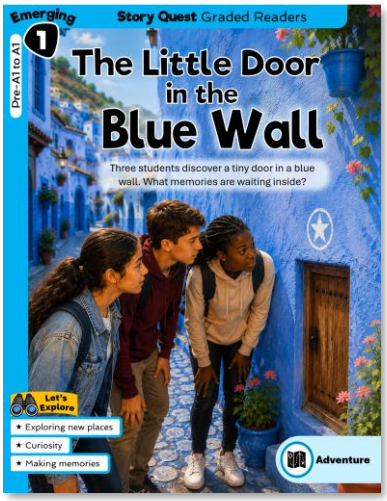
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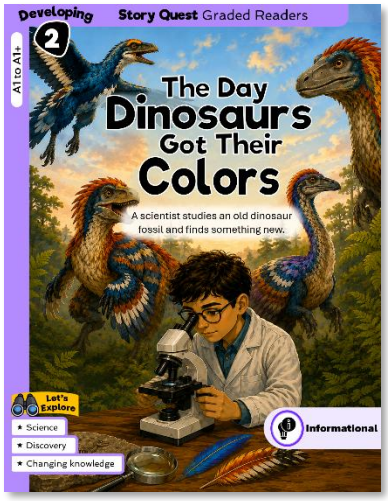
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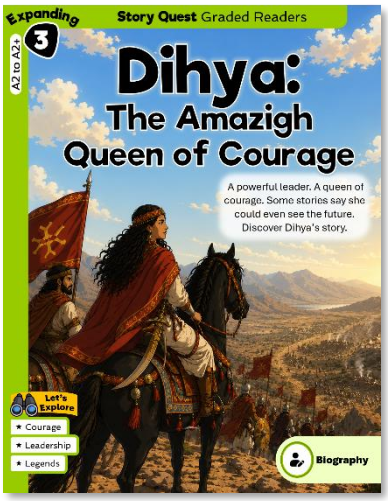
Ministry of National Education,
Preschool and Sports

Story Quest: Teacher Guide

Supplemental Graded Readers for English Spotlight











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Welcome to Story Quest!

Story Quest invites students to discover the joy of reading in English. The collection gives them opportunities to explore different genres, topics, characters, and ideas, and to discover what they most enjoy reading.

The name **Story Quest** reflects this idea: a quest is a journey of discovery, and each reader gives students something new to explore.

Story Quest is a supplementary resource that supports the National Middle School English Language Framework and complements the English Spotlight teaching and learning materials. It reflects the same learner-centered, communicative approach: students use English for meaningful purposes, encounter diverse perspectives and ideas, and make connections between what they read and their own lives and experiences.

Reading for pleasure is already an important part of English Spotlight. Each unit includes a Drop Everything and Read (DEAR) lesson, which focuses not on intensive text analysis or understanding every word, but on helping students read for enjoyment, meaning, curiosity, personal response, and connection. DEAR has become a popular feature of the materials, and teachers and students have expressed interest in having more stories and a wider range of reading choices.

Story Quest responds to that interest. The collection includes 19 graded readers across three levels and a variety of genres, giving students more opportunities to choose readers that match both their interests and their developing English. Students can explore different genres, discover what they like and do not like, select an easier story to build confidence and reading fluency, or challenge themselves with something new.

Most importantly, these graded readers are intended primarily for students' independent reading and enjoyment. They are designed so that students can read and engage with them without direct teacher or parent instruction. At the same time, teachers can draw on the collection during DEAR lessons, make a range of levels and genres available to students, or use individual readers with the whole class when appropriate.

The goal is simple: to help students read more, explore more, and develop a lasting enjoyment of reading in English.

