

LITERATURE TEXT STRUCTURE

~ Skill Pack ~

TEXT STRUCTURE Lesson

Chapter Titles

Chapter 1: Life & Death
Chapter 2: Life's Journey
Chapter 3: Being a Hero
Chapter 4: Life's After
Chapter 5: Working Together

TEXT STRUCTURE

Lesson

Chapter 1: Cynthia's New Home

Cynthia and her family were moving into a new house in a brand-new neighborhood in Ashford, Alabama. They were moving from the big city Birmingham. The year was 1955. Cynthia and her family were black. There weren't many opportunities for Cynthia and her family because they were judged because of their skin color. They were moving to Ashford because her father had a job opportunity here.

"I can't wait to live in a neighborhood with other kids!" Cynthia exclaimed to her mama as they unpacked.

"Why don't you go play outside and see if you can meet anyone?" Mama suggested to Cynthia. Cynthia drew with chalk on her sidewalk as her parents unpacked the car. She was watching the neighborhood peacefully, hoping she would catch a glimpse of kids that could become her new friends.

After some time, Cynthia saw a little girl hopping down the sidewalk. The girl looked about Cynthia's age. Cynthia stood up and walked towards the little girl.

Chapter 2: Cynthia's New Friend

Cynthia approached the little girl. "Hi, I'm Cynthia. I'm nine years old. I am new here. What is your name?"

"My name is Judith. I live two houses down the street. I am also nine!" Judith replied excitedly.

Judith and Cynthia immediately hit it off. They began playing together. Judith invited Cynthia to come over to her house. Cynthia happily agreed.

Wacky Watch Adventures

Parts of Stories, Dramas, & Poems

1. Parts of Stories, Dramas, & Poems

Chapter 1: Waffles, my energetic puppy, got his leash and dropped it in my lap. "Do you want to go on a walk, buddy?" I asked him. "Ruff! Ruff!" he barked barking loudly at something in the grass. It was a necklace. I picked the necklace up, and the jewel began to glow.

What important event happened in chapter 2?

a. Waffles grabbed his leash
b. The narrator asks Waffles if he wants to go on a walk
c. Waffles walks on the sidewalk
d. Waffles barks at a glowing necklace

Print & Digital

3rd Grade

Magic CORE

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	935L-1185L

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



LESSON PLANS

3rd GRADE

COMPREHENSION SKILL: Fiction Structure

Week 1

MONDAY

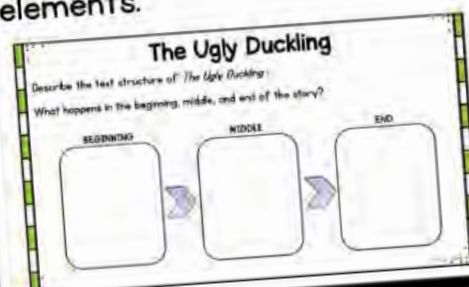
LESSON

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



PRACTICE

Using the story "The Ugly Duckling", model how to determine story structure elements.



GUIDED READING

"Wacky Watch Adventures" leveled guided readers.

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

CE

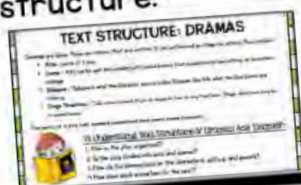
Task Card
• Story



TUESDAY

Guided Practice Whole Class:

- Review structure of dramas anchor chart.
- Read "The Lost Wolf" and record the story structure.



Independent Reading:

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

Begin reading "Wacky Watch Adventures" leveled guided readers. Complete "During Reading" discussions.



WEDNESDAY

Guided Practice:

- Review structure of poems anchor chart.
- Listen to "Ickle Me, Pickle Me, Tickle Me Too" and record the

Independent Reading:

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

Finish reading "Wacky Watch Adventures" leveled guided readers. Complete "During Reading" discussions.

