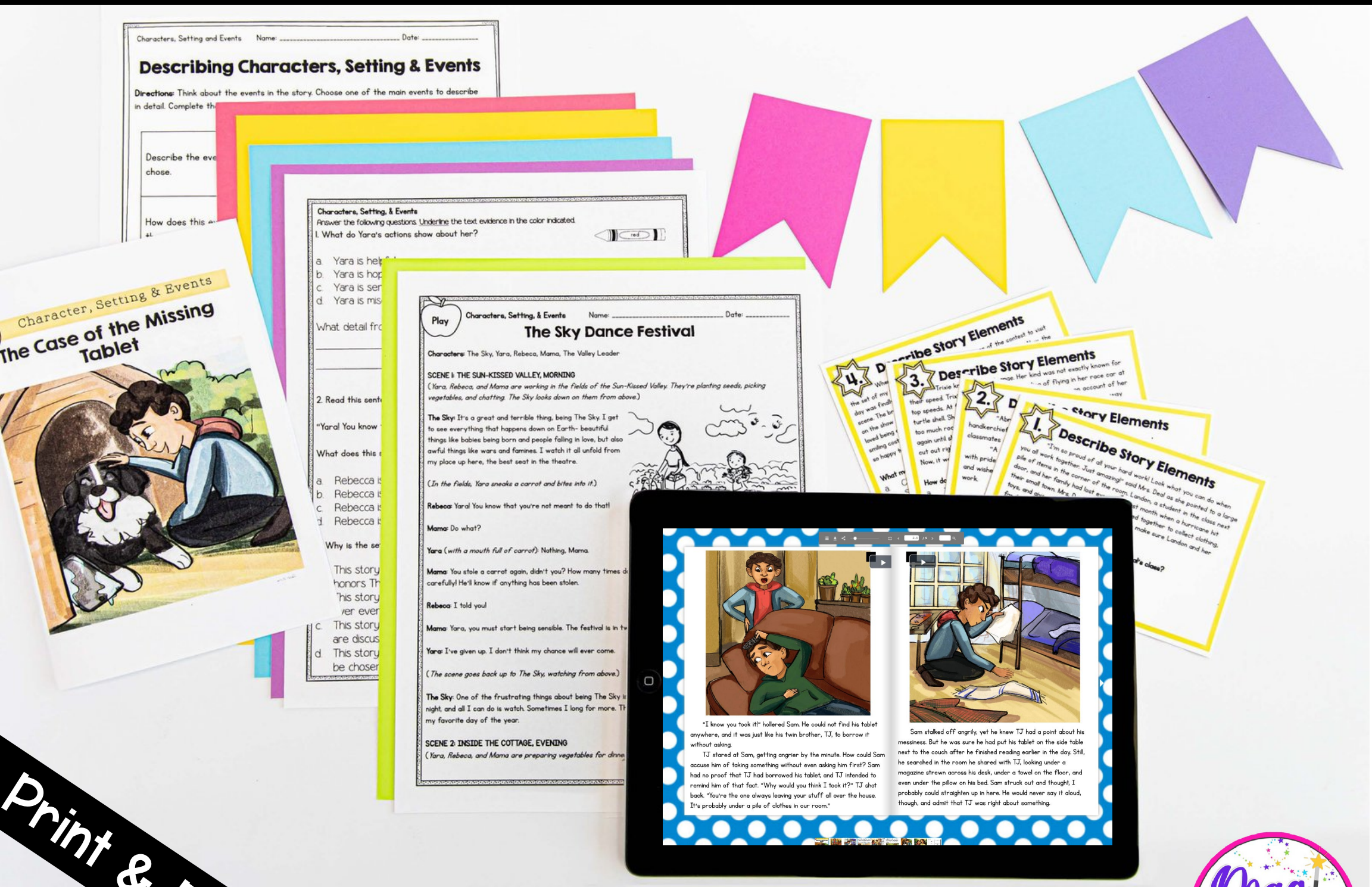
STORY ELEMENTS

~ Skill Pack ~



Print & Digital

4th Grade

LEXILE

MagiCORE

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	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 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

4th Grade

COMPREHENSION SKILL: Story Elements

Week 1

	LESSON	PRACTICE	GUIDED READING	CEN
MONDAY	• Introduce why it is important to pay attention to key details about the characters, setting, and events. • Review the "Describe Characters" anchor chart and video.	Guided Practice Whole Class Read *Lotus and Feather*: • Pay close attention to the main character and fill in the graphic organizer. 	"The Case of the Missing Tablet" leveled guided readers. Meet with two groups and complete "pre-reading" activities."	Task Cards • Story El 
TUESDAY	Guided Practice Whole Class • Review the anchor chart and video for describing settings. • Work together to describe the setting for *Lotus and Feather*.	Independent Reading • Choice text with a focus on key details about the setting.	Read pages 1-4 of "The Case of the Missing Tablet" leveled guided readers. Complete "During Reading" discussions. 	
WEDNESDAY	Guided Practice Whole Class • Review the anchor chart and video for describing events.	Independent Reading • Choice text with a focus on key events.	Read pages 5-8 of "The Case of the Missing Tablet" leveled guided readers. Complete "During Reading" discussions.	

KEY DETAILS

The main character in a story goes through a sequence of events that can cause them to change.

