FICTION | 3RD GRADE | RL.3.5

TEXT STRUCTURE

stories, plays, & poems

LEXILE

TRUSTED BY OVER 2,000 TEACHERS

Text Structure: Stories



...s 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

Text Structure
Answer the following q... in the color shown.

1. Which sentence fror...
a. "After some... girl looked a...
b. "Cynthia ar... neighborh...
c. "I can't... to her m...
d. "There... they we...

2. In which ch...
a. Chapte...
b. Chapt...
c. Chap...
d. Char...

3. In Cho... change i...
In
with
Sue
kn

4. ... who she was. Almost all ... knew she would be treat... warm smile. Cynthia felt... "Come and sit wit... Cynthia gladly acc... Even if Judith's mother... school that day. She kne... peers had.

Chapter 3: Cynthia Meets Ju...
Cynthia and Judith ha... introduce her new friend to ... "Mom, Meet my new... Judith's mom looked ... change as she looked at her... "Oh... Hello Cynthia..." ... Cynthia immediately k... experienced this many time... of her skin. Cynthia felt her... were the same here as the... Judith's mom didn't accept... The next day, Cynthi... strolled down the street to... her and come outside. Judi... "Oh well," Cynthia th...

Chapter 4: Cynthia's First...
Monday was Cynthi... been desegregated. This n... they had gone to separat... and teachers would still t... Cynthia wore her b... was nervous about meeti... Judith, but Cynthia knew... Cynthia hesitantly...

550L

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.

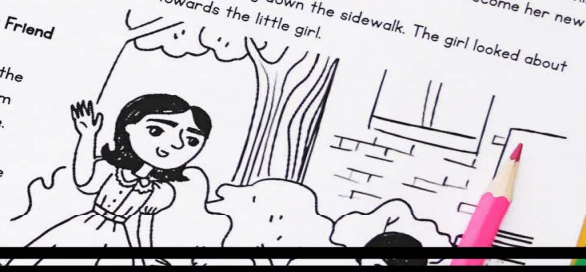
After some time, Cynthia saw a little girl hopping down the sidewalk. The girl looked about Cynthia's age. Cynthia stood up and walked towards the little girl.

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?"

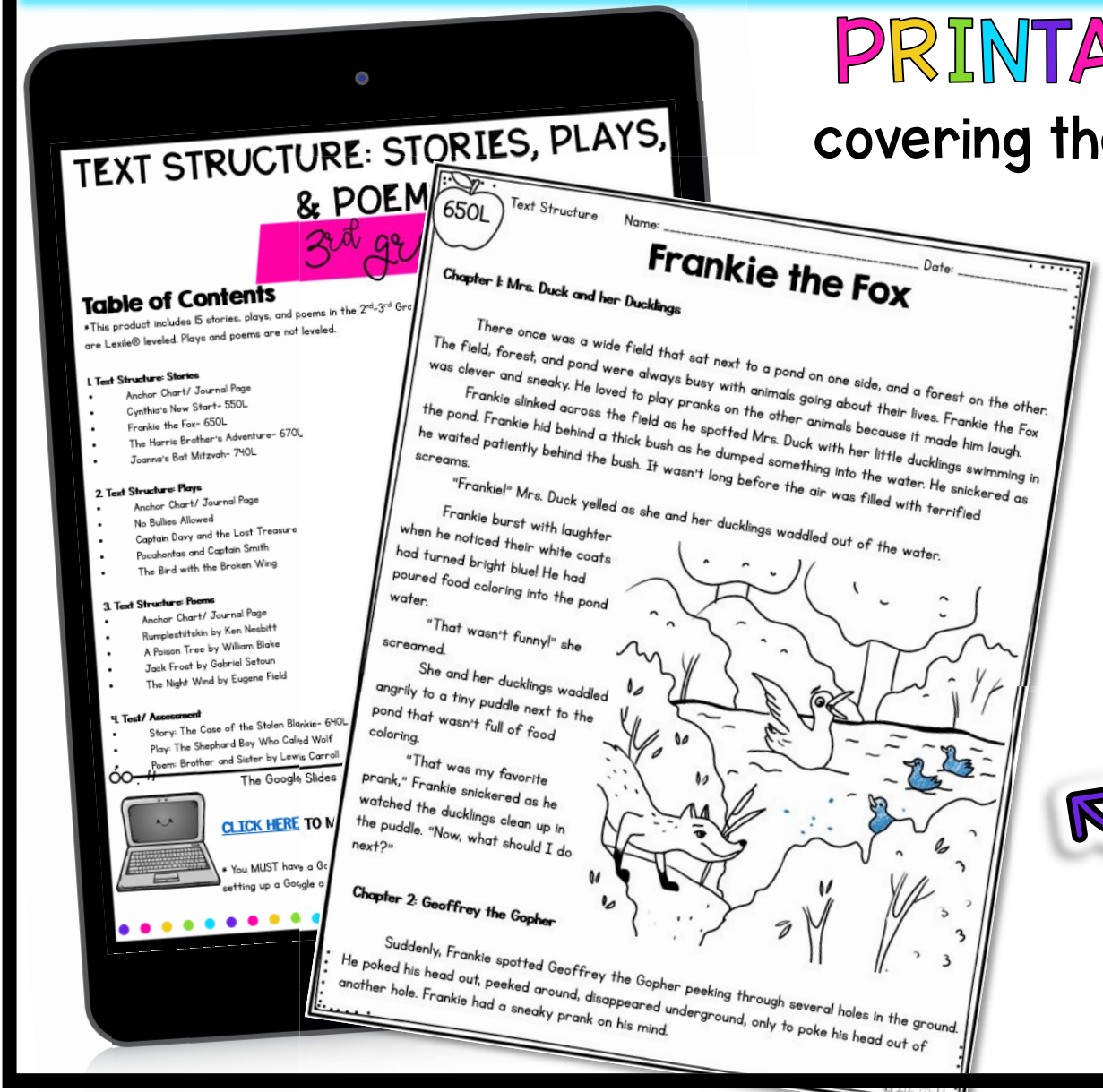
"My name is Judith. I live two houses down the street. I am also nine!" Judith replied excitedly.

Judith and Cynth... immedi...



MagiCORE

WHAT'S INSIDE?