GUIDED READERS

Printable & Digital



2nd

Grade

Parts of Stories Name: _____ Date: _____

Story Structure

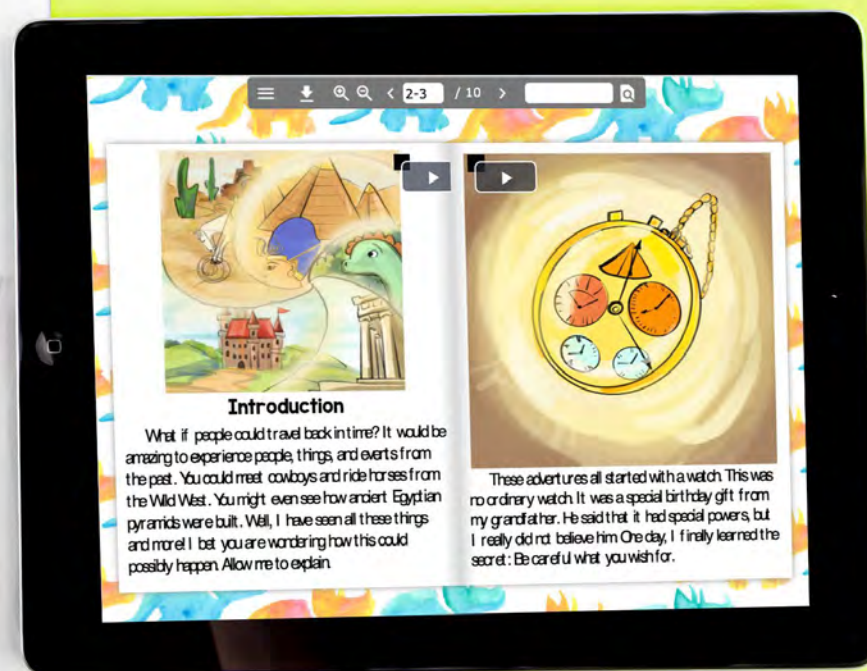
Chapter Book

Main Character/s	Important Setting/s
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Chapter 1

Chapter 2

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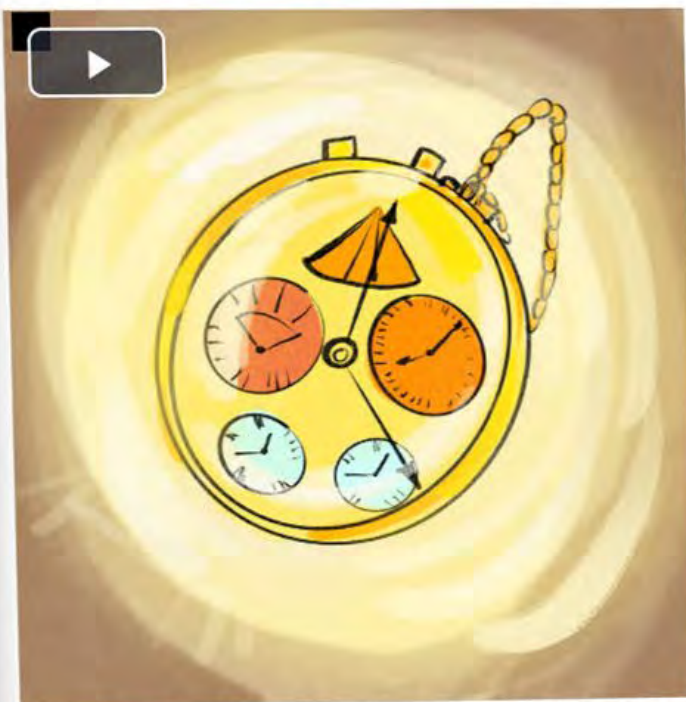


parts of stories



Introduction

What if people could travel back in time? It would be amazing to experience people, things, and events from the past. You could meet cowboys and ride horses from the Wild West. You might even see how ancient Egyptian pyramids were built. Well, I have seen all these things and more! I bet you are wondering how this could possibly happen. Allow me to explain.



These adventures all started with a watch. This was no ordinary watch. It was a special birthday gift from my grandfather. He said that it had special powers, but I really did not believe him. One day, I finally learned the secret: Be careful what you wish for.

|||||
Parts of Stories

Name: _____ Date: _____

Story Structure

Chapter Book

Main Character/s

Important Setting/s

Chapter 1

Chapter 2

©Julie Bachore

530L

Parts of Stories

Wacky Watch Adventures



Text Structure

Watch the video about the text structure of stories, plays, and poems.



3rd
Grade

Literature Structure

DIGITAL Mini lessons





Chapter Titles

Chapters help readers find important story events.
Drag each shape to the chapter title that answers each question.

- What chapter most likely introduces the characters? 
- What chapter most likely introduces the problem? 
- What chapter most likely resolves the solution? 



The Lost Wolf

Describe the text structure of the drama:

How do the scenes build on the characters, setting, and events?

