FICTION | 1ST GRADE | RL.1.10

COMPREHEND STORIES

LEXILE

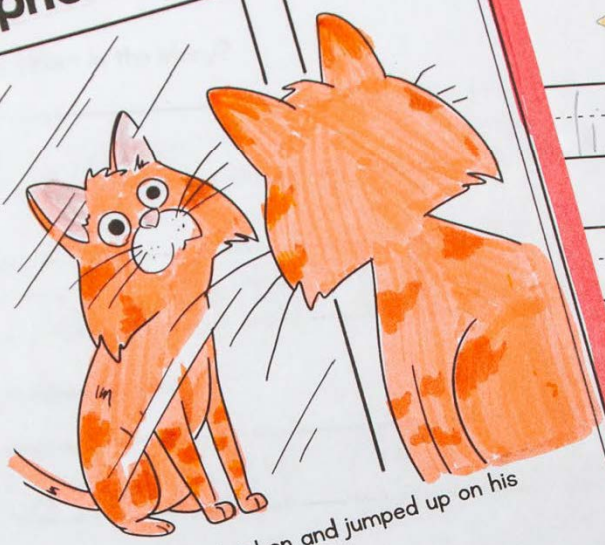
Comprehend Literature

1. Who is Tiger?
   a. The neighbor's dog
   b. Collin's cat
   c. Part of a show Collin is

Comprehend Literature

Name: Date:

Cat-astrophe



Collin woke up with a yawn. He tried to sit up. Instead, he jumped to the floor. Something felt wrong about the way he landed. Collin looked at his hands. They were small and furry.

He hurried to the mirror. Collin was shocked by what he saw. He had turned into his cat!

Collin tried to scream, but only hissed. He ran to the kitchen and jumped up on his dad's lap.

"No, Tiger," Collin's dad scolded.

Collin's mom grabbed a spray bottle. She hit him with a squirt of water right in the face! Then, Collin's mom put him outside.

Collin felt the hair on his back prickle. His ears perked up. The neighbor's dog, Barkley, lawn. Barkley chased him, barking at his heels. pounding noise got louder and

yellow

green

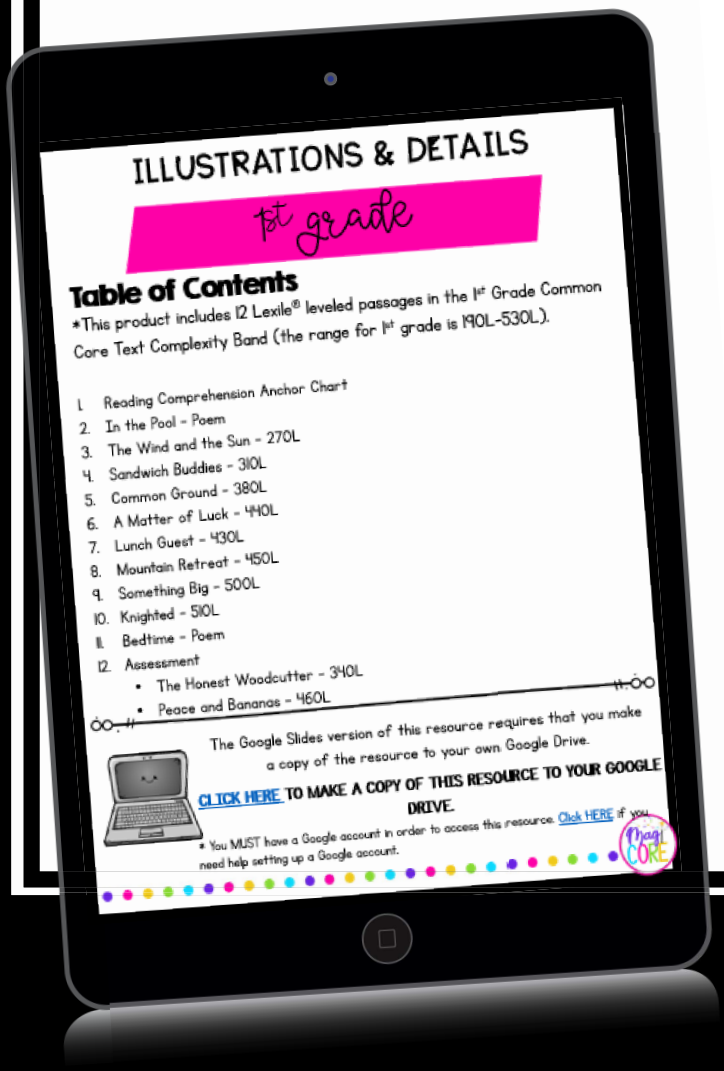
blue

MagiCORE

WHAT'S INCLUDED?

