

# GUIDED READERS

bundle

LEXILE  
5th

Grade

The image is a vibrant collage of educational materials. It features numerous overlapping items, including:

- Book Covers:** Titles like "The Owl and the Grasshopper", "Wacky Watch Adventures", "Weekends with Grandpa", "The Family Feud", "The Year of Benjamin Bunny", "A Day in My Life Thailand", "The Cutest Fox", and "How to Make a Kite".
- Worksheets and Forms:** Templates for "Context Clues", "Story Structure", "Cause and Effect", "Point of View - The Way a Character Thinks or Feels", "Compare and Contrast", and "Main Idea & Details".
- Digital Devices:** Tablets and smartphones displaying various reading materials and interactive content.
- Banners:** Multiple purple banners with white text that read "GUIDED READERS Printable & Digital".
- Logos:** "Common Core Kingdom" logos are scattered throughout the collage.
- Decorative Elements:** Colorful polka dots, bunting flags, and a yellow banner in the top right corner.

Handwritten text in white cursive on purple banners includes:

- fiction ques
- context
- main idea & details
- make a map
- text & images
- compare stories in a series
- illustrations
- main character
- main idea & details
- context clues
- text & images

# ABOUT LEXILE LEVELS



Common Core Kingdom, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 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	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

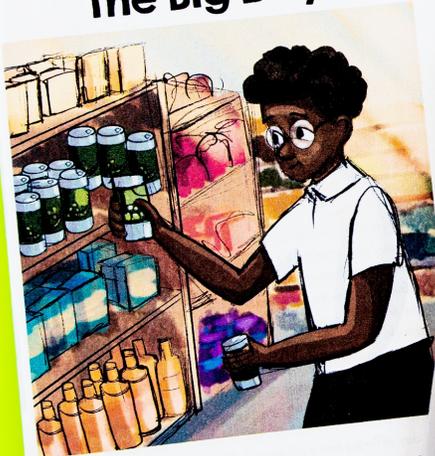
Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding 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."





Theme

# The Big Day



"You're going to do a great job, Stanley," his mom smiled. "They will love you." Stanley smiled back, hoping she was right. His stomach tightened.

"Thanks, Mom. I'll see you at 4:00," Stanley called, already hopping out of the car. He walked towards the store. Stanley straightened his shoulders and walked into the stockroom through the employee entrance. He looked for Mr. Lewis, but couldn't find him. Stanley saw lockers in the corner of the room and walked towards them.



"Can I help you?" a voice called from the back. "You aren't supposed to be in here."

Stanley was already unzipping his jacket in the warm room and froze at those words. "Oh, I'm so sorry," he said nervously. "I'm Stanley... It's my first day, I thought," he trailed off.

Sassy, the store's assistant manager, stepped out from behind a tall shelf of flour. "Oh, hello," she said. "I didn't know it was you. You're early, that's great!"