Act 1

Act 2

Act 3

©2015 Bello



Let's Try!

Describe the text structure of the poem "Ickle Me, Pickle Me, Tickle Me Too":

How are the lines of the poem organized?

What is the main idea of the entire poem?

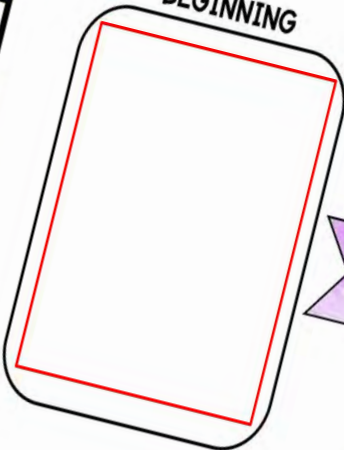


©2015 Baker

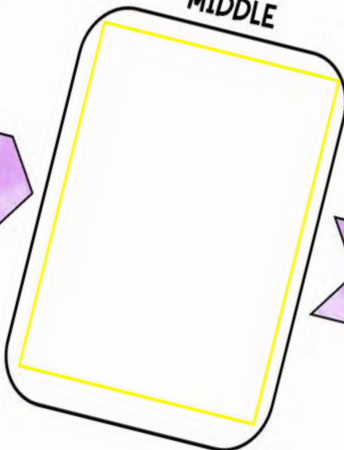
Let's Try!

Describe the text structure of *Library Lion*:
What happens in the beginning, middle, and end of the story?

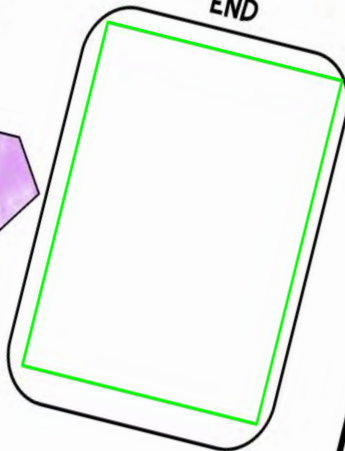
BEGINNING



MIDDLE



END



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TEXT STRUCTURE

stories, plays, & poems



Text Structure: Stories



Stories are usually organized in **sequential order**.

- The beginning introduces the characters
- The middle introduces the problem
- The end resolves the problem

Longer stories can be divided into **chapters**. Each chapter tells new events in the story.

Chapter titles help readers know what the chapter will be about. Chapters help readers find important story events.

If you understand how every chapter builds on the story, you will understand the story better.

To Understand Text Structure of Stories Ask Yourself:

1. How is the story organized?
2. Is the story divided into chapters? What do the chapter titles tell you about the parts of the story?
3. How do the chapters build on the characters, setting, and events? Does the character change as the chapters progress?

©Gale Books

Text Structure
Answer the following questions in the color shown.

1. Which sentence from

- a "After some girl looked at
- b "Cynthia and her neighbor
- c "I can't wait to live in a neighborhood with other kids!"
- d "There were the same here as the

2. In which chapter

- a Chapter 1
- b Chapter 2
- c Chapter 3
- d Chapter 4

3. In which chapter

- a Chapter 1
- b Chapter 2
- c Chapter 3
- d Chapter 4

4. In which chapter

- a Chapter 1
- b Chapter 2
- c Chapter 3
- d Chapter 4

Chapter 3: Cynthia Meets Judith

Cynthia and Judith had introduced her new friend to her. "Mom, Meet my new friend. Judith's mom looked at her. "Oh, Hello Cynthia." Cynthia immediately experienced this many times of her skin. Cynthia felt her were the same here as the Judith's mom didn't accept. The next day, Cynthia strolled down the street to her and come outside. Judith "Oh well," Cynthia thought.

Chapter 4: Cynthia's First

Monday was Cynthia's first day at school. She had been desegregated. This new school had gone to separate and teachers would still treat Cynthia as if she were a different person. Cynthia wore her hair in a bun. Judith, but Cynthia knew Cynthia hesitated. She knew she was. Almost all the kids knew she would be treated with a warm smile. Cynthia felt "Come and sit with me. Even if Judith's mother school that day. She knew peers had.

Chapter 2: Cynthia's New Friend

Cynthia approached the little girl. "Hi, I'm Cynthia. I'm nine years old. I am new here. What is your name?" "My name is Judith. I live two houses down the street. I am also nine!" Judith replied excitedly. Judith and Cynthia immediately hit it off. They began playing together. Judith invited Cynthia to come over to her house. Cynthia happily agreed.

