

# GUIDED READERS

## Printable & Digital

LEXILE  
5<sup>th</sup>

Grade

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

### Characters, Setting & Events

Describe the events in the story. Choose one of the main events to describe in detail.

How

How does this affect the story?

How does this affect the story?

Why is this important?

What is the main idea of this story?

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

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

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Bundle

# ABOUT LEXILE LEVELS



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 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

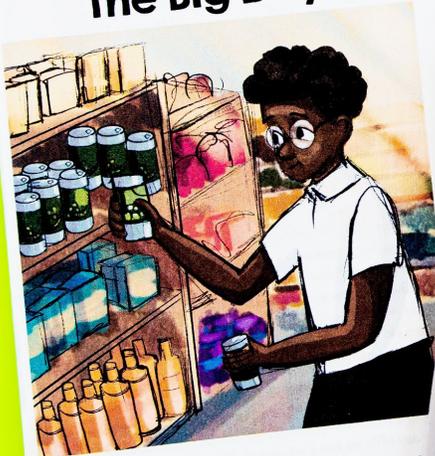
Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding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





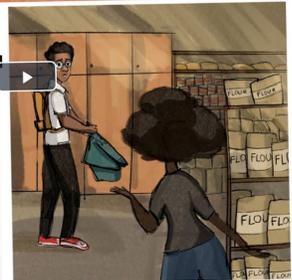
Theme

# 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





Illustrations

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

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

### Illustrations

Draw another illustration to go with the story. Explain how your illustration connects with the words in the story.

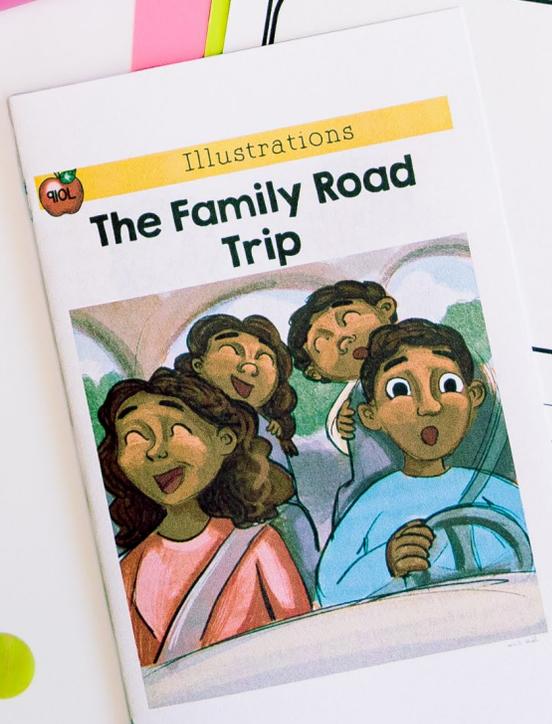
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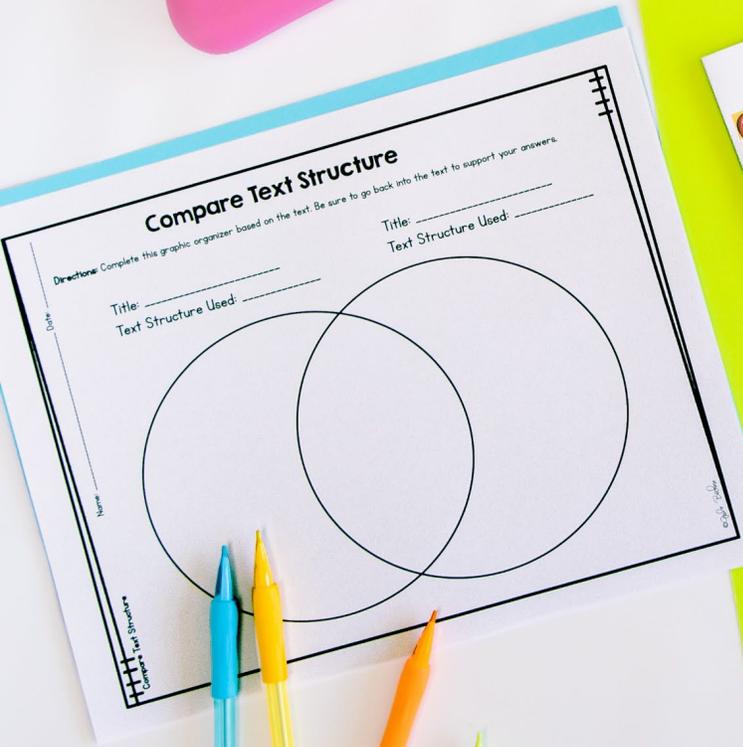
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_









Week of:

## READING SMALL GROUP PLANS

**Students:**

**Focus Skill:**  **Standard:**  **Book:**

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**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:**

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**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:

- Who is the main character? (Stanley)
- What do we know about him? (He is 16 years old and just got a new job at a grocery store.)
- 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:

- 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.)
- 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?

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.

15  
31  
38  
52  
67  
81  
97  
108  
126  
127  
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

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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

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

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Good to Go



Not O.K.

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