Comprehension Passages

Out of this World LITERACY

LEXILE

STORY STRUCTURE

2 DIGITAL FORMATS!

STORY STRUCTURE #1 Name: Date:

READ: Story structure means how the story is organized. The structure helps readers identify the characters, setting, theme, and main parts of the story. Read the passage. Answer the questions and then take the challenge!

Play Problems

Maria had been cast as the lead character in the school play. This was the first time she had ever tried out for a play and she made it! She was overjoyed. Maria knew that she had a lot of work she needed to do to prepare for the role. She had to memorize lines, stages directions, and make sure she was well-prepared for this new adventure.

Maria had been studying her lines for two weeks. She was confident that she was ready for the play. Dress rehearsal had gone smoothly the night before and Maria knew that the play was going to go off without a hitch. There was only one problem: Maria could feel a sore throat coming on. This was usually followed by a runny nose, cough, and a few days in bed to recoup. Maria did NOT need to be getting sick right now.

At home, Maria's mom gave her orange juice, vitamins, and throat lozenges in hopes that whatever she was trying to catch would go away. Maria had only hours until the big night. She kept telling herself that she would be ok, but deep down Maria knew that she wasn't going to be able to fight off whatever was trying to keep her off stage.

As much as Maria wanted to, she was unable to perform her lead in the school play. Maria knew there would be other opportunities for her to shine, but right now her focus needed to be on getting better!



RESPOND: Answer the following questions after reading. *drag the apples to the correct answers*

1a. What does setting mean in a story?
a. The main idea.
b. The tension level.
c. Where the story takes place.
d. How the problem is solved.

1b. What evidence from the text best supports the answer you chose in 1a?
a. "She was confident"
b. "At home, Maria's mom gave her orange juice, ate vitamins, in hopes…."
c. "This was usually followed by a runny nose…"
d. "As much as Maria wanted to…"

2a. What does story conflict mean?
a. How the problem is solved.
b. The character's attitude.
c. When the story takes place.
d. The problems in a story.

2b. What evidence from the text best supports the answer you chose in 2a?
a. "Maria had only hours..."
b. "As much as Maria wanted to..."
c. "Maria could feel a sore throat coming on..."
d. "fight off whatever…"

3. Which of the following was a minor character in the story?
a. Maria
b. Maria's Mom
c. The play director
d. Maria's teacher

WRITE: Who was the main character in the story? Use evidence from the text to help explain your answer. *Type here:*

CHALLENGE: Use the codes to identify evidence of story structure in the text.
**** drag the colors to words that match in the text.*

blue — How Maria felt in paragraph 1
red — Major problem in the story
green — How Maria felt in paragraph 4

4 TEXTS

PRINTABLE!

Hello There!

I am so excited to be bringing you this set of comprehension passages, where everything you and your students need to practice a specific comprehension skills is on ONE page!

What Is Included:

1. 4 comprehension passages focused on story structure.
2. 4 complete answer keys.
3. 2 Google Drive digital versions (horizontal and vertical)
4. Lexile and F&P Levels

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on story structure.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on story structure.
5. As a homework review.
6. Practice for taking standardized texts.

CLICK THE IMAGE BELOW to see the Mini Units for Mastery!



Thank you so much to these amazing artists, whose work is found in this resource!







GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Play Problems
(Level P)

The Last Hampster
(Level L)

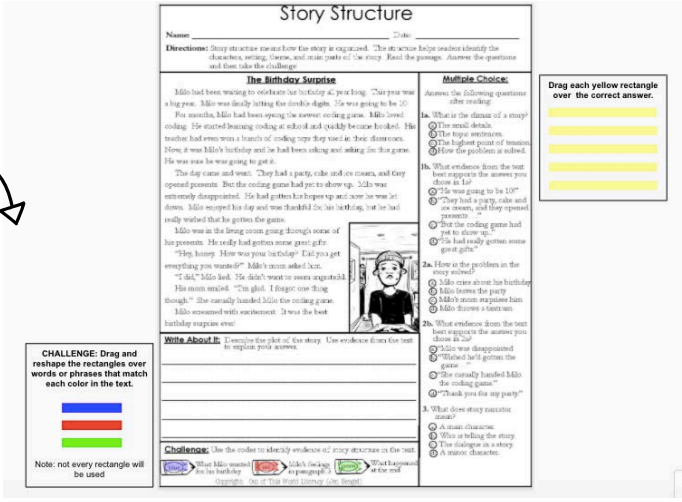
The Birthday Surprise
(Level J)

