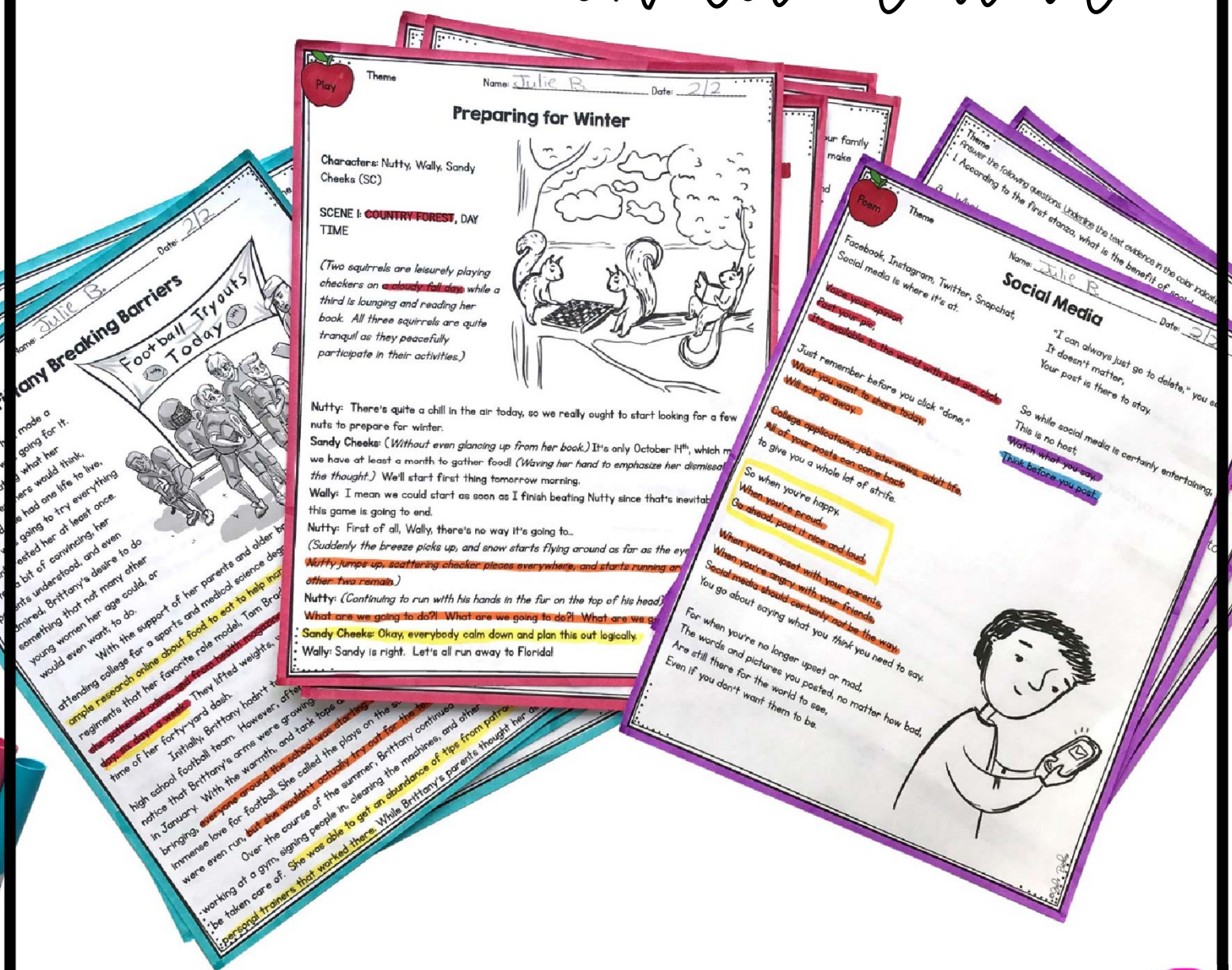


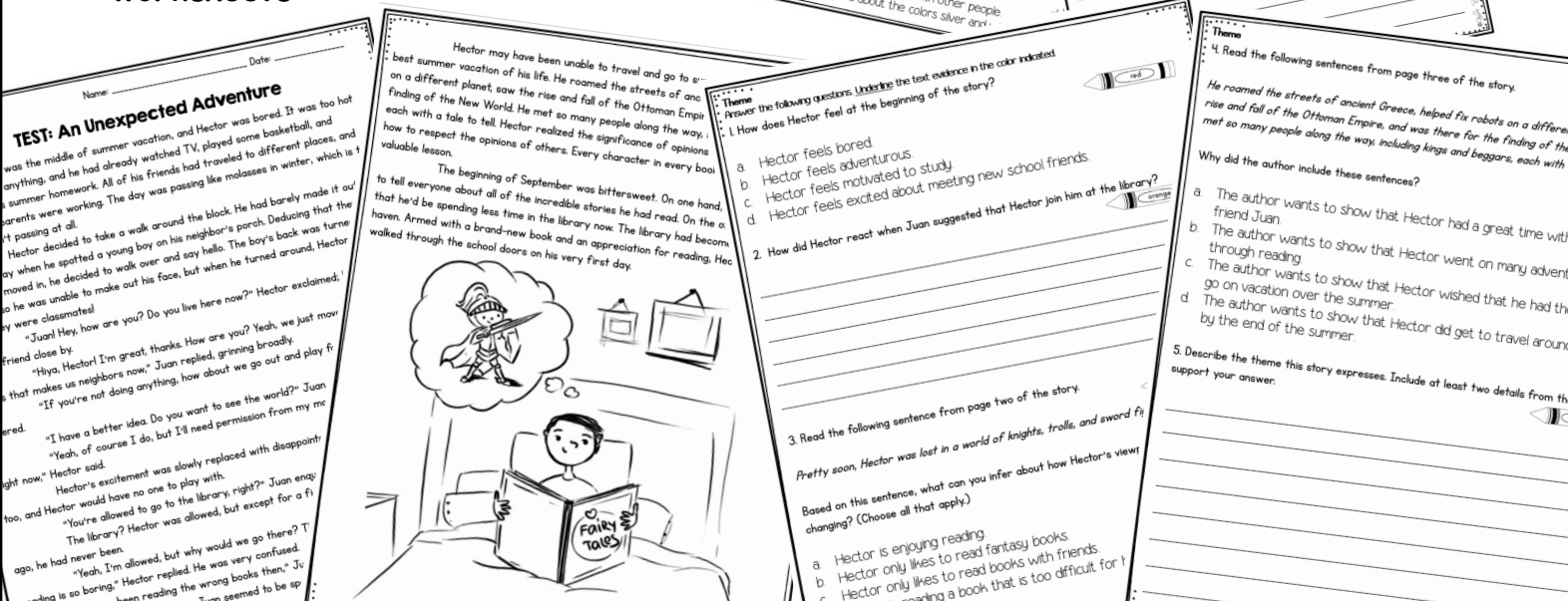