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

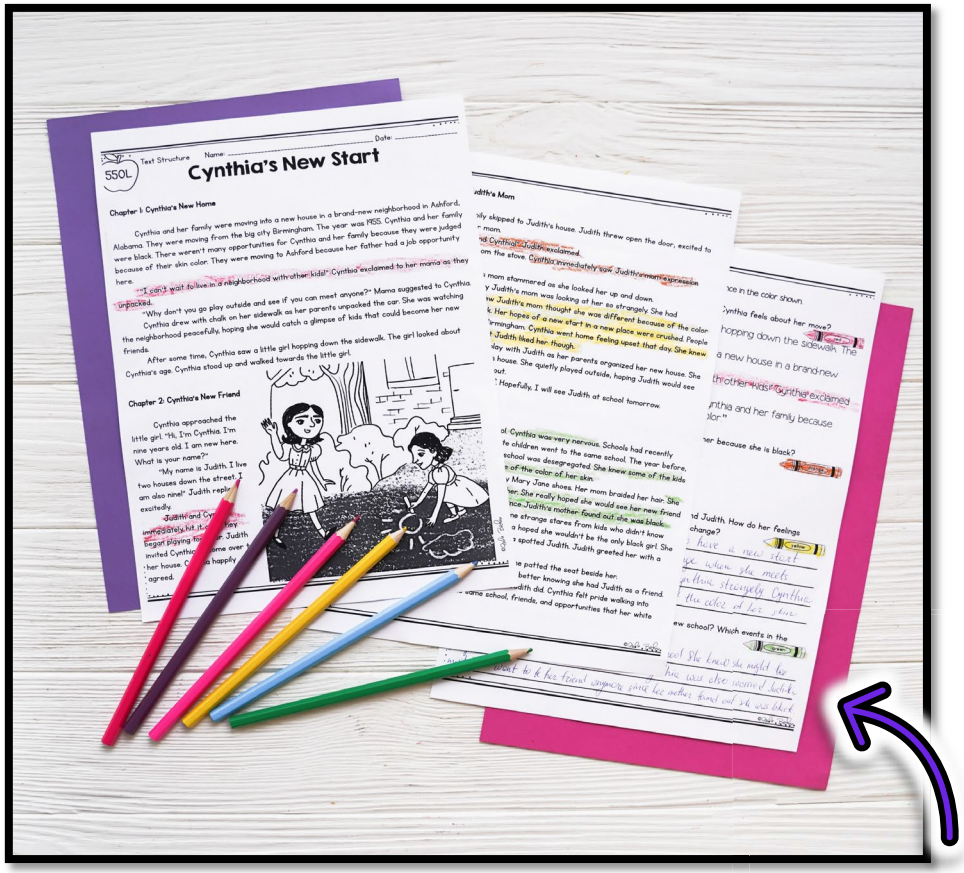
- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

