GUIDED READERS
Printable & Digital

LEXILE
5th Grade



Magi CORE

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 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

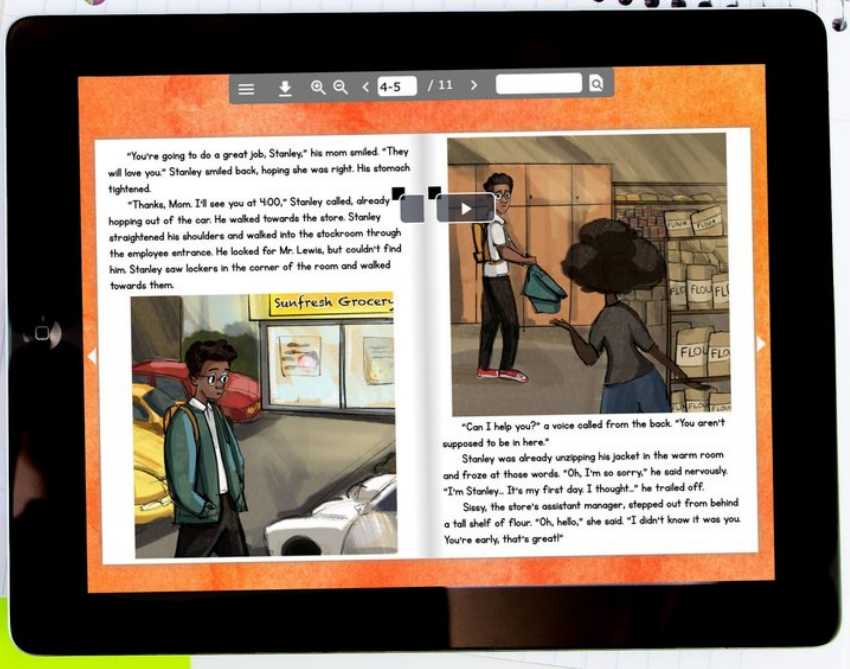
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