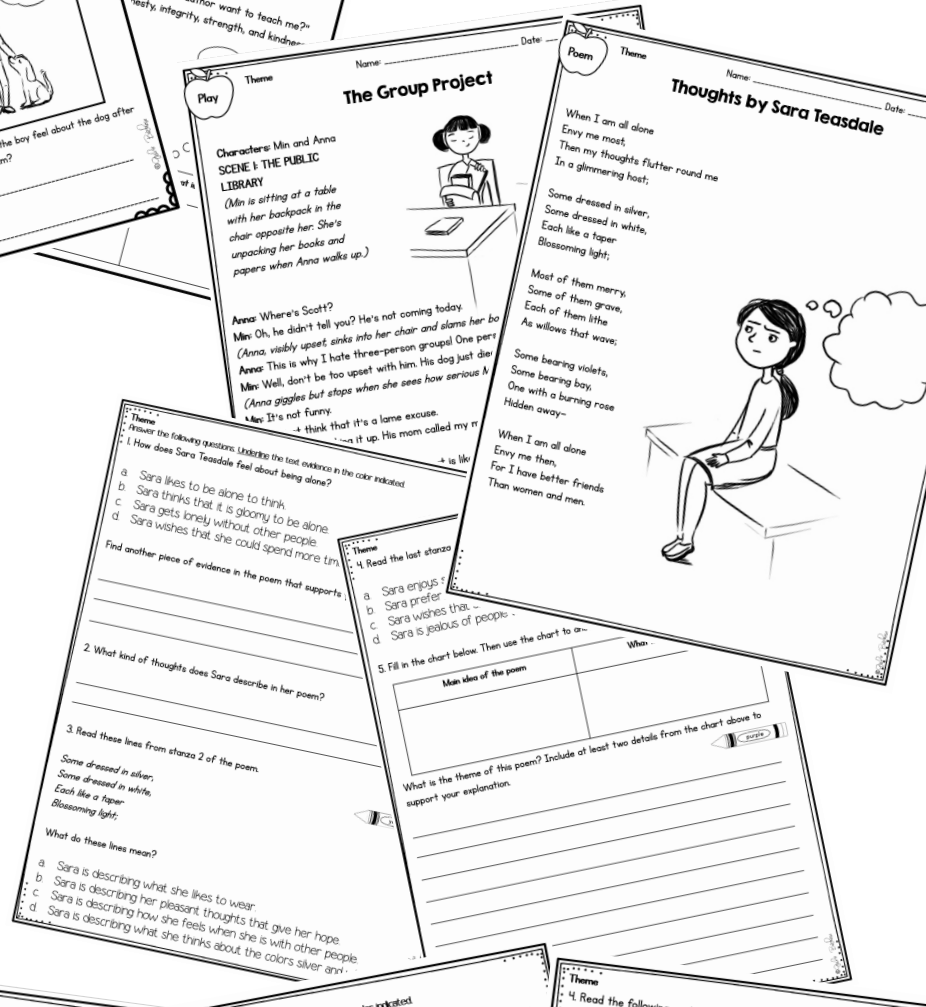
in literature