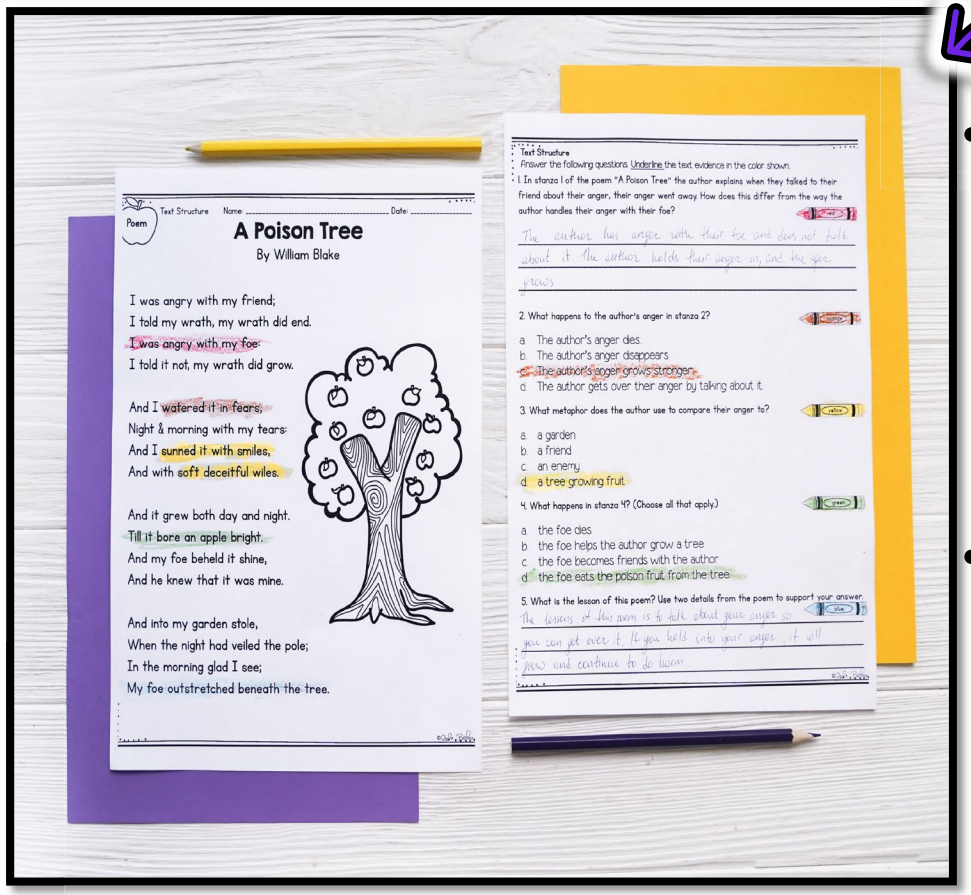
Printable and Google Slides Included

LEXILE®

Mag CORE

12 FICTION PASSAGES



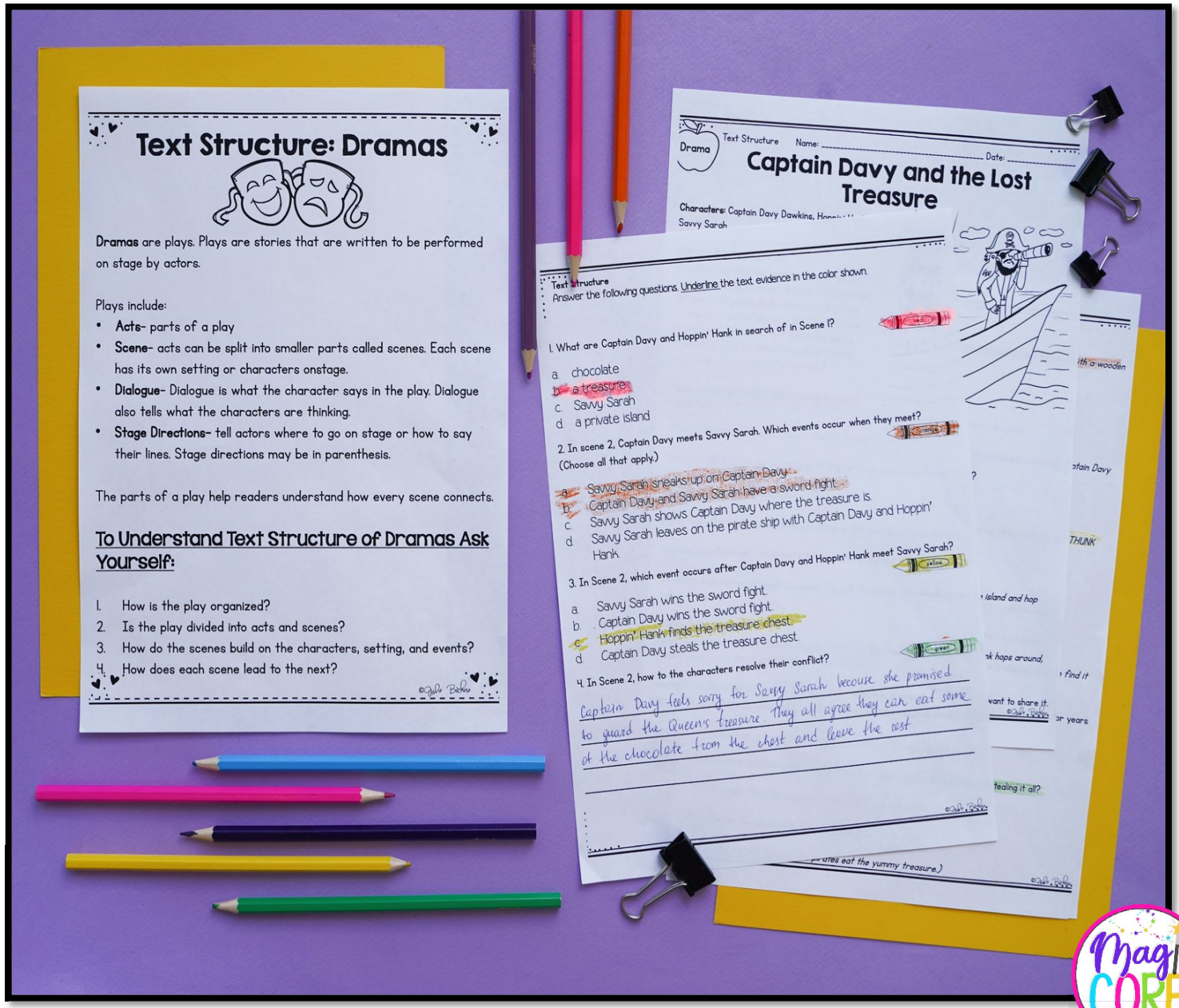


- Variety of text structures to spark comprehension AND curiosity.
- Dive into literary texts including fictional stories, plays, and poems.

- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.

