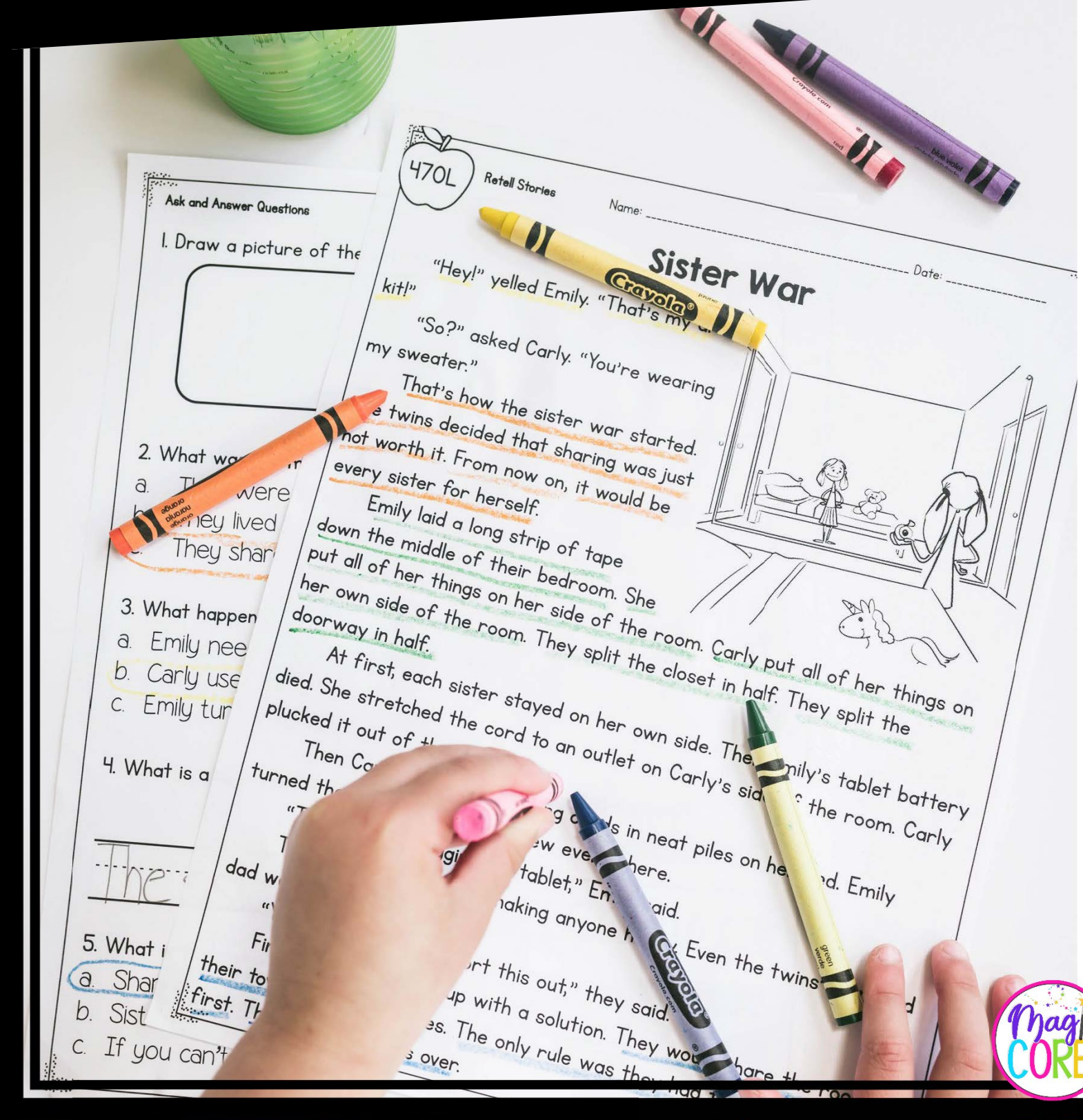
FICTION | 1ST GRADE | RL.1.2

RETELL STORIES

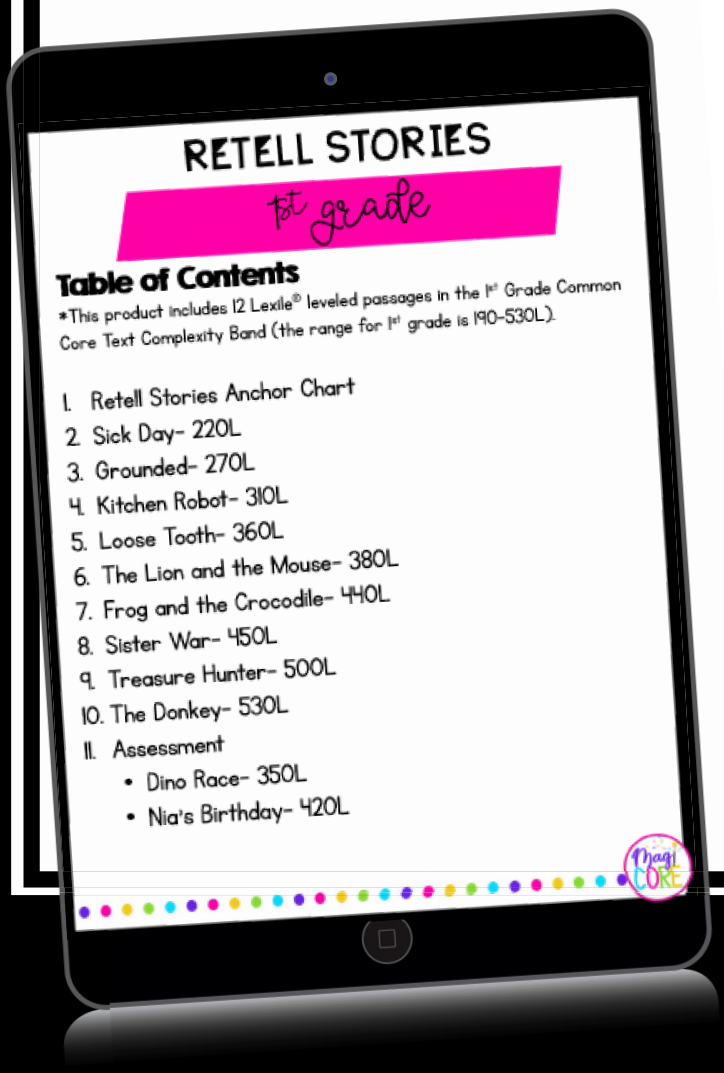
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WHAT'S INCLUDED?

NINE 1st Grade DIGITAL and PRINTABLE PDF fiction passages & TWO assessments!

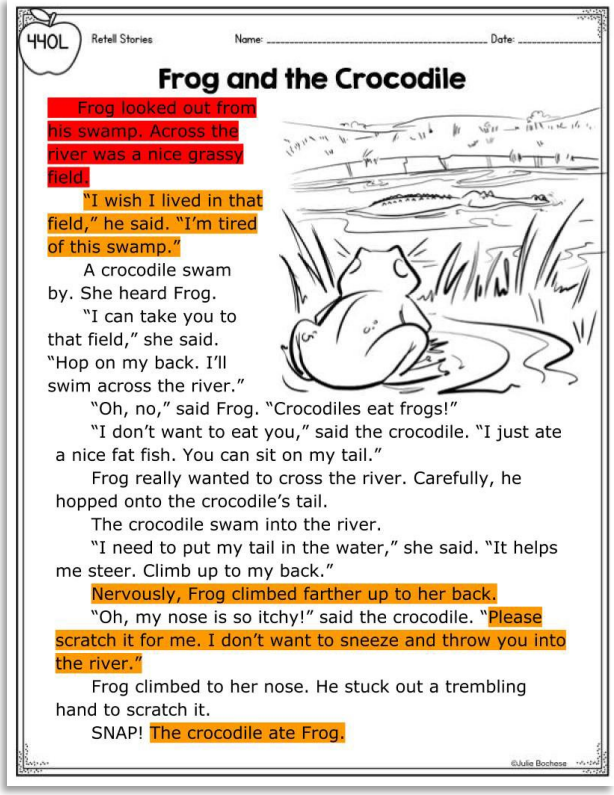
- Aligned with 1st Grade Lexile Levels
- Includes a Retell Stories Anchor Chart
- Students can highlight the text for easy comprehension



Created with GOOGLE SLIDES

LEXILE®

FICTION PASSAGES



4OL Retell Stories Name: _____ Date: _____

Frog and the Crocodile

Frog looked out from his swamp. Across the river was a nice grassy field.

