

FICTION

4<sup>TH</sup> & 5<sup>TH</sup> GRADE

RL.4.2 / 5.2

# THEME



stories, plays,  
& poems

TRUSTED BY OVER  
**3,000**  
TEACHERS

Name: Julie B. Date: 2/2

### Brittany Breaking Barriers

Theme

Brittany had made a final decision; she was going for it. After contemplating what her friends and teachers would think, she decided she had one life to live, and she was going to try everything that interested her at least once. After a bit of convincing, her parents understood, and even admired, Brittany's desire to do something that not many other young women her age could, or would even want to do.

With the support of her parents and older brother, she went to college for a sports and medical science degree. She was an online about food to eat to help increase your favorite role model, Tom Brady's favorite health magazine. She had Fred weights,

Name: Julie B. Date: 2/2

### Preparing for Winter

Characters: Nutty, Wally, Sandy Cheeks (SC)

SCENE I: COUNTRY FOREST, DAY TIME

(Two squirrels are leisurely playing checkers on a cloudy fall day, while a third is lounging and reading her book. All three squirrels are quite tranquil as they peacefully participate in their activities.)

Nutty: There's quite a chill in the air today, so we really ought to start looking for a few nuts to prepare for winter.

Sandy Cheeks: (Without even glancing up from her book.) It's only October 14<sup>th</sup>, which means we have at least a month to gather food! (Waving her hand to emphasize her dismissal of the thought.) We'll start first thing tomorrow morning.

Wally: I mean we could start as soon as I finish beating Nutty since that's inevitable in this game is going to end.

Nutty: First of all, Wally, there's no way it's going to... (Suddenly the breeze picks up, and snow starts flying around as far as the eye can see.) Nutty jumps up, scattering checker pieces everywhere, and starts running around while the other two remain.

Nutty: (Continuing to run with his hands in the fur on the top of his head.) What are we going to do?! What are we going to do?! What are we going to do?!

Sandy Cheeks: Okay, everybody calm down and plan this out logically.

Wally: Sandy is right. Let's all run away to Florida!

Name: Julie B. Date: 2/2

### Social Media

Theme

Facebook, Instagram, Twitter, Snapchat, Social media is where it's at.

Voice your opinion,  
Post your pie,  
It's available to the world with just one click.

Just remember before you click "done,"  
What you want to share today,  
Will not go away.

College applications, job interviews, adult life,  
All of your posts can come back  
to give you a whole lot of strife.

So when you're happy,  
When you're proud,  
Go ahead, post it nice and loud.

When you're upset with your parents,  
When you're angry with your friends,  
Social media should certainly not be the way.  
You go about saying what you think you need to say.

For when you're no longer upset or angry,  
The words and pictures you posted,  
Are still there for the world to see,  
Even if you delete them.

"I can always just go to delete," you say,  
It doesn't matter,  
Your post is there to stay.

So while social media is certainly entertaining,  
This is no host,  
Watch what you post,  
Think before you post.



# WHAT'S INSIDE?

**PRINTABLE** PDFs and **DIGITAL** Google Slides covering the 4<sup>th</sup> and 5<sup>th</sup> grade text complexity band with Certified Lexile Levels.

**THEME IN STORIES, PLAYS & POEMS**

4<sup>th</sup> & 5<sup>th</sup>

1020L Theme Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Brittany Breaking Barriers

Brittany had made a final decision; she was going for it. After contemplating what her friends and teachers would think, she decided that she had only one life to live, and she was going to try everything that interested her at least once. After a bit of convincing, her parents understood, and even admired, Brittany's desire to do something that not many other young women her age could, or would even want, to do.

With the support of her parents and older brother Jon, who was attending college for a sports and medical science degree, Brittany got to work. She did ample research online about foods to eat to help increase her muscle mass, as well as the regiments that her favorite role model, Tom Brady, followed. In addition to the information she gathered online and from health magazines Brittany worked out with Jon two hours a day, six days a week. They lifted weights, went on jogs, and worked to cut down the time of her forty-yard dash.

Initially, Brittany hadn't told too many people of her plans to try out for the high school football team. However, after what seemed like no time at all, people started to notice that Brittany's arms were growing. She was quite slim before this transition had started in January. With the warmth, tank tops, and shorts that the June weather was now bringing, everyone around the school was starting to buzz. They knew that Brittany had an immense love for football. She called the plays on the screen every Sunday before they were even run, but she wouldn't actually try out for the team. Would she?