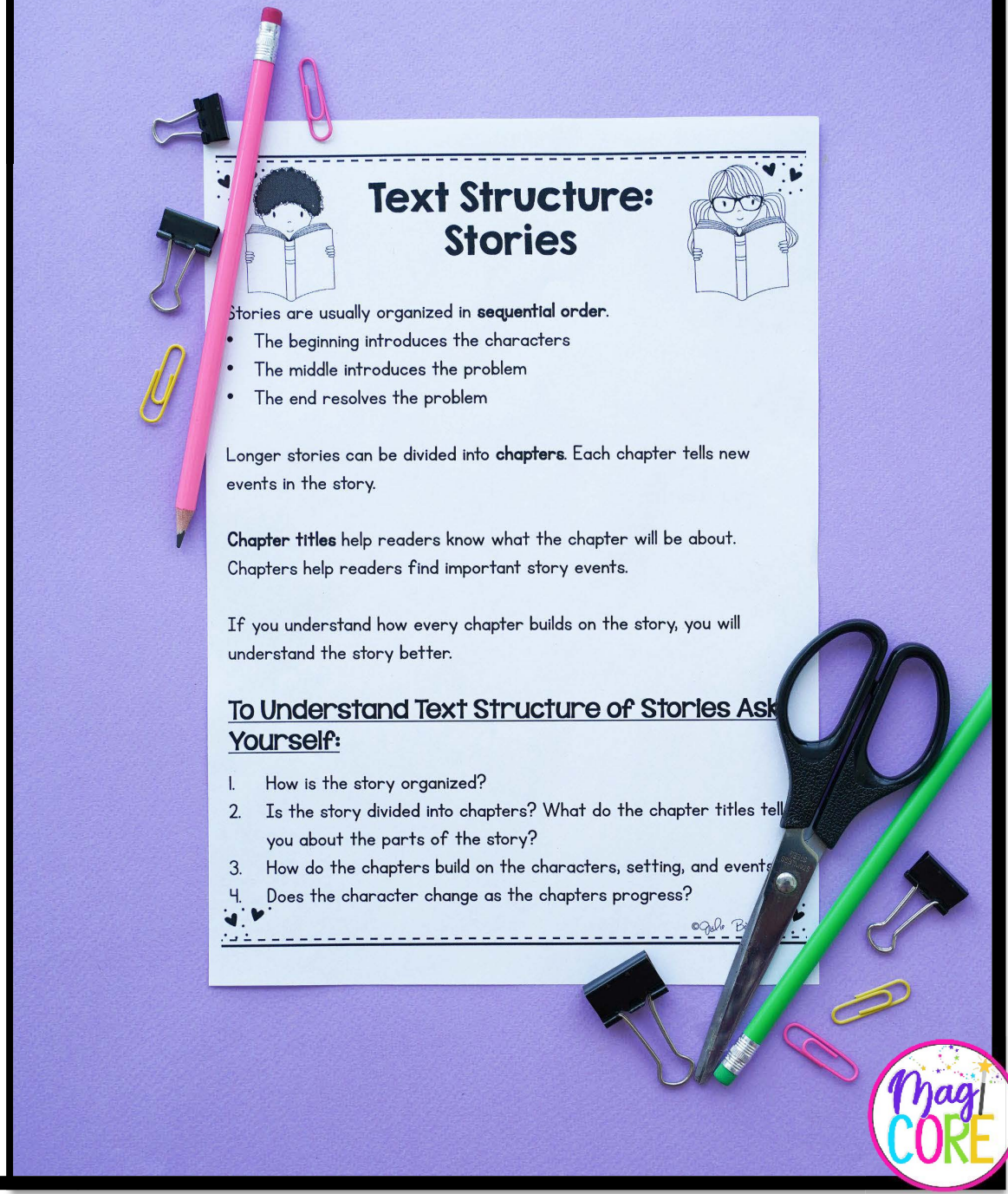
QUESTIONS

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



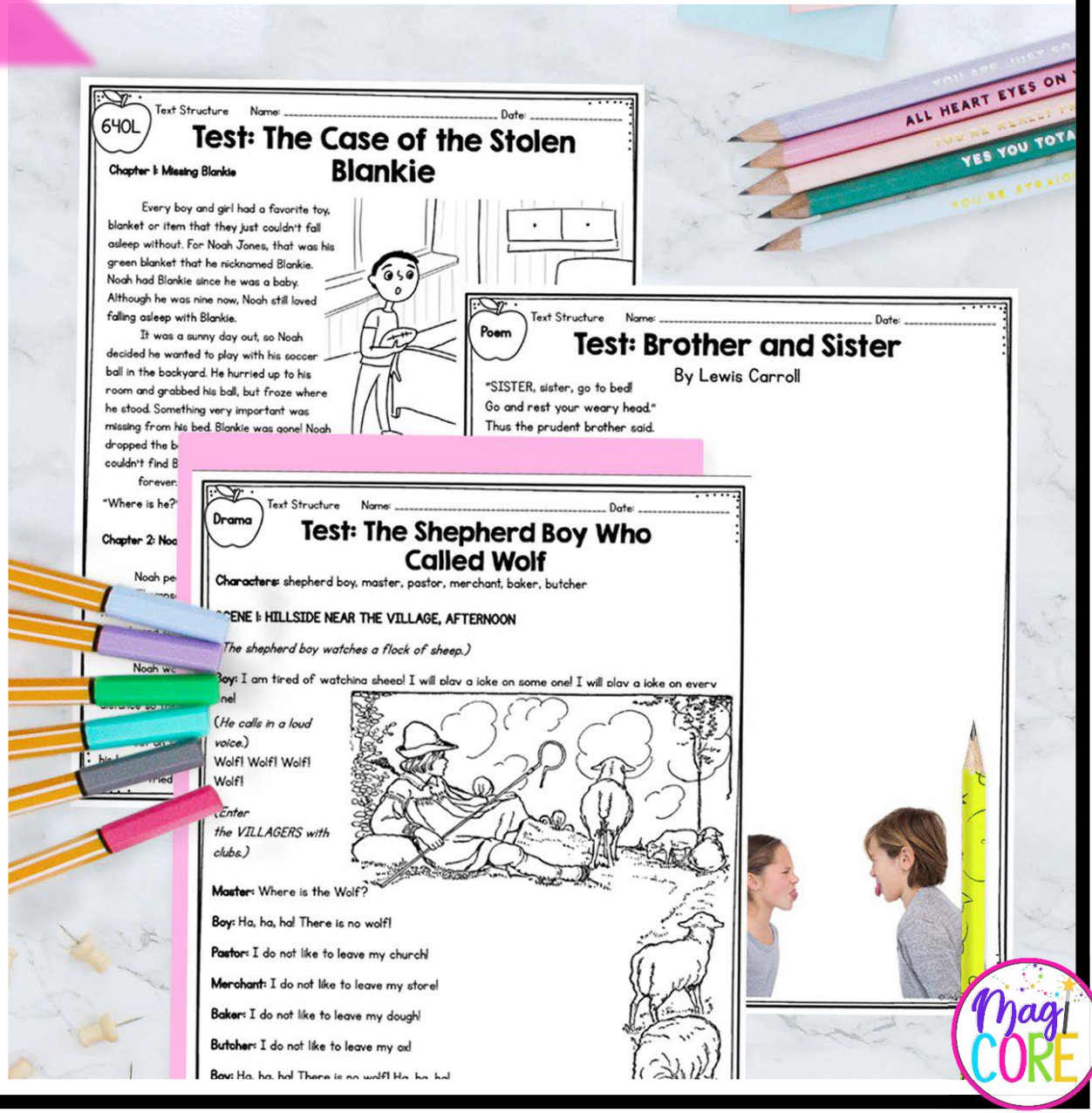
ANCHOR CHARTS

- 3 Anchor charts
  - Text Structure: Stores
  - Text Structure: Plays
  - Text Structure: Poems
- Use to introduce the skill
- Students reference throughout the unit