"I wish I lived in that field," he said. "I'm tired of this swamp."

A crocodile swam by. She heard Frog.

"I can take you to that field," she said. "Hop on my back. I'll swim across the river."

"Oh, no," said Frog. "Crocodiles eat frogs!"

"I don't want to eat you," said the crocodile. "I just ate a nice fat fish. You can sit on my tail."

Frog really wanted to cross the river. Carefully, he hopped onto the crocodile's tail.

The crocodile swam into the river.

"I need to put my tail in the water," she said. "It helps me steer. Climb up to my back."

Nervously, Frog climbed farther up to her back.

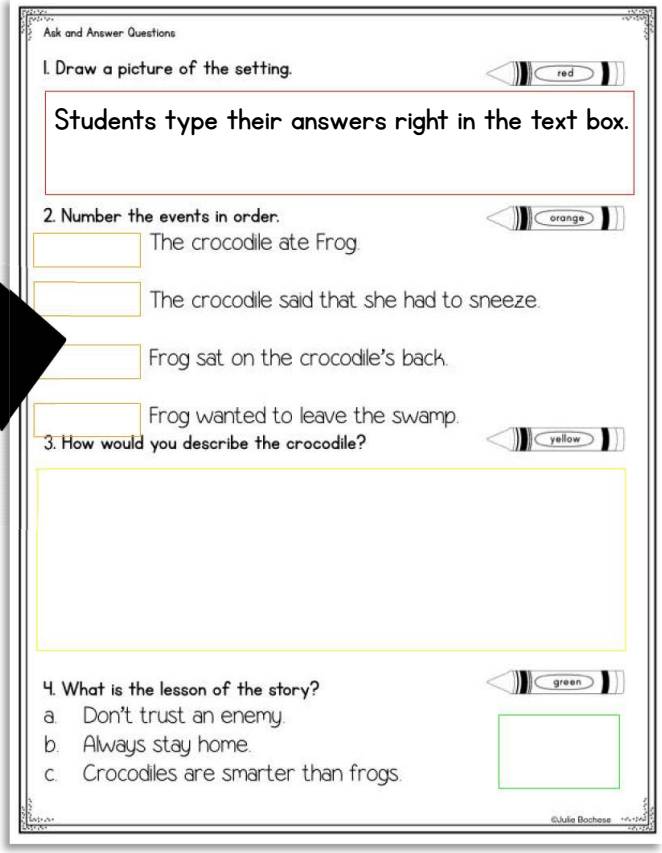
"Oh, my nose is so itchy!" said the crocodile. "Please scratch it for me. I don't want to sneeze and throw you into the river."

Frog climbed to her nose. He stuck out a trembling hand to scratch it.

SNAP! The crocodile ate Frog.

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Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!



Ask and Answer Questions

1. Draw a picture of the setting. red

Students type their answers right in the text box.