Over the course of the summer, Brittany continued to work hard. She got a job working at a gym, signing people in, cleaning the machines, and other odd jobs that needed to be taken care of. She was able to get an abundance of tips from patrons, nutritionists, and personal trainers that worked there. While Brittany's parents thought

### Football Tryouts Today

Table of Contents

- 1. Theme of Stories & Plays Anchor Chart/Journal
- 2. Uncovered- 710L
- 3. The Scorching Paint Job- 780L
- 4. Summer Holiday- 850L
- 5. Brittany Breaking Barriers- 1020L
- 6. Preparing for Winter (Play)
- 7. The Group Project (Play)
- 8. Sports Day (Play)
- 9. The Big Parade (Play)
- 10. Theme of Poems Anchor Chart/Journal P
- 11. Alone (Poem)
- 12. Social Media (Poem)
- 13. Thoughts by Sara Teasdale (Poem)
- 14. The Grass by Emily Dickinson (Poem)
- 15. Test
  - An Unexpected Adventure- 86
  - Immigrant (Poem)

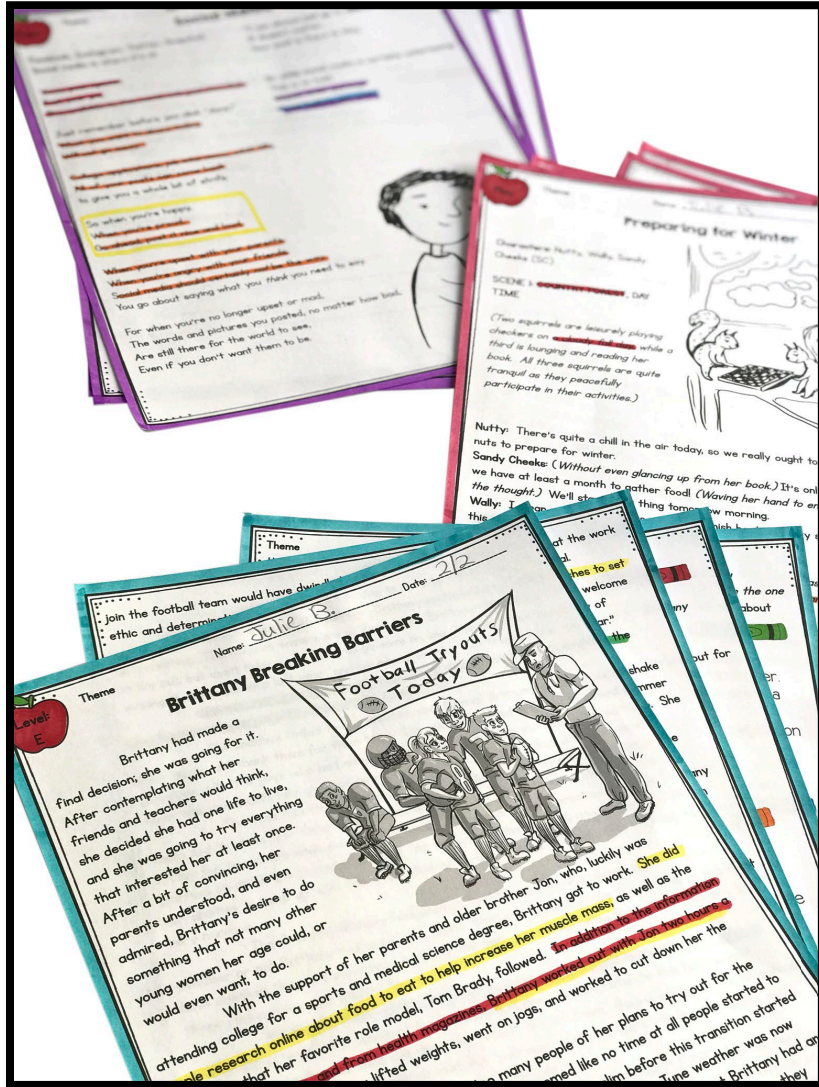
The Google Slides are available [CLICK HERE TO](#) a copy. You MUST have a need help setting up.