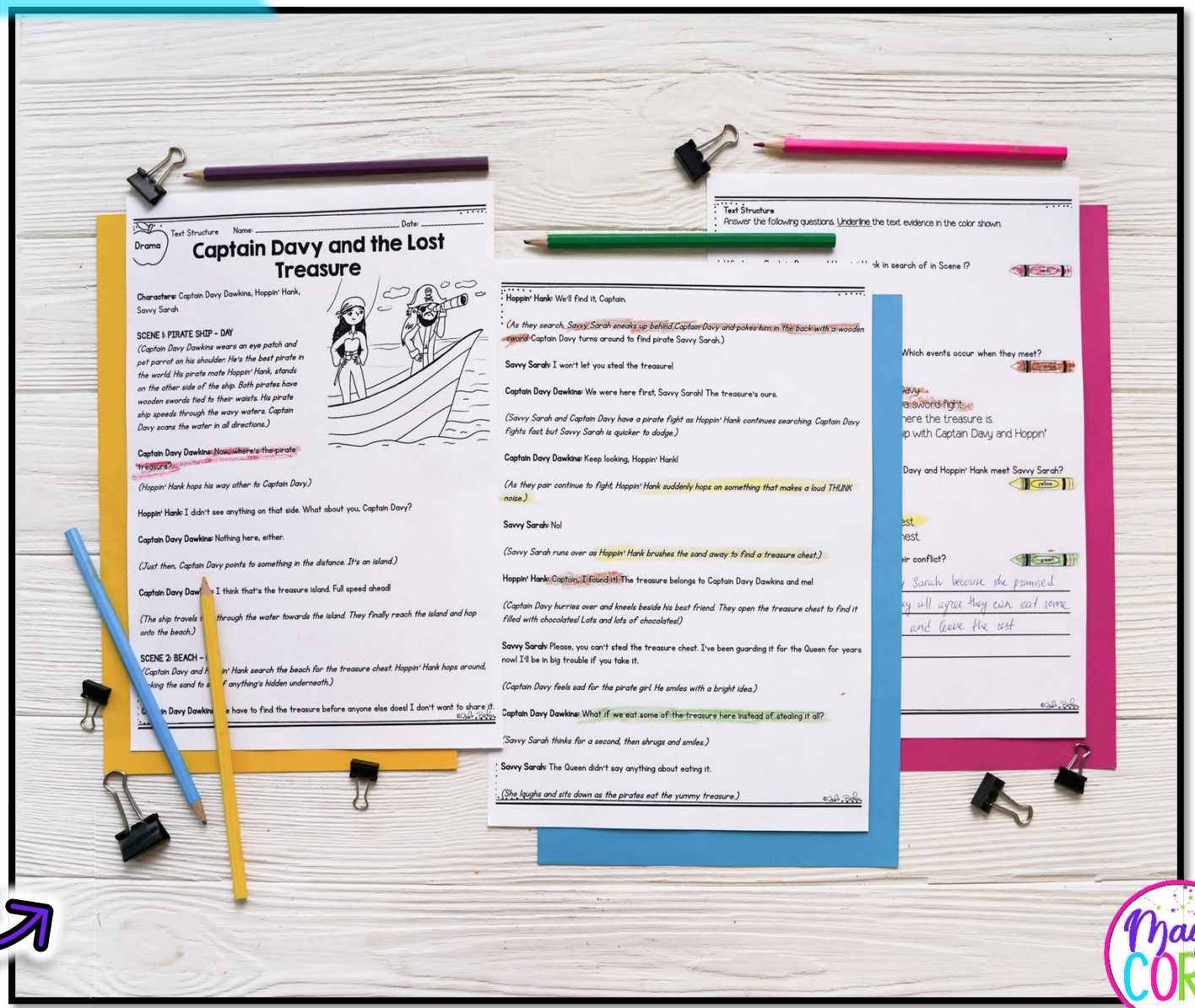
ASSESSMENTS

- Same format as practice
- Three 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 2,000 teachers... and counting!...



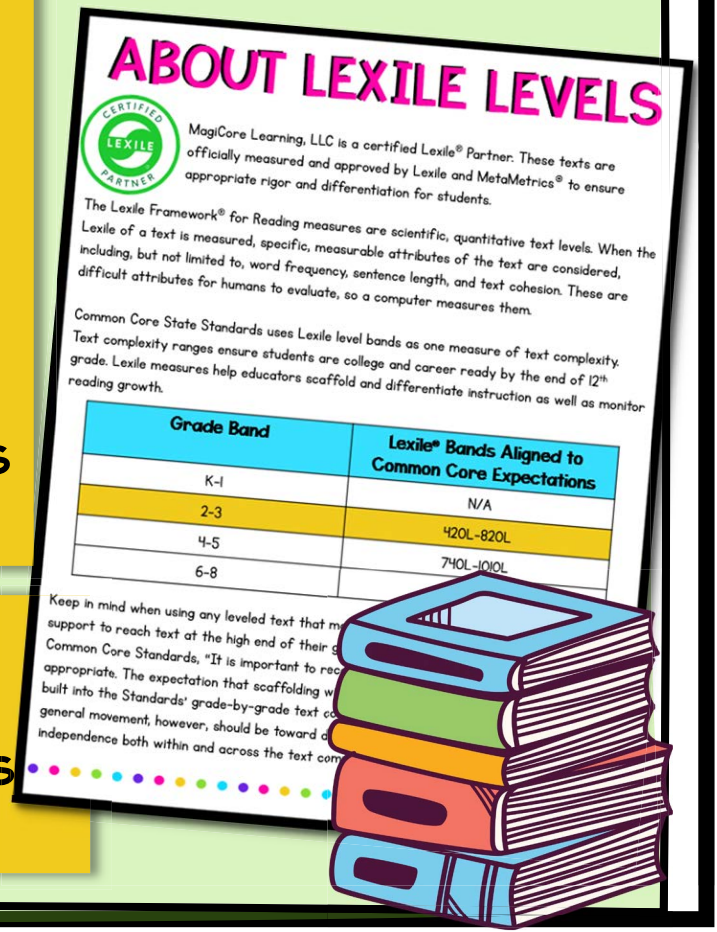
ALIGNS TO SCIENCE OF READING

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 exposure to linguistic and textural features, putting them further behind.

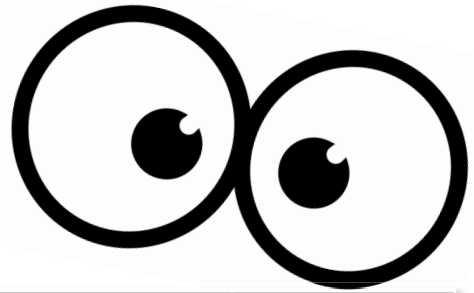
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



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.

TAKE A PEEK



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

2. Text Structure: Plays
- Anchor Chart/ Journal Page
- No Bullies Allowed
- Captain Davy and the Lost Treasure
- Pocahontas and Captain Smith
- The Bird with the Broken Wing

3. Text Structure: Poems
- Anchor Chart/ Journal Page
- Rumplestiltskin by Ken Nesbitt
- A Poison Tree by William Blake
- Jack Frost by Gabriel Setoun
- The Night Wind by Eugene Field

4. Test/ Assessment
- Story: The Case of the Stolen Blankie- 640L
- Play: The Shephard Boy Who Called Wolf
- Poem: Brother and Sister by Lewis Carroll



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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ABOUT LEXILE LEVELS

MagiCore Learning, LLC 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	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."