2. Number the events in order. orange

_____ The crocodile ate Frog.

_____ The crocodile said that she had to sneeze.

_____ Frog sat on the crocodile's back.

_____ Frog wanted to leave the swamp.

3. How would you describe the crocodile? yellow

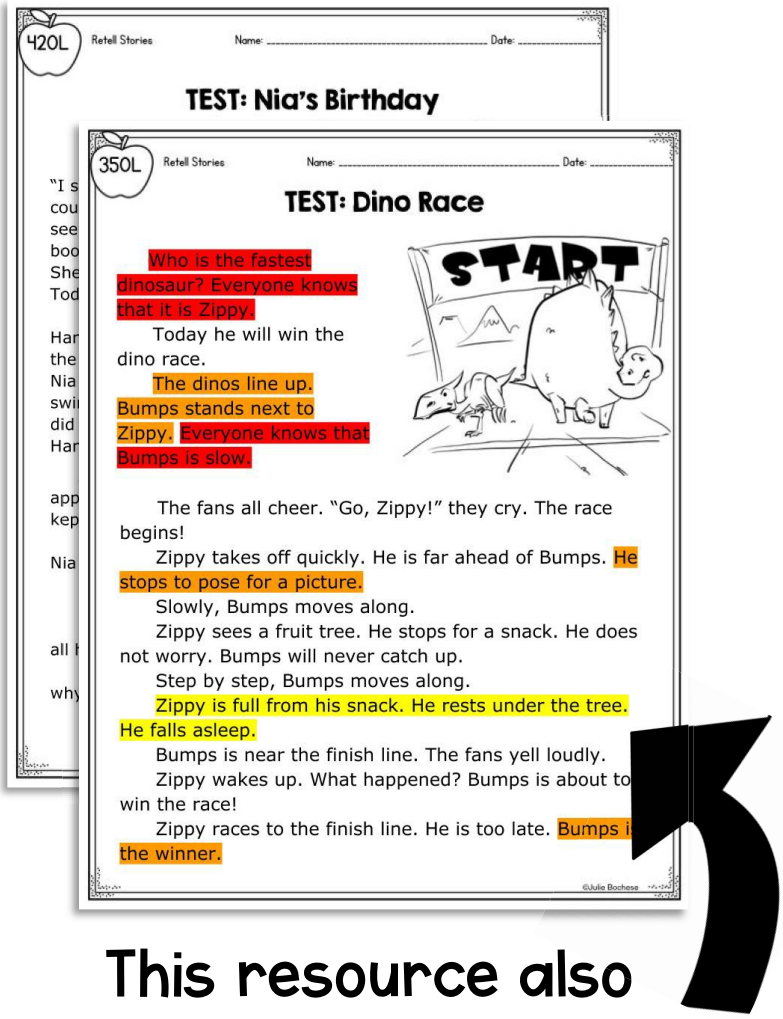
4. What is the lesson of the story? green

a. Don't trust an enemy.
b. Always stay home.
c. Crocodiles are smarter than frogs.

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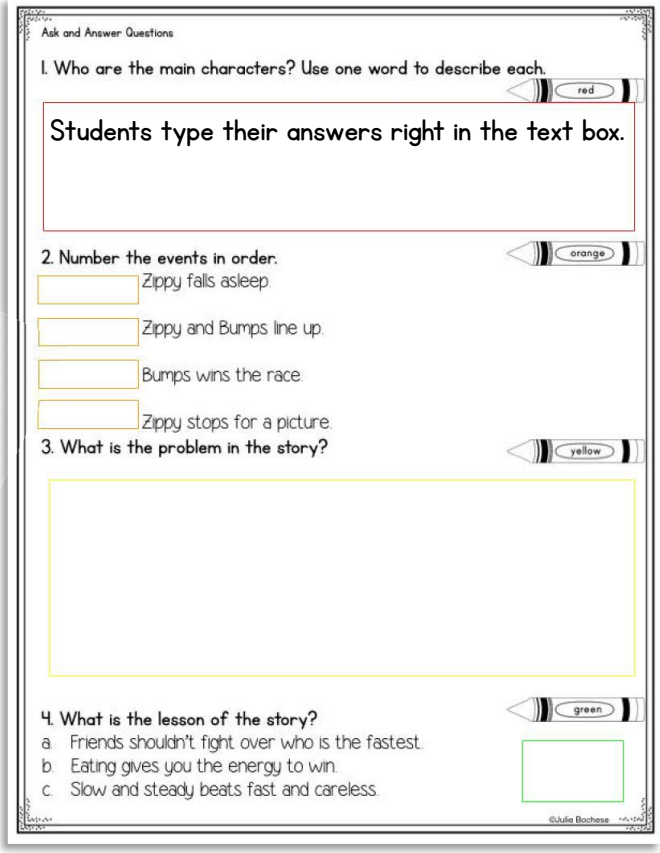
After reading, students type their answers in the text boxes using text evidence.

ASSESSMENTS



This resource also includes TWO tests with different Lexile Levels for student assessment.

Color coded highlighting can also be done on the assessments!



RETELL STORIES

1st grade

Table of Contents

*This product includes 12 Lexile® leveled passages in the 1st Grade Common Core Text Complexity Band (the range for 1st grade is 190-530L).

