

STORY STRUCTURE



Structure
Setting



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Story Structure
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Story Structure
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Lexile:
560

Story Structure

Name: _____

Date: _____

Sick Day

Miah woke up feeling
miserable. She clutched her
stomach and ran to the
bathroom. She barely made it
before she got sick. Miah's mom
came running and helped Miah
back to her bed.

"Oh, no!" Miah protested. "I
have to go to school. I've never
missed a day, and I want to get
the perfect attendance award."

"Miah, you are very sick," Mom reasoned. "You can't go to school. You can't
even stand up. If you are around other kids, you could get them sick, too."

Miah burst into tears. She loved school. She was one of the best stud
class. She had earned the perfect attendance award every year.

"Your health is more important than an award," Mom explained. "You need
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



End

WHAT'S INSIDE?

PRINTABLE PDFs and **DIGITAL** Google Slides covering the 2nd and 3rd grade text complexity band with Certified Lexile Levels.

Table of Contents

*This product includes 12 leveled passages in Complexity Band (the range for 2nd-3rd grade)

1. How to Use this Resource, Unpacking
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 - A Trip to the Doctor-
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OO--H The Google Slides a cop



[CLICK HERE](#) to

You MUST have need help setting

560L Context Clues

Name: _____

Date: _____

Sick Day



Miah woke up feeling miserable. She clutched her stomach and ran to the bathroom. She barely made it before she got sick. Miah's mom came running and helped Miah back to her bed.

"Oh, no!" Miah **protested**. "I have to go to school. I've never missed a day, and I want to get the perfect attendance award."

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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!"

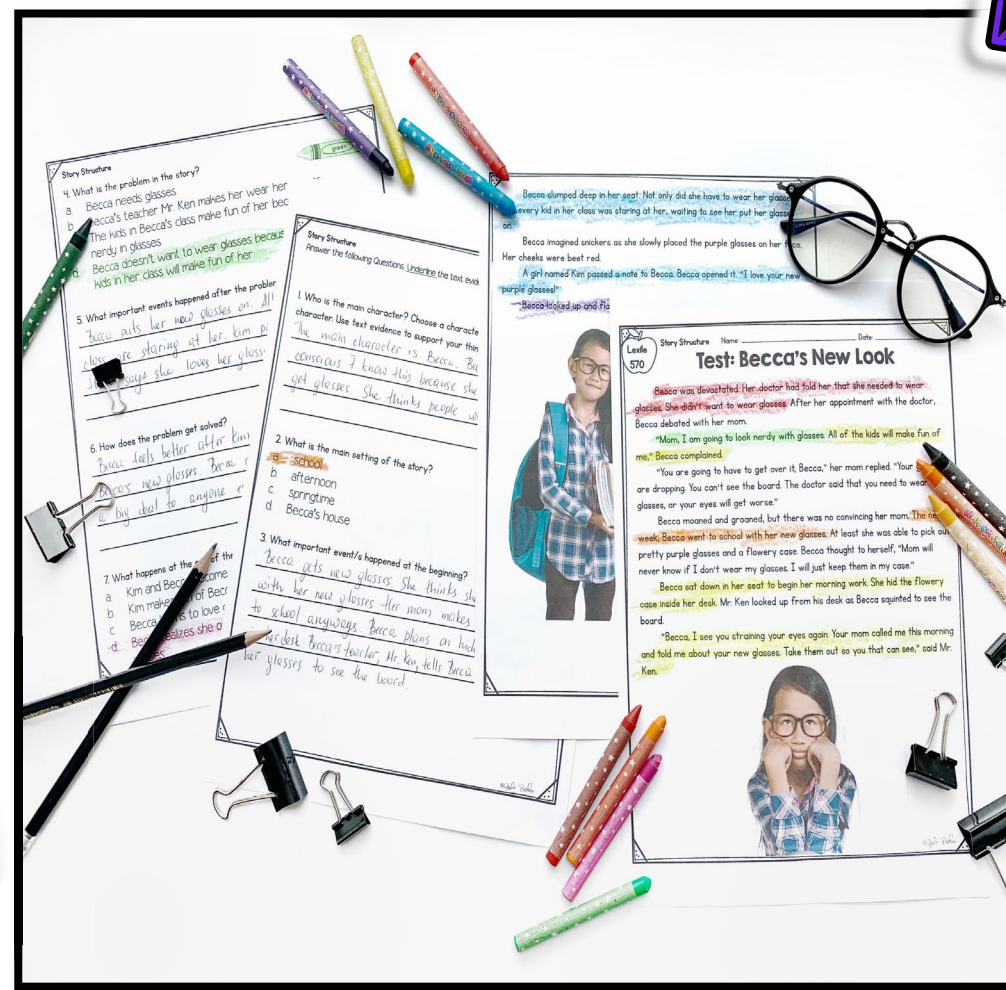
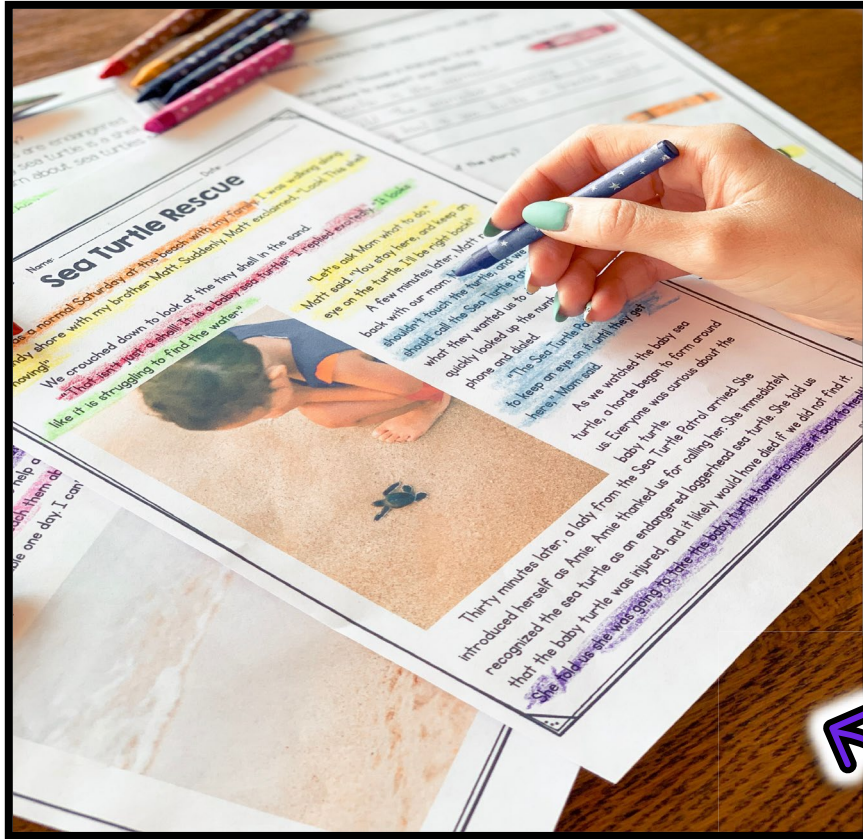
Hadley handed Miah a huge card. Every one of her classmates had signed it and written a note for her. Miah **beamed**. She felt better already. She missed her class, but she didn't know they would miss her so much. Miah knew her mom was right. Some things were more important than a silly award.

- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and
Google
Slides Included



10 FICTION PASSAGES



- Stories are engaging. Increase comprehension AND curiosity.
- Variety of realistic fiction stories students can relate to.

QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning

The image shows three overlapping worksheets for a story titled "Sick Day" by Elizabeth Feltz. The worksheets are designed for students to answer questions about the story's structure and content.

Worksheet 1 (Top): Contains questions 4, 5, 6, and 7, all with handwritten answers.

- 4. What is the problem in the story?
a. Miah's mom makes her miss school.
b. Miah gets an award for perfect attendance.
c. Miah is sick, but she doesn't want to miss school.
d. Miah pretends to be sick so she doesn't have to.
Answer: Miah spends the day resting at home.
- 5. What important events happened after the problem?
Answer: Miah's sister Hadley went to Miah's classroom to tell her teacher Miah was sick. Missed Miah and made her a big card.
- 6. How does the problem get solved?
Answer: Miah's sister Hadley went to Miah's classroom to tell her teacher Miah was sick. Missed Miah and made her a big card.
- 7. What happens at the end of the story?
a. Miah goes back to school the next day.
b. Miah's teacher is mad because she missed school.
c. Miah's classmates make her a card because they missed her.
d. Miah makes her classmates a card because she misses them.
Answer: Miah goes back to school the next day. Miah's teacher is mad because she missed school. Miah's classmates make her a card because they missed her. Miah makes her classmates a card because she misses them.

Worksheet 2 (Middle): Contains questions 1, 2, and 3, all with handwritten answers.

- 1. Who is the main character? Choose a character character. Use text evidence to support your think.
Answer: Miah is the main character. Miah studies. I know this because she missed a day of school. She always earned an attendance award.
- 2. What is the main setting of the story?
a. morning
b. Miah's house
c. Miah's school
d. the last day of school
- 3. What important event/s happened at the beginning?
Answer: At the beginning, Miah got her mom told her she had to go to school. Miah was upset because school before.