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1. Choosing a Reader

The three **Story Quest** levels can help students choose a reader they can follow and enjoy:

1 **Emerging** Pre-A1 to early A1	2 **Developing** A1 to A1+	3 **Expanding** A2 to A2+

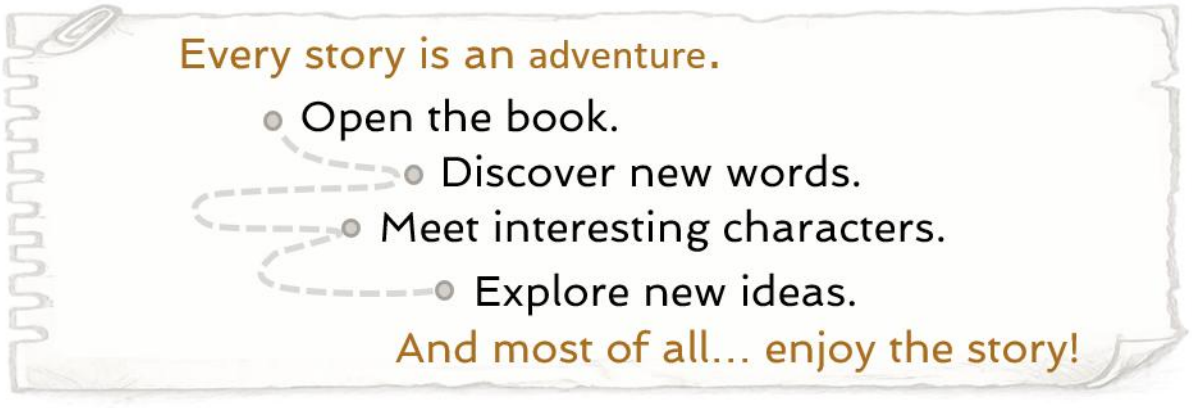
However, level is only one factor to consider when choosing what to read. Encourage students to also consider the title, cover, genre, hook, and themes and choose a reader that interests them.

The levels are a guide, not a fixed reading path. Students do not need to finish every reader at one level before moving to another book. A student may choose an easier reader because the topic appeals to them or because they want a quick, enjoyable read. They may also try a more challenging reader when the topic is familiar or especially interesting.

A useful question is:

Can I follow the story and enjoy it?

If a student needs to stop constantly to understand individual words, the reader may currently be too difficult for reading for pleasure. Encourage the student to try another story and return to the more challenging reader later.



2. Three Levels for Growing Readers

Story Quest's three levels help teachers and students find readers that are comfortable enough to enjoy while still offering room to grow. They are guides, not fixed labels for students. A learner may enjoy readers at more than one level depending on the topic, genre, familiarity of the language, and amount of visual support.

	Reader Level
1 **Emerging** Pre-A1 to early A1	These readers are designed for students who are beginning to read independently in English. Learners at this stage can recognize familiar words and very short phrases, especially when pictures and context support meaning. As they move into A1, they can begin to follow very short, simple texts, often one phrase or sentence at a time. There is some variation within Level 1. Some readers have shorter, simpler text, while others include more sentences or slightly longer sections for students who are ready for a little more challenge.

In Story Quest Level 1 readers, the relationship between text and illustration is especially strong. Pictures closely support nearly every sentence or section, helping students identify characters, actions, settings, and key ideas. Students can use the images, repeated language, familiar vocabulary, and simple story sequence to follow the overall meaning without understanding every word.

Students at this level can typically:

- Follow a short, straightforward storyline supported by clear visuals.
- Recognize familiar words, actions, and basic descriptions.
- Use pictures, other visual clues and context to construct meaning.
- Follow a simple sequence of events.
- Respond to simple comprehension questions and connect the story to their own experiences.

	Reader Level
2 **Developing** A1 to A1+	These readers are for students who can already understand short, simple texts and are becoming more comfortable following connected sentences and short narratives. Learners at this stage can identify the main purpose of a text, locate predictable information, and connect simple sentences about people, places, events, and familiar topics.

Story Quest Level 2 readers are longer and contain more developed characters, events, and ideas. Illustrations continue to provide strong support for important moments, but they do not represent every sentence. Students increasingly need to follow the text itself to understand how events connect and how a story develops.

