

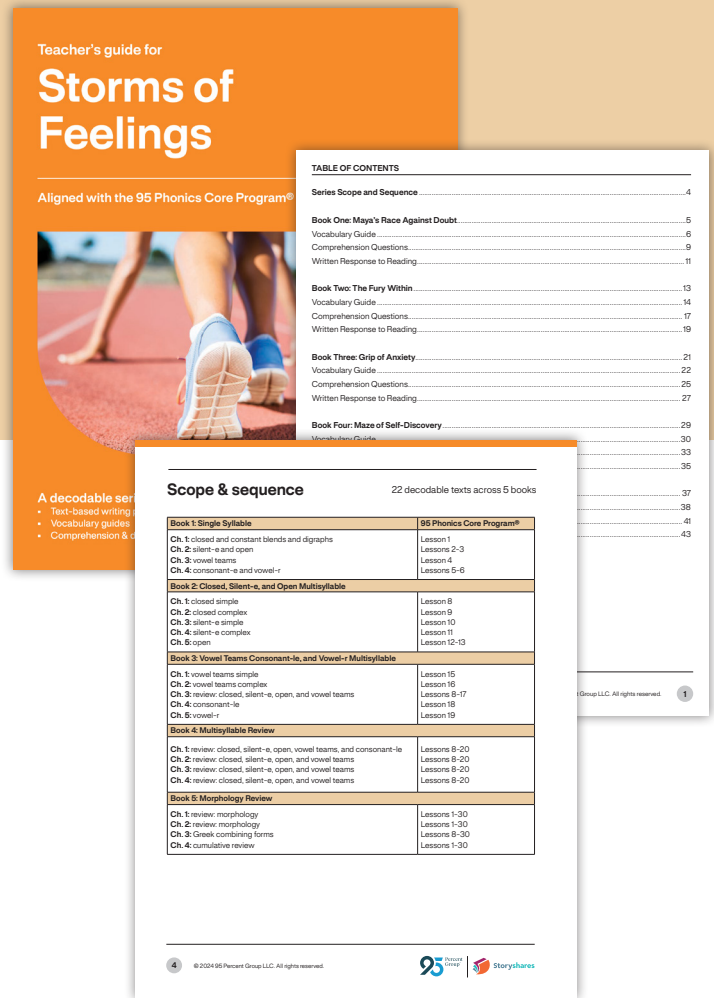
INTRODUCTION

95 Readables™ Sample Pack

Contents

This sample pack includes select content from the grade 5 series **Storms of Feelings**

- ▶ From the **Teacher's guide** you will find
 - Table of contents for all teacher support for each book in the grade 5 series
 - Sample phonics guide
 - Scope and sequence
 - Educator companion for **A Maze of Self-Discovery**, which includes a vocabulary guide, comprehension questions, and written response prompts
- ▶ A sample of book 4 in the **Storms of Feelings** series, **A Maze of Self-Discovery**, 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

Storms of Feelings

Aligned with the 95 Phonics Core Program®



A decodable series for grade 5

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





Storms of Feelings is a collection of decodables...

Time spent with characters

At the beginning of this series, we meet Maya, who is experiencing a storm of feelings after a big loss at her track meet. Each book focuses on a specific challenge Maya faces, from fear and self-doubt to friendship and personal growth. With the help of her friend Isabelle, she learns the importance of self-discovery and embraces the uncertainty of the future.

Scope and sequence

The sequence of stories is aligned with the progression of skills as outlined in the 95 Phonics Core Program™ Grade 5 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 multisyllable words 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

Race Against Time

Closed Single-Syllable Words and Consonant Blends & Digraphs

Closed syllable words (including digraphs)	Consonant blends
bed clock had win get ten rush toss shot	jumped just must scanned slept last skilled spot best hands drive crack plan cramming dragged
	smashed snack track brush black crash struck smacked

High-frequency words			Challenge words	
Regular	Irregular		eyes	remember
opened	have	thought	alarm	forgot
out	already	walked	snooze	early
going	from	minutes	important	area
ready	whoever	said	student	racers
herself	would	wanted	athletes	foot
forward	one	again	nearby	floor
around	hour	could	runner	pushed

2

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.

