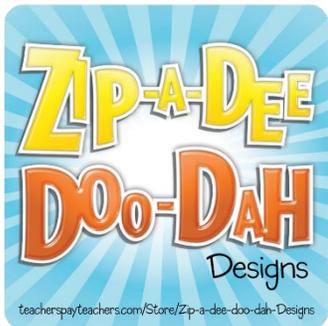
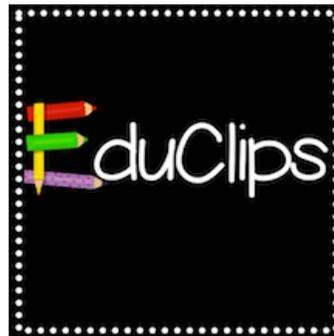
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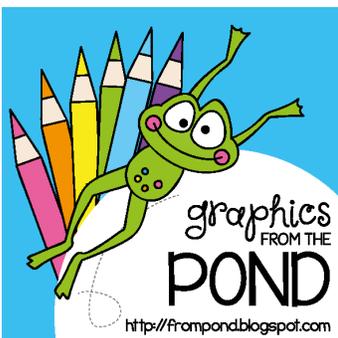
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