While reading a story, ask yourself:

1. What main character _____, _____., and _____ tells us about the character's traits.





2. Describing the setting helps the reader _____.

3. Describing the major events helps use determine the _____ and _____.



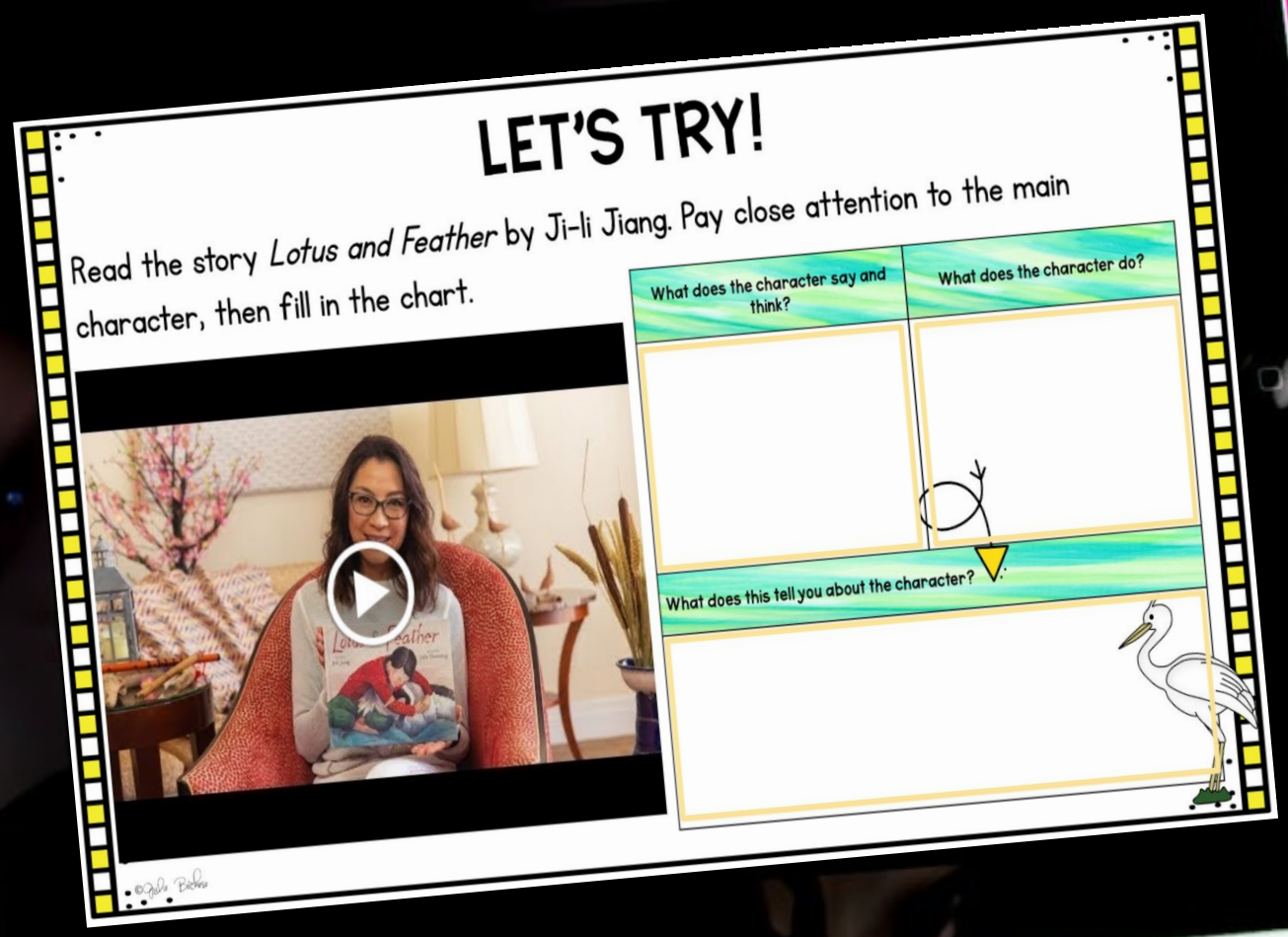
Story Elements

4th Grade

DIGITAL Mini lessons

MagCORE


DESCRIBE CHARACTERS
Watch the video about describing characters in depth.
Think of the story
Cinderella


LET'S TRY!
Read the story *Lotus and Feather* by Ji-li Jiang. Pay close attention to the main character, then fill in the chart.
What does the character say and think?
What does the character do?
What does this tell you about the character?

DESCRIBE EVENTS

The events of a story are the things that happen. Events often lead up to problems and solutions.

How to describe the events:

A character's actions and words lead up to the events.

1. Find the spot in the text where a problem or major event occurs.
2. Identify clues prior to the problem that hint that a problem is about to occur. These clues can help you determine important events.
3. Ask yourself, "What major events happen after the problem that lead to the resolution?"