Anchor charts to help you teach and for students to reference

- requires students to find text evidence

- Same format as practice worksheets



THEME DEVELOPMENT

4th & 5th grade

Table of Contents

*This product includes four stories, four plays, and four poems. The stories are Lexile® leveled and in the 4th-5th Grade Florida B.E.S.T. Text Complexity Band (the range for 4th-5th grade is 740-1010).

1. Theme of Stories & Plays Anchor Chart/Journal Page
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 Page
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- 860L
 - Immigrant (Poem)

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.

Florida B.E.S.T. 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	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 Florida B.E.S.T. 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."



Summer Holiday

It was the first day of the summer holidays. Lucio and Máximo had just finished the school year. They were ready to start enjoying their break, which, in Argentina, lasted about three months.

Lucio and Máximo were ten-year-old twins who lived in a small town called Capitán Bermúdez. Most people would say that living in a small town was uneventful and dull, but for kids, it was the best thing that could happen to them. They enjoyed the freedom that kids from big cities lacked. Instead of being at home all day, playing video games and waiting for their parents to take them places, they lived in houses with big back yards and swimming pools. They could ride their bikes on their own to any place in town they wanted.

Finally, it was opening day at the local club. The twins asked their mother's permission to meet with their friends at the club. Lucio and Máximo's mother owned a small business downtown, so she had to work in the afternoon. She let her sons go to the club by bike, provided that they stayed in the club and didn't talk strangers. They were expected to be home by 8 p.m. when the sun went down.

At exactly 2:30 p.m., the kids got to the club, which was only a five-minute bike ride from home. The club was huge, and it offered many opportunities for fun. The twins met with their cousin Matteo and their friends Mauricio and Valentín. The group of friends went to their favorite place inside the club, the swimming pool.