The Kindest Gesture
(Level N)

ANSWER KEYS

DIGITAL VERSION #1

VERTICAL PAGES



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Play Problems
(Level P)

The Last Hampster
(Level L)

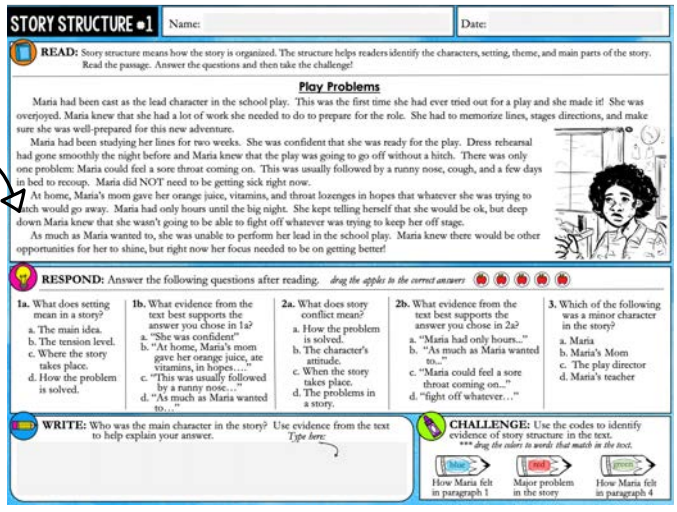
The Birthday Surprise
(Level J)

The Kindest Gesture
(Level N)

ANSWER KEYS

DIGITAL VERSION #2

VERTICAL PAGES


STORY STRUCTURE #1 Name: Date:

READ: Story structure means how the story is organized. The structure helps readers identify the characters, setting, theme, and main parts of the story. Read the passage. Answer the questions and then take the challenge!

Play Problems

Maria had been cast as the lead character in the school play. This was the first time she had ever tried out for a play and she made it! She was overjoyed. Maria knew that she had a lot of work she needed to do to prepare for the role. She had to memorize lines, stages directions, and make sure she was well-prepared for this new adventure.

Maria had been studying her lines for two weeks. She was confident that she was ready for the play. Dress rehearsal had gone smoothly the night before and Maria knew that the play was going to go off without a hitch. There was only one problem: Maria could feel a sore throat coming on. This was usually followed by a runny nose, cough, and a few days in bed to recoup. Maria did NOT need to be getting sick right now.

At home, Maria's mom gave her orange juice, vitamins, and throat lozenges in hopes that whatever she was trying to catch would go away. Maria had only hours until the big night. She kept telling herself that she would be ok, but deep down Maria knew that she wasn't going to be able to fight off whatever was trying to keep her off stage.

As much as Maria wanted to, she was unable to perform her lead in the school play. Maria knew there would be other opportunities for her to shine, but right now her focus needed to be on getting better!

RESPOND: Answer the following questions after reading. *drag the apples to the correct answers*

1a. What does setting mean in a story?
a. The main idea.
b. The tension level.
c. Where the story takes place.
d. How the problem is solved.

1b. What evidence from the text best supports the answer you chose in 1a?
a. "She was confident"
b. "At home, Maria's mom gave her orange juice, ate vitamins, in hopes…"
c. "This was usually followed by a runny nose…"
d. "As much as Maria wanted to…"

2a. What does story conflict mean?
a. How the problem is solved.
b. The character's attitude.
c. When the story takes place.
d. The problems in a story.