1. Retell Stories Anchor Chart
2. Sick Day- 220L
3. Grounded- 270L
4. Kitchen Robot- 310L
5. Loose Tooth- 360L
6. The Lion and the Mouse- 380L
7. Frog and the Crocodile- 440L
8. Sister War- 450L
9. Treasure Hunter- 500L
10. The Donkey- 530L
11. Assessment
    - Dino Race- 350L
    - Nia's Birthday- 420L

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 that 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	190L-530L
2-3	420L-820L
4-5	740L-1,010L
6-8	1,185L-1,385L

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."


360L
Retell Stories
Name:
In the morning,
got dressed. He ma
for breakfast. He
the toast.
"Ouch!" he cr
tooth!"
Jack had a
It wiggled. It w
At school,
pencil in his m
thinking, he
"Oh, n
Now
That
hanging
Ask and Answer Questions
1. Which word descr
a. kind
b. smart
c. clumsy
2. Tell what ha
First, Kit
310L
Retell Stories
"I'm Pat. This
is my robot Kit.
Watch us cook
soup," said Pat.
Pat gave
can of tomat
Kit poked a
it. Tomato
sprayed
Pat
carrot.
Ask and Answer
1. What ha
a. Jack
b. Jac
c. Jac
d. Jac
2. Draw
3. Wh
a.
b.
c.
d.
Retell Stories
"Hey!" yelle
That's ho
The twins deci
not worth it. F
every sister f
Emily lai
down the mi
put all of he
her own sid
doorway
died
Ther
turned th
"Th
Th
dad we
their
first.
Characters
Setting
- Use your own words.
- Only tell the most import
Crayola





Ask and Answer Questions

1. Draw a picture of the

2. What wa

a. Th were

b. hey lived

c. They shar

3. What happen

a. Emily nee

b. Carly use

c. Emily tur

4. What is a

The

5. What i

a. Shar

b. Sist

c. If you can't

470L

Retell Stories

Name: _____ Date: _____

Sister War

"Hey!" yelled Emily. "That's my

kit!"

"So?" asked Carly. "You're wearing my sweater."

That's how the sister war started. The twins decided that sharing was just not worth it. From now on, it would be every sister for herself.

Emily laid a long strip of tape down the middle of their bedroom. She put all of her things on her side of the room. Carly put all of her things on her own side of the room. They split the closet in half. They split the doorway in half.

At first, each sister stayed on her own side. The ily's tablet battery died. She stretched the cord to an outlet on Carly's sid the room. Carly plucked it out of t

Then Ca ds in neat piles on he d. Emily turned th ew eve here.

" tablet," En aid.

dad w naking anyone h Even the twins

" rt this out," they said.

their to up with a solution. They wo hare the roo

first. Th es. The only rule was they had to a rmissi

s over.

360L Retell Stories

Name: _____ Date: _____

Loose Tooth



In the morning, Jack got dressed. He made toast for breakfast. He bit into the toast.

"Ouch!" he cried. "My tooth!"

Jack had a loose tooth. It bled. It wobbled.

At school, Jack put his finger in his mouth. Without thinking, he bit down on it.

"Oh, my loose tooth!" he cried.

Jack's tooth was very loose. It bled a little.

Jack did not want to eat his taco. His tooth was on a string. Jack's sister told him to pull the tooth.

Jack was afraid to pull it.

Jack brushed his teeth. He was very gentle. His tooth wobbled. Jack rinsed with water. When he spit, it came out, too! It didn't even hurt.

"The Tooth Fairy comes," said Jack.

first?
h bled
pencil
ungry
n was loose

int event from the middle of the story.

orange

at the end of the story?
aco
o school
essed
came out

yellow

green

painful when your
ut and the
fairy





310L Retell Stories Name _____ Date _____

Kitchen Robot

"I'm Pat. This is my robot Kit. Watch us cook soup," said Pat.

Pat gave Kit a can of tomatoes. Kit poked a hole in it. Tomato juice sprayed out.

Pat gave Kit a carrot. Kit peeled it quickly. Bits of carrot flew all over.



Pat put the tomatoes in a pot. He put in the carrots. He asked Kit to stir it. Kit splashed it.