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



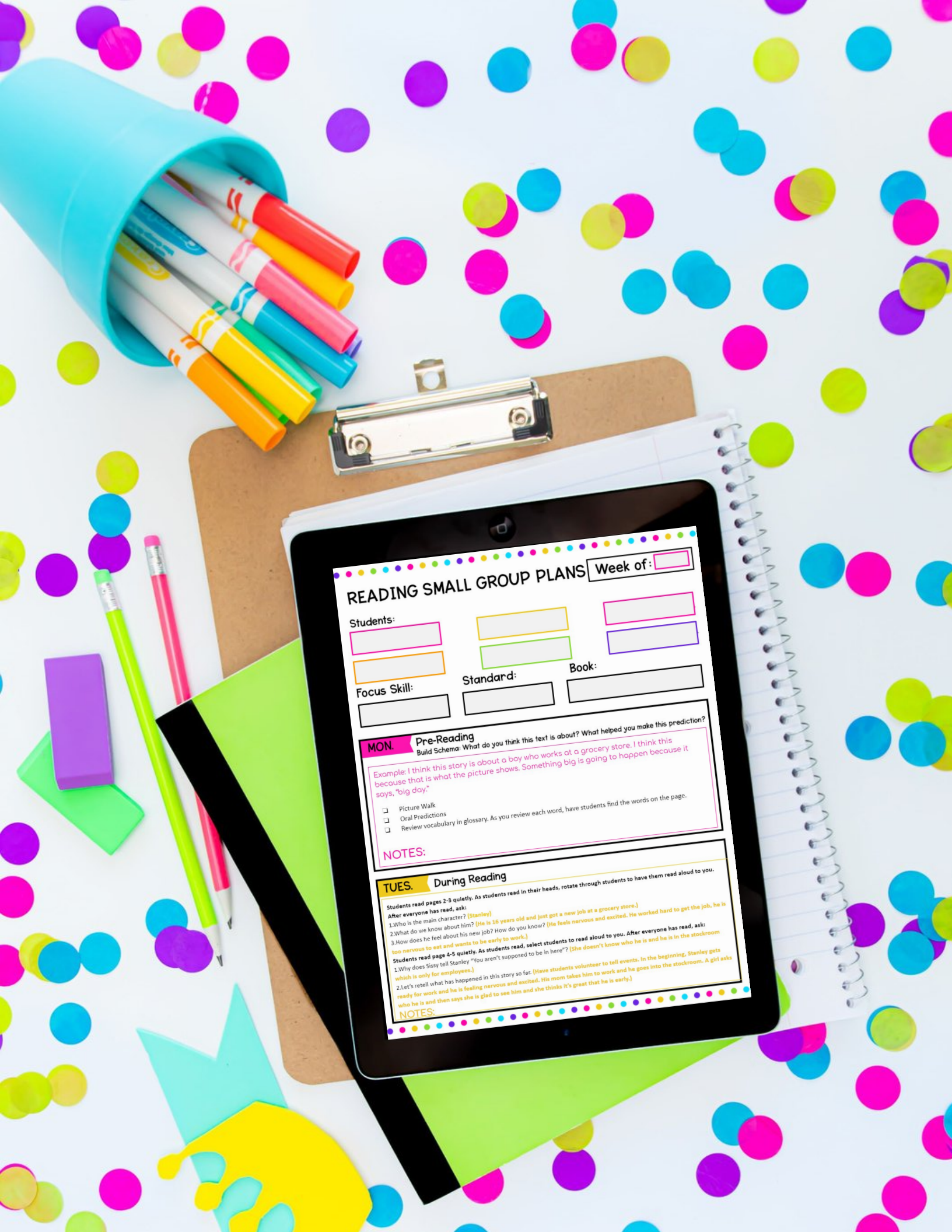


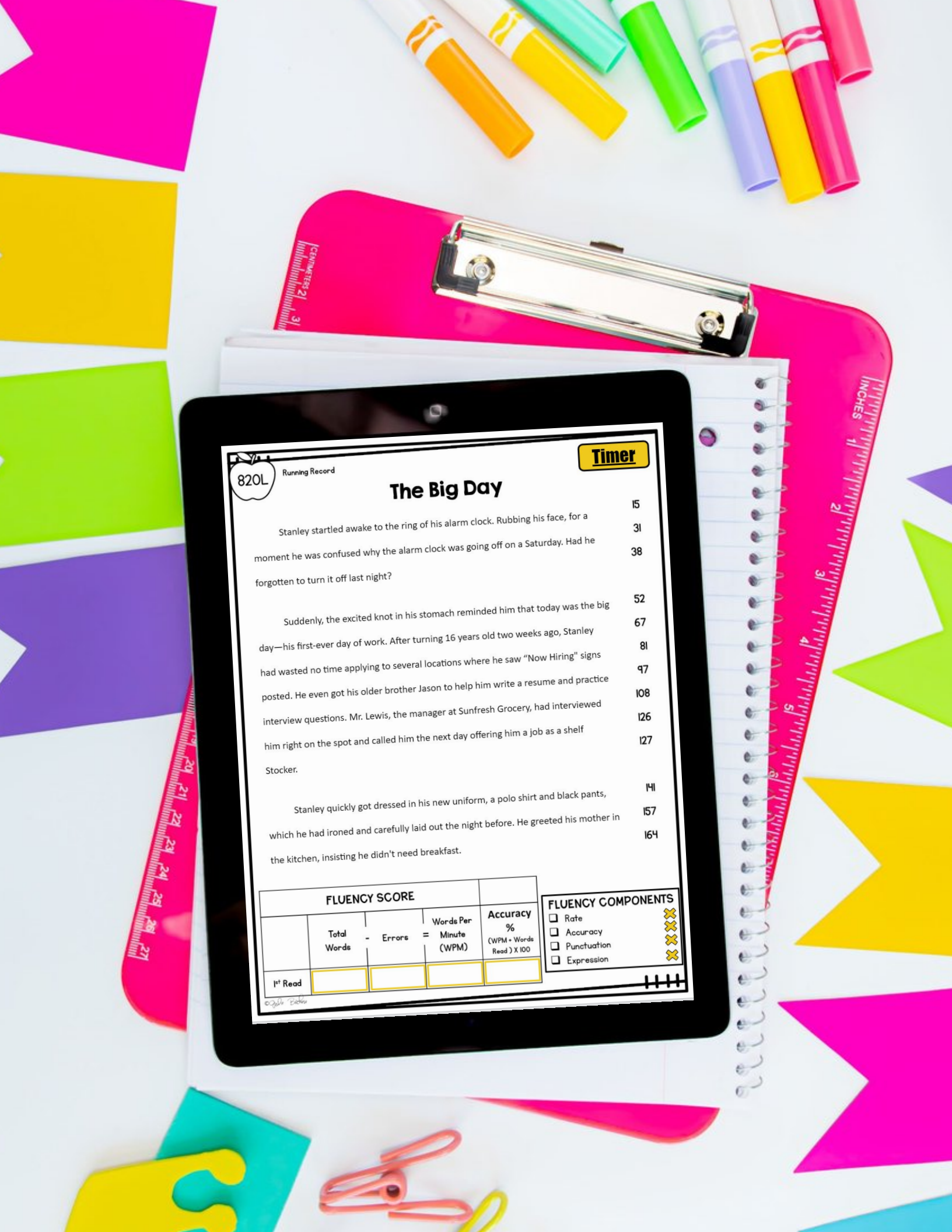

Compare Point of View
Lupé and the Tornado
Compare Point of View
The Three Little Pigs
Compare Point of View
Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.
Title:
Point of View:
Title:
Point of View:
Name
Date
Compare Point of View

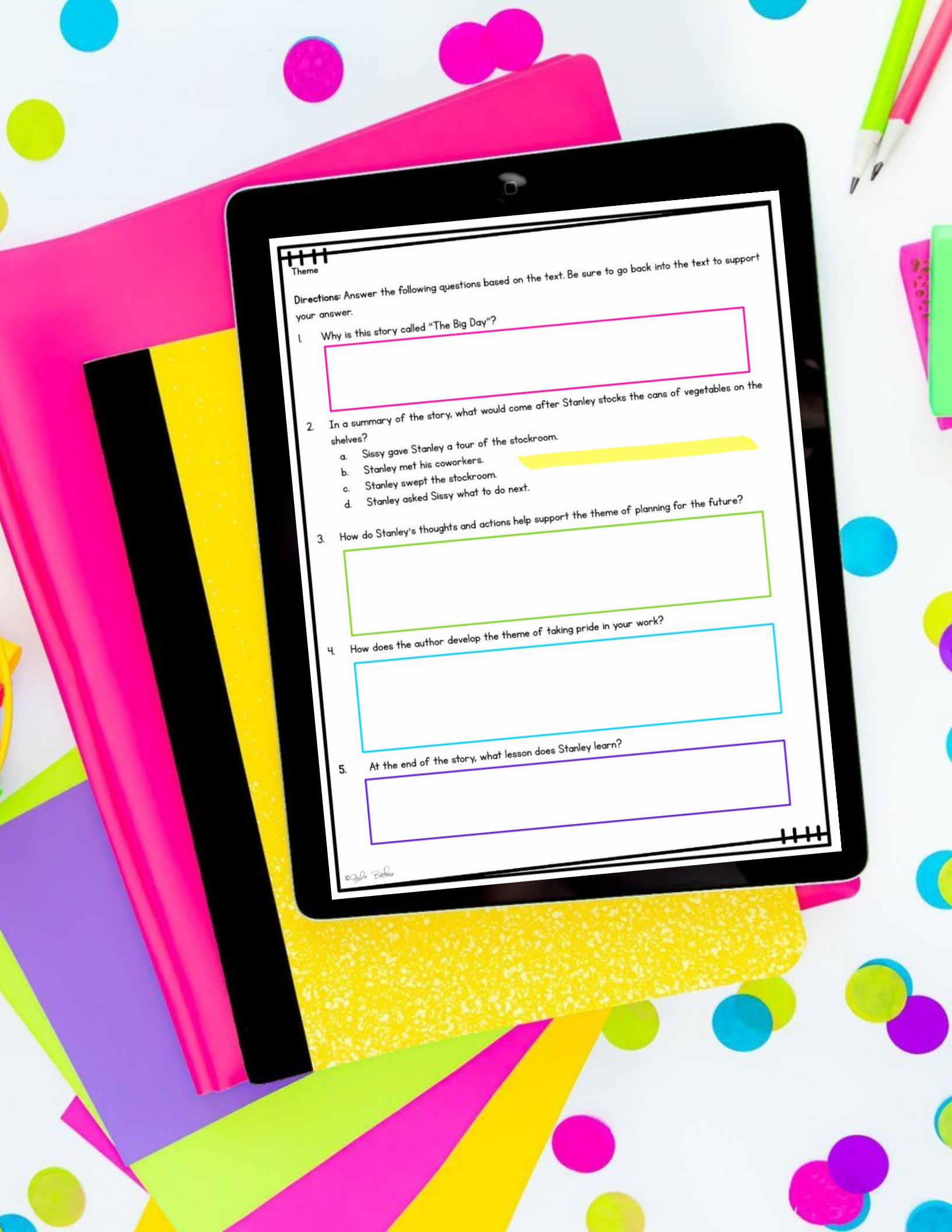

Illustrations
Name:
Date:
Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.
Illustrations
Draw another illustration to go with the story. Explain how your illustration connects with the words in the story.
Illustrations
The Family Road Trip