After sunbathing, diving, and having fun with other kids they knew from school, they bought some ice cream in the club's canteen. In the canteen, there were video game machines and a *metegol. Lucio loved playing metegol, so he had brought twenty pesos to play with his friends. Lucio's team won four out of five games.

Just when the last game was finished, Matteo, who hated losing, interrupted the game by saying, "Hey, guys, the other day, I overheard my eldest brother talking to his friends. He said that there is an urban legend about the eucalyptus forest surrounding the abandoned factory located next to the club."

"What did he say?" enquired Lucio.

"He said that the forest is enchanted and that elves are living in it," Matteo explained.

"That's impossible!" replied Valentín.

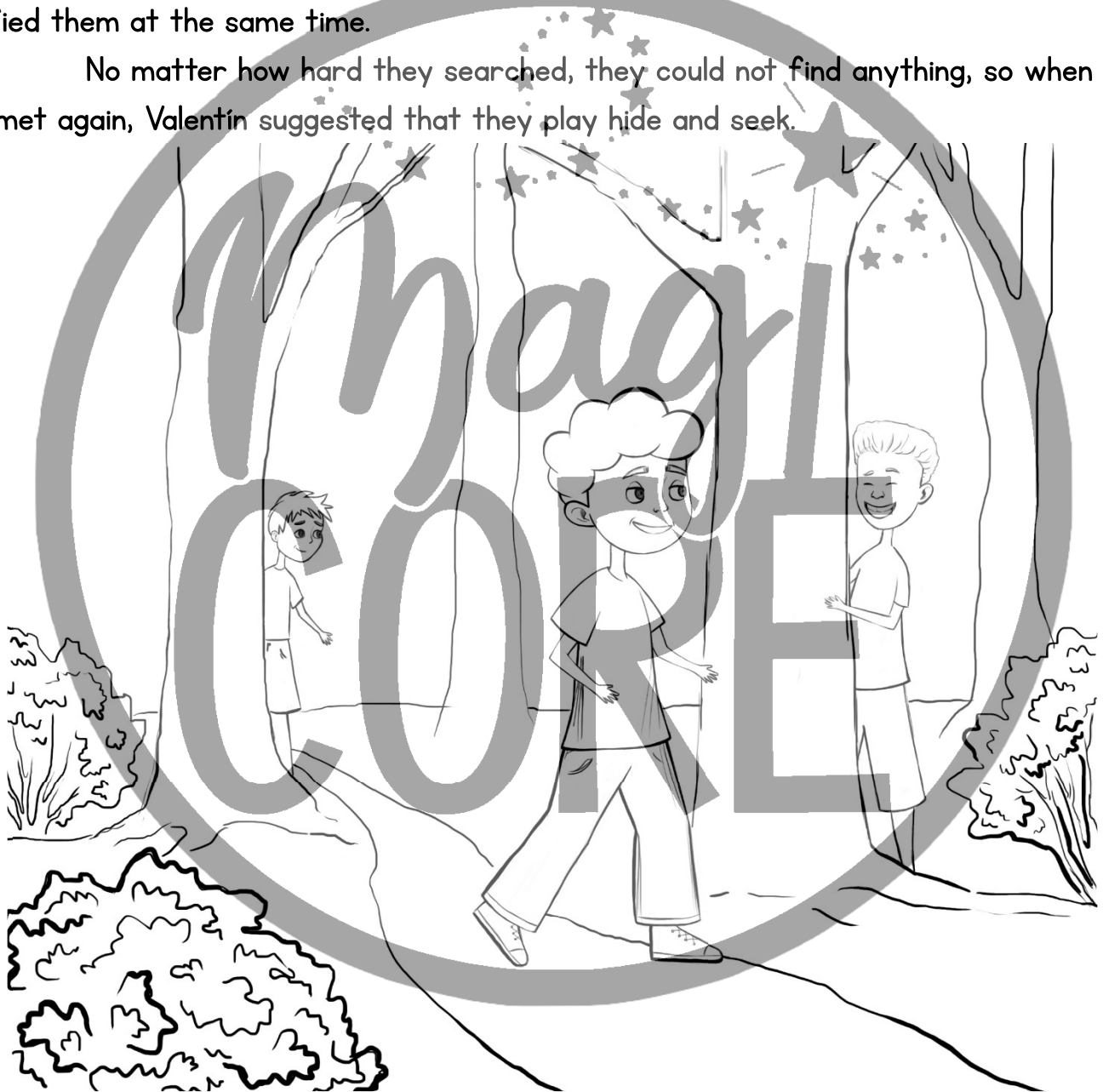
"No, no, it's true! My brother's friend said that he saw one. How about we go now and find out?" questioned Matteo.