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

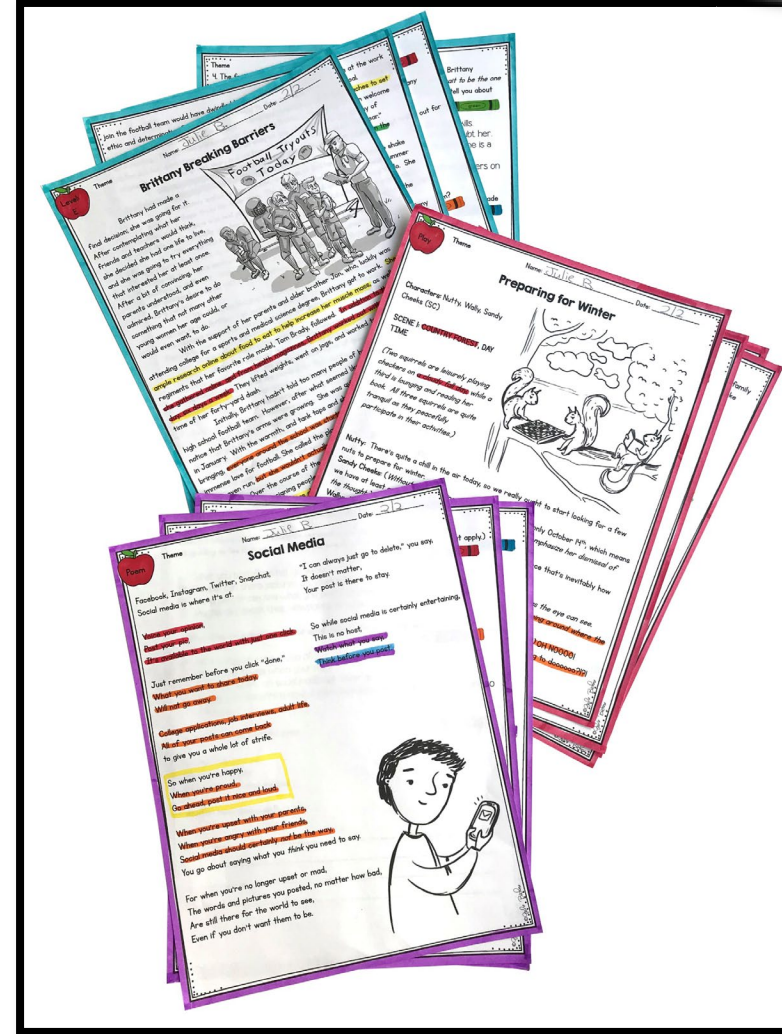
Printable and Google Slides Included



# 10 FICTION PASSAGES



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



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



# ANCHOR CHARTS

- 2 Anchor charts
  - Theme in Stories & Plays
  - Theme in Poetry
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference

**Theme of Stories & Plays**

The **theme** is the message, or lesson that the author wants the reader to learn. Often times the reader needs to infer the theme. You can infer the theme by using the details in the story. Pay attention to what the characters say and do and what happens to them as a result. By the end of the story, the main character may learn a lesson about people, life, or society.

**To determine the theme of a story ask yourself:**

1. How do the characters feel in the beginning of the story?
2. What major events effect the character throughout the story?
3. How do these events change the way the main character thinks and feels?
4. What lesson did the main character learn? Think of large life lessons such as honesty, integrity, strength, and kindness.

How does the boy feel about the dog in \_\_\_\_\_ after he pets him?  
is glad he \_\_\_\_\_  
\_\_\_\_\_

**Theme of Poems**

The **theme** is the message, or lesson that the author wants the reader to learn. Often times the reader needs to infer the theme. You can infer the theme by using the details in the poem.

**To determine the theme of a poem:**

1. Read the poem and visualize.
2. Ask yourself: What is happening in this poem? Summarize the poem in your own words.
3. How does the author use words and phrases to create a mood or feeling?
4. How are other elements of poetry, such as rhythm and rhyme, used to create a mood or feeling?
5. Ask Yourself: What lesson or message did the author want to teach me? Think of large life lessons such as honesty, integrity, strength, and kindness.

**Hope is the Thing with Feathers** by Emily Dickinson

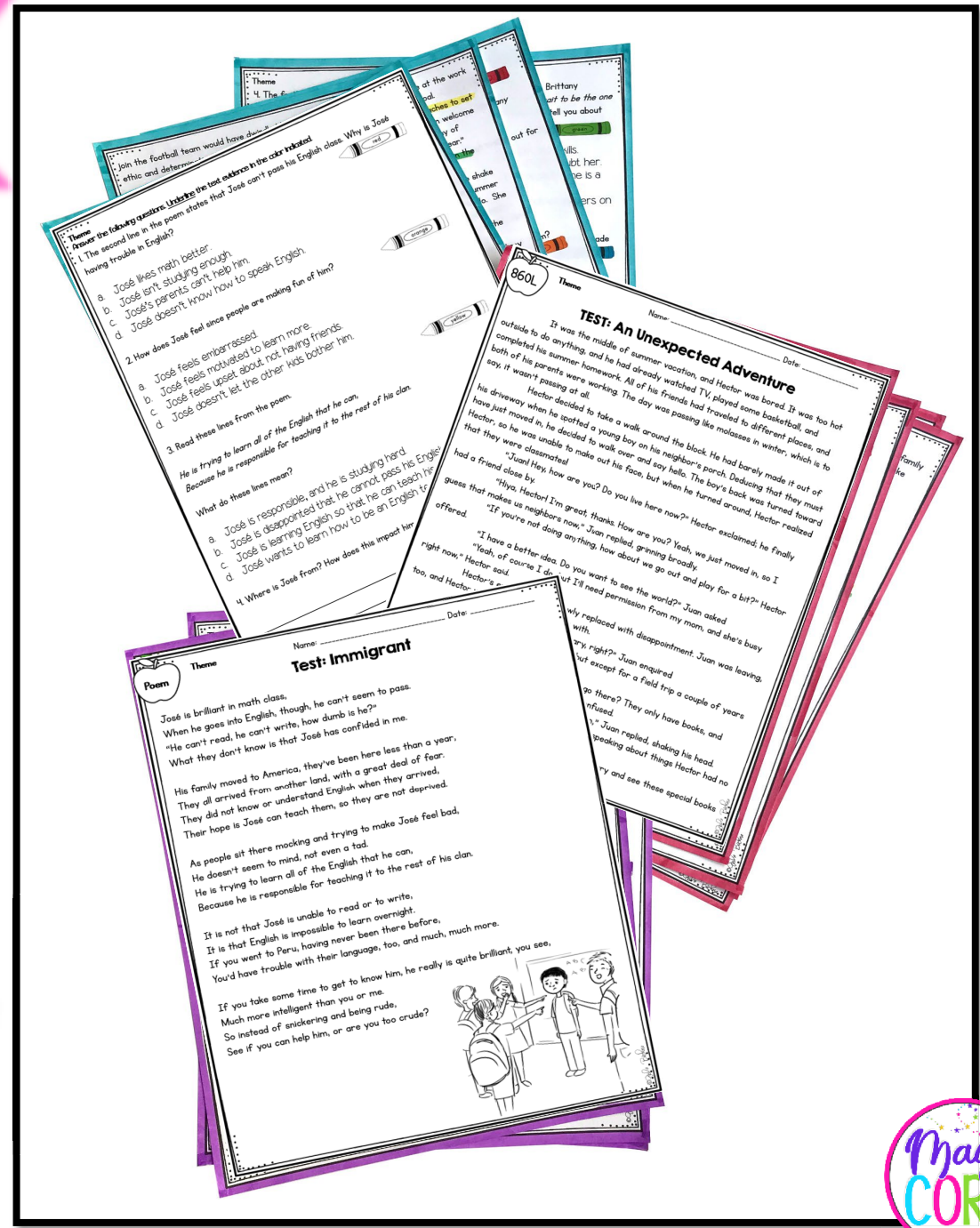
"Hope" is the thing with feathers-  
perches in the soul-  
sings the tune without the words-  
never stops- at all-