2b. What evidence from the text best supports the answer you chose in 2a?
a. "Maria had only hours…"
b. "As much as Maria wanted to…"
c. "Maria could feel a sore throat coming on…"
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3. Which of the following was a minor character in the story?
a. Maria
b. Maria's Mom
c. The play director
d. Maria's teacher

WRITE: Who was the main character in the story? Use evidence from the text to help explain your answer. *Type here:*

CHALLENGE: Use the codes to identify evidence of story structure in the text. **** drag the colors to words that match in the text.*

blue — How Maria felt in paragraph 1
red — Major problem in the story
green — How Maria felt in paragraph 4

Story Structure

Name: _____ Date: _____

Directions: Story structure means how the story is organized. The structure helps readers identify the characters, setting, theme, and main parts of the story. Read the passage. Answer the questions and then take the challenge!

The Lost Hamster

Ruben wanted a hamster for as long as he could remember. His dad promised that he could get one if he kept good grades all year. Ruben made the A Honor Roll for the fourth time in 5th grade. His dad kept his promise and got Ruben a hamster on the last day of school. Ruben was over the moon. He named his hamster Marshmallow. He loved the cute little ball of fur.

It was the first day of summer vacation and Ruben couldn't wait to play with Marshmallow. He bought him a rolling ball that Ruben could roll around inside of while cruising the living room floor. Ruben got the plastic ball out, gently placed Marshmallow inside, and set the ball on the floor. Marshmallow was off! He was zipping and zooming around the room.

While Marshmallow was entertaining himself, Ruben decided to play a video game with his friends. He hopped in his gaming chair, put on his headphones, and started gaming away.



Before long, two hours had passed. Ruben got up to stretch. Just then it hit him, "Where was Marshmallow?"

Ruben began the hunt. He looked under the bed, in the closet, and underneath his clothes. Ruben began to panic. How could he lose his hamster?! If his dad found out, he would for sure be grounded.

Suddenly he heard a squeak. Marshmallow came rolling in the room. Ruben vowed never to lose sight of him again!

Write About It: Describe the plot of the story. Use evidence from the text to explain your answer.

_____

_____

_____

_____

_____

Challenge: Use the codes to identify evidence of story structure in the text.

- blue: Events in paragraph 1
- red: Major problem in the story
- green: How the problem was solved

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Multiple Choice:

Answer the following questions after reading:

1a. What made Ruben lose Marshmallow?

(a) He left for school.
(b) He played video games.
(c) He was making a snack.
(d) He had to clean his room.

1b. What evidence from the text best supports the answer you chose in 1a?

(a) "Ruben decided to play a video game with his friends."
(b) "He had bought him a rolling ball"
(c) "While Marshmallow was entertaining himself.."
(d) "The snow glistened from the bright sun."

2a. What does story resolution mean?

(a) How the problem is solved.
(b) The character's attitude.
(c) When the story takes place.
(d) The problems in a story.

2b. What evidence from the text best supports the answer you chose in 2a?

(a) "He looked everywhere.'
(b) "Ruben got his gaming chair ready…"
(c) "Suddenly he heard a squeak."
(d) "He had to find him!"