Students at this level can typically:

- Follow the main events in a short graded reader.
- Understand the main idea and important details.
- Follow simple connections between events, including cause and effect.
- Use illustrations, context, and familiar language to infer the meaning of some unfamiliar words.
- Recognize how characters feel and why they respond in particular ways.
- Retell key events and express a simple personal response to the story.

	Reader Level
3 **Expanding** A2 to A2+	These readers are for students who can understand short, clear texts on familiar topics and are ready for longer narratives, richer language, and more detail. At A2, readers can usually follow the main point of simple stories and descriptions and find specific information. As they move toward A2+, they can follow the plot and key ideas of adapted stories with greater independence and understand more supporting detail.

Story Quest Level 3 readers still include illustrations to support key settings, characters, and events, but students increasingly construct meaning through the text itself. Stories may include more developed ideas, longer stretches of description, less familiar vocabulary, and themes that require readers to connect information across the text.

Students at this level can typically:

- Follow the plot and key ideas of a longer graded story or informational text.
- Understand main ideas and relevant supporting details.
- Understand relationships among events, problems, characters' choices, and consequences.
- Use context to understand some unfamiliar language without frequently interrupting their reading.
- Discuss characters, themes, ideas, and connections to their own lives or the wider world.

3. Explore Different Genres

Story Quest gives students opportunities to try different genres and discover what they enjoy.

Genre	
 **Adventure**	These stories take readers on exciting real or imagined journeys. Characters explore new places, face challenges, solve problems, and make discoveries along the way.
 **Biography**	These readers tell the true story of a real person's life. The people and events are real, though some events may be presented in a story-like way. Illustrations are created for the books and are not historical images.
 **Fantasy**	These stories invite readers into imagined worlds where magic and extraordinary creatures exist, and impossible events can happen.
 **Informational**	These readers explain interesting facts about people, places, events, nature, science, and history. Some use imagined stories or situations to help readers explore and understand real information.
 **Mystery**	These stories invite readers to follow clues, uncover secrets, and solve a puzzle alongside the characters.
 **Realistic Fiction**	These stories feature believable characters, settings, and events that could happen in everyday life.

Encourage students to explore different genres. A student who usually chooses adventure stories may discover that they also enjoy biographies, fantasy, science, or other types of reading.

4. What's Inside Each Reader?

Story Quest readers follow a familiar structure that supports students before, during, and after reading.

Get Ready!

Students use the cover, title, and illustrations to predict and receive support with a small number of useful words or phrases.

Enjoy the Story!

Students read an illustrated, level-appropriate story. **Audio is available for every Story Quest reader,** so students can listen while they read or listen separately.

Keep Exploring!

Check your Comprehension

A short comprehension check helps students confirm that they understood the main ideas and events.

Make Connections

Students respond personally or creatively and connect the reading to their own experiences, ideas, or the wider world.

Answer Key

Students can check their own work, supporting independent use of the readers.