Topic of the Poem	What is the mood?	What is the theme?
_____	-hopeful -thoughtful	There is always h

**Mag CORE**

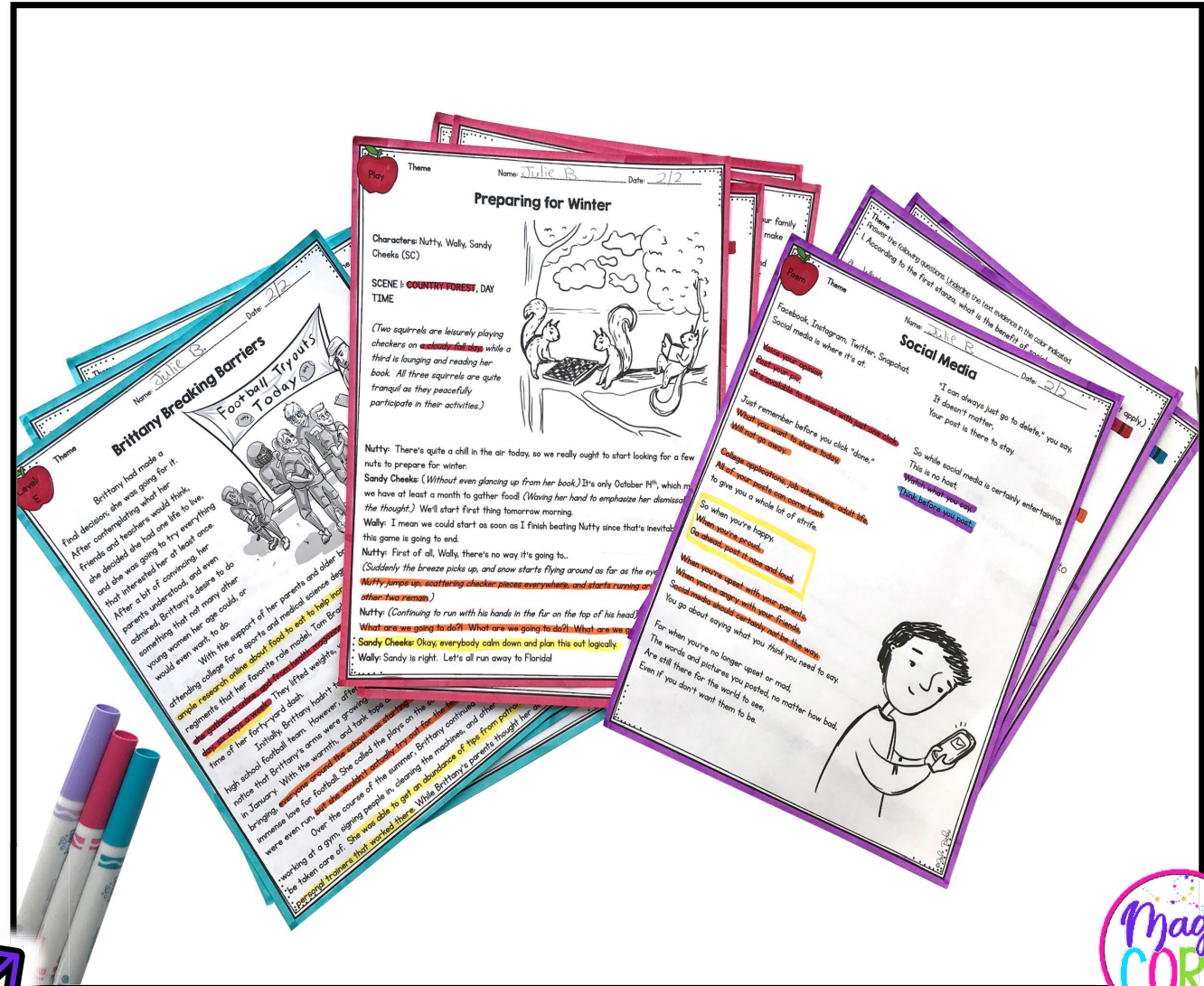
# ASSESSMENTS

- Same format as practice
- Two 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
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 3,000 teachers... and counting!... To help students grow their reading skill



# 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 exposed 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.

**ABOUT LEXILE LEVELS**

**CERTIFIED LEXILE PARTNER**

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.