Major Event or Problem	Events Leading up to the Problem	Events Leading up to the Solution


LET'S TRY!
Describe in depth, the main character, setting, and events:
Character
Setting
Events

GUIDED READERS

Printable & Digital

LEXILE®

4th Grade



MagiCORE

characters, setting, events

Date: _____

ers, Setting & Events

. Choose one of the main events to describe

The duo walked up the street to the place where the phone had pinged Sam's tablet. They ended up in a small dog park, but there was not a tablet anywhere. Sam searched under benches, bushes, and even walked the trail that surrounded the park. Suddenly, his mom called him over. "I can't believe this, but my phone shows that your tablet is back at our house!" she cried. "I don't understand!"





Sam and his mom started walking home, shaking their heads in confusion and constantly refreshing the tracing app. It still indicated that the tablet was at their house, but how could that be? Sam was sure he had searched everywhere. But as they walked past the backyard, Sam caught a glimpse of something shiny in the doghouse. Could it be? He ran over to the family pet, Moby, and sitting right there on the edge of the doghouse was the tablet! Sam realized that Moby must have grabbed it from the table by the hammock, taken it down to the dog park, then returned home, all while he had been looking for it!

©Julie Backus



me, shaking their heads in
tracing app. It still
use, but how could that
ywhere. But as they
glimpse of something shiny
to the family pet, Moby.
e doghouse was the tablet!

Character, Setting & Events

The Case of the Missing Tablet



Characters, Setting and Events Name: _____ Date: _____

Describing Characters, Setting & Events

Directions: Think about the events in the story. Choose one of the main events to describe in detail. Complete the chart.

Describe the event you chose.	
How does this event affect the rest of the story?	
How does this event affect the characters in the story?	
How is this event important to the story?	
How do you feel about this event? Why?	

©Gale Bacher



FICTION | 4TH GRADE | RL.4.3

CHARACTERS, SETTINGS, & EVENTS

LEXILE®

Level: M

Characters, Setting, & Events Name: _____ Date: _____

Willow and the Powerful Book

Willow Clarke went to school on Thursday, and she had a wonderful day. She got to do all of her favorite things, like read books about animals and write stories about fun adventures in unexplored lands. The best part of the day was when her teacher, Mrs. Hutchinson, read her third-grade class a new chapter from a book about a majestic horse. Willow could imagine herself riding through the fields with the wind in her hair. The smell of daisies and freedom permeated Willow's daydreams.

After school, Willow started walking toward the public library. She went to the library every day after school to scour the stacks, mesmerized by every cover. She loved to run her finger along every spine, observing books about scientists, pirates, explorers, and birds. Any book was good to her, as long as she could learn something from it. She had read 187 books that school year already, and it was only December.

Wh[illegible]she opened the library do[illegible]however, things were diffe[illegible]. Willow spotted one [illegible]k on display that glimmer[illegible] Like a magnet, Willo[illegible]as drawn to it. The shin[illegible]d perf[illegible]t book had a co[illegible]tha[illegible]as blue with turqu[illegible]ls and golden diam[illegible]and the spine was c[illegible] Willow held the book [illegible]t was a rare and de[illegible]e[illegible]wer. Instead o[illegible]king[illegible] more books, s[illegible]rought[illegible]s one straig[illegible]to the chec[illegible]t cour[illegible]because she[illegible]nted to [illegible]g this treasur[illegible]me [illegible] away.



a new librarian who was wearing a gray
rarian angrily glared at Willow with dark
he even knew what a smile was.
aid as she quickly snatched it behind the

d ever worked at the library, so Willow
figure out what was happening. I
bring them back in good condition.

Clark, Da[illegible]

[illegible]gether. The reporter said
ed Rosa Parks was riding the
in the back, but she refused
dom, justice, and equality for

Characters, Setting, & Events

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

1. What do Willow's actions show about her?

red

[illegible]ly.
[illegible]us.
[illegible]mined.
[illegible]thetic.

[illegible]e story helped you answer the question above?

[illegible]nre," said Willow. "Yesterday, Rosa Parks refused to gi[illegible]
[illegible]this bus, and today, I refuse to give up this book. This is
[illegible]for all people and I have the freedom to be here, read
[illegible]as anyone else."

orange

[illegible]ory.

[illegible]ho was wearing a gray sweater buttoned all the way up to
[illegible]ed at Willow with dark eyes and a stiff face."

[illegible]u about the librarian?

[illegible]e.
[illegible]l.
[illegible]ding.

[illegible]es the two main settings of the story?

yellow

[illegible] Willow's home is ordinary.
[illegible]w's home is comfortable.
[illegible]d Willow's home is boring.
[illegible]nd Willow's home is welcoming.

Characters, Setting, & Events

4. Explain how the time period of this story contributes to the plot.

green

This story takes place during the Civil Rights Movement when African Americans were discriminated against. They did not have equal rights. This is important to the plot because Willow faces discrimination when the librarian refuses to check out a book to her. She is also inspired by Rosa Parks to stand up for her ri[illegible]

5. How is Willow's problem similar to Rosa Parks'?

a. Both Willow and Rosa Parks are treated u[illegible]
b. Both Willow and Rosa Parks are not allowe[illegible] bus.
c. Both Willow and Rosa Parks are not allowed[illegible] library.
d. Both Willow and Rosa Parks are being discriminated[illegible] color of their skin.

[illegible]. Describe two events that lead up to Willow standing up to the librarian. U[illegible] details from the story to support your answer.

1. Willow saw a sign at a delitfot said "No coloreds", whi[illegible] angered her.
2. Willow heard about Rosa Parks, who refused to give up her seat to a white person on a bus.