3. Which of the following was a major character in the story?

(a) Ruben
(b) Ruben's dad
(c) Ruben's teacher
(d) Ruben's mom

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

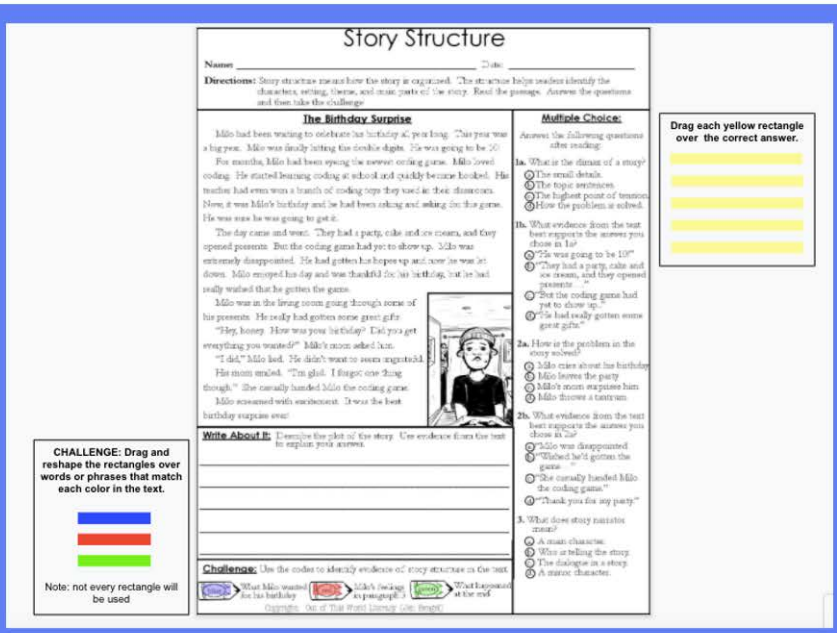
CUSTOM ILLUSTRATION

WRITTEN RESPONSE

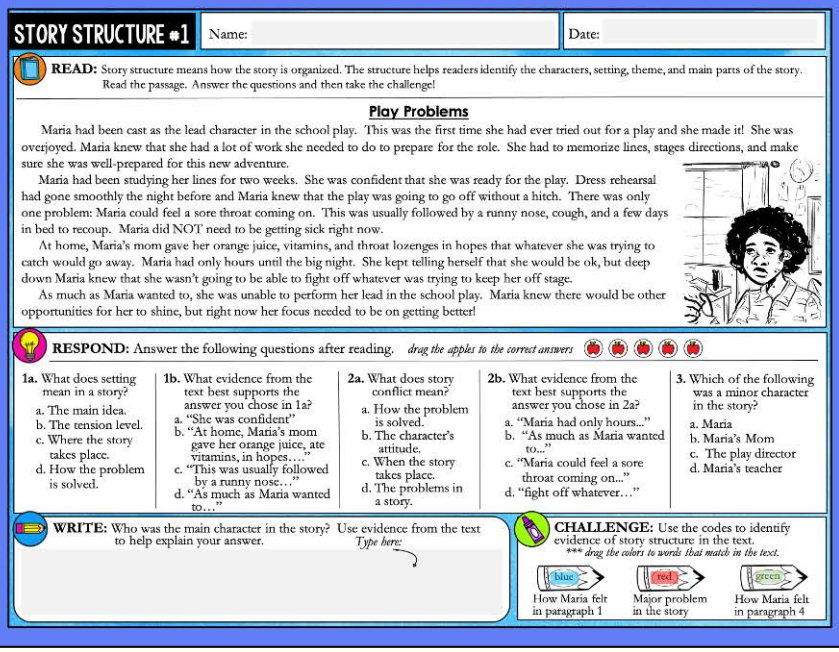
IDENTIFY EVIDENCE IN THE TEXT

CHOOSE FROM 2 DIGITAL FORMATS!

VERTICAL VERSION



HORIZONTAL VERSION



STORY STRUCTURE #1 | Name: | Date:

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GOOGLE™ LINKS FOR STUDENTS

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Play Problems (Level P)

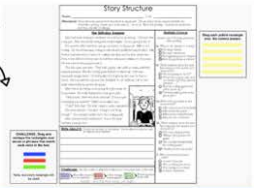
The Last Hampster (Level L)

The Birthday Surprise (Level J)

The Kindest Gesture (Level N)

ANSWER KEYS

DIGITAL VERSION #1
VERTICAL PAGES



GOOGLE™ LINKS FOR STUDENTS

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Play Problems (Level P)

The Last Hampster (Level L)

The Birthday Surprise (Level J)

The Kindest Gesture (Level N)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



GOOGLE DRIVE READY!

4 ORIGINAL PASSAGES

PROFESSIONALLY LEVELED!

CUSTOM ILLUSTRATIONS

Passages and Reading Levels

Below is a list of titles included in this set of comprehension passages

Passage Title	Word Count	Genre	Comprehension Skill	Lexile Level	F&P Level	Grade Level
Play Problems	252	Fiction	Story Structure	660L	P	3.8
The Lost Hamster	241	Fiction	Story Structure	530L	L	2.9
The Birthday Surprise	227	Fiction	Story Structure	480L	J	2.6
The Kindest Gesture	244	Fiction	Story Structure	600L	N	3.3

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The Kindest Gesture	244	Fiction	Story Structure	600L	N	3.3