Worksheet 3 (Bottom): Contains the story "Sick Day" and a reading passage with handwritten notes.

Sick Day
Lexile: 560
Story Structure
Name: _____ Date: _____

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"Oh, no!" Miah protested. "I have to go to school. I've never missed a day, and I want to get the perfect attendance award."

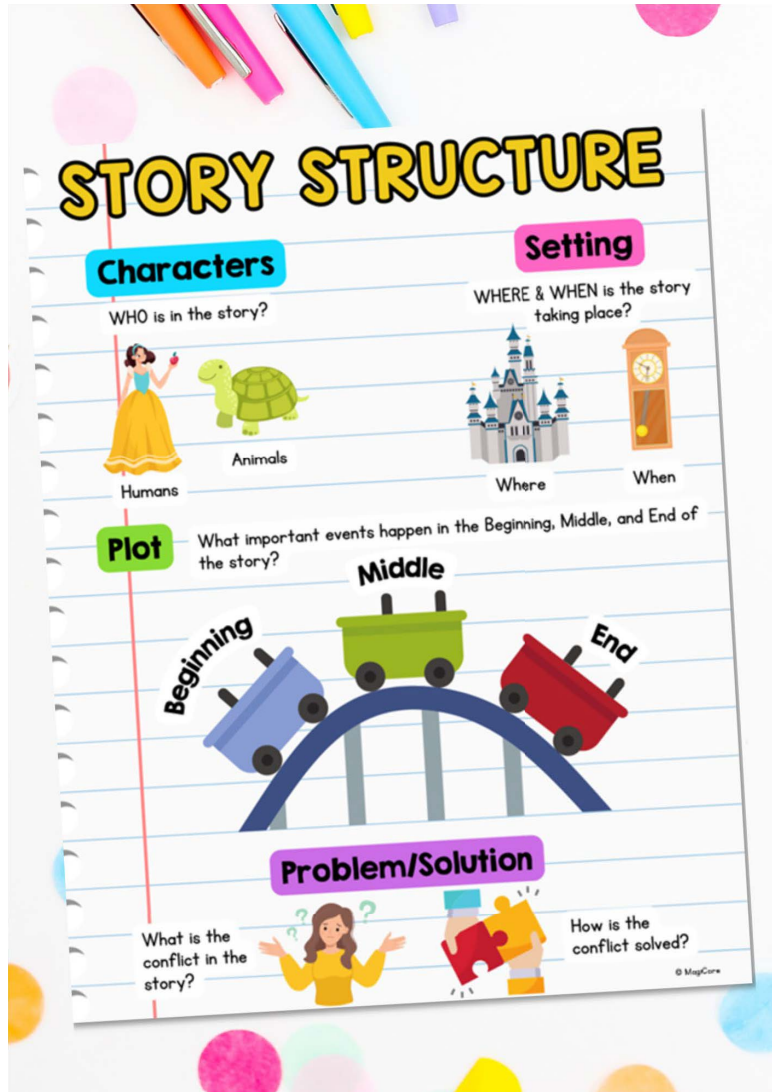
"Miah, you are very sick," Mom reasoned. "You can't go to school. You can't even stand up. If you are around other kids, you could get them sick, too." Miah burst into tears. She loved school. She was one of the best students in her class. She had earned the perfect attendance award every year.

"Your health is more important than an award," Mom explained. "You need to take care of yourself so you can get better."