Chapter 1: Cynthia's New Home

Cynthia and her family were moving into a new house in a brand-new neighborhood in Ashford, Alabama. They were moving from the big city Birmingham. The year was 1955. Cynthia and her family were black. There weren't many opportunities for Cynthia and her family because they were judged because of their skin color. They were moving to Ashford because her father had a job opportunity here. "I can't wait to live in a neighborhood with other kids!" Cynthia exclaimed to her mama as they unpacked. "Why don't you go play outside and see if you can meet anyone?" Mama suggested to Cynthia. Cynthia drew with chalk on her sidewalk as her parents unpacked the car. She was watching Cynthia's age. Cynthia stood up and walked towards the little girl. The girl looked about



Text Structure

Name: _____

Cynthia's New Start

Date: _____



WHAT'S INCLUDED?

FOURTEEN 3rd Grade **DIGITAL** and **PRINTABLE** PDF stories, plays, poems & **THREE** assessments!

- Aligned with 3rd Grade Lexile Levels
- Includes an Anchor Chart & Journal page for each text structure
- Students can highlight the text for easy comprehension

Created with
**GOOGLE
SLIDES**



TEXT STRUCTURE: STORIES, PLAYS, & POEMS

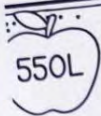
3rd grade

Table of Contents

*This product includes 15 stories, plays, and poems in the 2nd-3rd Grade Common Core Text Complexity Band. Stories are Lexile® leveled. Plays and poems are not leveled.

1. Text Structure: Stories

- [Anchor Chart/ Journal Page](#)
- [Cynthia's New Start- 550L](#)
- [Frankie the Fox- 650L](#)
- [The Harris Brother's Adventure- 670L](#)
- [Joanna's Bat Mitzvah- 740L](#)



Text Structure

Name: _____

Date: _____

Cynthia's New Start

Chapter 1: Cynthia's New Home

Cynthia and her family were moving into a new house in a brand-new neighborhood in Ashford, Alabama. They were moving from the big city Birmingham. The year was 1955. Cynthia and her family were black. There weren't many opportunities for Cynthia and her family because they were judged because of their skin color. They were moving to Ashford because her father had a job opportunity here.

"I can't wait to live in a neighborhood with other kids!" Cynthia exclaimed to her mama as they unpacked.

"Why don't you go play outside and see if you can meet anyone?" Mama suggested to Cynthia. Cynthia drew with chalk on her sidewalk as her parents unpacked the car. She was watching the neighborhood peacefully, hoping she would catch a glimpse of kids that could become her new friends.

After some time, Cynthia saw a little girl hopping down the sidewalk. The girl looked about Cynthia's age. Cynthia stood up and walked towards the little girl.

Chapter 2: Cynthia's New Friend

Cynthia approached the little girl. "Hi, I'm Cynthia. I'm nine years old. I am new here. What is your name?"

"My name is Judith. I live two houses down the street. I am also nine!" Judith replied excitedly.

Judith and Cynthia immediately hit it off. They began playing together. Judith invited Cynthia to come over to her house. Cynthia happily agreed.



Judith's Mom

Cynthia and her family easily skipped to Judith's house. Judith threw open the door, excited to see her mom.

"Hi, Cynthia!" Judith exclaimed. Cynthia immediately saw Judith's mom expression on the stove.

Judith's mom stammered as she looked her up and down. Cynthia's mom was looking at her so strangely. She had never seen Judith's mom thought she was different because of the color of her skin. Her hopes of a new start in a new place were crushed. People in Birmingham. Cynthia went home feeling upset that day. She knew Judith liked her though.

Cynthia played with Judith as her parents organized her new house. She stayed at her house. She quietly played outside, hoping Judith would see her.

"Hopefully, I will see Judith at school tomorrow."

Cynthia was very nervous. Schools had recently been desegregated. The year before, schools were desegregated. She knew some of the kids of the color of her skin.

Cynthia had Mary Jane shoes. Her mom braided her hair. She had never seen her. She really hoped she would see her new friend at school. Since Judith's mother found out she was black, she had been giving her strange stares from kids who didn't know her. She hoped she wouldn't be the only black girl. She spotted Judith. Judith greeted her with a smile.

Cynthia patted the seat beside her. Judith, better knowing she had Judith as a friend, sat down. Judith did. Cynthia felt pride walking into the same school, friends, and opportunities that her white friends had.