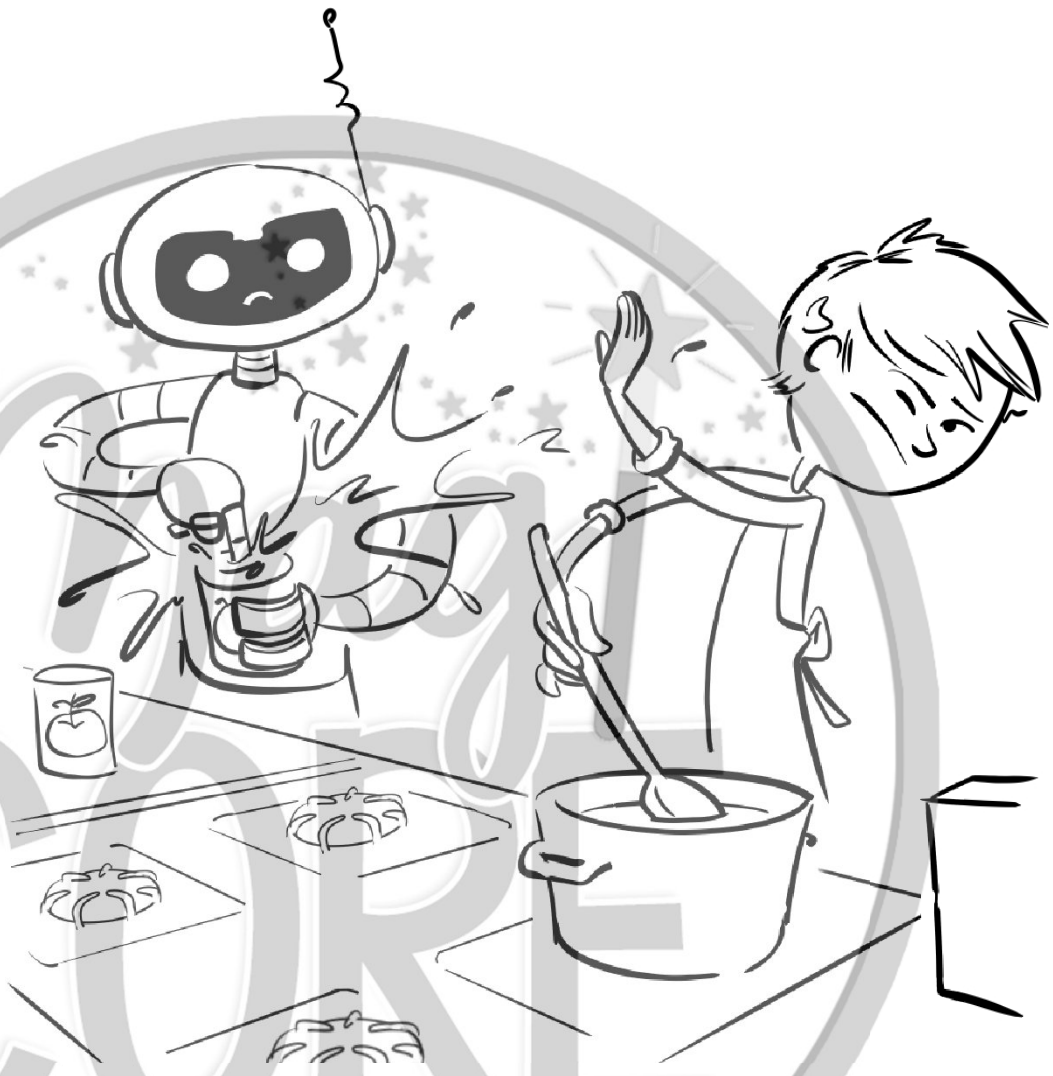
"Let's cook the noodles. Kit, heat this up," said Pat.

Kit got too hot. The noodles burned.

"Maybe we'll go out for soup. Tune in r… it will order me a pizza," Pat said.

310L Retell Stories Name: _____ Date: _____

Kitchen Robot



"I'm Pat. This is my robot Kit. Watch us cook soup," said Pat.

Pat gave Kit a can of tomatoes. Kit poked a hole in it. Tomato juice sprayed out.

Pat gave Kit a carrot. Kit peeled it quickly. Bits of carrot flew all over.

Pat put the tomatoes in a pot. He put in the carrots. He asked Kit to stir it. Kit splashed it.

"Let's cook the noodles. Kit, heat this up," said Pat.

