

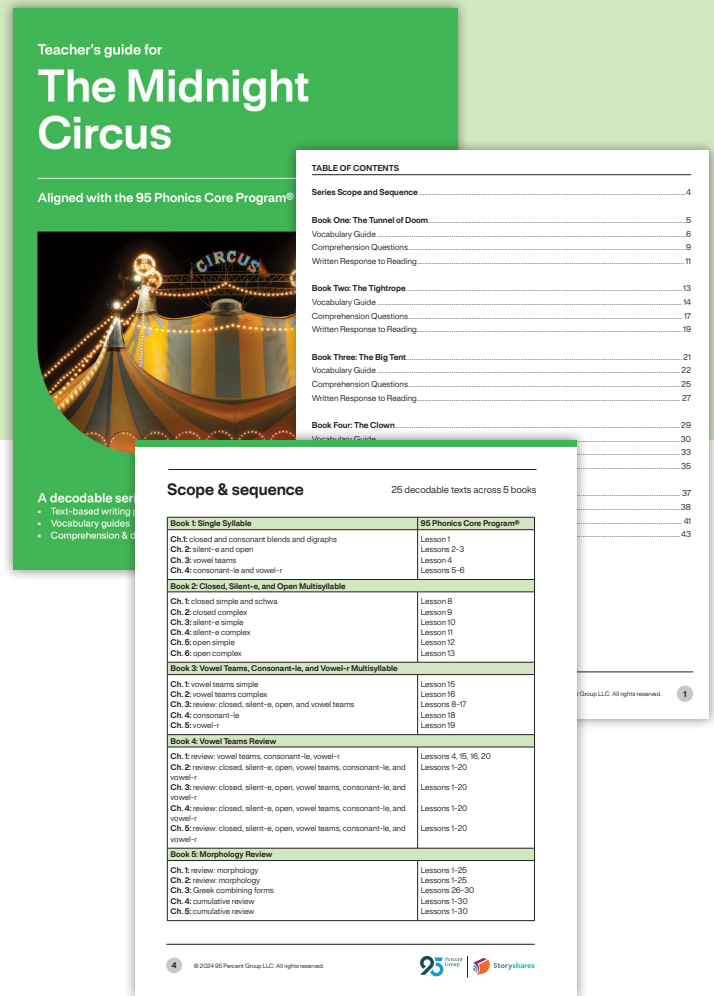
INTRODUCTION

95 Readables™ Sample Pack

Contents

This sample pack includes select content from the grade 4 series **The Midnight Circus**

- ▶ From the **Teacher's guide** you will find
 - Table of contents for all teacher support for each book in the grade 4 series
 - Sample phonics guide
 - Scope and sequence
 - Educator companion for **The Tightrope**, which includes a vocabulary guide, comprehension questions, and written response prompts
- ▶ A sample of book 2 in the **The Midnight Circus** series, **The Tightrope**, includes
 - 2 full chapters
 - Phonics guide so you can see the specific skills students are practicing as they read the chapter
 - Beautiful full-color images to create a memorable and engaging introduction to chapter books!



Teacher's guide for

The Midnight Circus

Aligned with the 95 Phonics Core Program®



A decodable series for grade 4

- Text-based writing prompts
- Vocabulary guides
- Comprehension & discussion questions





The Midnight Circus is a collection of decodables...

Time spent with characters

The series follows a group of young characters, Kayla, Brandon, Jax, Ava, and Mark, as they navigate challenges related to shyness, fear, and self-doubt. Through magical and unexpected adventures, they learn valuable lessons about courage, friendship, and self-discovery.

Scope and sequence

The sequence of stories is aligned with the progression of skills as outlined in the 95 Phonics Core Program™ Grade 4 Scope and Sequence. The first book consists of a review of single-syllable words. The series progresses by focusing on increasingly complex types of multisyllable words, and ends with a review of vowel teams and morphology.

Guidance and support

In addition to being paired with the 95 Phonics Core Program, books will also be paired with relevant word lists, ideas for extended practice, and checks for understanding.

ABOUT STORYSHARES

Storyshares is a literacy organization and niche publisher dedicated to bringing the transformational power of books to striving readers all across the globe.

We meet underserved readers wherever they are, providing culturally inclusive texts that are filled with diverse, relatable, and compelling characters brought to life with accessible language and formatting.