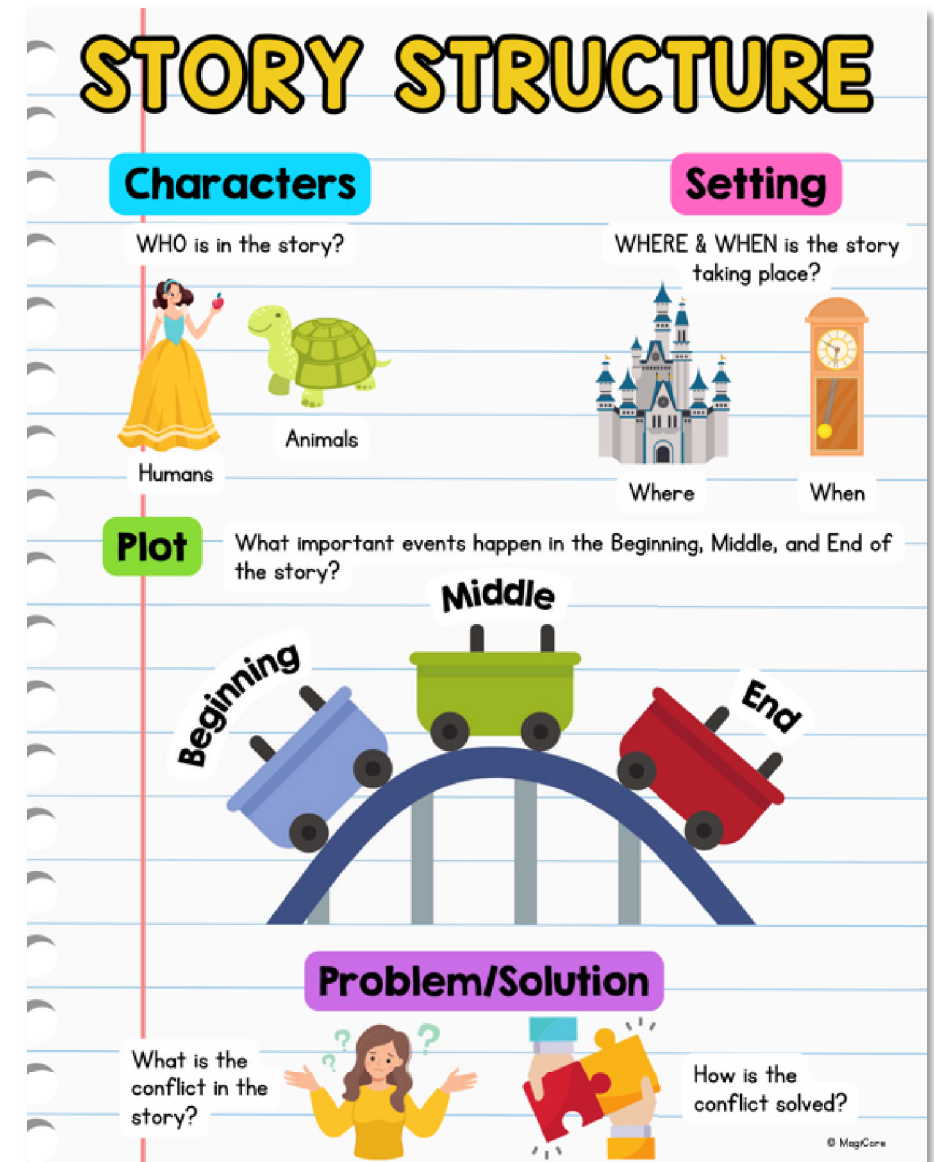
Miah was devastated. She felt horrible all day. She watched TV and slept, hoping to feel better soon. The day passed very slowly. All Miah could think about was all of the fun her classmates were having at school.

Miah's sister Hadley came home from school at the end of the day. She raced 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.

ANCHOR CHART



- Anchor chart
- Use to introduce the skill
- Students reference throughout the unit