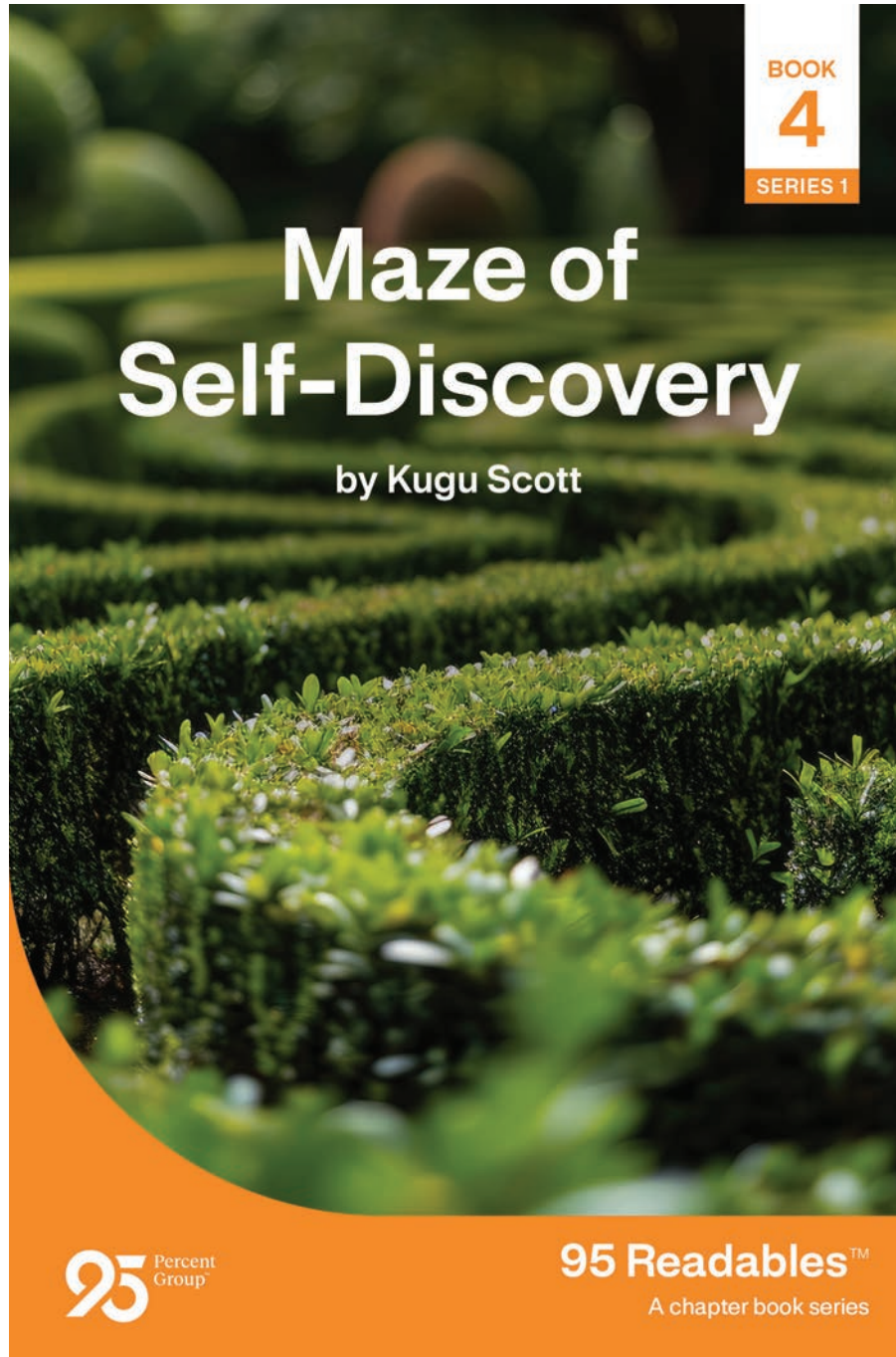
Challenge words that do not follow the scope and sequence are highlighted for previewing and interactive oral reading.