**Compare Point of View**

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

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

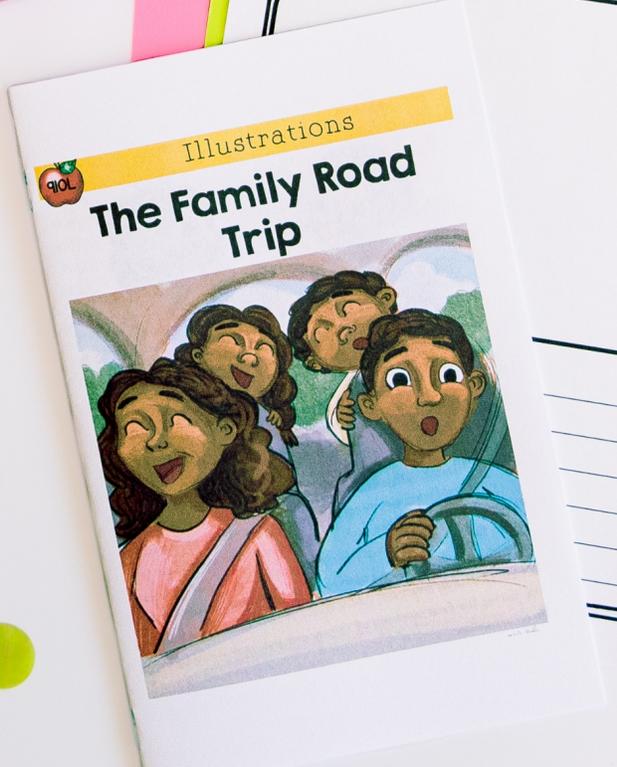
Name: \_\_\_\_\_

Title: \_\_\_\_\_

Point of View: \_\_\_\_\_

Compare Point of View









**Compare Text Structure**

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

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

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

Title: \_\_\_\_\_

Text Structure Used: \_\_\_\_\_

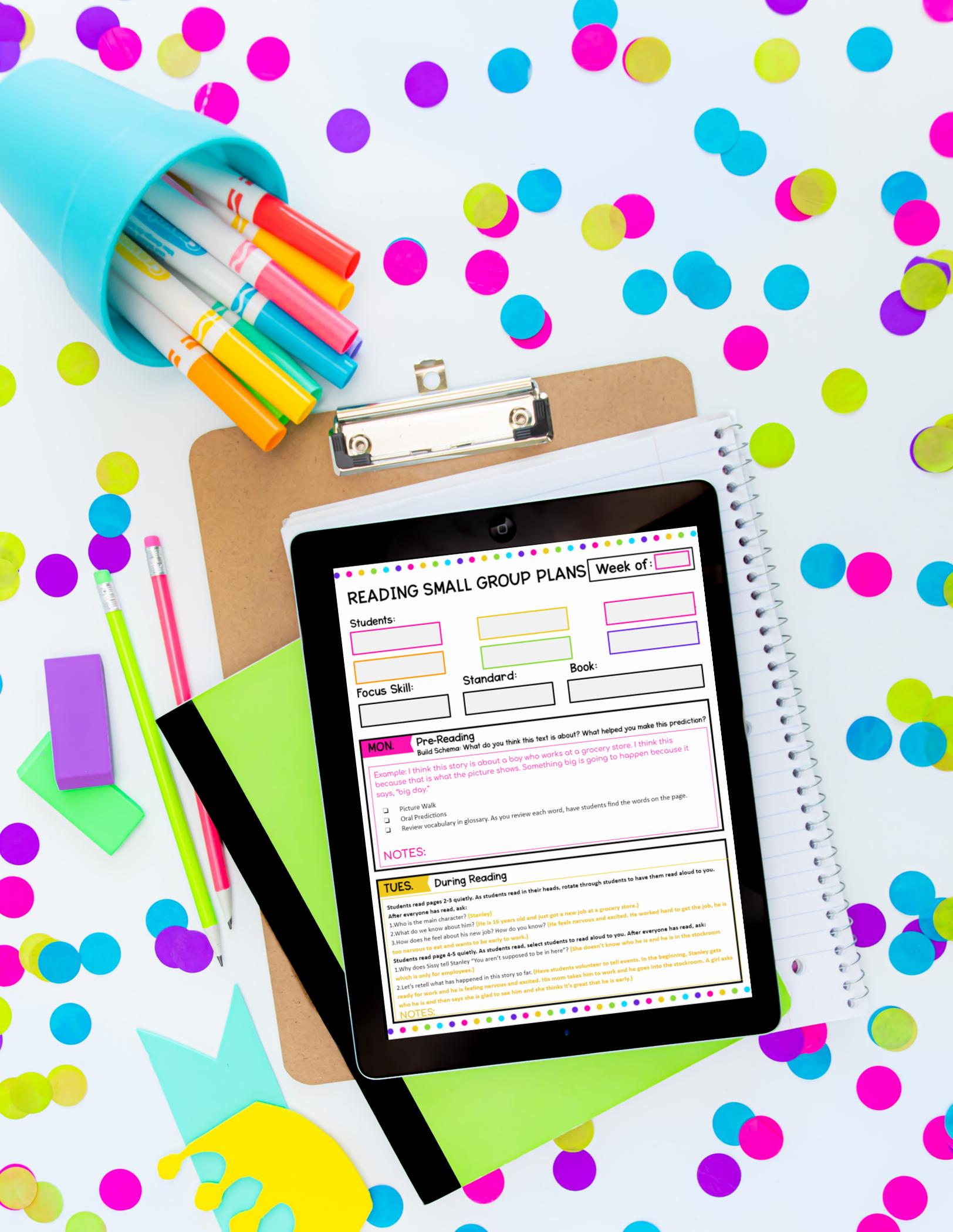
Title: \_\_\_\_\_

Text Structure Used: \_\_\_\_\_

A Venn diagram graphic organizer consisting of two overlapping circles. The left circle is labeled "Compare Text Structure" and the right circle is labeled "Compare Text Structure". The overlapping area in the center is blank.

© 2018 Edmentum





# READING SMALL GROUP PLANS

Week of:

Students:

Focus Skill:

Standard:

Book:

**MON.**

## Pre-Reading

Build Schema: What do you think this text is about? What helped you make this prediction?

Example: I think this story is about a boy who works at a grocery store. I think this because that is what the picture shows. Something big is going to happen because it says, "big day."

- Picture Walk
- Oral Predictions
- Review vocabulary in glossary. As you review each word, have students find the words on the page.

NOTES:

**TUES.**

## During Reading

Students read pages 2-3 quietly. As students read in their heads, rotate through students to have them read aloud to you. After everyone has read, ask:

1. Who is the main character? (Stanley)
2. What do we know about him? (He is 16 years old and just got a new job at a grocery store.)
3. How does he feel about his new job? How do you know? (He feels nervous and excited. He worked hard to get the job, he is too nervous to eat and wants to be early to work.)