“Ummmm...I don’t know,” said Máximo. “My mum doesn’t want us to go anywhere other than the club.”

“Well, we could go now since it is daylight and come back quickly. Our parents wouldn’t have to know,” responded Matteo.

Thanks to Matteo’s insistence, they all agreed to go see if they could find elves. The six friends grabbed their bikes and rode toward the abandoned cellulose factory. Once they arrived there, they split up to cover more ground. The whole experience thrilled and terrified them at the same time.

No matter how hard they searched, they could not find anything, so when the boys met again, Valentín suggested that they play hide and seek.



The friends agreed and started playing. All except Lucio hid. They tried to find the best hideouts so that they would not be caught. Meanwhile, Lucio counted to one hundred and opened his eyes. It looked as if he was alone in the vast forest since there was no evidence of his friends nearby.

Lucio shouted, "Come out, come out, wherever you are!", but nobody appeared. He didn't want to go too far away from the home base tree because he didn't want to be the seeker again. After a couple of minutes, he caught a glimpse of something moving to his left. He went toward it and found his brother Máximo. Máximo started running, trying to reach home base before Lucio, but unfortunately, Lucio was faster.

One by one, the rest of the twins' friends tried to return to home base to win the game, but Valentín never appeared. At first, they thought that he was teasing them, but more than half an hour passed, and there was no sign of him.

The kids call Valentín in unison, but Valentín didn't return. The sun was starting to set, and the twins knew that they needed to return home, but they couldn't leave their friend behind. They were scared and worried. They feared that something terrible might have happened to Valentín. Finally, Lucio was the first one to have a good idea.

"I think it is time to tell our parents what is happening," suggested Lucio.

"No! My mom is going to kill me if she finds out that I'm here," replied Mauricio.

"I know," agreed Lucio. "Mine will kill me, too, but it is getting dark, and I am freaking out here. I will call my mum and tell her the truth." He grabbed his cell phone from his backpack.

Lucio called his mother and told her exactly what had happened. He asked her to call Valentín's parents. In less than ten minutes, all of the kids' parents arrived with flashlights and started searching for Valentín.

Finally, after more than an hour, they found him inside a locked room in the abandoned factory. The adults managed to unlock the door and take him out. He explained that he had went in there to hide when the wind suddenly slammed the door shut. He couldn't get out.

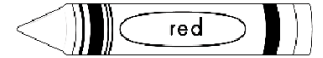
That night when the twins arrived home, their parents grounded them for a week. Next time, the boys would be sure to listen to their parents' rules.

***metegol:** It is also known as table football. It is a game that can be played with two to six players divides into two teams. The objective of the game is to score a goal against the rival team, resembling a football match.

Theme

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

1. Why is the setting of this story important to the plot? (Choose all that apply.)



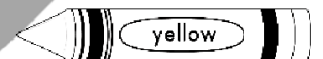
- a. The setting is important because it takes place at night when it is dark and they can get lost.
- b. The setting is important because it takes place in a small town in Argentina where the boys have freedom to explore.
- c. The setting is important because it takes place at a kids club where the main characters meet other kids who are troublemakers.
- d. The setting is important because it takes place during summer break, so the boys in the story have ample time to get into mischief.