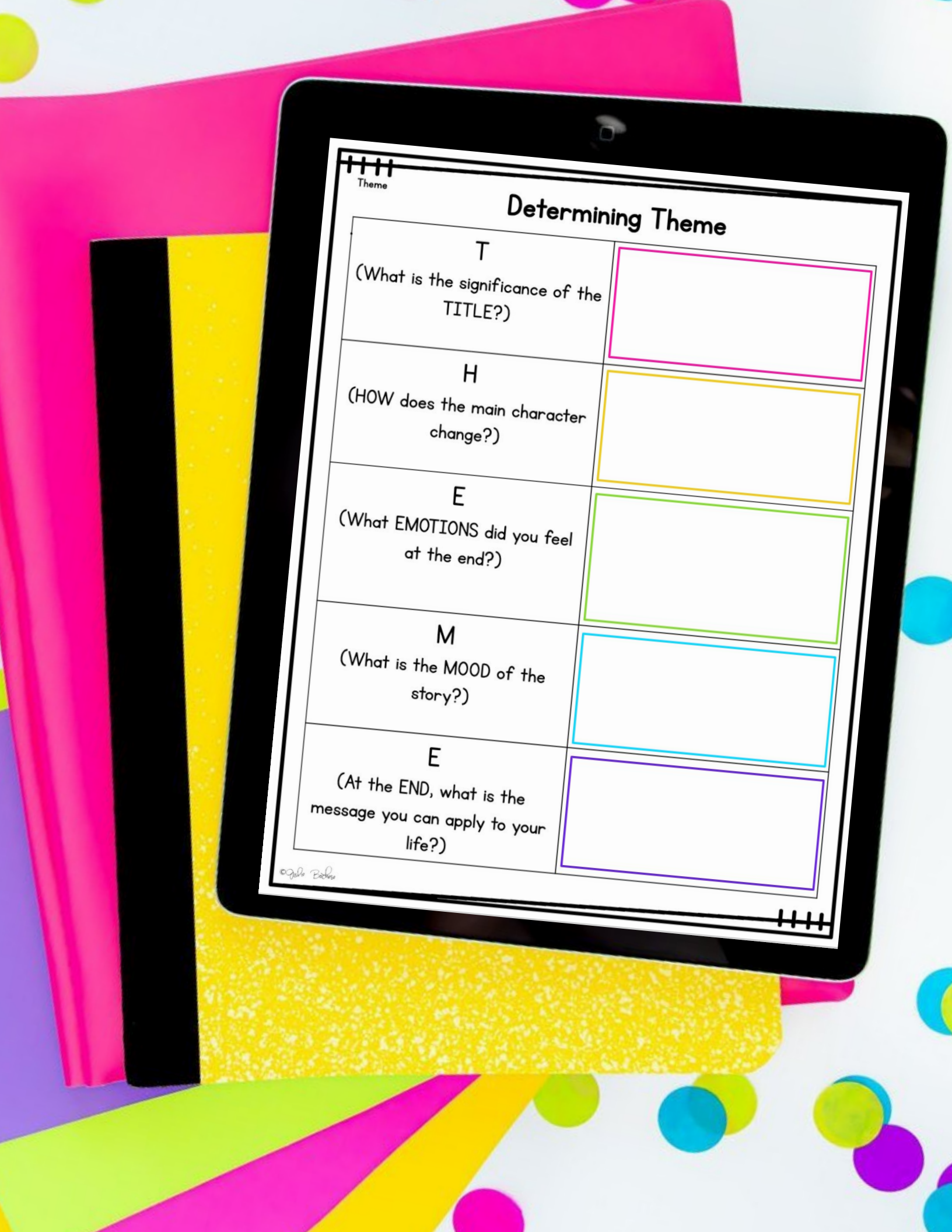

Context Clues
Name: _____ Date: _____
Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.
Context Clues
Word
Clues from the Text
Definition
Context Clues
Should We Ban Plastic Bags?


Compare Text Structure
YouTube Entrepreneurs
Compare Text Structure
Teen Entrepreneurs
Compare Text Structure
Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.
Title:
Text Structure Used:
Title:
Text Structure Used:
Name
Date


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?
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
Rate
Accuracy
Punctuation
Expression


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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