Scope & sequence

22 decodable texts across 5 books

Book 1: Single Syllable	95 Phonics Core Program®
<p>Ch. 1: closed and constant blends and digraphs</p> <p>Ch. 2: silent-e and open</p> <p>Ch. 3: vowel teams</p> <p>Ch. 4: consonant-e 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</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</p>	<p>Lesson 8</p> <p>Lesson 9</p> <p>Lesson 10</p> <p>Lesson 11</p> <p>Lesson 12-13</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: Multisyllable Review	
<p>Ch. 1: review: closed, silent-e, open, vowel teams, and consonant-le</p> <p>Ch. 2: review: closed, silent-e, open, and vowel teams</p> <p>Ch. 3: review: closed, silent-e, open, and vowel teams</p> <p>Ch. 4: review: closed, silent-e, open, and vowel teams</p>	<p>Lessons 8-20</p> <p>Lessons 8-20</p> <p>Lessons 8-20</p> <p>Lessons 8-20</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>Lessons 1-30</p> <p>Lessons 1-30</p> <p>Lessons 8-30</p> <p>Lessons 1-30</p>

Book 4: Educator companion



Vocabulary Guide for *Maze of Self-Discovery*

Chapter One: Do What You Love to Do

engineering (noun): the subject studied by people who want to design and construct engines and machinery, or structures such as roads and bridges

- Page 12: “Did she like STEM subjects like **engineering** or biology?”

Chapter Two: Maya's Ten Masks

contrary (noun): something that is opposite

- Page 25: “On the **contrary**, Maya found out that she never wanted to join the swimming club.”

despised (verb): to strongly dislike

- Page 25: “She didn’t like the chemical smell of the pool and **despised** carrying a second swim bag to school.”

critiqued (verb): to evaluate and analyze

- Page 28: “Every time Maya was about to start reading, either someone **critiqued** a book or recommended a new one.”

Chapter Three: Isabelle and Maya's Reunion

pleaded (verb): to ask someone in an intense, emotional way; to beg

- Page 46: “I have no idea which ones I should join,” **pleaded** Maya.”

unrelated (adjective): not connected

- Page 47: “You don’t need to go sit in on **unrelated** clubs.”

Chapter Four: Outlook Onto the Future

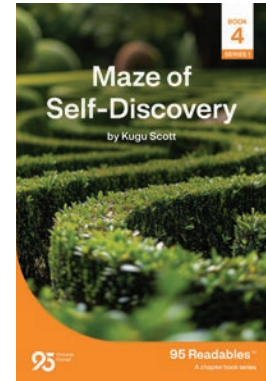
authentic (adjective): genuine

- Page 54: “She was confident that those tasks would help her find her **authentic** self.”

Book 4: Comprehension questions

In this book, Maya struggles to find her passion and interests while navigating the pressure to join popular afterschool clubs. With the help of her friend Isabelle, she learns the importance of self-discovery and embraces the uncertainty of the future.

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

- Does your school have afterschool clubs? Which ones are you interested in?

Questioning

- How does Maya plan on dealing with her afterschool club problem?

Predicting

- Where do you think Isabelle and her family are from?

Imagining

- How do you imagine Maya participating in all of her different club activities?

Inferring

- What does the text mean when it says Maya “wore many masks”?

Determining importance

- What lesson does Maya learn at the end of the story?

Synthesizing

- What are some things that we already know Maya enjoys? How can Maya use this to choose a club?

Comprehension question options by chapter

Chapter One: Do What You Love to Do

- Why does Maya have such a hard time choosing a club to join?
- Which afterschool club do you think would fit Maya the best?
- Does your school have afterschool clubs? Which ones are you interested in?

Chapter Two: Maya's Ten Masks

- How does Maya plan on dealing with her afterschool club problem?
- What advice do you think Isabelle would have given Maya if she talked to her first?
- What does the text mean when it says Maya “wore many masks”?
- How do you imagine Maya participating in all of her different club activities?