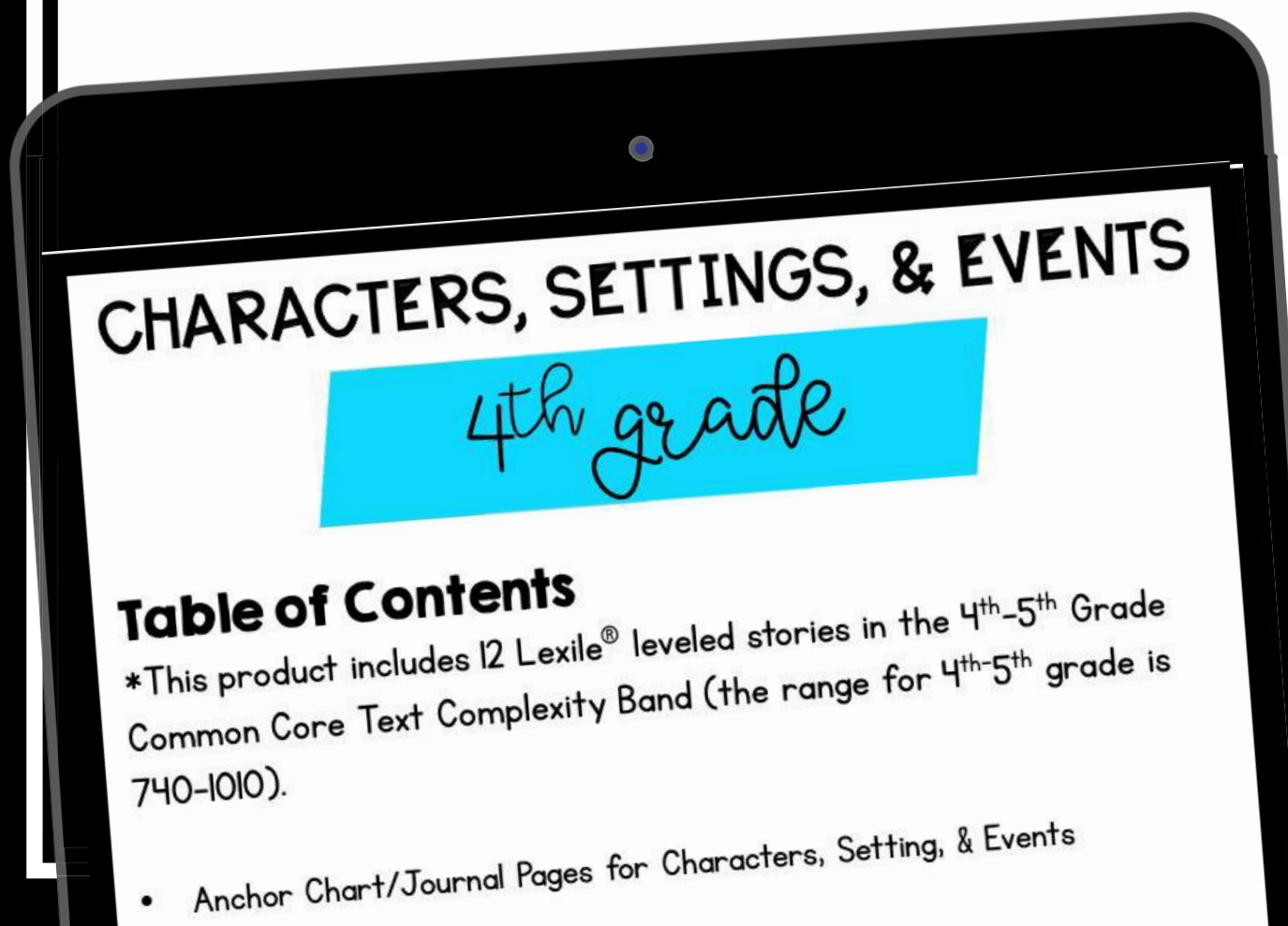
Print & Digital

MagiCORE

WHAT'S INCLUDED?

TEN 4th Grade DIGITAL and PRINTABLE PDF fiction passages & TWO assessments!

- Aligned with 4th Grade Lexile Levels
- Includes an Anchor Chart and Journal Page for Characters, Settings & Events
- Students can highlight the text for easy comprehension



Created with GOOGLE SLIDES

LEXILE®

That night, they ate supper and then watched the news together. The reporter said that something incredible had happened that day. A woman named Rosa Parks was riding the bus and was told to give her seat up to a white person and sit in the back, but she refused to give up her seat, and she was arrested. Rosa declared freedom, justice, and equality for

When she got to the counter, Willow noticed a new librarian who was wearing a gray sweater buttoned all the way up to her chin. The li

Characters, Setting, & Events

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

red

1. What do Willow's actions show about her?

a. Willow is friendly.
b. Willow is cautious.
c. Willow is determined.
d. Willow is sympathetic.