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.

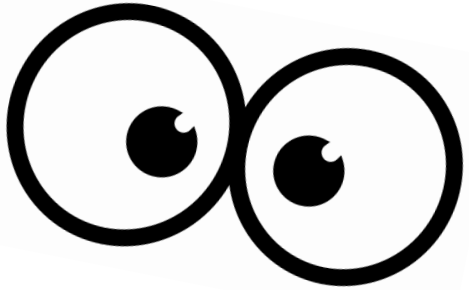
If you understand how every chapter builds on the story, you will understand the story better.

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?
4. Does the character change as the chapters progress?

©Julie Bechese

AND ANOTHER PEEK



650L

Text Structure Name: _____ Date: _____

Frankie the Fox

Chapter 1: Mrs. Duck and her Ducklings

There once was a wide field that sat next to a pond on one side, and a forest on the other. The field, forest, and pond were always busy with animals going about their lives. Frankie the Fox was clever and sneaky. He loved to play pranks on the other animals because it made him laugh.

Frankie slinked across the field as he spotted Mrs. Duck with her little ducklings swimming in the pond. Frankie hid behind a thick bush as he dumped something into the water. He snickered as he waited patiently behind the bush. It wasn't long before the air was filled with terrified screams.

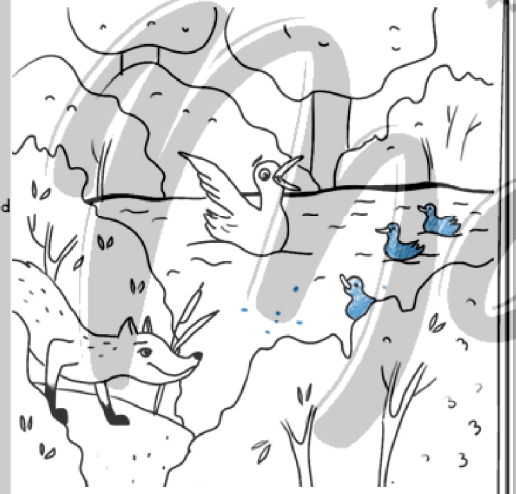
"Frankie!" Mrs. Duck yelled as she and her ducklings waddled out of the water.

Frankie burst with laughter when he noticed their white coats had turned bright blue! He had poured food coloring into the pond water.

"That wasn't funny!" she screamed.

She and her ducklings waddled angrily to a tiny puddle next to the pond that wasn't full of food coloring.

"That was my favorite prank," Frankie snickered as he watched the ducklings clean up in the puddle. "Now, what should I do next?"



Chapter 2: Geoffrey the Gopher

Suddenly, Frankie spotted Geoffrey the Gopher peeking through several holes in the ground. He poked his head out, peeked around, disappeared underground, only to poke his head out of another hole. Frankie had a sneaky prank on his mind.

He hurried over to one of the holes and stood above it. He stared down at the hole with a scary look, waiting for the gopher to appear. When Geoffrey finally poked his head up, he screamed from fright as he stared up at Frankie's scary face. He grumbled when he realized who had scared him.

"Frankie, that was very mean!" Geoffrey yelled, disappearing back into his hole.

He didn't reappear in another hole, but Frankie still laughed. As he continued to laugh, he came up with his next prank.

Chapter 3: Shelby the Skunk

Frankie noticed Shelby the Skunk strolling through the forest. He slinked over to the forest without being seen and snuck up behind Shelby. He knew she was afraid of mice, so he had the best prank for her.

As she hopped happily over a tiny rock, Frankie made a quiet squeak-squeak noise just like a mouse. Shelby screamed and stuck her tail straight up in the air.

Frankie screamed too as Shelby shot him with her smelly spray. He forgot that skunks sprayed others when they were scared. Frankie wasn't happy with how his prank turned out.

"Frankie, that wasn't very nice of you to scare me," Shelby grumbled at him.

"Well, you didn't have to spray me!"

"I'm sorry, but you deserve it for being so mean to everyone," Shelby said. "Maybe next time, you'll think twice before you scare someone like that."

Chapter 4: Frankie Learns a Lesson

Shelby huffed as she stormed off. Frankie huffed *and* puffed as he stomped his way back to the pond. He moaned when he remembered the water was blue thanks to his earlier pranks. Since there was no water left in the tiny puddle, Frankie had no choice but to jump into the colored pond to get rid of the stinky smell.

Although he was upset, he began to realize that this was probably how the others felt when he pranked them. It didn't feel very good. The other animals walked over to the pond to see how he was doing.

"I'm sorry for how I treated you all," Frankie said. "I shouldn't have been so mean with my pranks. Can you all forgive me? I promise I won't prank you anymore."

Mrs. Duck, her ducklings, Geoffrey the Gopher, and Shelby the Skunk nodded and smiled. They loved Frankie, they just didn't like the mean tricks he played on them. To show Frankie just how much they still loved him, everyone hopped into the pond at once. They giggled as the animal friends all became bright blue together.

Text Structure

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

1. Which sentence from Chapter 1 **best** shows the reader Frankie the Fox is up to no good? (Choose all that apply.) red

a. "He snickered as he waited patiently behind the bush."
b. "Frankie hid behind a thick bush as he dumped something into the water."
c. "Frankie burst with laughter when he noticed their white coats had turned bright blue!"
d. "She and her ducklings waddled angrily to a tiny puddle next to the pond that wasn't fully of food coloring."

2. In which chapter does Frankie pretend to be a mouse? orange

a. Chapter 1: Mrs. Duck and Her Ducklings
b. Chapter 2: Geoffrey the Goffer
c. Chapter 3: Shelby the Skunk
d. Chapter 4: Frankie Learns a Lesson

3. In Chapter 3, Frankie plays a prank on Shelby the Skunk. How does this decision build on the events of Chapter 4? yellow

_____

_____

_____

_____

4. In chapter 4, Frankie the Fox changes. How does Frankie change? Which events in the previous chapters changed Frankie? green

_____

_____

_____

CHECK THIS OUT TOO!