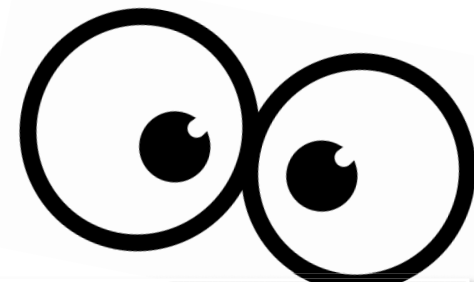
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for 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 that students are college and career ready by the end of 12<sup>th</sup> 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	190L-530L
2-3	420L-820L
4-5	740L-1140L
6-8	1060L-1460L

Keep in mind when using any leveled text that must support to reach text at the high end of their grade level. Common Core Standards, "It is important to reach students at an appropriate. The expectation that scaffolding built into the Standards' grade-by-grade text complexity general movement, however, should be toward student independence both within and across the text complexity bands."

# TAKE A PEEK



## THEME IN STORIES, PLAYS & POEMS

4th & 5th grade

### Table of Contents

\*This product includes four stories, four plays, and four poems. The stories are Lexile® leveled and in the 4<sup>th</sup>-5<sup>th</sup> Grade Common Core Text Complexity Band (the range for 4<sup>th</sup>-5<sup>th</sup> grade is 740-1010).

- I. Theme of Stories & Plays Anchor Chart/Journal Page
2. Uncovered- 710L
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14. The Grass by Emily Dickinson (Poem)
15. Test
  - An Unexpected Adventure- 860L
  - Immigrant (Poem)

The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

[CLICK HERE](#) TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.

\* You MUST have a Google account in order to access this resource. [Click HERE](#) if you need help setting up a Google account.



## ABOUT LEXILE LEVELS



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K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

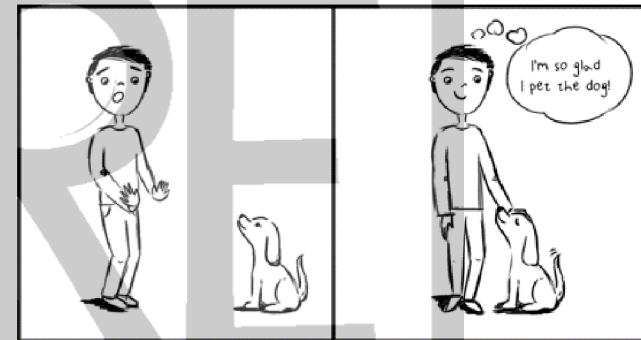
Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding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

## Theme of Stories & Plays

The **theme** is the message or lesson that the author wants the reader to learn. Oftentimes, the reader needs to infer the theme. You can infer the theme by using the details in the story. Pay attention to what the characters say and do and what happens to them as a result. By the end of the story, the main character may learn a lesson about people, life, or society.

To determine the theme of a story, ask yourself:

1. How do the characters feel in the beginning of the story?
2. What major events affect the character throughout the story?
3. How do these events change the way the main character thinks and feels?
4. What lesson did the main character learn? Think of large life lessons such as honesty, integrity, strength, and kindness.



How does the boy feel about the dog in the first illustration?

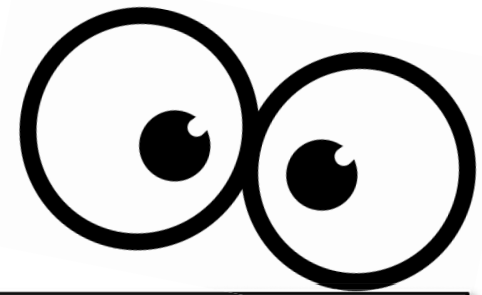
How does the boy feel about the dog after he pets him?

What life lesson did the boy learn?

©2015 Barbara



# AND ANOTHER PEEK



780L

Theme

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Scorching Paint Job

As Linda sat on her deck sipping an ice cold glass of water after a long day at work, she realized that it had become inevitable. Even though she had painted just a couple of years prior, the deck needed to be repainted. Maybe not in its entirety, but at least the floor of it had to be painted.

"Okay," Linda thought, "maybe I can just paint the floor of the deck and not every single spindle." Linda remembered how painstakingly long it had taken to paint the four sides of each and every piece of wood going around the outside of the deck the last time it was done. "Let me call Dad and see what he thinks."

After a brief discussion about how his week was going, Dad told Linda that he thought that just painting the floor and top railing of the deck was a great idea and would look fine without each spindle being painted. Not only did he tell her that he thought it would be acceptable, but he also said that he would take a day off from work to come help Linda get the painting done in half the time.