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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Play Problems	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.10b Discuss how the use of text structure contributes to the author's purpose.
Passage 2: The Lost Hamster	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.10b Discuss how the use of text structure contributes to the author's purpose.
Passage 3: The Birthday Surprise	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.10b Discuss how the use of text structure contributes to the author's purpose.
Passage 4: The Kindest Gesture	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.10b Discuss how the use of text structure contributes to the author's purpose.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Play Problems	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.10b Explain how the use of text structure contributes to the author's purpose.
Passage 2: The Lost Hamster	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.10b Explain how the use of text structure contributes to the author's purpose.
Passage 3: The Birthday Surprise	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.10b Explain how the use of text structure contributes to the author's purpose.
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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Play Problems	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.10b Explain how the use of text structure contributes to the author's purpose.
Passage 2: The Lost Hamster	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.10b Explain how the use of text structure contributes to the author's purpose.
Passage 3: The Birthday Surprise	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.10b Explain how the use of text structure contributes to the author's purpose.
Passage 4: The Kindest Gesture	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.10b Explain how the use of text structure contributes to the author's purpose.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Play Problems	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.10b Analyze how the use of text structure contributes to the author's purpose.
Passage 2: The Lost Hamster	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.10b Analyze how the use of text structure contributes to the author's purpose.
Passage 3: The Birthday Surprise	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.10b Analyze how the use of text structure contributes to the author's purpose.
Passage 4: The Kindest Gesture	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.10b Analyze how the use of text structure contributes to the author's purpose.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Play Problems	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.9b Analyze how the use of text structure contributes to the author's purpose.
Passage 2: The Lost Hamster	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.9b Analyze how the use of text structure contributes to the author's purpose.
Passage 3: The Birthday Surprise	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.9b Analyze how the use of text structure contributes to the author's purpose.
Passage 4: The Kindest Gesture	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.9b Analyze how the use of text structure contributes to the author's purpose.

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STORY STRUCTURE #1

Name:

Date:

READ: Story structure means how the story is [illegible]. The structure helps readers identify the characters, setting, theme, and main parts of the story. Read the passage. Answer the questions and take the challenge!

Play Problems

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At home, Maria's mom gave her orange juice, vitamins, and tea in hopes that whatever she was trying to catch would go away. Maria had only hours until the big show. She kept telling herself that she would be ok, but deep down Maria knew that she wasn't going to be able to fight off whatever was trying to keep her off stage.

As much as Maria wanted to, she was unable to perform her lead role in the school play. Maria knew there would be other opportunities for her to shine, but right now her focus needed to be on getting better!

RESPOND: Answer the following questions after reading.

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a. The main idea.
b. The tension level.
c. Where the story takes place.
d. How the problem is solved.

1b. What evidence from the text best supports the answer you chose in 1a?

a. "She was confident"
b. "At home, Maria's mom gave her orange juice, ate vitamins, in hopes…."
c. "This was usually followed by a runny nose…"
d. "As much as Maria wanted to…"

2a. What does conflict mean?

a. How the problem is solved.
b. The character's attitude
c. [illegible] the story
d. The [illegible] a story.

2b. What evidence from the text best supports the answer you chose in 2a?

a. "Maria had only hours..."
b. "As much as Maria wanted to..."
c. "Maria could feel a sore throat coming on..."
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3. Which of the following was a minor character in the story?

a. Maria
b. Maria's Mom
c. The play director
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WRITE: Who was the main character in the story? Use evidence from the text to help explain your answer.

CHALLENGE: Use the codes to identify evidence of story structure in the text.

- blue — How Maria felt in paragraph 1
- red — Major problem in the story
- green — How Maria felt in paragraph 4

SAMPLE

Story Structure

Name: Answer Key **Date:** _____

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Write About It: Who was the main character in the story? Use evidence from the text to help explain your answer.

Maria was the main character. I know this because each paragraph focuses on Maria and what happens to her with the play.

Challenge: Use the codes to identify evidence of story structure in the text.

- blue: How Maria felt in paragraph 1
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Multiple Choice:

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(a) How the problem is solved.
(b) The character's attitude.
(c) When the story takes place.
(d) The problems in a story.

2b. What evidence from the text best supports the answer you chose in 2a?