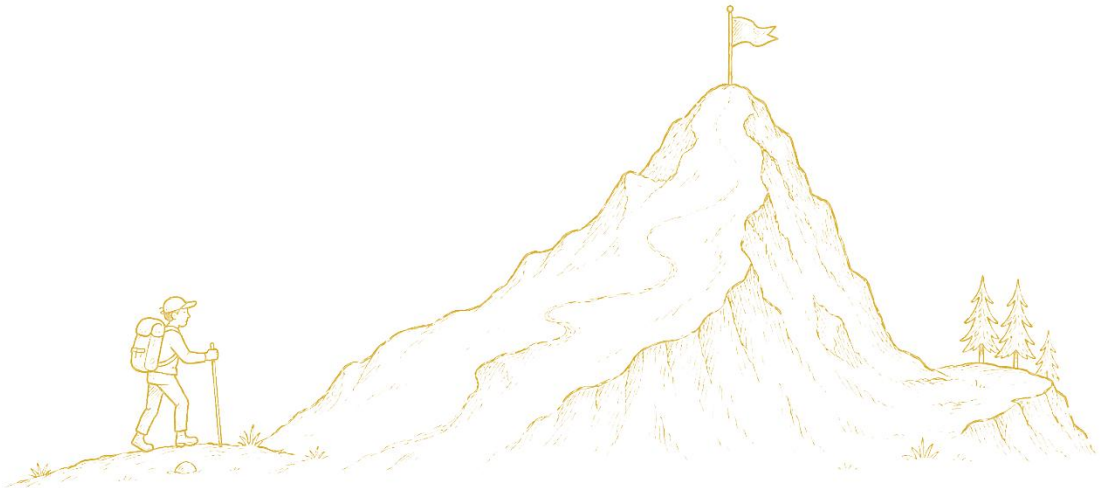
5. Keep Reading Pleasurable

Story Quest can support English development, but its primary purpose is to help students **read and enjoy reading**. Students do not need to understand every word or analyze every sentence.

Keep these principles in mind:

- **Give students choices.** Whenever possible, let them choose a title, genre, or level that interests them.
- **Encourage meaning before individual words.** Pictures, context, and the overall story can help students keep reading when some language is unfamiliar.
- **Use the audio flexibly.** Students may listen while reading, listen first, or listen again after reading. It is a support for access and enjoyment, not only a listening exercise.
- **Invite response, not constant analysis.** Ask what students liked, noticed, wondered about, or connected with.
- **Let reading lead to more reading.** Recommending a book to a friend or choosing the next story can be as valuable as completing another worksheet.

A successful reading experience may simply be a student finishing a story, enjoying it, talking about it, and wanting to read another one.



6. Introducing Story Quest Readers to Students

Before students begin using Story Quest independently, take a little class time to introduce the collection and explain how it works. Students do not need to have a reader open during this orientation. The goal is to make sure they know what Story Quest offers, where to find them, and how to use them independently when they have access to the internet and a device they can use to view them.

1. **Introduce the collection.** Explain that Story Quest is a set of readers for students to enjoy. It includes different levels, genres, topics, and characters. Students do not have to follow a set order or finish everything at one level before trying another. They can explore and choose something that interests them.

2. **Explain how to access Story Quest.** Show or share the link or other access information provided for the collection. Students can use a phone, tablet, computer, or other available device when they have internet access. Where printed copies are available, students can also use these.

3. **Orient students to one example.** You do not need a device for every student. If possible, display or show one example and point out the main features: the level and genre, Get Ready!, Enjoy the Story!, Keep Exploring!, the audio, and the Answer Key. If displaying one is not possible, briefly explain these features so students know what to expect.

4. **Model how to choose.** Show students how to choose by thinking aloud **as if you are a student**. Show two or three covers and titles and model your thinking: "Hmm. Which one interests me? I like the picture on this cover, so I want to try this one. What level is it? Let me look. I'll do the Get Ready! prediction and look at the key vocabulary. Now I'll try the first page. Can I tell what is happening or what this is about? Can I keep going without stopping for every word? Yes? I'll keep reading." If it is too difficult, model another choice: "This is hard for me right now. I'll try another one and come back to this later."

Students should try to choose something they will enjoy and that they can follow.

5 **Make the purpose clear.** Story Quest is for enjoyment. Students do not need to understand every word, translate every sentence, or complete everything at the same pace. Encourage them to use pictures, context, and audio to help them understand and keep going.

6 **Use students' stronger languages when helpful.** The orientation does not need to be entirely in English. Use Arabic or Amazigh when needed to make sure students understand how to access Story Quest, make choices, and use the different features independently.

7 **If students have access during class, let them explore.** They might look through the collection and select a few titles or covers that interest them. If this is not possible, that is fine. The important thing is that students know how to find Story Quest and what to do when they have access.

8 **Involve families.** Consider sending a short message to families explaining that Story Quest is available for students to use at home. Encourage parents and caregivers, where possible, to help their middle school children access the collection and give them time to enjoy English reading at home.



7. Optional Use of Story Quest in Class

Story Quest is designed primarily for students to enjoy independently, including at home or through extracurricular activities. Teachers do not need to use the readers during class. However, when printed copies are available, or when students have suitable access to devices and the internet, teachers may also use Story Quest for additional reading for enjoyment.