Tuesday evening was finally here, and Dad arrived at Linda's house with a pizza for dinner. After a relaxing evening of pizza, ice cream, and a movie, Linda and Dad went to bed. It had been extremely hot and humid outside and was supposed to continue to be that way for the rest of the week. They planned to get up bright and early to get the deck painted before the scorching summer sun was beating down on it.

Wednesday morning arrived. Linda silenced her alarm on her phone and sleepily rubbed her eyes. "Who wakes up early on their first day of vacation?!" Linda thought. "Oh, right, my awesome Dad who's doing it to help me out." With that thought, she stretched and got out of bed. When she made her way downstairs, Linda saw that Dad was already at the kitchen table reading the newspaper.



"Morning!" Linda exclaimed cheerfully. "How did you sleep? Are you ready to get to work?" "I slept great, thank you," replied Dad, "and I'm ready, but your deck certainly isn't."

Linda walked over to the slider that led to the deck and looked out the window. "Aww, mannnn," sighed Linda. "The morning dew is all over the deck. Now what do we do?"

"We're going to have to wait for it to dry. Hopefully, it will dry quickly," Dad said. Linda and Dad went to the local coffee shop for coffee and bagels.

Afterward, they went home to check the deck. It still wasn't dry, so they decided to take a walk at a nearby park. Upon returning home, they checked the deck again. Nope, it still couldn't be painted. They decided to visit the animals at a nearby farm. They stopped at a hot dog stand on their way home to grab some lunch. By the time they arrived home this time, it was nearly 1:30, and the sun was *beaming down*. Linda was sweating just from walking around the shaded area of the animals when they were at the farm, even when exerting a minimum amount of energy. She couldn't imagine what it would be like to work on the deck that didn't have an ounce of shade on it. Secretly hoping that the deck would still be wet, Linda and Dad went to the back yard to check. It was dry.

"Oh, no," thought Linda, knowing full well what Dad's answer would be to her question.

"Well, now what do we do?" questioned Linda, *hoping* that Dad might say that they would paint the deck another time, but knowing that there was a slim chance of that happening. "What do you mean, 'Now what do we do?' We paint!" Dad exclaimed.

"It's so hot," whined Linda.

"You won't melt, Linda. Slap on some sunscreen, and let's get this over with," said Dad.

With that being said, Linda and Dad got to work painting the deck. Boy, was it *hot*. Linda and Dad were both drenched in sweat and exhausted, but they kept working hard and gave the deck a fresh coat. After a couple of hours and what felt like twenty glasses of water for each of them, their mission was complete. Linda couldn't believe it. Scorching hot or not, the deck looked incredible. As Dad had stated earlier, they didn't melt, and the work really wasn't as bad as she had built it up to be. In fact, completing their task in the basking sun made her feel even more accomplished.

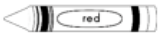
"Thanks for all your help with this, Dad. It looks great, and I certainly wouldn't have done it if you weren't here," Linda said.

"My pleasure!" replied Dad. "It came out really nice." Linda and Dad went to clean up their painting supplies.

Theme

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

1. Read the following sentences from paragraph two of the story.



"Okay," Linda thought. "Maybe I can just paint the floor of the deck and not every single spindle."

Based on these sentences, what can you infer about Linda at the beginning of the story?

- a. Linda is determined to make her deck look great.
- b. Linda is independent because she paints the deck by herself.
- c. Linda is a hard worker because she will paint her deck twice.
- d. Linda is kind of lazy and doesn't really want to paint the deck.

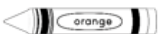
Find another piece of text evidence that supports your answer above.

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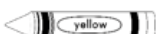
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2. What caused Linda and her father to delay painting the deck?



- a. It was too hot.
- b. Linda slept in too late.
- c. The deck was wet from dew.
- d. Linda and Dad wanted to get coffee.

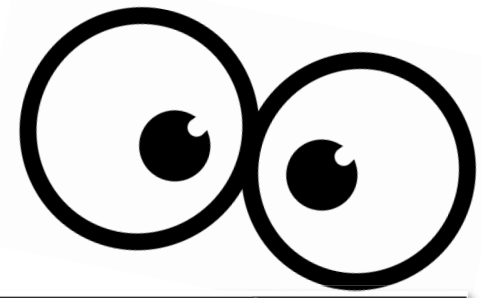
3. Why did Linda hope that the deck would still be wet when they returned from the farm?



- a. Linda was too tired to paint.
- b. Linda thought that it was too hot to paint.
- c. Linda wanted her dad to do the painting.
- d. Linda was having fun with her dad, and she wanted to enjoy the day.

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# CHECK THIS OUT TOO!



**Poem** Theme \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Thoughts by Sara Teasdale

When I am all alone  
 Envy me most,  
 Then my thoughts flutter round me  
 In a glimmering host;

Some dressed in silver,  
 Some dressed in white,  
 Each like a taper  
 Blossoming light;


Most of them merry,  
 Some of them grave,  
 Each of them lithe  
 As willows that wave;

Some bearing violets,  
 Some bearing bay,  
 One with a burning rose  
 Hidden away—

When I am all alone  
 Envy me then,  
 For I have better friends  
 Than women and men.