Chapter Three: Isabelle and Maya's Reunion

- Do you believe that Isabelle was really gone on vacation?
- Where do you think Isabelle and her family are from?
- What are some things that we already know Maya enjoys? How can Maya use this to choose a club?

Chapter Four: Outlook Onto the Future

- What pieces of advice from Isabelle is Maya already doing?
- Which new hobbies did Maya discover?
- How do you think Maya feels when she sees a poster that reminds her of the track meet last year?
- What lesson does Maya learn at the end of the story?

Book 4: Written response to reading

Writing Prompt: What makes a good friend? Do you think Isabelle is a good friend? Why or why not?

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 5 | Series 1

Teacher's guide for
**Storms of
Feelings**

95 Readables™

A chapter book series

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BOOK

4

SERIES 1

Maze of Self-Discovery

by Kugu Scott

95 Percent
Group™

95 Readables™

A chapter book series

Maze of Self-Discovery

by Kugu Scott



Storyshares

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Chapter 1

Do What You Love to Do



Do What You Love to Do

Review: Closed, Silent-e, Open, Vowel Teams, and Consonant-le Multisyllable

Closed

summer	important	robotics	echoed	upset	without
subjects	impossible	tennis	history	already	herself
engineering	afterschool	packet	geometry	select	student
everything	assignments	options	into	matter	
submitted	number	million	happy	question	

Open

worries	around	happy	today	believe	biology
student	Maya's	robotics	very	geometry	decisions
history	into	erased	everything	able	another
echoed					

Vowel Teams

around	afterschool	already	people	million
assignments	options	engineering	question	nearly
today	believe	decisions	without	

Silent-e

erased
someone

Consonant-le

able
people
impossible

High-frequency words

Irregular

was	what	of
the	wasn't	do
to	doesn't	friends
their	have	wanted
could	from	would
walked		

Challenge words

loved
months
oh
Mr.
love
half
answer



Summer was just around the corner. Maya's class started to wrap up their assignments and tests.



She could feel the summer breeze in her hair as she walked into the school.



Summer made Maya so happy. She could spend all day doing what she loved most: track. Well, she thought it was track.



For the past few months, Maya hadn't run as much. But she wasn't upset.

Oh well, that doesn't matter. Summer is here! she thought, and erased her worries.



“Today we have a very important task,” said Mr. Jones. “We need to select our afterschool clubs! You will be able to choose from a huge number of clubs.”



“There is everything from robotics, choir, tennis, painting, and more. Just choose what you love to do.”



Maya looked at the packet Mr. Jones gave them with all the new club options. She couldn't believe her eyes. It seemed like there were a million afterschool clubs she could choose from.