For example, teachers might use the collection during a DEAR lesson when the English Spotlight selection is not the best fit for a particular class, or when there is additional time for reading for enjoyment.

There are different ways to organize this:

Read one reader as a class. The teacher can select one that is appropriate and interesting for most students, or let the class choose from two or three options. Students can then read and enjoy it together.

Use small groups to differentiate. Teachers can group students according to their reading needs and offer each group two or three appropriate choices. Each group chooses one and reads it together. This allows students at different levels to work with material they can follow and enjoy.

As students read, the teacher can move between groups, monitor, and provide support when needed. Afterward, bring the class back together and invite groups to talk about their choices: Which reader did you choose? Did you enjoy it? What was your favorite part? Would you recommend it to another group? Students do not need to have read the same thing to talk together as readers.

Teachers can also:

- Let students read independently when access allows.
- Let students listen to the audio while reading or read silently.
- Pair or regroup students afterward to share what they read.
- Encourage students who enjoyed a selection to continue exploring Story Quest independently outside class.

8. Story Quest Collection at a Glance

Title	Level	Genre	Hook / Focus	Themes
A New Friend	1 Emerging	Realistic Fiction	A new student arrives. Can two very different students become friends?	Friendship • Kindness • Belonging
Animals That Sleep All Winter	1 Emerging	Informational	Which animals rest all winter? Read and find out!	Amazing animals • Winter • Nature
The Last Goal	1 Emerging	Realistic Fiction	One game. One last goal. Why does it matter?	Football • Teamwork • Determination
The Little Door in the Blue Wall	1 Emerging	Adventure	There is a little door in the blue wall. What is behind it?	Curiosity • Adventure • Discovery
The Magic Mirror	1 Emerging	Fantasy	What happens when a girl looks into a very unusual mirror?	Self-confidence • Identity • Kindness
Tiziri's Magic	1 Emerging	Fantasy	Tiziri finds something magical. What will happen?	Imagination • Magic • Discovery
Around the World in 8 Posts	2 Developing	Adventure	The world is waiting. Where will the next post take you?	Exploring the world • Trying new things • Different cultures
A Small Light for the Library	2 Developing	Realistic Fiction	The library has a problem. Can one small idea make a difference?	Community • Teamwork • Creativity
One Kind Comment	2 Developing	Realistic Fiction	One comment can change someone's day. But what happens next?	Kindness • Words • Empathy

The Day Dinosaurs Got Their Colors	2 Developing	Informational	A scientist studies an old dinosaur fossil and finds something new.	Science • Discovery • Changing knowledge
The Girl Who Found Words	2 Developing	Biography	Helen cannot see or hear. How will she find words?	Communication • Learning • Perseverance
The Old Map of Volubilis	2 Developing	Adventure	An old map. An ancient city. What will they discover?	History • Discovery • Morocco
The Proud Phone and the Quiet Book	2 Developing	Fantasy	One phone. One old book. Which knows more?	Books & technology • Learning from others • Curiosity
Beyond the Screen	3 Expanding	Realistic Fiction	What happens when life beyond the screen becomes more important?	Technology • Balance • Relationships
Dihya: The Amazigh Queen of Courage	3 Expanding	Biography	A powerful leader must defend her people. What will Dihya do?	Courage • Leadership • Legends
Ibn al-Baytar: The Plant Hunter of Al-Andalus	3 Expanding	Biography	Two plants can look almost the same. How can Ibn al-Baytar know which one is safe?	Science • Observation • Discovery
The Fog Collectors	3 Expanding	Informational	They want to catch water from the air. Can they figure out how?	Science • Discovery • Engineering Design
The Knight and the Windmill	3 Expanding	Adventure	A boy wants to be a brave knight. But is that really a giant in the mist?	Imagination • Courage • Friendship
Thinking Like a Mechanic	3 Expanding	Realistic Fiction	Amina isn't a mechanic. But when her plans suddenly fall apart, she may need to start thinking like one.	Teamwork • Family • Problem-solving

9. Reader Descriptions

Level 1 Emerging

Pre-A1 to Early A1

These readers use simple vocabulary, short sentences, and helpful pictures. Visuals closely support the meaning of nearly every sentence or short section, helping beginning readers follow the story and enjoy reading even when some English is unfamiliar.