“Easy to read but hard to put down,” our library is home to choices that readers of all ages can and want to read as they work to strengthen key literacy skills.

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Phonics guides

Phonics Guide

Fun and Games

Silent-e (Single Syllable) +
Open (Single Syllable)

Silent-e			Open single syllable	
smile	bikes	cake	she	go
face	hide	space	I	by
fade	spoke	shame	we	a
game	base	cane	no	my
games	place	cape	be	
while	raced	name		
make	space	names		
ride	froze			
rides	nice			

High-frequency words	Challenge words
Irregular put looked your walked our been good do where	breakfast something funnel woman

20

95 Percent Group | Storyshares

Each chapter begins with a **phonics guide** to help educators move students through the scope and sequence.

Examples of focus words that reinforce phonics concepts are previewed for educators at the beginning of each chapter.

High-frequency words are showcased ahead of time and spiraled in each subsequent chapter.

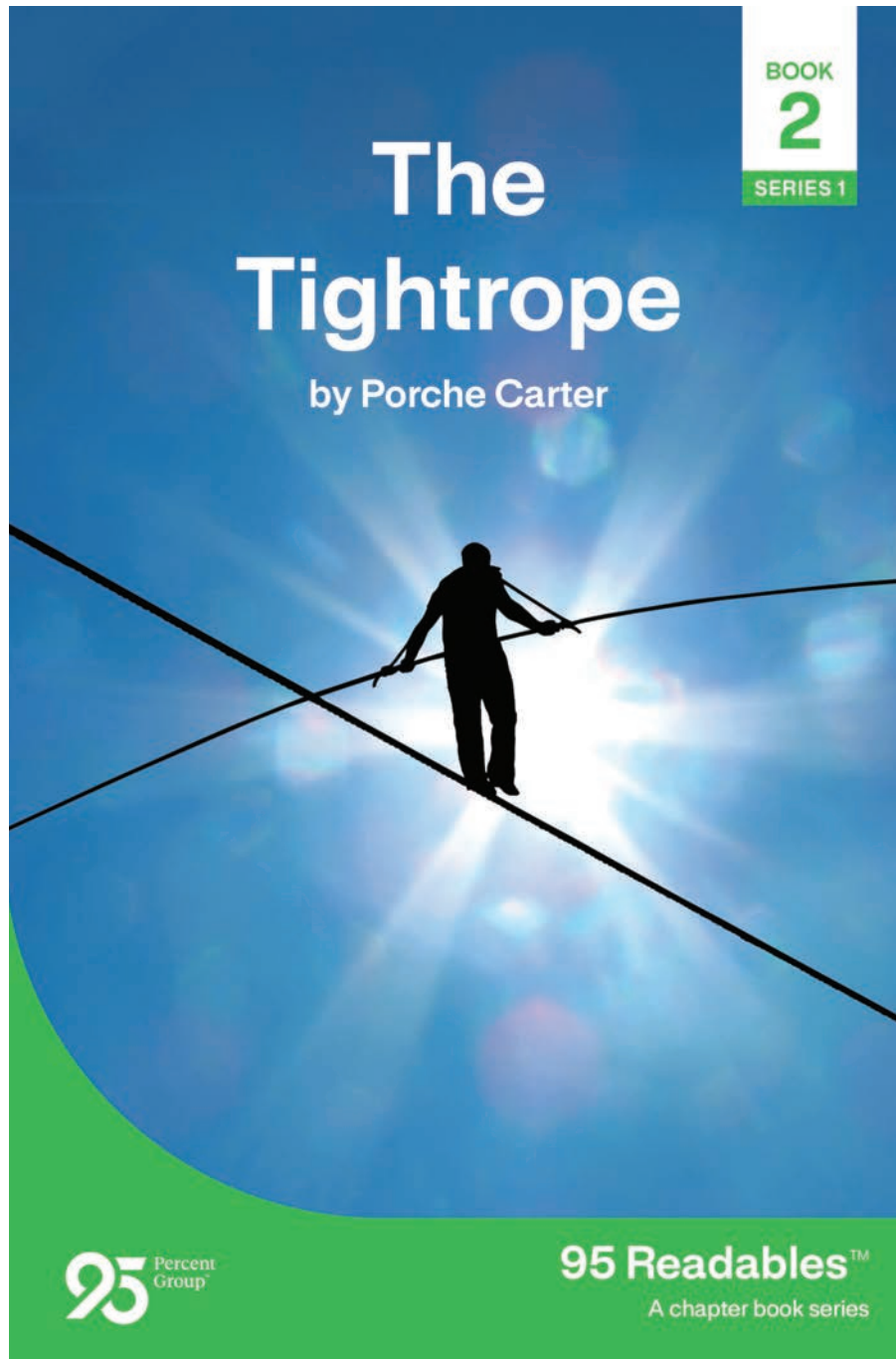
Challenge words that do not follow the scope and sequence are highlighted for previewing and interactive oral reading.