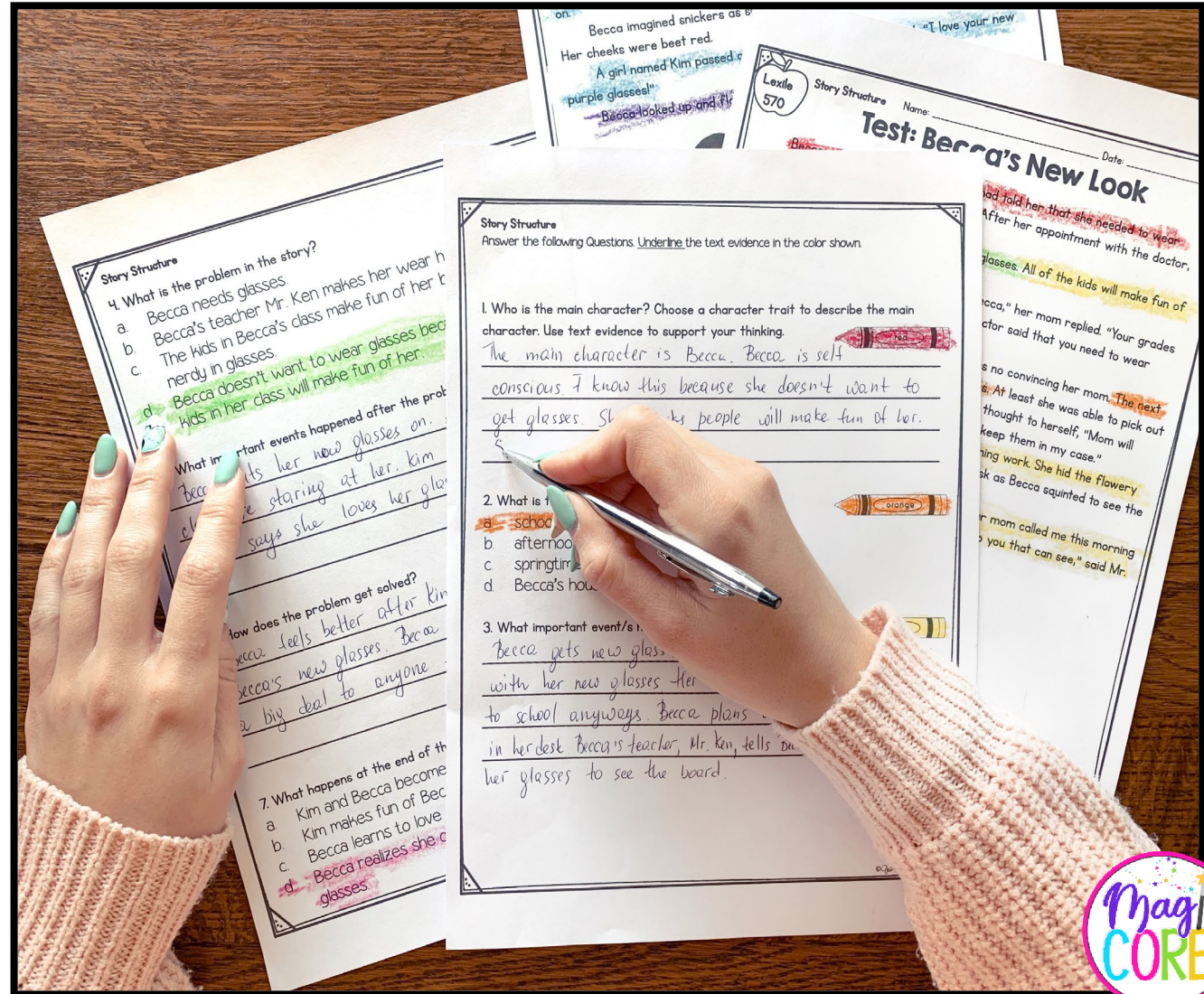


Your students can refer to the anchor chart throughout the unit.



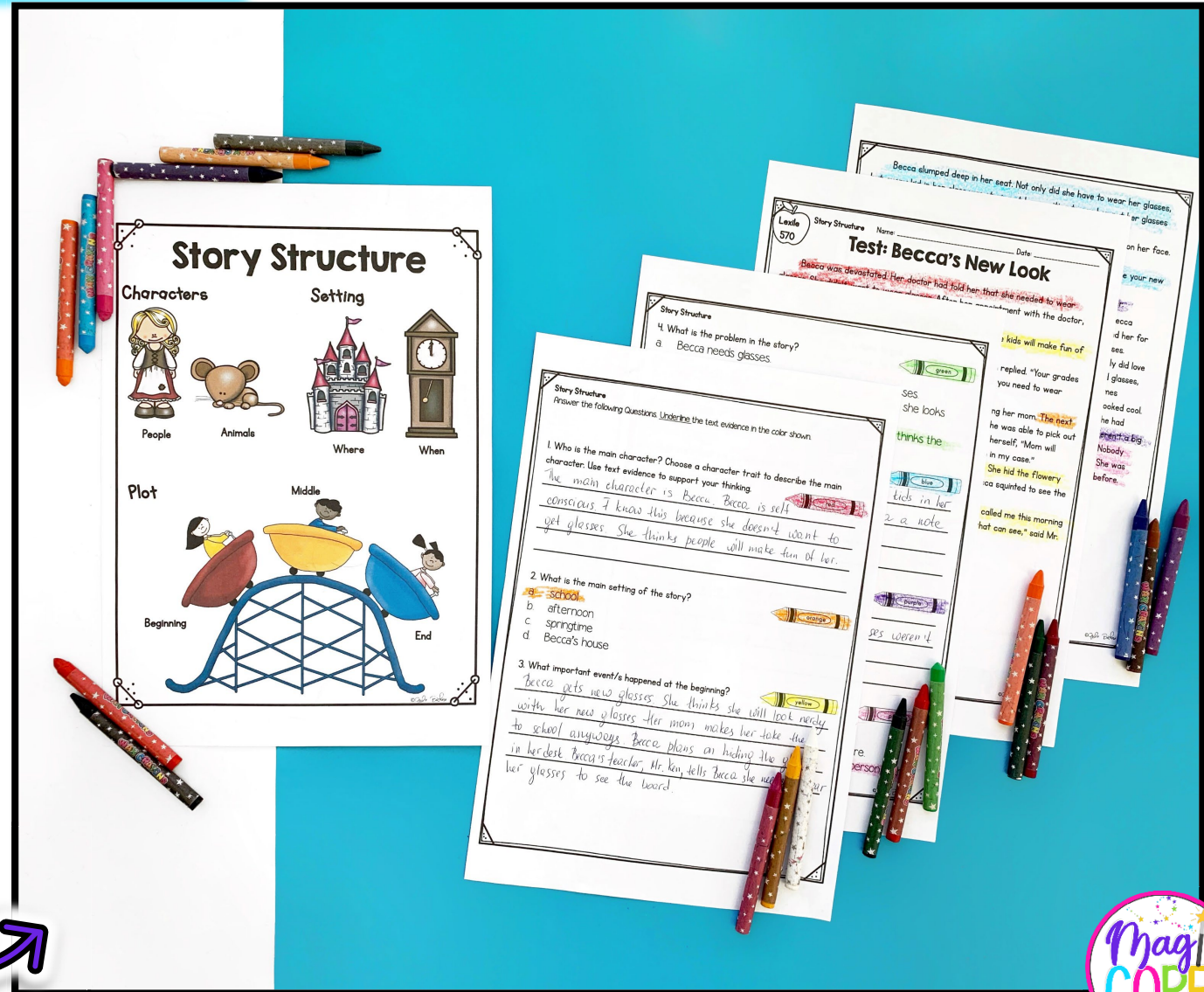
ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Diverse genres
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 1,000 teachers... and counting!



ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

ABOUT LEXILE LEVELS

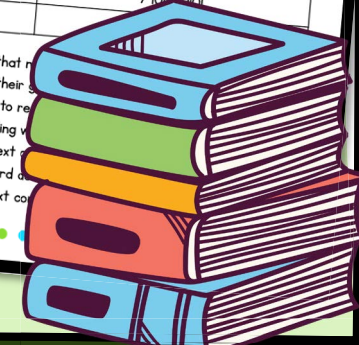
 Common Core Kingdom, LLC DBA MagiCore™ is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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.

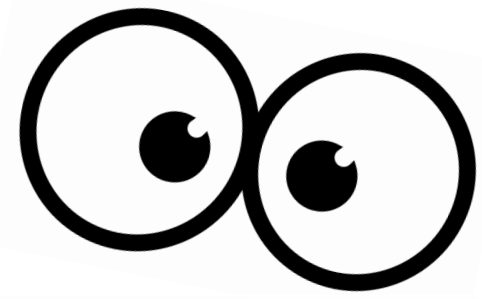
Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

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

Keep in mind when using any leveled text that support to reach text at the high end of their Common Core Standards, "It is important to reappropriate. The expectation that scaffolding built into the Standards' grade-by-grade text general movement, however, should be toward independence both within and across the text co



TAKE A PEEK



STORY STRUCTURE

2nd grade

Table of Contents

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

The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.



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You MUST have a Google account in order to access this resource. [Click HERE](#) if you need help setting up a Google account.

ABOUT LEXILE LEVELS



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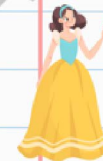
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1385L

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

STORY STRUCTURE

Characters

WHO is in the story?



Humans



Animals

Setting

WHERE & WHEN is the story taking place?



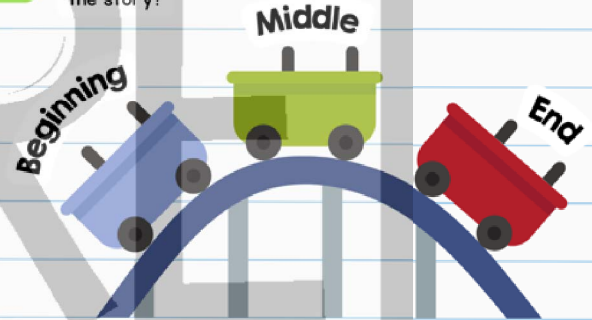
Where



When

Plot

What important events happen in the Beginning, Middle, and End of the story?



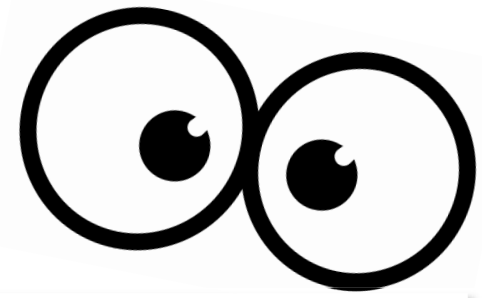
Problem/Solution

What is the conflict in the story?



How is the conflict solved?

AND ANOTHER PEEK



520L

Story Structure

Name: _____ Date: _____

Janie's Special Class

Janie was **anxious**. Today was the first day of speech class. Janie had trouble **pronouncing** the letter "s". Her mom and her teacher told her that speech class would help her speak clearly. Janie didn't want to go to speech class. She would be pulled out of her regular classroom. She worried that the other kids would **mock** her. She thought the kids who went to special classes weren't smart. What if she missed something important in her regular class?