A New Friend

Hook: Sara is shy. It is her first day at school. Will she make a new friend?

Genre: Realistic Fiction **Themes:** Making friends • School life • Being kind

Sara is nervous on her first day at school, but a small act of kindness helps a new friendship begin. The familiar school setting and simple storyline make this an accessible choice for students beginning to read stories independently in English.

Animals That Sleep All Winter

Hook: Which animals rest all winter? Read and find out!

Genre: Informational **Themes:** Amazing animals • Winter • Nature

Students discover how bears, hedgehogs, snails, and bats survive winter. Short sections and clear explanations make this an inviting first experience with informational reading in English.

The Last Goal

Hook: Only two minutes are left. Can the Atlas Stars score one last goal?

Genre: Realistic Fiction **Themes:** Teamwork • Sportsmanship • Not giving up

The Atlas Stars have only two minutes left in a tied football match. This fast-moving story follows the young players as they work together for one final chance to score, making it an appealing choice for students who enjoy sports and action.

The Little Door in the Blue Wall

Hook: Three students discover a tiny door in a blue wall. What memories are waiting inside?

Genre: Adventure **Themes:** Exploring new places • Curiosity • Making memories

Three students exploring Chefchaouen discover a tiny door leading to a room filled with maps, photographs, postcards, and messages from visitors around the world. The mystery of what lies behind the door gives beginning readers a reason to keep reading.

The Magic Mirror

Hook: Hiba finds a magic mirror. What will it show about her future?

Genre: Fantasy **Themes:** Dreams • Growing up • Future possibilities

Hiba wonders what she will be when she grows up. A magic mirror shows her several possible futures and helps her discover that she does not need to have all the answers yet. The story connects an imaginative premise with questions young people may have about their own futures.

Tiziri's Magic

Hook: Tiziri finds a magic pencil. Then strange things begin to happen.

Genre: Fantasy **Themes:** Imagination • Curiosity • Family

Tiziri discovers that whatever she draws with a mysterious blue pencil appears the next day. A playful fantasy with a clear sequence of surprising events, it gives beginning readers a story they can predict and enjoy.

Level 2 Developing

A1 to A1+

These readers have longer stories, new words, and more complex characters and events to discover. Illustrations continue to provide strong support for characters, settings, actions, and important events, while students increasingly use the text itself to build meaning.

Around the World in 8 Posts

Hook: The world is waiting. Where will the next post take you?

Genre: Adventure **Themes:** Exploring the world • Trying new things • Different cultures

Maya and Sami accept an eight-day challenge to travel around the world, sharing a post from each stop. Their fast-moving journey introduces readers to different cities, foods, languages, and cultures before ending with a surprising lesson about time zones.

A Small Light for the Library

Hook: A dark library corner. A bright idea. Can the students make a change?

Genre: Realistic Fiction **Themes:** Teamwork • Clean energy • Solving problems

Students notice that a dark library corner is keeping students away and work together to find a practical solution. The familiar school setting combines teamwork, recycling, and solar energy in a story about young people taking action to improve their environment.

One Kind Comment

Hook: Nora remembers her classmate's kind actions. What happens when her quiet voice speaks up?

Genre: Realistic Fiction **Themes:** Social media • Kindness • Friendship

Nora is usually quiet in her class group chat, but a Kindness Day challenge inspires her to write a sincere message about a classmate. The familiar world of school friendships and social media provides an accessible story about the difference thoughtful words can make.

The Day Dinosaurs Got their Colors

Hook: A scientist studies an old dinosaur fossil and finds something new.