(a) "Maria had only hours..."
(b) "As much as Maria wanted to..."
(c) "Maria could feel a sore throat coming on..."
(d) "fight off whatever…"

3. Which of the following was a minor character in the story?

(a) Maria
(b) Maria's Mom
(c) The play director
(d) Maria's teacher

Story Structure

Name: Answer Key **Date:** _____

Directions: Story structure means how the story is organized. The structure helps readers identify the characters, setting, theme, and main parts of the story. Read the passage. Answer the questions and then take the challenge!

The Lost Hamster

Ruben wanted a hamster for as long as he could remember. His dad promised that he could get one if he kept good grades all year. Ruben made the A Honor Roll for the fourth time in 5th grade. His dad kept his promise, and got Ruben a hamster on the last day of school. Ruben was over the moon. He named his hamster Marshmallow. He loved the cute little ball of fur.

It was the first day of summer vacation and Ruben couldn't wait to play with Marshmallow. He bought him a rolling ball that Ruben could roll around inside of while cruising the living room floor. Ruben got the plastic ball out, gently placed Marshmallow inside, and set the ball on the floor. Marshmallow was off! He was zipping and zooming around the room.

While Marshmallow was entertaining himself, Ruben decided to play a video game with his friends. He hopped in his gaming chair, put on his headphones, and started gaming away.



Before long, two hours had passed. Ruben got up to stretch. Just then it hit him, "Where was Marshmallow?"

Ruben began the hunt. He looked under the bed, in the closet, and underneath his clothes. Ruben began to panic. How could he lose his hamster?! If his dad found out, he would for sure be grounded.

Suddenly he heard a squeak. Marshmallow came rolling in the room. Ruben vowed never to lose sight of him again!

Write About It: Describe the plot of the story. Use evidence from the text to explain your answer.

The plot is about a boy named Ruben. He earns a hamster by getting good grades. He loses Marshmallow when it says, "Just then it hit him, "Where was Marshmallow?" In the end he finds his hamster.

Challenge: Use the codes to identify evidence of story structure in the text.

blue — Events in paragraph 1

red — Major problem in the story

green — How the problem was solved

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Multiple Choice:

Answer the following questions after reading:

1a. What made Ruben lose Marshmallow?

(a) He left for school.
(b) He played video games.
(c) He was making a snack.
(d) He had to clean his room.

1b. What evidence from the text best supports the answer you chose in 1a?

(a) "Ruben decided to play a video game with his friends."
(b) "He had bought him a rolling ball"
(c) "While Marshmallow was entertaining himself.."
(d) "The snow glistened from the bright sun."

2a. What does story resolution mean?

(a) How the problem is solved.
(b) The character's attitude.
(c) When the story takes place.
(d) The problems in a story.

2b. What evidence from the text best supports the answer you chose in 2a?

(a) "He looked everywhere."
(b) "Ruben got his gaming chair ready…"
(c) "Suddenly he heard a squeak."
(d) "He had to find him!"

3. Which of the following was a major character in the story?

(a) Ruben
(b) Ruben's dad
(c) Ruben's teacher
(d) Ruben's mom

Story Structure

Name: Answer Key Date: _____

Directions: Story structure means how the story is organized. The structure helps readers identify the characters, setting, theme, and main parts of the story. Read the passage. Answer the questions and then take the challenge!

The Birthday Surprise

Milo had been waiting to celebrate his birthday all year long. This year was a big year. Milo was finally hitting the double digits. He was going to be 10!

For months, Milo had been eyeing the newest coding game. Milo loved coding. He started learning coding at school and quickly became hooked. His teacher had even won a bunch of coding toys they used in their classroom. Now, it was Milo's birthday and he had been asking and asking for this game. He was sure he was going to get it.

The day came and went. They had a party, cake and ice cream, and they opened presents. But the coding game had yet to show up. Milo was extremely disappointed. He had gotten his hopes up and now he was let down. Milo enjoyed his day and was thankful for his birthday, but he had really wished that he gotten the game.



Milo was in the living room going through some of his presents. He really had gotten some great gifts!

"Hey, honey. How was your birthday? Did you get everything you wanted?" Milo's mom asked him.

"I did," Milo lied. He didn't want to seem ungrateful.