The time came and Mrs. Betsy, the speech teacher, came to pick up Janie. Janie slumped in her seat when she called her name. She quietly followed Mrs. Betsy. She sulked down the hallway. Mrs. Betsy talked excitedly to Janie.

"I'm so excited to have you in my group, Janie! We are going to have so much fun."

They went to Mrs. Betsy's small room down the hall. There were two other kids in her grade sitting at a table. The walls were covered with bright posters.

"Ben and Jasmine, this is Janie. She will be joining us for speech class from now on."

"Hi, Janie!" Ben and Jasmine greeted her. "You are going to love speech class. We always have fun!"

Janie felt a little better. She knew Ben and Jasmine from the playground. They were just like her. No one made fun of them for going to speech class.

Mrs. Betsy pulled out a box with a game. "Today we are going to play 'Guess Who?' As we play, we are going to focus on **enunciating** our sounds."

Janie had a blast playing "Guess Who?" with her new friends. Mrs. Betsy stopped them when they had trouble enunciating sounds and helped them practice.

"Speech class isn't bad after all," Janie thought to herself. "It is **actually fun**! We get to play games, make friends, and Mrs. Betsy really helps us with our speech."

When Janie went back to class, she had a huge smile on her face. Kids in her class asked her where she was. Janie told them she went to speech and played games. The kids in Janie's class didn't tease her. They wished that they could go to speech class, too.



© MagCore

Story Structure

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

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



2. What is the main setting of the story?



- a. school
- b. recess
- c. a small room
- d. Janie's house

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



4. What is the problem in the story?



- a. Janie doesn't like to go to speech class.
- b. Janie has trouble enunciating the letter *t*.
- c. The kids in Janie's class make fun of her for going to a special class.
- d. Janie is nervous her classmates will tease her for being in speech class.

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Story Structure

5. What important events happened after the problem?



6. How does the problem get solved?



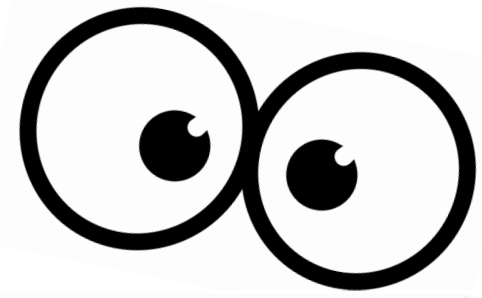
7. What happens at the end of the story?



- a. Janie is nervous to go to speech class.
- b. Janie doesn't want to miss anything in her class.
- c. The kids in Janie's class make fun of her for going to speech class.
- d. Janie has fun in speech class. The kids in her class wish they could go too.

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CHECK THIS OUT TOO!



760L

Story Structure Name: _____ Date: _____

The Race for Class President

It seemed like just another normal Friday in Mrs. Wilson's second-grade classroom. That is, until Mrs. Wilson made the big announcement.

"Boys and girls, it is time we elect a class president."

Mrs. Wilson explained that a class president would help solve problems other students had. He or she would also listen to ideas that classmates had about activities and events.

"The class president should be a great communicator. The president should also be someone you can trust," explained Mrs. Wilson.

The more Mrs. Wilson explained the job of the class president, the more excited Greta became. She loved to talk with her classmates. She also loved to help them solve problems. Greta knew she would be perfect for the job.

Mrs. Wilson explained how the students would need to campaign. They could campaign by making posters and giving speeches about their goals and ideas as class president. Greta's brain swirled with ideas for her campaign.

That afternoon, the lunchroom was swarming with students in Greta's class talking about who would run for president. Bella, one of the most popular girls, planned to run.

Greta's heart sank with disappointment as she heard the news that Bella planned to run. She knew she didn't stand a chance against Bella. Everyone loved Bella, but Greta wasn't willing to give up yet.



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Greta spent the whole weekend making colorful campaign posters with her family. She wrote a speech about how hard she would work for her classmates. When Monday came around, Greta was prepared to go head-to-head with Bella.

When Greta got to school, her heart sank when she saw Bella's posters. They were printed posters with computer graphics. They looked so professional next to Greta's hand-drawn posters. Bella delivered her speech to her classmates. The class erupted in applause at the end. Greta's classmates cheered for her, but not nearly as loud as they did for Bella.

When it came time to vote, Greta knew her chances were dismal. By the end of the day, Mrs. Wilson had tallied the votes. She was ready to make the big announcement.

"Our race for class president was close! Our winner only won by two votes! Our class president is... BELLA!"