740L

Text Structure Name: _____ Date: _____

Joanna's Bat Mitzvah

Chapter 1: Preparing for the Big Day

Joanna couldn't believe it. The day of her big Bat Mitzvah was only days away. A Bat Mitzvah is a special celebration when a Jewish girl turns 12 years old. In the Jewish culture, at age 12, a girl becomes an adult. Joanna was ready to show her synagogue how responsible she was.

Joanna's Jewish culture was very important to her and her family. Her grandparents had fled from Poland when they were young because their religion was not accepted. Joanna and her family never forgot the importance of being able to practice their religion freely in America.

Joanna had been working hard towards Bar Mitzvah by learning Hebrew at Hebrew school. She also had been doing community service in her synagogue. Joanna went to her final Hebrew class. It was her turn to go in front of her class and practice her readings from the Torah. Suddenly, it hit Joanna. She was terrified of speaking in front of people. In two days, she would be in front of her entire synagogue. Joanna froze. She couldn't get the Hebrew words out that she had practiced so many times. Her legs began to quiver and she began to sweat. Joanna ran out of the room crying.

Chapter 2: Joanna's Fear

Joanna's teacher, Rabbi Klein, came out to find Joanna.

"Joanna, you can do this," Rabbi Klein reassured her. "I know you feel nervous, but remember I am here to guide you. You are ready for your big day."

"But what if I freeze? People will think I didn't study. It will be so embarrassing," Joanna sobbed.

Rabbi Klein reassured her. "Everyone gets nervous. If you freeze, I will be there to help you through it."

Joanna felt a little relieved. Rabbi Klein had been such an excellent mentor to her and she knew he would be there to help her through her big day.

©Ash Parks

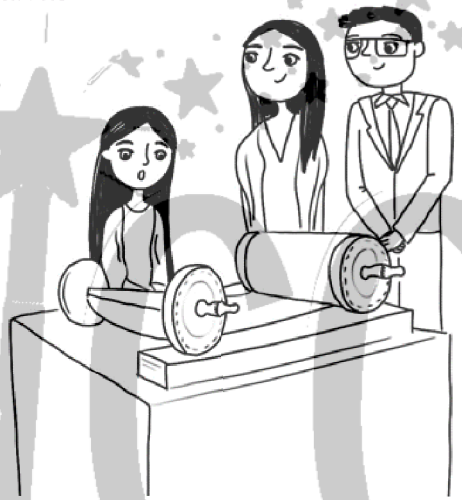
Chapter 3: Bat Mitzvah Day

Joanna woke up bright and early. Her Bat Mitzvah day was here. She was excited to finally show her commitment and responsibility to her synagogue, but she also couldn't help remember how she froze in class a few days before. Even though Joanna feared being in front of people, she knew it was important to show her community her commitment to her Jewish religion. Today, Joanna had to read from the Torah in Hebrew and she was going to help Rabi Klein lead the synagogue services.

As the services began, Joanna peered out from the stage at her community sitting before her. She spotted her close family and friends.

"I can do this!" Joanna said to herself.

She confidently stepped on to the stage and began her reading from the Torah. When Joanna saw her mom and dad beaming at her, she knew she was making her community proud.



Chapter 4: The Party

When the synagogue services were over, Joanna couldn't wait for the party. Her family had planned a huge feast for all of Joanna's friends and family. Everyone ate, sang, and danced all in celebration of Joanna.

Joanna received many gifts from her friends and family. Her best friend Stephanie gave her a beautiful silver necklace with a heart and she received her first Shabbat candlesticks from her grandmother. Joanna could now take on the honor of lighting the candles. Joanna felt so proud of herself for facing her fear of being in front of people. She knew she could do anything she put her mind to.

©Ash Parks

Text Structure

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

1. Which sentence from Chapter 1 **best** shows the how important Joanna's Bat Mitzvah is to her? (Choose all that apply.) red

a. "The day of her big Bat Mitzvah was only days away."
b. "Joanna was ready to show her synagogue how responsible she was."
c. "A Bat Mitzvah is a special celebration when a Jewish girl turns 12 years old."
d. "Joanna and her family never forgot the importance of being able to practice their religion freely in America."

2. In which chapter does Joanna face her fear? orange

a. Chapter 1: Preparing for the Big Day
b. Chapter 2: Joanna's Fear
c. Chapter 3: Bat Mitzvah Day
d. Chapter 4: The Party

3. In Chapter 2, Joanna runs out of her Bat Mitzvah practice crying. How does this effect the events in chapter 3? yellow

4. How does Joanna feel in chapter 4 after the Bat Mitzvah is over? Which events in the previous chapters caused Joanna to feel this way? green

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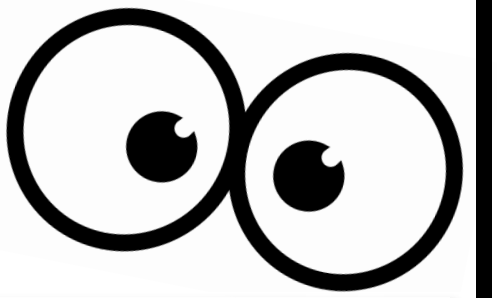
UPGRADE THEIR SKILLS!

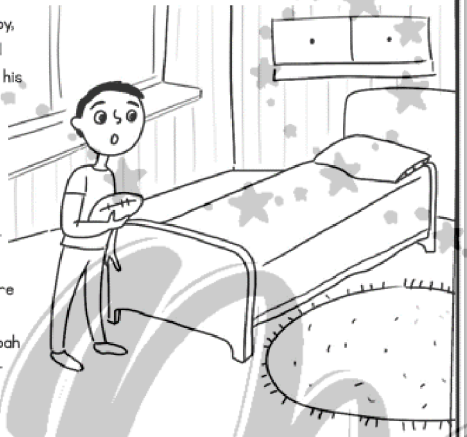


640L

Text Structure Name: _____ Date: _____

Test: The Case of the Stolen Blankie

Chapter 1: Missing Blankie



Every boy and girl had a favorite toy, blanket or item that they just couldn't fall asleep without. For Noah Jones, that was his green blanket that he nicknamed Blankie. Noah had Blankie since he was a baby. Although he was nine now, Noah still loved falling asleep with Blankie.