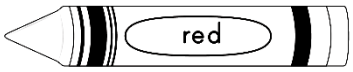
Kit got too hot. The noodles burned.

"Maybe we'll go out for soup. Tune in next time, kids. Kit will order me a pizza," Pat said.

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Ask and Answer Questions

1. Which word describes Kit?



a. kind
b. smart
c. clumsy

2. Tell what happened in the story.



First, Kit

Next, Kit helped

After that, Kit tried to

Then, Kit

Last, Pat said,

©Julie Bochoso

450L Retell Stories Name: _____ Date: _____

Sister War



"Hey!" yelled Emily. "That's my art kit!"

"So?" asked Carly. "You're wearing my sweater."

That's how the sister war started. The twins decided that sharing was just not worth it. From now on, it would be every sister for herself.

Emily laid a long strip of tape down the middle of their bedroom. She put all of her things on her side of the room. Carly put all of her things on her own side of the room. They split the closet in half. They split the doorway in half.

At first, each sister stayed on her own side. Then Emily's tablet battery died. She stretched the cord to an outlet on Carly's side of the room. Carly plucked it out of the outlet.

Then Carly set all her trading cards in neat piles on her bed. Emily turned the fan on high. Cards blew everywhere.

"That's for unplugging my tablet," Emily said.

The sister war was not making anyone happy. Even the twins' mom and dad were fed up.

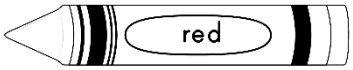
"You girls have got to sort this out," they said.

Finally, the girls came up with a solution. They would share the room, their toys, and their clothes. The only rule was they had to ask permission first. The sister war was over.

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Ask and Answer Questions

1. Draw a picture of the setting.



2. What was the most important detail about Emily and Carly?



a. They were born on the same day.
b. They lived with their mom and dad.
c. They shared the same bedroom.

3. What happened first?

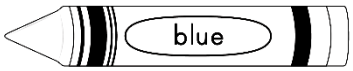


a. Emily needed to charge her tablet.
b. Carly used Emily's art kit.
c. Emily turned the fan on high.

4. What is a key event that happened in the middle of the story?



5. What is the moral of the story?



a. Sharing works best when people are considerate.
b. Sisters should always have their own bedrooms.
c. If you can't get along, keep to yourself.

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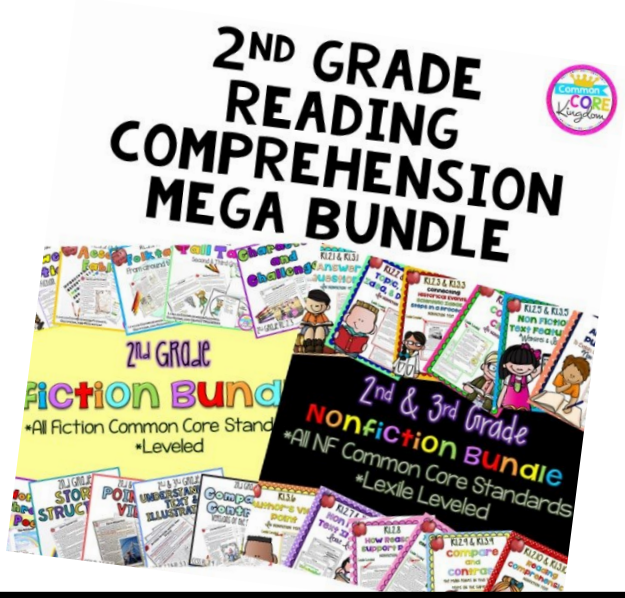
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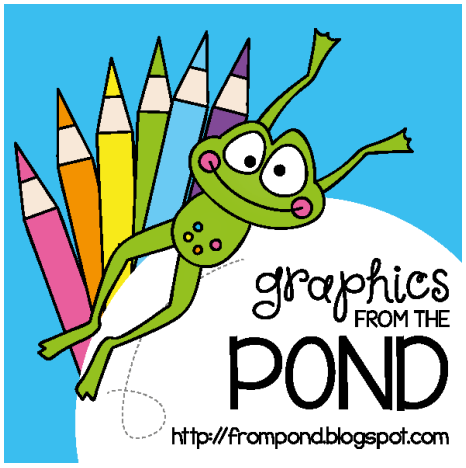
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