His mom smiled. "I'm glad. I forgot one thing though." She casually handed Milo the coding game.

Milo screamed with excitement. It was the best birthday surprise ever!

Write About It: Describe the plot of the story. Use evidence from the text to explain your answer.

The plot is about a boy named Milo. He really wanted a coding game for his birthday. In the story his mom said, "I forgot one thing though." In the end Milo got his game.

Challenge: Use the codes to identify evidence of story structure in the text.

blue — What Milo wanted for his birthday

red — Milo's feelings in paragraph 3

green — What happened at the end

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Multiple Choice:

Answer the following questions after reading:

1a. What is the climax of a story?
- a. The small details.
- b. The topic sentences.
- c. The highest point of tension.
- d. How the problem is solved.

1b. What evidence from the text best supports the answer you chose in 1a?
- a. "He was going to be 10!"
- b. "They had a party, cake and ice cream, and they opened presents…."
- c. "But the coding game had yet to show up.."
- d. "He had really gotten some great gifts."

2a. How is the problem in the story solved?
- a. Milo cries about his birthday
- b. Milo leaves the party
- c. Milo's mom surprises him
- d. Milo throws a tantrum

2b. What evidence from the text best supports the answer you chose in 2a?
- a. "Milo was disappointed
- b. "Wished he'd gotten the game…"
- c. "She casually handed Milo the coding game."
- d. "Thank you for my party."

3. What does story narrator mean?
- a. A main character.
- b. Who is telling the story.
- c. The dialogue in a story.
- d. A minor character.

Story Structure

Name: Answer Key Date: _____

Directions: Story structure means how the story is organized. The structure helps readers identify the characters, setting, theme, and main parts of the story. Read the passage. Answer the questions and then take the challenge!

The Kindest Gesture

The holiday season was Jessica's favorite. She loved the music, the cookies, and most of all, spending time with family. She had bought all of her presents early. She couldn't wait to give away all the presents to her family.

It was the last week of school before the holiday break. The halls were buzzing with kids sharing what they wanted as gifts and whether they thought they'd get their presents or not. This was always so exciting for Jessica. The kids wanted things like a new phone, an Xbox, or a laptop. Jessica was hoping for a phone case for her phone and a laptop bag for her laptop.

In the hustle of talking to her classmates, something grabbed Jessica's attention: it was Leo's request. Leo didn't want a new phone or the latest electronic device. Leo wanted a warm jacket and a new pair of shoes. Jessica new she had to do something about this.

Jessica went home and gathered all the remaining birthday money that she had. She looked in the cushions for coins, she went to the laundry room and found a few dollars that had fallen out of pockets. She had enough for Leo's gifts.



Jessica put her plan in action on Friday.

"Hey Leo! Can you come to my locker for a sec? I have something for you."

Leo's eyes lit up when he saw his gifts. Jessica realized that giving gifts felt way better than receiving them.

Write About It: Who was the main character in the story? Use evidence from the text to help explain your answer.

Jessica is the main character. The first sentence is, "The holiday season was Jessica's favorite." The rest of the story is about how Jessica helps Leo and gives him gifts.

Challenge: Use the codes to identify of story structure evidence in the text.

- blue: How Jessica felt about the holidays
- red: What gifts Leo wanted
- green: Where Jessica got her money

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Multiple Choice:

Answer the following questions after reading:

1a. Which word best describes Jessica?

(a) Confident
(b) Giving
(c) Stingy
(d) Impatient

1b. What does Jessica say or think to support your answer to 1a?

(a) "She loved the music"
(b) "Jessica knew she had to do something about this…"
(c) "Can you come to my locker for a sec?"
(d) "She looked in the cushions for coins…"

2a. What is the main idea of the story?

(a) Leo wants presents
(b) Jessica gives Leo a gift
(c) The holidays are fun
(d) Jessica is unkind

2b. What detail from the story best supports your answer to 2a?

(a) "Jessica went home…"
(b) " Hopefully she had enough…"
(c) "Leo's eyes lit up when he saw his gifts"
(d) "The next day at school."

3. What is the theme of the story?

(a) The holidays are fun.
(b) Giving is better than receiving
(c) Finding money is good
(d) Don't be mean