Scope & sequence

25 decodable texts across 5 books

Book 1: Single Syllable	95 Phonics Core Program®
<p>Ch. 1: closed and consonant blends and digraphs</p> <p>Ch. 2: silent-e and open</p> <p>Ch. 3: vowel teams</p> <p>Ch. 4: consonant-le and vowel-r</p>	<p>Lesson 1</p> <p>Lessons 2-3</p> <p>Lesson 4</p> <p>Lessons 5-6</p>
Book 2: Closed, Silent-e, and Open Multisyllable	
<p>Ch. 1: closed simple and schwa</p> <p>Ch. 2: closed complex</p> <p>Ch. 3: silent-e simple</p> <p>Ch. 4: silent-e complex</p> <p>Ch. 5: open simple</p> <p>Ch. 6: open complex</p>	<p>Lesson 8</p> <p>Lesson 9</p> <p>Lesson 10</p> <p>Lesson 11</p> <p>Lesson 12</p> <p>Lesson 13</p>
Book 3: Vowel Teams, Consonant-le, and Vowel-r Multisyllable	
<p>Ch. 1: vowel teams simple</p> <p>Ch. 2: vowel teams complex</p> <p>Ch. 3: review: closed, silent-e, open, and vowel teams</p> <p>Ch. 4: consonant-le</p> <p>Ch. 5: vowel-r</p>	<p>Lesson 15</p> <p>Lesson 16</p> <p>Lessons 8-17</p> <p>Lesson 18</p> <p>Lesson 19</p>
Book 4: Vowel Teams Review	
<p>Ch. 1: review: vowel teams, consonant-le, vowel-r</p> <p>Ch. 2: review: closed, silent-e, open, vowel teams, consonant-le, and vowel-r</p> <p>Ch. 3: review: closed, silent-e, open, vowel teams, consonant-le, and vowel-r</p> <p>Ch. 4: review: closed, silent-e, open, vowel teams, consonant-le, and vowel-r</p> <p>Ch. 5: review: closed, silent-e, open, vowel teams, consonant-le, and vowel-r</p>	<p>Lessons 4, 15, 16, 20</p> <p>Lessons 1-20</p> <p>Lessons 1-20</p> <p>Lessons 1-20</p> <p>Lessons 1-20</p>
Book 5: Morphology Review	
<p>Ch. 1: review: morphology</p> <p>Ch. 2: review: morphology</p> <p>Ch. 3: Greek combining forms</p> <p>Ch. 4: cumulative review</p> <p>Ch. 5: cumulative review</p>	<p>Lessons 1-25</p> <p>Lessons 1-25</p> <p>Lessons 26-30</p> <p>Lessons 1-30</p> <p>Lessons 1-30</p>

Book 2: Educator companion



Vocabulary Guide for *The Tightrope*

Chapter One: The Dismal Problem

commit (verb): to agree to or promise something

- Page 4: “He was happy to go on the past trips, but this year he did not want to **commit**.”

amusement park (noun): a place where people pay to ride on various machines for amusement (pleasure from being entertained) or try to win prizes in games

- Page 5: “‘It is just an **amusement park**,’ his sister said.”

nervous (adjective): frightened or worried about something that is happening or might happen

- Page 7: “The problem was that Brandon was in the car with his family on the way to the amusement park and he was **nervous**.”
-

Chapter Two: A Bad Mindset

convinced (verb): to persuade to do something

- Page 19: “By the time Brandon’s dad parked the car, the family **convinced** him to ride his first roller coaster.”

debate (noun): a discussion about a subject on which people have different views

- Page 20: “‘There is no more **debate**,’ his dad said.”

mindset (noun): a general attitude or way of thinking about things

- Page 21: “Brandon tried to look happy, but his **mindset** was not good.”