**Theme** \_\_\_\_\_

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

1. How does Sara Teasdale feel about being alone? 


a. Sara likes to be alone to think.  
 b. Sara thinks that it is gloomy to be alone.  
 c. Sara gets lonely without other people.  
 d. Sara wishes that she could spend more time with friends.

Find another piece of evidence in the poem that supports your answer above.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What kind of thoughts does Sara describe in her poem? 


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


3. Read these lines from stanza 2 of the poem.

*Some dressed in silver,  
 Some dressed in white,  
 Each like a taper  
 Blossoming light;*

What do these lines mean? 

a. Sara is describing what she likes to wear.  
 b. Sara is describing her pleasant thoughts that give her hope.  
 c. Sara is describing how she feels when she is with other people.  
 d. Sara is describing what she thinks about the colors silver and white.


**Theme** \_\_\_\_\_

4. Read the last stanza of the poem. What is the meaning of this stanza? 

a. Sara enjoys spending time with nature.  
 b. Sara prefers to be alone with her thoughts.  
 c. Sara wishes that she could have merrier thoughts.  
 d. Sara is jealous of people who have more friends.

5. Fill in the chart below. Then use the chart to answer the question.

Main idea of the poem	What is the mood?

What is the theme of this poem? Include at least two details from the chart above to support your explanation. 

\_\_\_\_\_

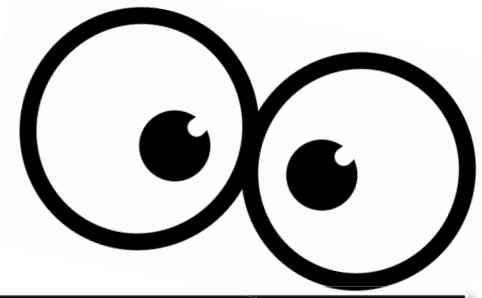
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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# UPGRADE THEIR SKILLS!



**Poem**      Theme \_\_\_\_\_      Name: \_\_\_\_\_      Date: \_\_\_\_\_

## Test: Immigrant

José is brilliant in math class,  
When he goes into English, though, he can't seem to pass.  
"He can't read, he can't write, how dumb is he?"  
What they don't know is that José has confided in me.


His family moved to America, they've been here less than a year,  
They all arrived from another land, with a great deal of fear.  
They did not know or understand English when they arrived,  
Their hope is José can teach them, so they are not deprived.

As people sit there mocking and trying to make José feel bad,  
He doesn't seem to mind, not even a tad.  
He is trying to learn all of the English that he can,  
Because he is responsible for teaching it to the rest of his clan.


It is not that José is unable to read or to write,  
It is that English is impossible to learn overnight.  
If you went to Peru, having never been there before,  
You'd have trouble with their language, too, and much, much more.

If you take some time to get to know him, he really is quite brilliant, you see,  
Much more intelligent than you or me.  
So instead of snickering and being rude,  
See if you can help him, or are you too crude?

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

1. The second line in the poem states that José can't pass his English class. Why is José having trouble in English? 


- José likes math better.
- José isn't studying enough.
- José's parents can't help him.
- José doesn't know how to speak English.

2. How does José feel since people are making fun of him? 


- José feels embarrassed.
- José feels motivated to learn more.
- José feels upset about not having friends.
- José doesn't let the other kids bother him.

3. Read these lines from the poem.


*He is trying to learn all of the English that he can,  
Because he is responsible for teaching it to the rest of his clan.*


What do these lines mean? 

- José is responsible, and he is studying hard.
- José is disappointed that he cannot pass his English class.
- José is learning English so that he can teach his family.
- José wants to learn how to be an English teacher.

4. Where is José from? How does this impact him at his school? 

**Theme**

6. At the end of the poem, what does the author suggest that the other kids do? 

6. Fill in the chart below. Then use the chart to answer the question. 

Main idea of the poem	What is the mood?

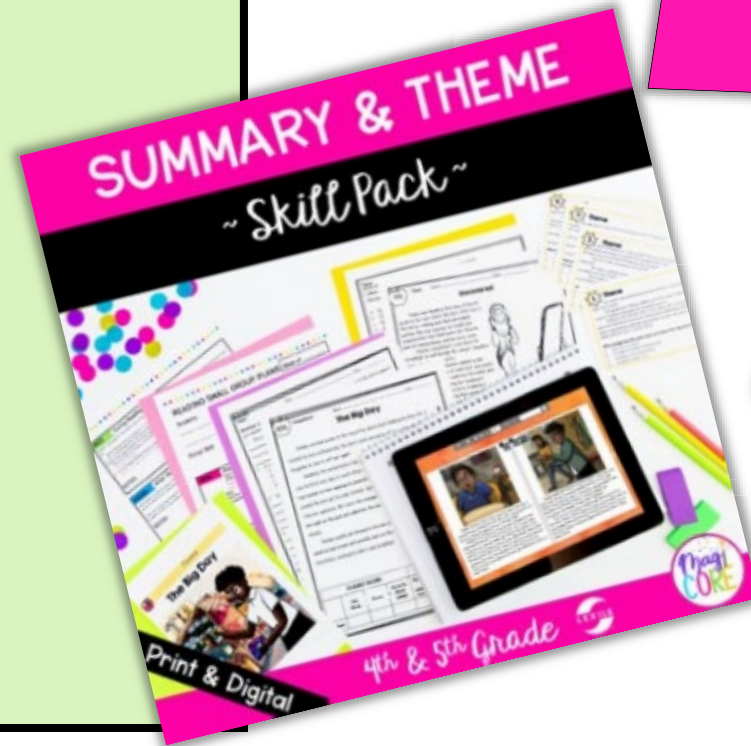
What is the theme of this poem? Include at least two details from the chart above to support your explanation.