What detail from the story helped you answer the question

"This book is for me", said Willow "Yesterday, Rosa
up her seat on the bus, a
a public library for all people
and learn just as much a

2. Read this sentence from the story.

"Willow noticed a new librarian who w
her chin. The librarian angrily glared a

What does this sentence show you ab

a. The librarian is supportive.
b. The librarian is thoughtful.
c. The librarian is judgmental.
d. The librarian is understandin

3. Which statement **best** compares th

a. The library is inspiring, and V
b. The library is vast, and Willo
c. The library is welcoming, an
d. The library is unhospitable, a

Level: M

Characters, Setting, & Events

Name: _____ Date: _____

Willow and the Powerful Book

went to school on Thursday, and she had a wonderful day. She got to do
ad books about animals and write stories about fun
t of the day was when her teacher, Mrs.
from a book about a majestic horse.
wind in her hair. The smell of

library. She went to the library
every cover. She loved to run her
, pirates, explorers, and birds. Any
ing from it. She had read 187 books

Characters, Setting, & Events

green

4. Explain how the time period of this story contributes to the plot.

This story takes place during the Civil Rights Movement when African Americans were discriminated against. They did not have equal rights. This is important to the plot because Willow faces discrimination when the librarian refuses to check out a book to her. She is also inspired by Rosa Parks to stand up for her rights

blue

5. How is Willow's problem similar to Rosa Parks?

a. Both Willow and Rosa Parks are treated unfairly by a librarian.
b. Both Willow and Rosa Parks are not allowed to ride in the front of the bus.
c. Both Willow and Rosa Parks are not allowed to check out books at the library.
d. Both Willow and Rosa Parks are being discriminated against because of the color of their skin.

purple

6. Describe two events that lead up to Willow standing up to the librarian. Use at least two details from the story to support your answer.

1. Willow saw a sign at a delithat said "No coloreds", which angered her.
2. Willow heard about Rosa Parks, who refused to give up her seat to a white person on a bus



STORIES & DRAMAS

830L **Characters, Setting, & Events** Name: _____ Date: _____

Willow and the Powerful Book

Willow Clarke went to school on Thursday, and she had a wonderful day. She got to do all of her favorite things, like read books about animals and write stories about fun adventures in unexplored lands. The best part of the day was when her teacher, Mrs. Hutchinson, read her third-grade class a new chapter from a book about a majestic horse. Willow could imagine herself riding through the fields with the wind in her hair. The smell of daisies and freedom permeated Willow's daydreams.

After school, Willow started walking toward the public library. She went to the library every day after school to scour the stacks, mesmerized by every cover. She loved to run her finger along every spine, observing books about scientists, pirates, explorers, and birds. Any book was good to her, as long as she could learn something from it. She had read 187 books that school year already, and it was only December.

When she opened the library door, however, things were different. Willow spotted one book on display that glimmered. Like a magnet, Willow was drawn to it. The shiny and perfect book had a cover that was blue with turquoise swirls and golden diamonds, and the spine was crisp. Willow held the book as if it was a rare and delicate flower. Instead of looking for more books, she brought this one straight to the checkout counter because she wanted to bring this treasure home right away.



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

Characters, Setting, & Events

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

1. What do Willow's actions show about her? red

a. Willow is friendly.
b. Willow is cautious.
c. Willow is determined.
d. Willow is sympathetic.

What detail from the story helped you answer the question above?

Students type their answers right in the text box.

2. Read this sentence from the story. orange

"Willow noticed a new librarian who was wearing a gray sweater buttoned all the way up to her chin. The librarian angrily glared at Willow with dark eyes and a stiff face."

What does this sentence show you about the librarian?

a. The librarian is supportive.
b. The librarian is thoughtful.
c. The librarian is judgmental.
d. The librarian is understanding.

3. Which statement **best** compares the two main settings of the story? yellow

a. The library is inspiring, and Willow's home is ordinary.
b. The library is vast, and Willow's home is comfortable.
c. The library is welcoming, and Willow's home is boring.
d. The library is unhospitable, and Willow's home is welcoming.

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

Play

Characters, Setting, & Events

Name: _____ Date: _____

The Sky Dance Festival

Characters: The Sky, Yara, Rebeca, Mama, The Valley Leader

SCENE 1: THE SUN-KISSED VALLEY, MORNING

(Yara, Rebeca, and Mama are working in the fields of the Sun-Kissed Valley. They're planting seeds, picking vegetables, and chatting. The Sky looks down on them from above.)



The Sky: It's a great and terrible thing, being The Sky. I get to see everything that happens down on Earth- beautiful things like babies being born and people falling in love, but also awful things like wars and famines. I watch it all unfold from my place up here, the best seat in the theatre.

(In the fields, Yara sneaks a carrot and bites into it.)

Rebeca: Yara! You know that you're not meant to do that!

Mama: Do what?

Yara: *(with a mouth full of carrot)*. Nothing, Mama.

Mama: You stole a carrot again, didn't you? How many times do I have to tell you... Farmer Paul counts the harvest carefully! He'll know if anything has been stolen.

Rebeca: I told you!

Mama: Yara, you must start being sensible. The festival is in two days. Don't you want to get your chance?

Yara: I've given up. I don't think my chance will ever come.

(The scene goes back up to The Sky, watching from above.)

The Sky: One of the frustrating things about being The Sky is not being able to do anything. I sit up here, day a night, and all I can do is watch. Sometimes I long for more. That's why the Sky Dance Festival is my favorite day of the year.