It was a sunny day out, so Noah decided he wanted to play with his soccer ball in the backyard. He hurried up to his room and grabbed his ball, but froze where he stood. Something very important was missing from his bed. Blankie was gone! Noah dropped the ball and searched his bed but couldn't find Blankie anywhere.

forever.

"Where is he?" Noah asked, suddenly worried that Blankie was gone

Chapter 2: Noah's Suspect

Noah peered out the window and spotted his next-door neighbor playing in his own backyard. Oscar Thompson was a bully and always made fun of Noah for still having Blankie.
Noah had a sneaky suspicion that Oscar stole him, so he decided to follow the boy. Noah hurried outside and spied on Oscar through the fence. Oscar's back was facing him, but Noah could tell he was playing with a green cloth. It had to be Blankie.

Noah was about to accuse him as Oscar turned around. The green cloth was just his sweater. Oscar pulled the sweater on and strolled down the sidewalk. Noah made sure to follow from a distance so the boy wouldn't spot him. He hid behind trees, cars, and bushes whenever he could.

He continued to follow Oscar as he crossed the street towards a playground. Noah watched as Oscar sat on the swings and pulled out a toy lion from his sweater pocket. Oscar sat his lion down on his lap as he swung back and forth. Noah decided it was time to confront the boy. He stormed over as Oscar tried to shove his lion back into his pocket.

Chapter 3: Standing Up to Oscar

"I know you stole Blankie, Oscar. I want him back!" Noah insisted.

"I didn't steal that silly blanket of yours," Oscar said rudely.

"It's no sillier than your toy lion."

Oscar looked down at his lion with a sigh. He knew he wouldn't be able to sleep at night without his fuzzy best friend.

"I'm sorry I made fun of Blankie before, but I don't have him. I promise," Oscar said. "If you want, I can help you find him."

"You would do that for me?"

"It's getting late, and I would be sad if I lost Leo the lion too. I want to help... as long as you don't tell anyone I still have a stuffed animal," Oscar insisted.

"Deal!"

Chapter 4: Solving the Case

The boys hurried back to Noah's backyard to look for clues. They couldn't find anything suspicious, so they decided to go up to Noah's room. His bed was messy from when he searched for Blankie, but the rest of his room was clean. There were no clothes on the ground, his toys were all on their shelves, and the carpet was vacuumed nicely.

"Wow, your room sure is clean. My room's only this clean when my mom cleans it," Oscar said.

Noah grew excited as he looked at Oscar. "I think you solved it!"

He rushed out of the room as Oscar followed him. He hurried down to the laundry room and yanked the washer door open. There was no Blankie inside. He yanked the dryer open, but still no Blankie. Finally, he peeked inside the freshly folded clothing in the laundry basket. Blankie was snuggled safely inside!

"Thanks for helping me find him, Oscar," Noah said with a happy smile. "I'm sorry I accused you of stealing him."

Oscar shrugged and smiled back. "I'm just glad you found him. I promise I won't make fun of you having a blanket anymore."

"And I won't tell anyone about Leo," Oscar replied.

The boys chuckled as Oscar headed back home. Although it was a bit too late to play soccer in his backyard now, he was happy he had Blankie back and made a new friend in Oscar.

Text Structure

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

1. In which chapter does Noah think Oscar stole Blankie? red

a. Chapter 1: Missing Blankie
b. Chapter 2: Noah's Suspect
c. Chapter 3: Standing Up to Oscar
d. Chapter 4: Solving the Case

2. In the beginning of chapter 2, Noah thinks Oscar is a bully. Which sentence from Chapter 2 best tells the reader Oscar is changing. orange

a. "Oscar pulled the sweater on and strolled down the sidewalk."
b. "He stormed over as Oscar tried to shove his lion back into his pocket."
c. "Oscar Thompson was a bully and always made fun of Noah for still having Blankie."
d. "Oscar's back was facing him, but Noah could tell he was playing with a green cloth."

3. In Chapter 3, Noah confronts Oscar about stealing Blankie. What does Noah learn about Oscar that he did not know before? How does this effect the solution to Noah's problem in chapter 4? yellow

_____

_____

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4. In chapter 4, Noah and Oscar each make a promise to each other. What are their promises? Why do they make them? green

_____

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_____

UPGRADE THEIR SKILLS!

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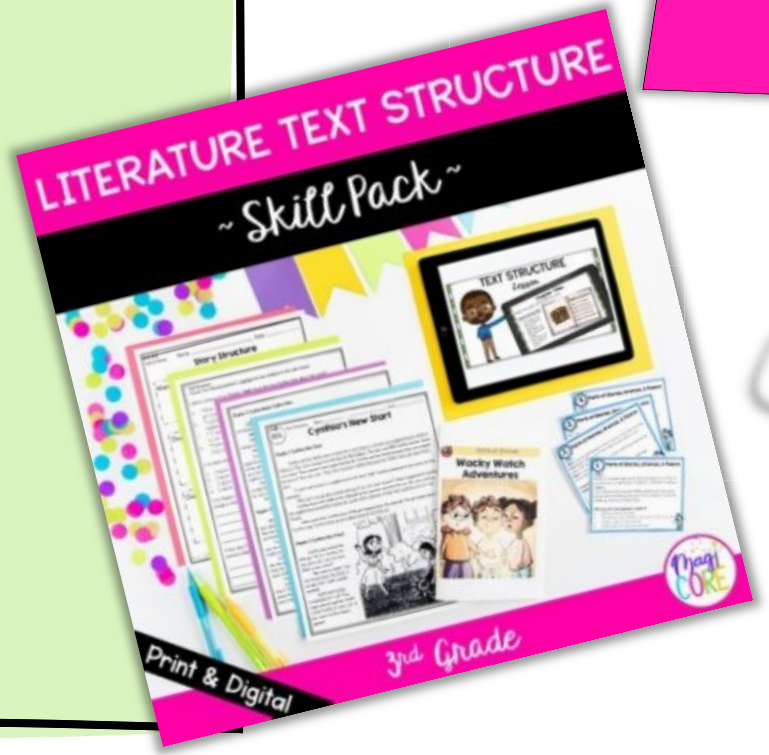

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- 23 Reading Passages
- More than 250 Lexile-leveled passages
- Anchor charts
- Questions focused on skills for each standard



2nd Grade Reading Comprehension Mega Bundle

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