Bella beamed with excitement. Greta felt a rush of disappointment pass over her. Even though she lost, Greta knew she should always be a good sport. She went up to Bella after school.

"Congratulations, Bella. I know you will make an excellent class president."

Bella said, "Thanks, Greta. I was thinking... Since the race was so close, maybe we could talk to Mrs. Wilson about having you as the vice president. I think you could really help me out."

Greta was thrilled at Bella's idea. Mrs. Wilson also loved the idea of the girls working together. Greta was thankful she gave the race for president a try. If she had given up, she never would have had the chance to be the 2nd Grade Vice President.



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Story Structure

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

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



2. What is the main setting of the story?

- a. Bella's house
- b. a school cafeteria
- c. Mrs. Wilson's school
- d. a second grade classroom



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



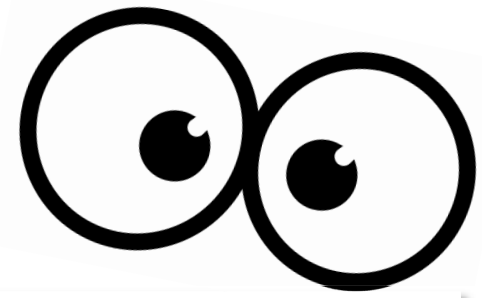
4. What is the problem in the story?

- a. Bella is rude to Greta because she wants to be class president.
- b. Bella has better campaign posters and a better speech than Greta.
- c. Bella wants to run for class president, but she thinks Greta will win.
- d. Greta wants to run for class president, but she thinks Bella will win.



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UPGRADE THEIR SKILLS!



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 yelped. He knew the worst was coming. Tears welled up in his eyes.

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

"You mean that the shot 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.

© MagCore

Story Structure

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

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



2. What is the main setting of the story?

- a. Sahil's home
- b. before school
- c. the doctor's office
- d. Sahil's favorite restaurant



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



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.



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Story Structure

5. What important events happened after the problem?



6. How does the problem get solved?



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

- a. Sahil doesn't get the shot.
- b. Sahil screams and cries because the shot is so painful.
- c. Sahil's mom takes him to lunch at his favorite restaurant.
- d. Sahil asks his mom when he can go back to the doctor to get more shots.



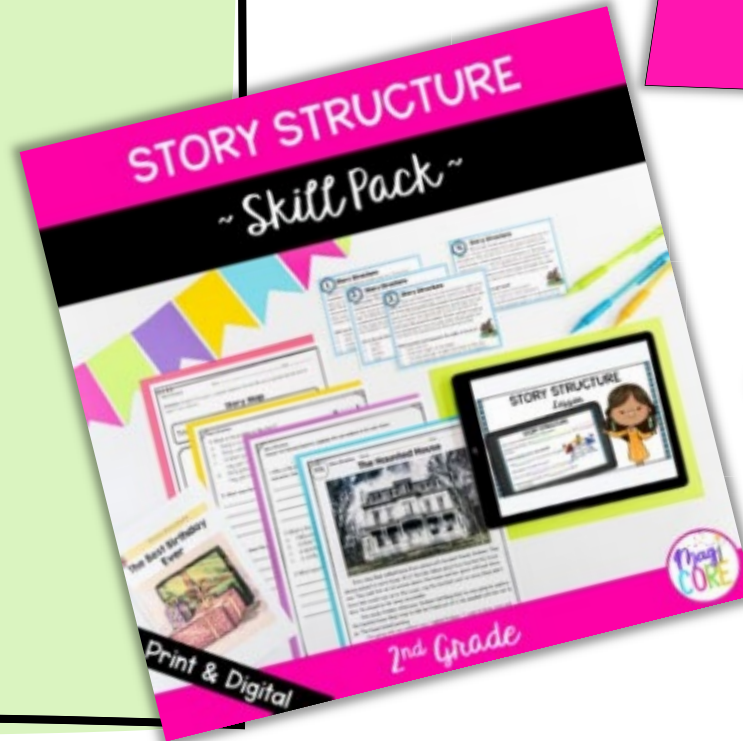
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UPGRADE THEIR SKILLS!

The STORY STRUCTURE SKILL PACK

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- Digital Mini-Lessons
- Guided Reading Packet
- Printable Task Cards
- Boom Learning Task Cards



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comprehensive? Try
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- ★ More than 250 Lexile-leveled passages
- ★ Anchor charts
- ★ Questions focused on skills for each standard



2nd Grade Reading Comprehension Mega Bundle

- ★ 21 reading passages
- ★ more than 250 Lexile-leveled passages
- ★ anchor charts
- ★ questions focused on skills for each standard