SCENE 2: INSIDE THE COTTAGE, EVENING

(Yara, Rebeca, and Mama are preparing vegetables for dinner.)

ASSESSMENTS

820L **Characters, Setting, & Events** Name: _____ Date: _____

TEST: The Housewarming Ceremony

Sudath was peering through his gate at the busy people unloading furniture from a vehicle. It looked like a new family had moved in right across

Play **Characters, Setting, & Events** Name: _____ Date: _____

TEST: The Birthday Party

Characters: Kanga, Len

SCENE 1: DENSE FOREST, DAYTIME

(*Len the Zebra is seen walking toward Kanga the Kangaroo's tree house. Kanga was getting ready to attend Kubo the Bear's birthday.*)

Kanga: (*waving excitedly at Len*) Hi there, mate! Just can't seem to make up my mind on what to wear. (*He points at the red and blue shirt sprawled across the bed.*) Which do you think I should wear?

Len: (*after a short and thoughtful pause*) Maybe the red one.

Kanga: Thanks, mate. That's what I thought, too. Now, where is my hat? Oh, there it is! (*He adjusts the hat while looking at himself in the mirror and chuckling.*) Ha! I look like the birthday boy.

Len: We better hurry. We're almost late.

Kanga: No, we're not.

Len: (*in an exhausted tone*) Yes, we will be if you take all day to dress up.

Kanga: Do cheer up, buddy. (*Kanga winks at Len.*) The party doesn't start until Kanga walks in.

Len: Oh, you're always full of yourself. Kanga, what did you get for Kubo?

Kanga: (*Kanga gives a blank expression and blinks. He looks startled.*) Oh, dear god! I TOTALLY forgot about the present! What do we do, Len? We can't possibly show up at a party WITHOUT a present! Can we!?

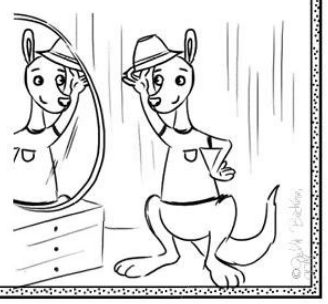
Len: (*Calmly nodding his head*) No, of course not. Now, let's see. What should we get him?

Kanga: I know! What about a pair of boots?

Len: Don't be ridiculous. Bears can't climb trees with boots. They'd fall.

Kanga: The boots or

Len: (*sighing an* ind.



Color coded highlighting can also be done on the assessments!

Characters, Setting, & Events

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

1. What do Kanga's actions show about him?

red

a. Kanga is thoughtful.
b. Kanga is structured.
c. Kanga is self-centered.
d. Kanga is absent-minded.

What detail from the story helped you answer the question above?

Students type their answers right in the text box.

orange

2. Read this sentence from the play.

"Don't be ridiculous. Bears can't climb trees with boots. They'd fall."

What does this sentence show you about Len?

a. Len is practical.
b. Len is arrogant.
c. Len is insincere.
d. Len is considerate.

3. Why is the setting of the play important to the plot? (Choose all that apply.)

yellow

a. This story takes place in a forest where the animals live.
b. This story takes place in the daytime before a birthday party.
c. This story takes place at a birthday party, and Kanga forgot a present.
d. This story takes place at Kanga's treehouse as he is getting ready for his friend's birthday party.

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

Willow and the Powerful Bo

Level M

Characters, Setting, & Events

Willow Clarke went to school

all of her f

Characters, Setting, & Events

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

What do Willow's actions show about her?

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b. Willow is cautious.
c. Willow is determined.
d. Willow is sympathetic.

What detail from the story helped you answer the question above?

"This book is for me," said Willow. "Yesterday, Rosa Parks refused to give up her seat on the bus, and today, I refuse to give up this book. This is a public library for all people, and I have the freedom to be here, read, and learn just as much as anyone else."

2. Read this sentence from the story.

"Willow noticed a new librarian who was wearing a gray sweater buttoned all the way up to her chin. The librarian angrily glared at Willow with dark eyes and a stiff face."

What does this sentence show you about the librarian?

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3. Which statement best compares the two main settings of the story?

a. The library is inspiring, and Willow's home is ordinary.
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Events

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c. Both Willow and Rosa Park
library
d. Both Willow and Rosa Par
color of their skin

be two events that lead

the story to suppor

STORY ELEMENTS
task cards

4th GRADE



MagiCORE

Describe Story Elements

1. Describe Story Elements

"I'm so proud of all your hard work! Look what you can do when you all work together. Just amazing!" said Mrs. Deal as she pointed to a large pile of items in the corner of the room. Landon, a student in the class next door, and her family had lost everything last month when a hurricane hit their small town. Mrs. Deal's class had worked together to collect clothing, toys, and given their own allowance money to make sure Landon and her family had all the things she needed.