Genre: Informational **Themes:** Science • Discovery • Changing knowledge

Students discover how scientists used evidence preserved in fossils to learn that some dinosaurs were much more colorful than people once imagined. The reader shows how scientific knowledge can change when people observe carefully and discover new evidence.

The Girl Who Found Words

Hook: Helen cannot see or hear. How will she find words?

Genre: Biography **Themes:** Communication • Learning • Not giving up

This biography introduces students to young Helen Keller and the breakthrough that helped her understand that objects have names. Through her work with Annie Sullivan, readers see Helen discover communication and begin a lifelong journey of learning.

The Old Map of Volubilis

Hook: An old map leads Sami and Noor on an adventure through history.

Genre: Adventure **Themes:** Exploring Morocco • History • Solving problems

Said and Noor visit Volubilis with their grandfather and discover that an old family map can still help them find their way. The Moroccan setting, family connection, and moment of getting lost turn an encounter with history into an accessible adventure.

The Proud Phone and the Quiet Book

Hook: One phone. One old book. Which knows more?

Genre: Fantasy **Themes:** Books and technology • Learning from others • Curiosity

A proud phone believes it can find every answer until there is no internet connection and an old book comes to the rescue. This light fantasy explores books, technology, curiosity, and the knowledge that people collect and share over time.

Level 3 Expanding

A2 to A2+

These readers have longer stories, more detail, and richer language to explore. Illustrations support key characters, settings, and main events, but students increasingly follow ideas, relationships, and developments through the text itself.

Beyond the Screen

Hook: Rayan begins to question his screen habits after surprising challenges from school and home.

Genre: Realistic Fiction **Themes:** Digital balance • Mindfulness • Family • Friendship

A school activity and a challenge from his grandmother lead Rayan to take a closer look at his screen habits. As he experiments with small changes, he begins rediscovering the pleasure of connecting with people, enjoying other activities, and paying attention to the world beyond his phone.

Dihya: The Amazigh Queen of Courage

Hook: Dihya was a powerful leader. Some say she could even see the future. History or legend? Read her story and decide.

Genre: Biography **Themes:** Courage • Leadership • Legends

This biography introduces Dihya, the Amazigh leader remembered for her courage and leadership in North Africa more than 1,300 years ago. It also invites students to consider how historical accounts and legends can become intertwined as stories are passed from one generation to another.

Ibn al-Baytar: The Plant Hunter of Al-Andalus

Hook: Two plants can look almost the same. How can Ibn al-Baytar know which one is safe?

Genre: Biography **Themes:** Exploration & discovery • Plants & medicine • Knowledge that lasts

Students meet Ibn al-Baytar, whose careful observation, travel, and study helped expand knowledge about plants and medicine more than 800 years ago. His story shows how asking questions, comparing evidence, and recording observations can build knowledge that lasts across generations.

The Fog Collectors

Hook: They want to catch water from the air. Can they figure out how?

Genre: Informational **Themes:** Science • Discovery • Engineering Design

Three cousins notice drops of water on a spiderweb and wonder whether they can collect water from fog themselves. They build a simple collector, test it, notice problems, make improvements, and try again, making the engineering design process concrete through an engaging story.

The Knight and the Windmill

Hook: A boy wants to be a brave knight. But is that really a giant in the mist?

Genre: Adventure **Themes:** Friendship • Imagination • Love of stories

David loves stories about knights so much that he decides to become one himself. Armed with a cooking-pot helmet and a broom, he sets off with his friend Adam and mistakes a windmill for a giant. The result is a humorous adventure about imagination, friendship, and seeing things clearly.

Thinking Like a Mechanic

Hook: Amina isn't a mechanic. But when her plans suddenly fall apart, she may need to start thinking like one.

Genre: Realistic Fiction **Themes:** Teamwork • Problem-solving • Family

Amina learns from her mechanic father that solving a problem means listening carefully, figuring out what is wrong, and continuing to look for a solution. When her own school project suddenly goes wrong, she discovers that "thinking like a mechanic" can be useful far beyond repairing cars.