Cynthia felt the color shown

Cynthia feels about her move?

hopping down the sidewalk. The

a new house in a brand-new

with other kids!" Cynthia exclaimed

Cynthia and her family because

her because she is black?

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the color of her skin

new school? Which events in the

school she knew she might feel

she was also worried Judith

would want to be her friend anymore since her mother found out she was black

STORIES, PLAYS & POEMS

(Tony kicks the book into a pile of mud and laughs. Bobby tries not to cry, but it only makes Tony laugh harder. On the other side of the playground, Gabriel and Carly watch sadly as Bobby gets bullied. They start to walk over as Bobby runs away crying.)

Tony: Run away, cry baby!
(Tony continues to laugh as he strolls away. Gabriel sighs sadly.)

Gabriel: Why does he always have to pick on Bobby?

(Carly just shrugs as walks over and grabs Bobby's dirty book. They walk home together.)

SCENE 2: PLAYGROUND, THE NEXT DAY

(The next day, Gabriel and Carly walk to the playground with their skipping ropes. Carly holds onto a plastic bag with some items inside. Gabriel points to the bench where Bobby's sitting. They walk over to him.)

Carly: Hi Bobby. We saw what happened yesterday.
(Carly pulls out Bobby's book from the plastic bag. It's been a cleaned up a little.)

Carly: We tried to clean it for you.

Bobby: Thanks, Carly and Gabriel.
(Bobby sighs sadly as he takes his book.)

Gabriel: We were also wondering if you wanted to skip with us.
(Bobby smiles as he looks at the friends.)

Bobby: You mean it?!

Carly: Of course! That's why we brought an extra skipping rope.

(Carly pulls out the rope from the plastic bag and hands it to Bobby. The three friends have a fun time skipping rope together, and Bobby can't help but smile.)



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 shown.

1. Read these lines from the play "No Bullies Allowed". 

Carly: I just can't do it.

Gabriel: That's okay, I can teach you.

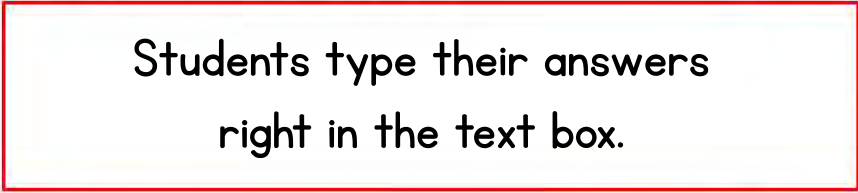
These lines show Carly and Gabriel are...

a. bullies
b. selfish
c. supportive
d. courageous 

2. Which event in Scene 1 causes Carly and Gabriel to help Bobby in scene 2? 

a. Carly has trouble skipping rope.
b. Carly and Gabriel stand up to Tony.
c. Tony kicks Bobby's book into a pile of mud.
d. Gabriel tries to teach Carly how to skip rope. 

3. How do Carly and Gabriel help Bobby in scene 2? 


Students type their answers right in the text box.

4. What lesson can you learn from this play? (Choose all that apply.) 

a. Practice makes perfect.
b. You should stand up to bullies.
c. Be a friend to someone in need.
d. You can do anything you set your mind to. 



Text Structure

Name: _____

Date: _____

Cynthia's New Start

Chapter 1: Cynthia's New Home

Cynthia and her family were moving into a new house in a brand-new neighborhood in Ashford, Alabama. They were moving from the big city Birmingham. The year was 1955. Cynthia and her family were black. There weren't many opportunities for Cynthia and her family because they were judged because of their skin color. They were moving to Ashford because her father had a job opportunity here.

"I can't wait to live in a neighborhood with other kids!" Cynthia exclaimed to her mama as they unpacked.

"Why don't you go play outside and see if you can meet anyone?" Mama suggested to Cynthia.

Cynthia drew with chalk on her sidewalk as her parents unpacked the car. She was watching the neighborhood peacefully, hoping she would catch a glimpse of kids that could become her new friends.

After some time, Cynthia saw a little girl hopping down the sidewalk. The girl looked about Cynthia's age. Cynthia stood up and walked towards the little girl.

Chapter 2: Cynthia's New Friend

Cynthia approached the little girl. "Hi, I'm Cynthia. I'm nine years old. I am new here. What is your name?"

"My name is Judith. I live two houses down the street. I am also nine!" Judith replied excitedly.