distrust (verb): to think someone or something is not honest, reliable, or safe

- Page 22: “He tried not to **distrust** his family, but it was hard.”

madness (noun): wild excitement

- Page 25: “She pointed to a ride that looked like **madness**.”

reckless (adjective): without caution; careless

- Page 26: “‘That ride is too **reckless**!’ he said.”
-

culprit (noun): a person guilty of a crime or offense

- Page 28: "His sister was the **culprit**."
-

Chapter Three: An Unlikely Escape

gatepost (noun): a post in the ground from which a gate is hung or to which it is fastened when it is closed

- Page 35: "He ran until he saw a red and white **gatepost**."

despite (preposition): used to introduce a fact that makes the other part of the sentence surprising

- Page 38: "**Despite** escaping his problem, he did not feel good about running away."

advice (noun): opinion given as to what to do or how to handle a situation

- Page 40: "Brandon needed **advice**, but there was no one near him."

unwise (adjective): foolish and likely to lead to a bad result

- Page 44: "He inhaled the sweet smell and started to walk to it, but he knew it was **unwise**."

exclaimed (verb): to speak suddenly, loudly, or emphatically, often because one is excited, shocked, or angry

- Page 47: "'This place is way better!' he **exclaimed**."
-

Chapter Four: The Flexible Athlete

improve (verb): to get better

- Page 52: "I am here to **improve** your time at the park."

enthused (adjective): feeling eager interest

- Page 53: "He was **enthused**."

athlete (noun): a person who does any kind of physical sports, exercise, or games, especially in competitions

- Page 59: "Brandon went inside the tent and saw an **athlete**."

enraged (adjective): feeling extreme anger

- Page 63: "Brandon was **enraged**."
-

Chapter Five: An Unfortunate Fate

panic (verb): to act without thinking carefully due to a very strong feeling of anxiety or fear

- Page 67: “Brandon began to **panic**.”

beam (noun): a long thick bar of wood, metal, or concrete

- Page 70: “He was on the **beam** now, in front of the tightrope!”

fortunate (adjective): lucky

- Page 70: “He was **fortunate** to see a net under the tightrope.”

vital (adjective): necessary or very important

- Page 77: “This walk was **vital**.”
-

Chapter Six: A New Approach

suspected (verb): to believe to be bad, wrong, harmful, questionable

- Page 84: “The fall was not as bad as he **suspected**.”

apprehensive (adjective): afraid that something bad may happen

- Page 85: “I was **apprehensive** at first, but I felt like an acrobat!”

acrobat (noun): an entertainer who performs difficult physical acts such as jumping and balancing, especially in a circus

- Page 85: “I was apprehensive at first, but I felt like an **acrobat**!”

equipment (noun): things that are used for a particular purpose

- Page 86: ““We use **equipment** like the net to keep people safe,” the Ringmaster said.”

digest (verb): to think over

- Page 88: “Brandon took time to let what the woman said **digest**.”

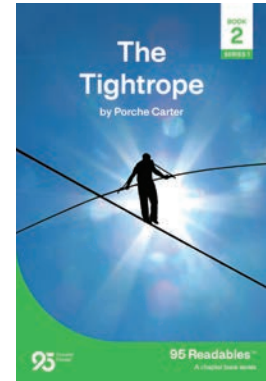
represent (verb): to be a symbol or an expression of an idea or quality

- Page 89: ““You can change how you think about rides and let them **represent** fun instead of fear.””
-

Book 2: Comprehension questions

In this book, Brandon's fear of roller coasters leads him on an unexpected adventure through a magical amusement park, where he learns to overcome his fear and discovers a hidden world of fun and excitement.

Listed below are question options that follow the Comprehension Continuum. It is not necessary to ask students ALL of the questions listed below, but rather choose several questions as you see fit.



Connecting

- Do you enjoy going on roller coasters? Why or why not?

Questioning

- Why does Brandon not want to commit to the family trip at the beginning of the book?

Predicting

- What do you predict will happen when Brandon goes on the roller coaster ride with his family?

Imagining

- What does Brandon's Midnight Circus look like? Feel like? Smell like?

Inferring

- Why does Brandon laugh instead of scream when he gets off the tightrope?

Determining importance

- How did Brandon's fear change from the start of the book to the end? What details from the story tell you about his feelings?