2. Which sentence in the story best suggests that the twins will learn a lesson?



- a. They were ready to start enjoying their break, which, in Argentina, lasted about three months.
- b. At exactly 2:30 p.m., the kids got to the club, which was only a five-minute bike ride from home.
- c. She let her sons go to the club by bike, provided that they stayed in the club and didn't talk strangers.
- d. Instead of being at home all day, playing video games and waiting for their parents to take them places, they lived in houses with big back yards and swimming pools.

3. Read the following sentences from page two of the story.



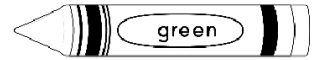
"Ummmm...I don't know," said Máximo. "My mum doesn't want us to go anywhere other than the club."

Based on these sentences, what can you infer about Máximo's personality?

- a. Máximo is adventurous and loves to explore.
- b. Máximo is cautious and follows his mom's rules.
- c. Máximo is curious and loves to learn new things.
- d. Máximo is shy and does not like to meet new people.

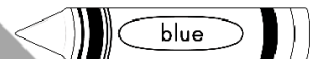
Theme

4. What problem did the friends face in the forest?

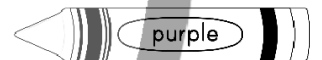


- a. Valentín was lost.
- b. Lucio was alone in the forest.
- c. The boys could not find the enchanted elves.
- d. Máximo reached home base before Lucio could catch him.

5. How does Lucio react to the problem? How does the way that Lucio responds help them resolve the problem?



6. Describe the theme this story expresses. Include at least two details from the story to support your answer.



Mag
CORE

Preparing for Winter

Characters: Nutty, Wally, Sandy Cheeks (SC)

SCENE I: COUNTRY FOREST, DAYTIME

(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, which means that 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 inevitably how 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 checkers pieces everywhere, and starts running around where the other two remain.)

Nutty: *(Continuing to run with his hands in the fur on the top of his head)* OH, NOOOO!

What are we going to do?! What are we going to do?! What are we going to doooooo?!?!?

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

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

Sandy Cheeks: *(Rolls her eyes)* First of all, Wally, we're not running away from all of our family and friends. Second of all, do you *know* how many cars we would have to dodge to make that journey? There's no way that we would make it all the way to Florida.

Nutty: Sandy Cheeks is right. Okay, I have an idea. We'll just hibernate all winter and *staaaarrrrrve* because all of the nuts and berries are already covered by three feet of *snooooow*. *OH MY GAWD, WE'RE GONNA DIIIIIIIE!!!!*

(Wally and Sandy Cheeks blindly stare at Nutty as they wait for his tantrum to pass.)

Wally: Are you done with all of that nonsense?

Nutty: *(In an overly calm voice)* Yes, I believe that I am done now.

Sandy Cheeks: Okay, good, now let's do what the Homo sapiens refer to as "divide and conquer". I'll collect acorns, Nutty will gather chestnuts, and Wally will muster up apples and berries. Does that sound like a plan?

Wally: Great thinking, Sandy. That's a *berry* good idea. Get it? See what I did there? Because I'm collecting berries.

(Nutty and Sandy blindly stare at Wally, and both mentally decide to ignore his comment.)

Sandy Cheeks: Okay, so everything we find will be put in a pile below that evergreen bush over there. *(Pointing over there)*

Nutty: Unless we find nothing because everyone already took everything and there's nothing left except for cracked nuts and acorn caps, so we have nothing to eat and then... *(Falling to his knees)* *OH MY GAWD, WE'RE ALL GONNA DIIIIIIIE!*

(Wally and Sandy Cheeks scurry away to begin looking for their designated food items. Nutty realizes that they are gone.)

Nutty: GUYS?! GUYS?!

Wally: *(Yelling from afar)* GET BUSY, Nutty!