What best describes the students in Mrs. Deal's class?

a. Careless
b. Silly
c. Caring
d. Selfish

21. Describe Story Elements

It happened last Tuesday. I thought my life would be so much easier but turns out I could not have been more wrong. It started when I found a plain old number two yellow pencil. When I did my schoolwork, the pencil filled in answers for me. It was

What best describes

a. He forgot to
b. His magic pen
c. He did not stu
d. His magic pend

22. Describe Story Elements

Benji loved the way that feeding people delicious food made him feel, so he worked hard to become the best pastry chef he could be! He took cooking classes, even classes meant for adults. He looked through recipes and cookbooks. He studied cooking techniques. Most importantly, he practiced. He practiced over

24. Describe Story Elements

Don't let the name fool

Stuart, the Scared Sloth, is actually quite brave, well most

He was afraid of his shadow. Any time he saw his

would jump as high as a sloth could and let out a

ther sloths ju

came to know a loud say

Stuart the Sloth and h

What describes w

a. Loud say
b. Other
c. The s
d. The

23. Describe Story Elements

Andy had tears streaming down her face as she ran into the kitchen screaming, "Mom! Teddy Roosevelt is gone! Gone!" Her mom looked confused. Teddy Roosevelt, the guinea pig, not the president, was the class pet for Andy's 4th grade class. It was her weekend to take Teddy home and care for him. Saturday morning she had climbed out of bed and rushed to check on Teddy. When she got to his cage, it was very quiet, and the cage door was wide open, leaving Teddy the freedom to roam the world, or at least Andy's house.

Which text from the passage describes how Andy realized Teddy was missing?

a. "Saturday morning, she had climbed out of bed"
b. "Her mom looked confused"
c. "Teddy Roosevelt, the guinea pig not the president, was the class pet for Andy's 4th grade class."
d. "The cage door was wide open"

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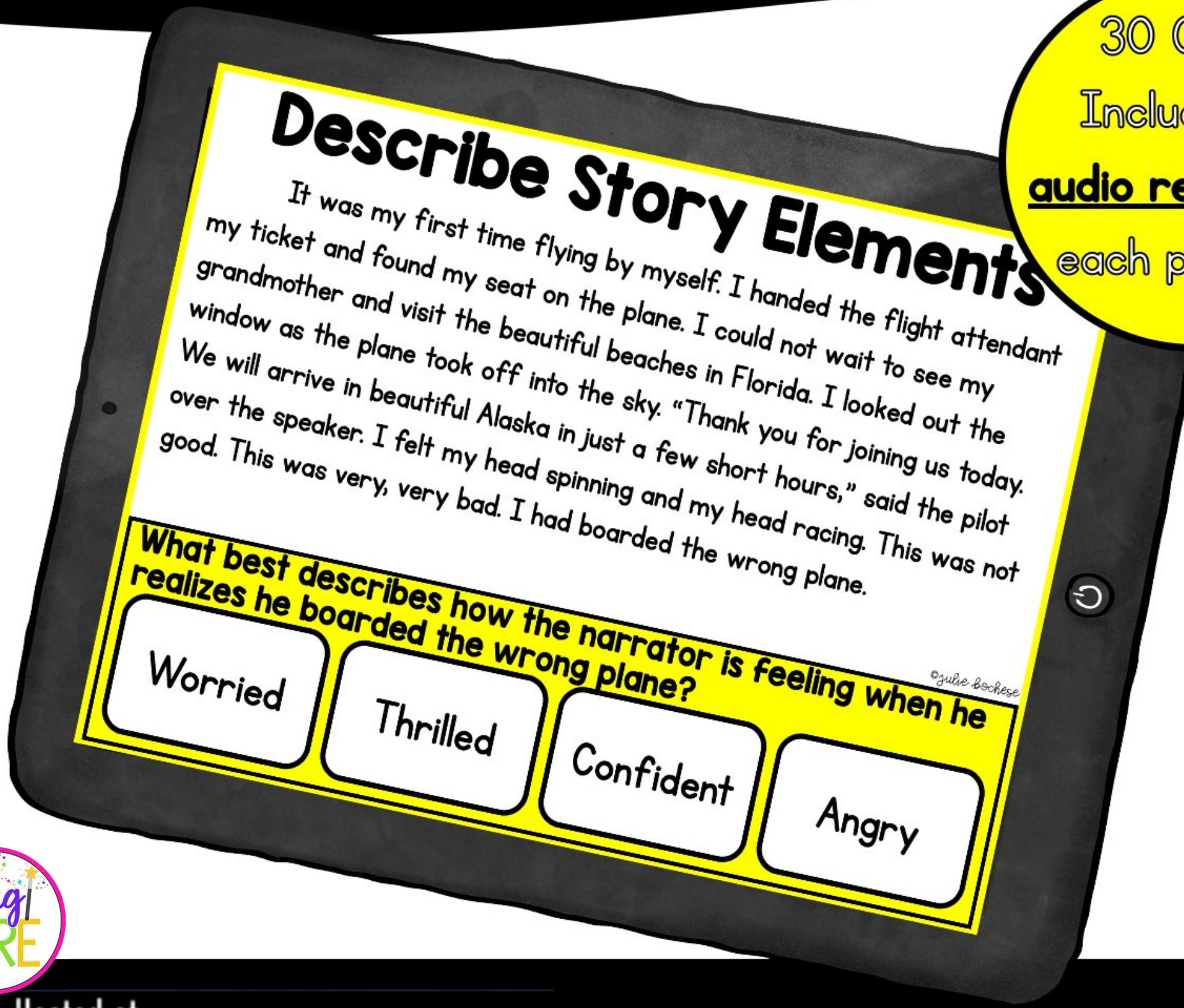
Answer Sheet

Name: _____ Date: _____

Card #	Answer	Card #	Answer
1.		16.	
2.		17.	
3.		18.	
4.			
5.			
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7.			
		26.	
		27.	
		28.	
		29.	
		30.	