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

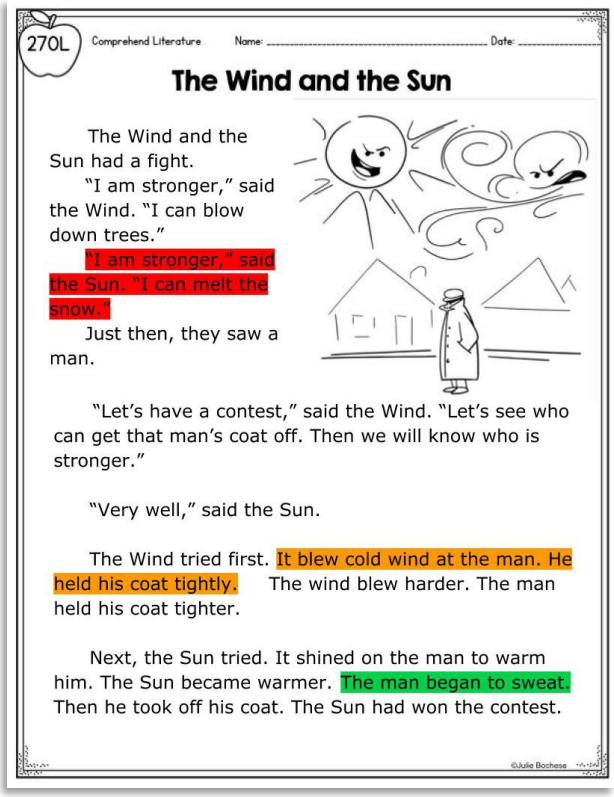
- Aligned with 1st Grade Lexile Levels
- Includes a Reading Comprehension Anchor Chart
- Students can highlight the text for easy comprehension



Created with GOOGLE SLIDES

LEXILE®

FICTION PASSAGES



270L Comprehend Literature Name: _____ Date: _____

The Wind and the Sun

The Wind and the Sun had a fight.

"I am stronger," said the Wind. "I can blow down trees."

"I am stronger," said the Sun. "I can melt the snow."

Just then, they saw a man.

"Let's have a contest," said the Wind. "Let's see who can get that man's coat off. Then we will know who is stronger."

"Very well," said the Sun.

The Wind tried first. It blew cold wind at the man. He held his coat tightly. The wind blew harder. The man held his coat tighter.

Next, the Sun tried. It shined on the man to warm him. The Sun became warmer. The man began to sweat. Then he took off his coat. The Sun had won the contest.

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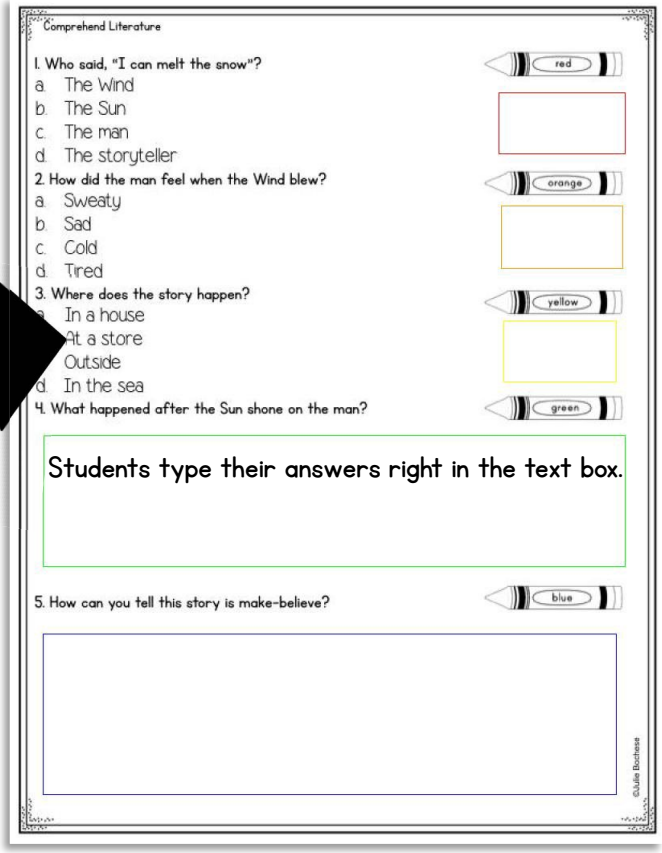
Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!



Comprehend Literature

1. Who said, "I can melt the snow"? red
   a. The Wind
   b. The Sun
   c. The man
   d. The storyteller
2. How did the man feel when the Wind blew? orange
   a. Sweaty
   b. Sad
   c. Cold
   d. Tired
3. Where does the story happen? yellow
   a. In a house
   b. At a store
   c. Outside
   d. In the sea
4. What happened after the Sun shone on the man? green

Students type their answers right in the text box.