Judith and Cynthia immediately hit it off. They began playing together. Judith invited Cynthia to come over to her house. Cynthia happily agreed.



Chapter 3: Cynthia Meets Judith's Mom

Cynthia and Judith happily skipped to Judith's house. Judith threw open the door, excited to

claimed.

Cynthia immediately saw Judith's mom expression

as she looked her up and down.

Cynthia was looking at her so strangely. She had

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Mary Jane shoes. Her mom braided her hair. She
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Some strange stares from kids who didn't know
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So much better knowing she had Judith as a friend.

Cynthia knew Judith did. Cynthia

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Text Structure

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nd

ith's Mom

of School

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she starts her new school? Which events in the
this way?

first day of school she knew she might be
her skin. Cynthia was also worried Judith
more since her mother found out she was black.

ASSESSMENTS

Color coded highlighting
can also be done on the
assessments!

Poem Text Structure Name: _____ Date: _____

Test: Brother and Sister

By Lewis Carroll

"SISTER, sister, go to bed!
Go and rest your weary head."
Thus the prudent brother said.

**Do you want a battered hide,
Or scratches to your face applied?
Thus his sister calm replied.**

"Sister, do not raise my wrath.
I'd make you into mutton broth
As easily as kill a moth"

The sister raised her beaming eye
And looked on him indignantly
And sternly answered, "Only try!"

Off to the cook he quickly ran.
"Dear Cook, please lend a frying-pan
To me as quickly as you can."

And wherefore should I lend it you?"
"The reason, Cook, is plain to view.
I wish to make an Irish stew."

"What meat is in that stew to go?"
"My sister'll be the contents!"
"Oh"
"You'll lend the pan to me, Cook?"
"No!"

Moral: Never stew your sister.



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

9. In stanza 1 of the poem "Brother and Sister" the brother tells his sister to go to bed. How does the sister respond in stanza 2? 

Students type their answers
right in the text box.

10. What does the brother threaten his sister with in stanza 3? 

a The brother threatens to hit his sister.
b The brother threatens to tell on his sister.
c The brother threatens to send his sister to bed.
d The brother threatens to make his sister into a stew.

11. Read these lines from stanza 5.

"Dear Cook, please lend a frying-pan
To me as quickly as you can."

Why is the brother asking for a frying pan?

12. Describe the mood of this poem. Use examples from the poem to support your answer. 

This resource also includes **THREE** tests for student
assessment.

Text Structure: Dramas



as are plays. Plays are stories that are written to be performed
age by actors.

include:

cts- parts of a play

ene- acts can be split into smaller parts called scenes. Each scene
is its own setting or characters onstage.

ologue- Dialogue is what the character says in the play. Dialogue
so tells what the characters are thinking.

age Directions- tell actors where to go on stage or how to say
eir lines. Stage directions may be in parenthesis.

arts of a play help readers understand how every scene connects.

Understand Text Structure of Dramas Ask rself:

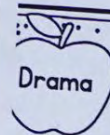
ow is the play organized?

s the play divided into acts and scenes?

ow do the scenes build on the characters, setting, and events?

ow does each scene lead to the next?

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Text Structure

Name: _____

Date: _____

Captain Davy and the Lost Treasure

Characters: Captain Davy Dawkins, Hoppin' Hank,
Savvy Sarah



Text Structure

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

1. What are Captain Davy and Hoppin' Hank in search of in Scene 1?

- a. chocolate
- b. a treasure
- c. Savvy Sarah
- d. a private island

2. In scene 2, Captain Davy meets Savvy Sarah. Which events occur when they meet?
(Choose all that apply.)

- a. Savvy Sarah sneaks up on Captain Davy.
- b. Captain Davy and Savvy Sarah have a sword fight.
- c. Savvy Sarah shows Captain Davy where the treasure is.
- d. Savvy Sarah leaves on the pirate ship with Captain Davy and Hoppin' Hank.

3. In Scene 2, which event occurs after Captain Davy and Hoppin' Hank meet Savvy Sarah?

- a. Savvy Sarah wins the sword fight.
- b. Captain Davy wins the sword fight.
- c. Hoppin' Hank finds the treasure chest.
- d. Captain Davy steals the treasure chest.