STORY ELEMENTS
Digital Task Cards

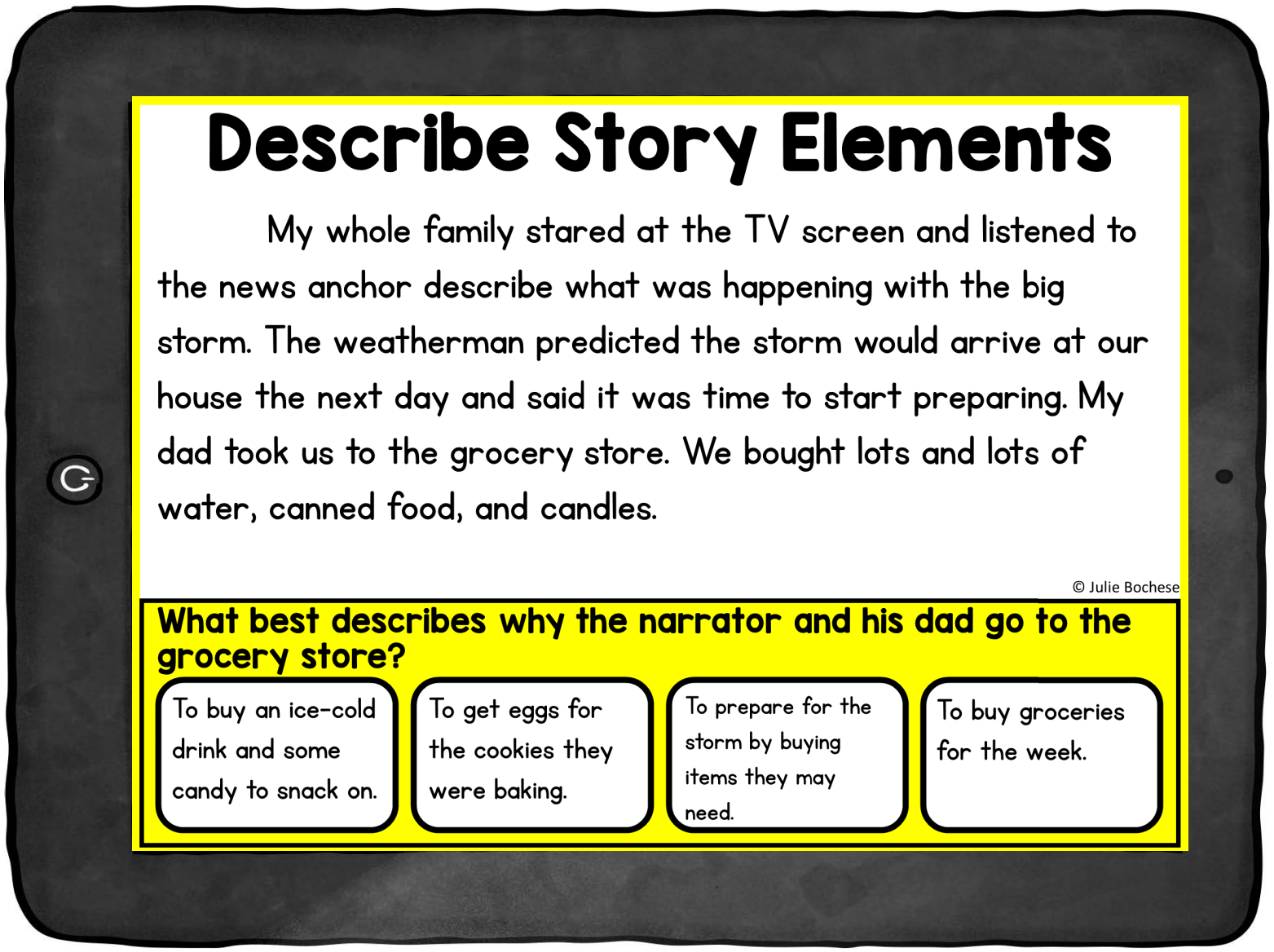
30 Cards
Includes an **audio reading** of each passage.



Hosted at boomlearning

BOOM CARDS

DESCRIBE STORY ELEMENTS BOOM CARDS



BOOM! LEARNING

Click Here for a Playable Preview!

- Digital & Interactive
- Self Grading Multiple-Choice Questions
- Includes Audio

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DESCRIBE STORY ELEMENTS BOOM CARDS

Describe Story Elements

Trixie knew it was strange. Her kind was not exactly known for their speed. Trixie, however, loved the feeling of flying in her race car at top speeds. At first, driving a race car was challenging on account of her turtle shell. She could not fit in the driver's seat. Her shell took up way too much room. So she set to work sketching and erasing and sketching again until she had designed the most fabulous driver's seat with a hole cut out right in the middle that her turtle shell could fit into just perfectly. Now, it was time to fly!

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How does Trixie solve her problem?

- Trixie found a squirrel to drive her racecar instead.
- Trixie removed her shell when she wanted to drive.
- Trixie found a new hobby.
- Trixie designed a chair that would fit her shell.