# UPGRADE THEIR SKILLS!

## The SUMMARY & THEME SKILL PACK

Contains:

- Reading Comprehension Passage Unit
- Skill Focused Lesson Plans
- Digital Mini-Lessons
- Guided Reading Packet
- Printable Task Cards
- Boom Learning Task Cards



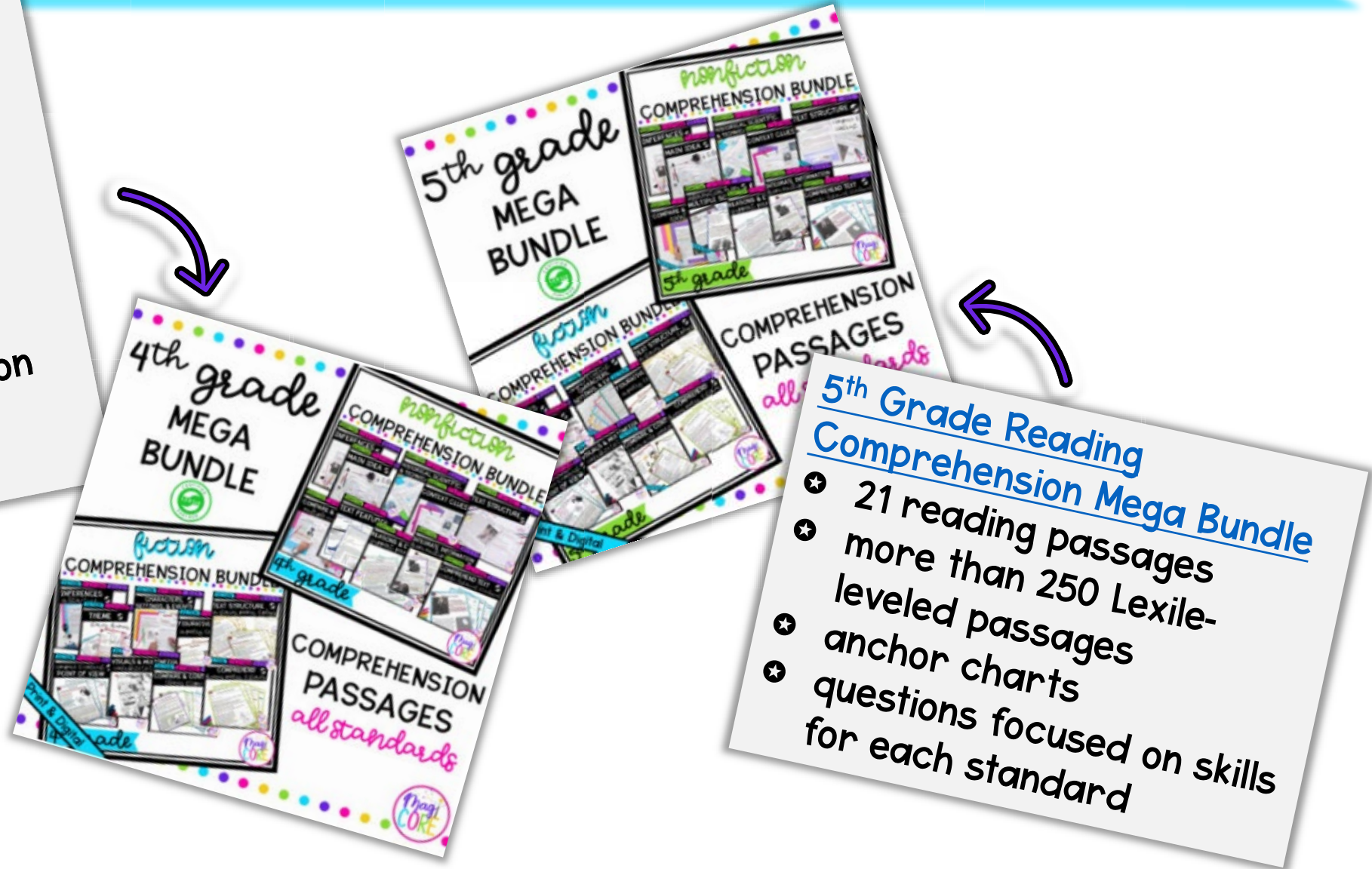
Love this unit but need something more comprehensive? Try the SKILL PACK!



# FULL YEAR BUNDLES AVAILABLE

## 4th Grade Reading Comprehension Mega Bundle

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



## 5th Grade Reading Comprehension Mega Bundle

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