4. In Scene 2, how do the characters resolve their conflict?

Captain Davy feels sorry for Savvy Sarah because she promised
to guard the Queen's treasure. They all agree they can eat some
of the chocolate from the chest and leave the rest

pirates eat the yummy treasure.)

island and hop

nk hops around,

want to share it.
©Julie Beckers

tealing it all?
©Julie Beckers

PARTS OF STORIES, DRAMAS, & POEMS

task cards

3rd
GRADE

1. Parts of Stories, Dramas, & Poems

Chapter 1

Waffles, my energetic puppy, got his leash and dropped it in my lap. "Do you want to go on a walk, buddy?" I asked him. "Ruff! Ruff!" he barked.

Chapter 2

As we walked along the sidewalk, Waffles pulled the leash and started barking loudly at something in the grass. It was a necklace. I picked the necklace up, and the jewel began to glow.

What important event happened in chapter 2?

- a. Waffles grabbed his leash
- b. The narrator asks Waffles if he wants to go on a walk
- c. Waffles walks on the sidewalk
- d. Waffles barks at a glowing necklace



Parts of Stories, Dramas & Poems



2. Parts of Stories, Dramas, & Poems

Scene 1

Oliver: (looks through binoculars) I think I see her in this tree! I see Polly!

Oscar: Really? Are you sure? I have to get my parrot back. I can't believe I left her cage open.

Oliver: It was an accident. Don't worry! Polly couldn't have flown far. We will find her!

In this drama, the sentence, "I think I see her in this tree!" is an example of _____

- a. A character
- b. Dialogue
- c. Setting
- d. Event



3. Parts of Stories, Dramas, & Poems

Mom, I'm sorry, no school today for me.
I crossed two fingers behind my back.

I had colored red marker dots all over. I hoped she would see.
She looked at me and knew I lied and handed me a lunch to pack.

How is this text organized?

- a. Stanzas
- b. Scenes
- c. Acts
- d. Rhymes



4. Parts of Stories, Dramas, & Poems

Chapter 1

Willow looked down at her watch. It was not moving forward. Her watch was moving backward!

Chapter 2

When Willow looked up, she was in the year 1819, almost a hundred years ago.

What event happened before chapter 2?

- a. Willow traveled to the future.
- b. Willow is in the year 1919.
- c. Willow's watch moves backward
- d. Willow goes back in time



Mag
CORE

1. Parts of Stories, Dramas, & Poems

Chapter 1

Waffles, my energetic puppy, got his leash and dropped it in my lap. "Do you want to go on a walk, buddy?" I asked him. "Ruff! Ruff!" he barked.

Chapter 2

As we walked along the sidewalk, Waffles pulled the leash and started barking loudly at something in the grass. It was a necklace. I picked the necklace up, and the jewel began to glow.

What important event happened in chapter 2?

- a. Waffles grabbed his leash.
- b. The narrator asks Waffles if he wants to go on a walk.
- c. Waffles walks on the sidewalk.
- d. Waffles barks at a glowing necklace.



2. Parts of Stories, Dramas, & Poems

Scene 1

Oliver: (*looks through binoculars*) I think I see her in this tree! I see Polly!

Oscar: Really? Are you sure? I have to get my parrot back. I can't believe I left her cage open.

Oliver: It was an accident. Don't worry! Polly couldn't have flown far. We will find her!

In this drama, the sentence, "I think I see her in this tree!" is an example of _____

- a. A character
- b. Dialogue
- c. Setting
- d. Event



3. Parts of Stories, Dramas, & Poems

Mom, I'm sorry, no school today for me.

I crossed two fingers behind my back.

I had colored red marker dots all over. I hoped she would see.

She looked at me and knew I lied and handed me a lunch to pack.

How is this text organized?

- a. Stanzas
- b. Scenes
- c. Acts
- d. Rhymes



4. Parts of Stories, Dramas, & Poems

Chapter 1

Willow looked down at her watch. It was not moving forward. Her watch was moving backward!

Chapter 2

When Willow looked up, she was in the year 1819, almost a hundred years ago.

What event happened before chapter 2?

- a. Willow traveled to the future.
- b. Willow is in the year 1919.
- c. Willow's watch moves backward.
- d. Willow goes back in time.



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Parts of Stories, Dramas, & Poems

Scene 1

Roman: This is going to be the most amazing fort ever! We can even have our meetings for Dino Club in the fort!

Bryson: Let's get building!

Scene 2

Bryson: Welcome to Dino Club!

Roman: And welcome to our new meeting fort!

Dino Club Member: I can't believe you built this! This is amazing!



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How does the author separate the important events in the drama?