Synthesizing

- What did Brandon learn from the Midnight Circus?

Comprehension question options by chapter

Chapter One: The Dismal Problem

- What is Brandon's problem at the beginning of the book?
- Why does Brandon not want to commit to the family trip?
- What does Brandon's mom think will help him be brave?
- What is the setting of this first chapter? Where does the story take place?

Chapter Two: A Bad Mindset

- What does Brandon's family encourage him to do? Why do you think they encourage this?
- Describe the ride Brandon's sister chooses. What does Brandon think of that ride?
- Why is Brandon mad at his sister?

Chapter Three: An Unlikely Escape

- Where does Brandon run to?
- How does Brandon feel about himself when he runs away?
- What does Brandon's Midnight Circus look like? Feel like? Smell like?

Chapter Four: The Flexible Athlete

- Brandon asks the Ringmaster why he is included in the Midnight Circus. What is the Ringmaster's response?
- Why does Brandon feel "enraged" when he is told he's up next at the Midnight Circus?
- After reading this chapter, what new information can you add to your description of Brandon's Midnight Circus? Are there other sensory details that you can include?

Chapter Five: An Unfortunate Fate

- Describe the main conflict of this chapter. How does Brandon find a solution to his problem?
- How does Brandon feel when he starts walking across the tightrope?
- What happens at the end of the walk across the tightrope? What does this remind you of?

Chapter Six: A New Approach

- Why does Brandon laugh instead of scream?
- What lesson does the Ringmaster teach Brandon about the equipment? How does that lesson make Brandon feel?
- What was Brandon's family doing while Brandon was at the Midnight Circus?

Book 2: Written response to reading

Writing Prompt: What problems or challenges does Brandon face in this chapter? How does he find solutions to those problems? What does he learn?

Self-editing checklist

- I began each sentence with a capital letter and ended each sentence with punctuation.
- I capitalized the first letter of all proper nouns (names of people, places, and groups).
- I read my writing out loud, pointing to each word as I said it.

Optional: Add an illustration to support your answers.



Grade 4 | Series 1

Teacher's guide for
**The Midnight
Circus**

95 Readables™

A chapter book series

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BOOK

2

SERIES 1

The Tightrope

by Porche Carter



95 Percent
Group™

95 Readables™

A chapter book series

The Tightrope

by Porche Carter



Storyshares

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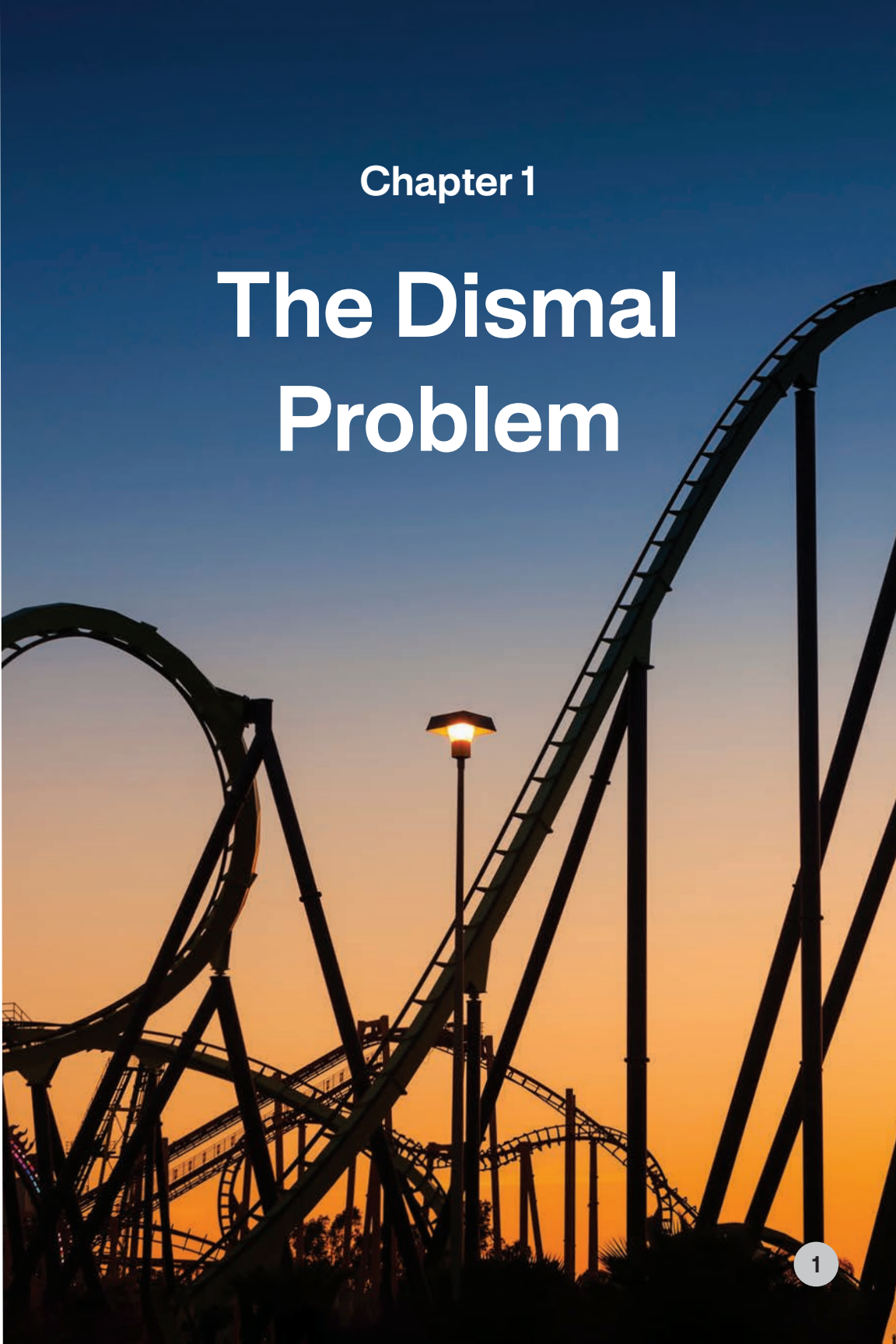
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Chapter 1