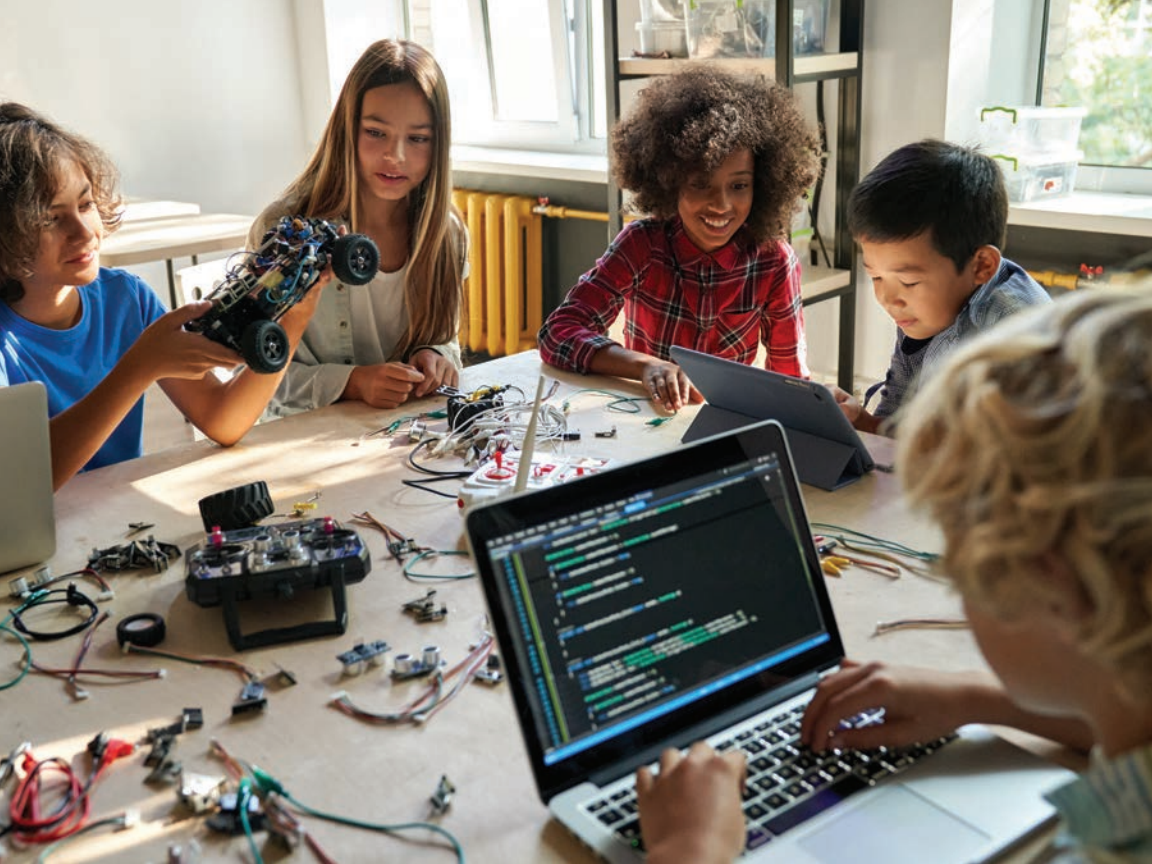


But Mr. Jones' words
echoed in her ears. *Choose
what you love to do.*

What did Maya love to do?
Last year, she just went to all
the clubs her friends went to.



Now, there was a large number of clubs she could choose from. She just had to know what she liked to do.



Did she like history or geometry? Did she like STEM subjects like engineering or biology?



She looked up and saw that nearly half the class had already submitted their club decisions.



“I’ve been waiting for this day my whole life,” someone cried out.

“I’m so glad they have everything I wanted!” another student said.



Maya kept on asking herself how all these people already knew which clubs they wanted to join. Which club would she fit into?



It was impossible for Maya to answer this question without knowing what she loved to do first.

Chapter 2

Maya's Ten Masks



Maya's Ten Masks

Review: Closed, Silent-e, Open, and Vowel Teams Multisyllable

Closed

probably	continued	figure	activities	recommended	fiction
Isabelle	possible	calendar	contrary	government	hobby
arguments	wonderful	characters	quiet	chemical	after
announced	simply	local	finally	second	concerned
carefully	every	enjoyed	basketball	definitely	expected
backpack	cafeteria	other	interesting		

Open

Maya	decide	busy	despised	hobby	cafeteria
probably	before	local	carrying	library	become
Isabelle	divided	activities	definitely	quiet	ideal
because	every	contrary	decided	about	finally
crazy	nothing	chemical	really	critiqued	newspaper

Silent-e

decide	figure	decided
carefully	divided	someone
before	despised	become

Vowel Teams

because	fiction	ideal
announced	about	newspaper
continued	either	really
enjoyed	teachers	

High-frequency words

N/A

Challenge words

should



Maya probably should have spoken to Isabelle, because what she did next was simply crazy.



“You will have the rest of the day to decide which clubs you want to join,” announced Mr. Jones.

Maya carefully packed her form in her backpack and continued on with her day. She had a plan.



Before the end of the year, she would join a few meetings of each afterschool club. She was going to try as many clubs as possible to figure out what she loved to do.