Students read page 4-5 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

1. Why does Sissy tell Stanley "You aren't supposed to be in here"? (She doesn't know who he is and he is in the stockroom which is only for employees.)
2. Let's retell what has happened in this story so far. (Have students volunteer to tell events. In the beginning, Stanley gets ready for work and he is feeling nervous and excited. His mom takes him to work and he goes into the stockroom. A girl asks who he is and then says she is glad to see him and she thinks it's great that he is early.)

NOTES:

820L

Running Record

Timer

### The Big Day

Stanley startled awake to the ring of his alarm clock. Rubbing his face, for a moment he was confused why the alarm clock was going off on a Saturday. Had he forgotten to turn it off last night?

15  
31  
38  
52  
67  
81  
97  
108  
126  
127

Suddenly, the excited knot in his stomach reminded him that today was the big day—his first-ever day of work. After turning 16 years old two weeks ago, Stanley had wasted no time applying to several locations where he saw “Now Hiring” signs posted. He even got his older brother Jason to help him write a resume and practice interview questions. Mr. Lewis, the manager at Sunfresh Grocery, had interviewed him right on the spot and called him the next day offering him a job as a shelf Stocker.

Stanley quickly got dressed in his new uniform, a polo shirt and black pants, which he had ironed and carefully laid out the night before. He greeted his mother in the kitchen, insisting he didn't need breakfast.

141  
157  
164

FLUENCY SCORE			
Total Words	- Errors	= Words Per Minute (WPM)	Accuracy % (WPM ÷ Words Read) X 100
1st Read			

FLUENCY COMPONENTS	
<input type="checkbox"/> Rate	XX
<input type="checkbox"/> Accuracy	XX
<input type="checkbox"/> Punctuation	XX
<input type="checkbox"/> Expression	XX

©2016 Scholastic

Theme

Directions: Answer the following questions based on the text. Be sure to go back into the text to support your answer.

1. Why is this story called "The Big Day"?
2. In a summary of the story, what would come after Stanley stocks the cans of vegetables on the shelves?
  - a. Sissy gave Stanley a tour of the stockroom.
  - b. Stanley met his coworkers.
  - c. Stanley swept the stockroom.
  - d. Stanley asked Sissy what to do next.
3. How do Stanley's thoughts and actions help support the theme of planning for the future?
4. How does the author develop the theme of taking pride in your work?
5. At the end of the story, what lesson does Stanley learn?

||||  
Theme

## Determining Theme

<p>T (What is the significance of the TITLE?)</p>	
<p>H (HOW does the main character change?)</p>	
<p>E (What EMOTIONS did you feel at the end?)</p>	
<p>M (What is the MOOD of the story?)</p>	
<p>E (At the END, what is the message you can apply to your life?)</p>	

©Jill Baker

||||

# Terms of Use

## How Can I Use This Product?



Thank you for your purchase! I work hard to create products that support teacher and student success. Please note that the product is sold with the purpose of use by a single teacher in a classroom. If you need to use this product with more than one teacher or in multiple classrooms, additional licenses are available at a discount. You can access them by visiting your "Purchases" page and then selecting "Download Additional Licenses."



Good to Go:



Not OK:

- Use this product personally.
  - Use this product in your own classroom.
  - Provide to your students to use at your instruction.
  - Print and/or copy for use in your classroom.
  - Provide print version(s) of specific pages within the product to a substitute teacher with the sole purpose of instructing your students.
  - Review this product with others with the sole purpose of recommending the product, provided you include the link below:
- Give to others to use personally.
  - Give to others to use in another classroom.
  - Give to parents to use with their children outside your lessons.
  - Print or copy this item to share with other teachers or other classrooms.
  - Publish or host online in a manner, including personal, classroom, or district websites,
  - Publish, sell, or otherwise disseminate the product to anyone

<https://www.teacherspayteachers.com/Store/Common-Core-Kingdom>

© Copyright 2019. Common Core Kingdom. All rights reserved. Permission is granted to copy pages specifically designed for student or teacher use by the original purchaser or licensee. The reproduction of any other part of this product is strictly prohibited. Copying any part of this product and placing it on the Internet in any form (even a personal/classroom website) is strictly forbidden. Posting without permission is a violation of the Digital Millennium Copyright Act (DMCA).

# Let's Connect!

[www.commoncorekingdom.com](http://www.commoncorekingdom.com)



<https://www.teacherspayteachers.com/Store/Common-Core-Kingdom>



<https://www.facebook.com/CommonCoreKingdom/>



<https://www.instagram.com/commoncorekingdom>



<https://www.pinterest.com/cckingdom/pins/>



Julie@commoncorekingdom.com

Looking for more?