Stanzas

Scene

Pages

Lists



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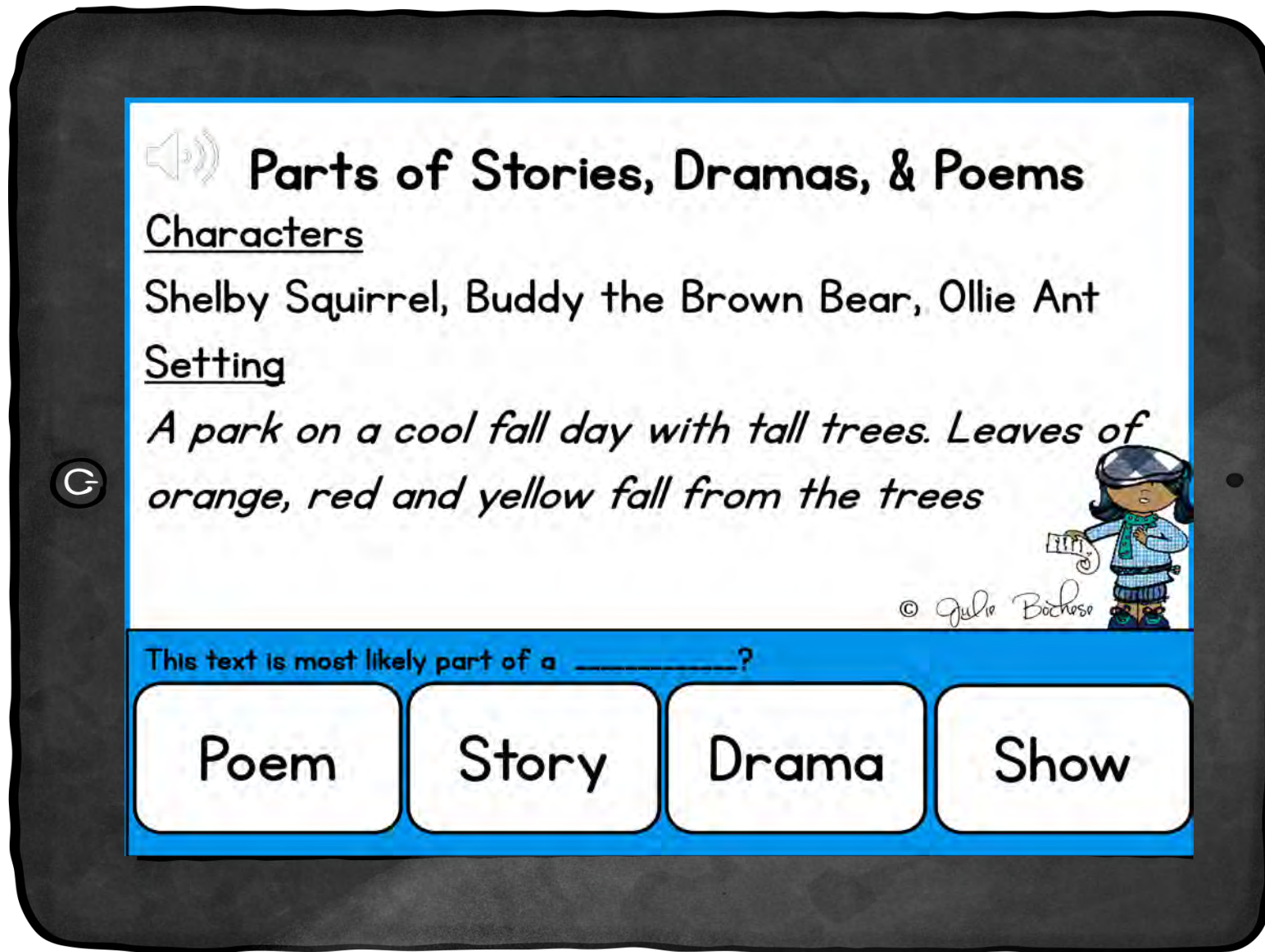


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Parts of Stories, Dramas, & Poems

Chapter 1

We paddled our canoe along the lake at Camp Tiki Harbor. Canoeing was one of my favorite activities at camp.

Chapter 2

We made it to the center of the lake, and then the canoe sprung a leak!



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What event happens in chapter 2?

The canoe sprung a leak.

The narrator checks out a canoe.

The narrator jumps out of the canoe and swims to shore.

The narrator puts on his life jacket