The Dismal Problem



The Dismal Problem

Closed Simple Multisyllable + Schwa

Closed simple multisyllable

sister
roller
disaster

Closed simple multisyllable with schwa

Brandon
problem
hundreds
confessed
second
commit

High-frequency words

Irregular

the	want	are
of	you	front
said	one	there
was	knew	would
what	to	should
don't	from	could
together		

Challenge words

thought



Brandon had a problem.
Each year he would go on a
trip with his mom, dad, and
sister.



He was happy to go on the past trips, but this year he did not want to commit.



“It is just an amusement park,” his sister said. “We can play games and have fun.”



“I like games,” Brandon
said.

“So what is the problem?”
his sister asked.



The problem was that Brandon was in the car with his family on the way to the amusement park and he was nervous.



He did not tell anyone he was scared of roller coaster rides.



Hundreds of children liked rides, but Brandon did not. He was scared of the big drop.



“I just don’t like the rides,”
he confessed.



His sister went on the defense. “But the rides are the best part! You have to go on at least one.”



Brandon's mom looked
back from the front seat of
the car.



“We should go on one ride together,” she said. “It will help you be brave.”



Brandon thought he could get out of the disaster, but the second his mom said he should go on a ride, he knew there was no way out.



“Okay,” Brandon said. “I will try.”

Chapter 2

A Bad Mindset



A Bad Mindset

Closed Complex Multisyllable

Closed complex multisyllable

mindset
madness
reckless
culprit
contact

Prefix

distrust
disgust

Inflected ending

boring
convinced

High-frequency words

Irregular

always

Challenge words

N/A

By the time Brandon's dad parked the car, the family convinced him to ride his first roller coaster.



“There is no more debate,”
his dad said. “We will pick a
fun ride and go on together.”



Brandon tried to look happy, but his mindset was not good.



He tried not to distrust his family, but it was hard.



“Can we go on a small ride?” Brandon asked.



“Small rides are boring,”
his sister said. “Let’s go on
that one.”



She pointed to a ride that looked like madness. It had a big loop in the middle and a big drop at the end.



Brandon's face was full of disgust. "That ride is too reckless!" he said.



But no one heard him. His family walked to the ride and got in line!



Brandon felt mad. His
sister was the culprit.



She always gets her way because she is the baby, he thought. Well, not this time!



Brandon wanted to do something reckless on his own.



He did not contact his family.



He turned the other way
instead and ran.