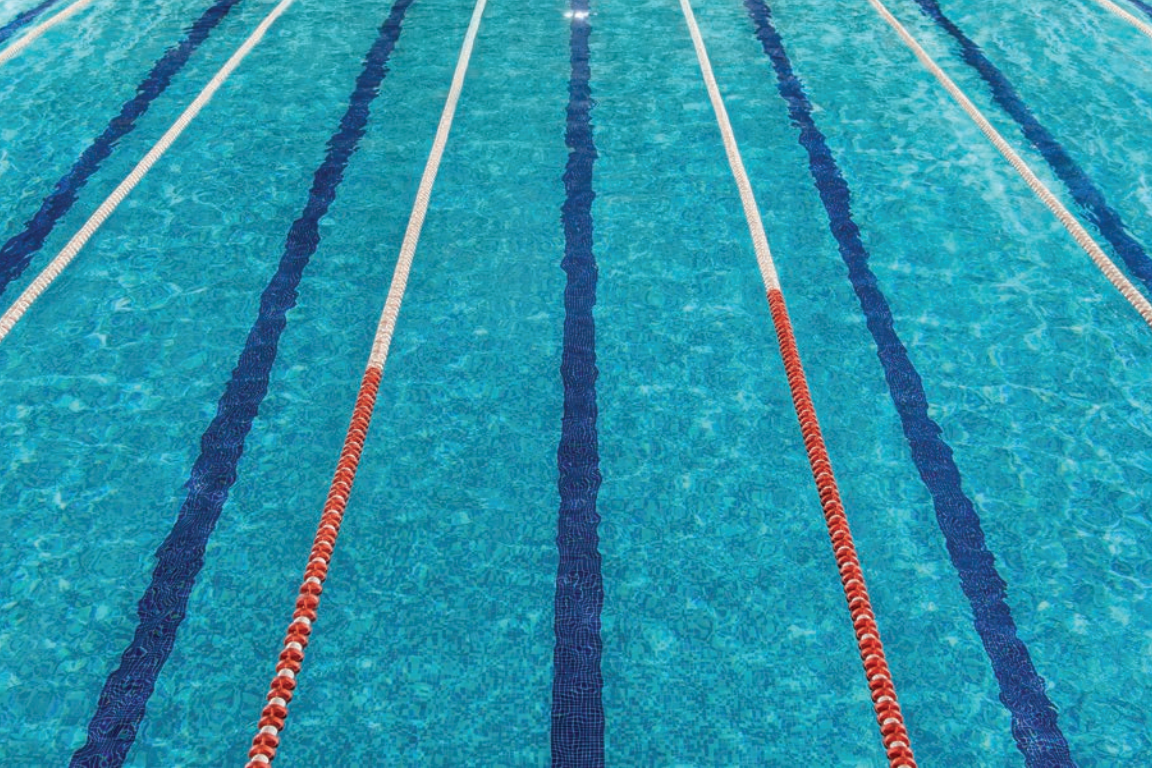


Maya pulled out a calendar and divided all the days of school left by ten. With ten days of school left and ten new clubs to try, Maya was going to go to one new club meeting every day.



On those last ten busy days of school, Maya wore many masks.

She first joined the swimming club. They met at the local pool.



Maya thought that since she enjoyed running so much, she would enjoy other sports activities, too.



On the contrary, Maya found out that she never wanted to join the swimming club. She didn't like the chemical smell of the pool and despised carrying a second swim bag to school. This was definitely a no.



Next, Maya decided to join the fiction club. Her new hobby was reading, after all. This club took place in the library, a calm, quiet, and safe space. Wouldn't it be wonderful to go there after school?



But during the meeting, Maya never got to read! The meeting was filled with arguments about plot twists and characters.



Every time Maya was about to start reading, someone either critiqued a book or recommended a new one. Being in the fiction club was not what Maya expected.



Next, she joined the cooking club in the cafeteria, helped teachers at the teaching club, and even joined the basketball club.



None of these club meetings interested Maya. She started to become concerned that she would never find her ideal club.



She tried going to the writing club. Then she joined the government club. Finally, she tried the newspaper club.

Those last few days went on just like that.



She found ten clubs to join,
but nothing she really liked.
Which club was she going to
choose?