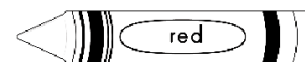
Nutty: *(Under his breath to himself as he begins to run)* Right, apples and berries, apples and berries...I've got to get me some apples and berries. *(Stops running)* Oh, wait...or am I supposed to get acorns? *(Scratches his chin while he thinks)* Aww, nuts, I can't remember!

END SCENE

Theme

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

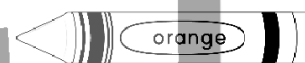
1. What is the setting of this story? (Choose all that apply.)



- a. a forest
- b. evening time
- c. the end of fall
- d. the middle of winter

Describe why the setting is important to the plot.

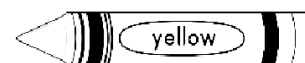
2. What can you infer about Nutty's personality?



- a. Nutty is anxious.
- b. Nutty is confident.
- c. Nutty is courageous.
- d. Nutty is determined.

Find two pieces of text evidence that support your choice above.

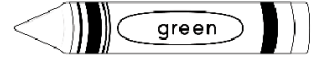
3. How would you describe Sandy Cheek's personality?



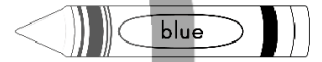
- a. Sandy Cheeks is nervous.
- b. Sandy Cheeks is dramatic.
- c. Sandy Cheeks is composed.
- d. Sandy Cheeks is thoughtful.

Theme

4. How does Sandy Cheeks' personality help the squirrels resolve their conflict? Use text evidence from the story to support your answer.



5. Describe the theme this play expresses. Include at least two details from the story to support your answer.



Magi
CORE

Social Media

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

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

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

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

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.

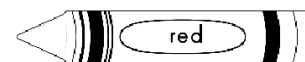
For when you're no longer upset or mad,
The words and pictures you posted, no matter how bad,
Are still there for the world to see,
Even if you don't want them to be.



Theme

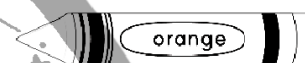
Answer the following questions. Underline the text evidence in the color indicated.

1. According to the second stanza, what is the benefit of social media? (Choose all that apply.)



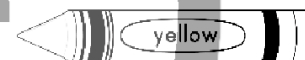
- a. What you post does not go away.
- b. People can share pictures on social media.
- c. Many people can see what you post immediately.
- d. People can speak their viewpoints on social media.

2. What does the author warn about social media? (Choose all that apply.)



- a. Post things you are proud of.
- b. Don't post things when you're mad.
- c. What you share on social media will never go away.
- d. If you post something now, it can come back later when you are trying to get a job.

3. Read these lines from the poem.



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

What do these lines mean?

Theme

4. With which statement would the author of this poem most likely agree with?

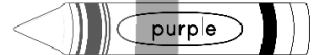


- a. People learn from their mistakes.
- b. Kids can't be trusted with cell phones.
- c. You should think before you act.
- d. Kids should not be allowed to use computers without supervision.

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.



Terms of Use



How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at julie@magicorelearning.com.



Good to Go



Not O.K.

- Use this resource personally or with your own children.
 - Use this resource in your own classroom with your students.
 - Provide this resource to your students to use at your instruction.
 - Print and/or copy for use in your own classroom.
 - Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
 - Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
 - Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:
- Share with others to use personally.
 - Share with others to use in another classroom.
 - Print or copy any page(s) and distribute them to other teachers or other classrooms.
 - Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom, including but not limited to personal, classroom, or district websites that are accessible to the general public.
 - Use this resource commercially (e.g. Outschool).
 - Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

<https://magicorelearning.com/>

<https://www.teacherspayteachers.com/Store/Magicore>

Let's Connect!

www.magicorelearning.com



<https://www.teacherspayteachers.com/Store/magicore>



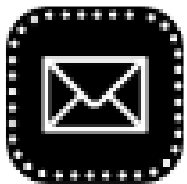
<https://www.facebook.com/MagiCoreLearning/>



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



https://www.pinterest.com/magicorelearning/_shop/



Julie@magicorelearning.com

Looking for more?



CREDITS