5. How can you tell this story is make-believe? blue

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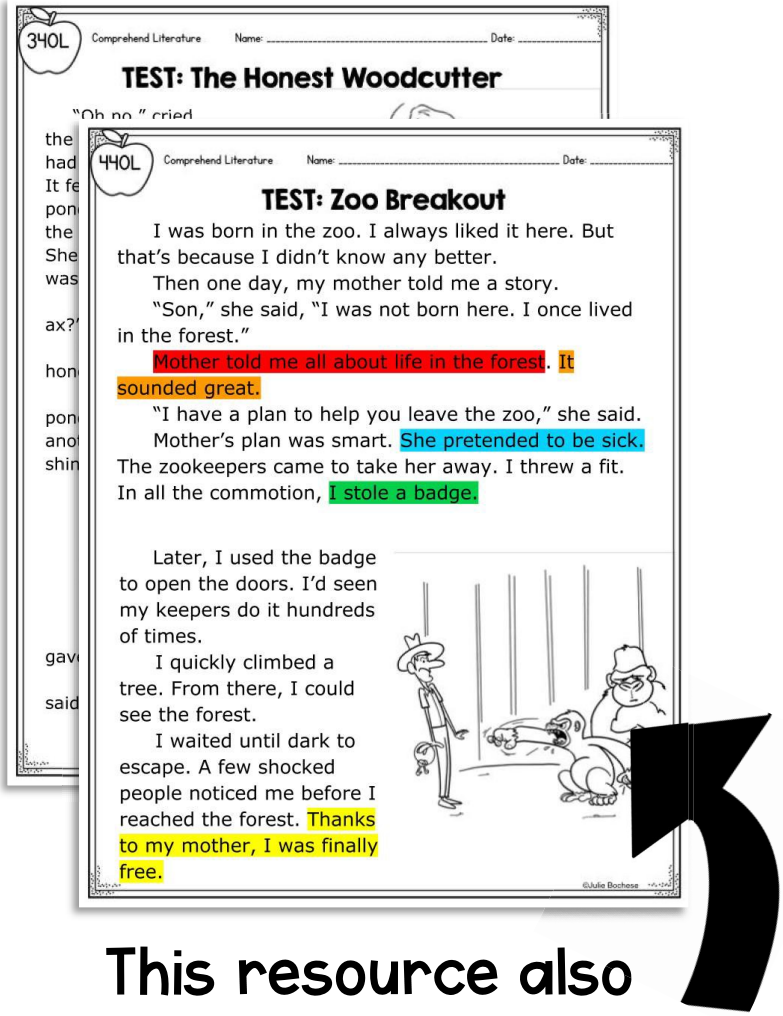
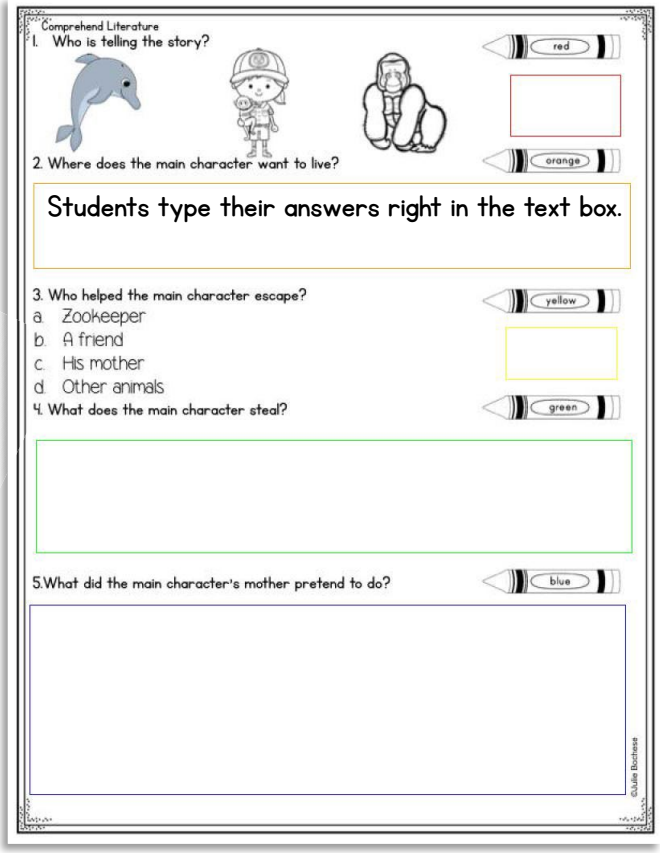
After reading, students type their answers in the text boxes using text evidence.

ASSESSMENTS



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

Color coded highlighting can also be done on the assessments!



ILLUSTRATIONS & DETAILS

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 190L-530L).

1. Reading Comprehension Anchor Chart
2. In the Pool - Poem
3. The Wind and the Sun - 270L
4. Sandwich Buddies - 310L
5. Common Ground - 380L
6. A Matter of Luck - 440L
7. Lunch Guest - 430L
8. Mountain Retreat - 450L
9. Something Big - 500L
10. Knighted - 510L
11. Bedtime - Poem
12. Assessment
    - The Honest Woodcutter - 340L
    - Peace and Bananas - 460L

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-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 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 Stand

Comprehend Literature

1. Who is Tiger?
   a. The neighbor's dog
   b. Collin's cat

430L

Comprehend Literature Name: Date:

Cat-astrophe

Collin woke up with a yawn. He tried to sit up. Instead, he jumped to the floor. Something felt wrong about the way he landed. Collin looked at his hands. They were small and furry.

He ...d to the mirror. Collin was sh... He had turn...



TEST: Zoo Breakout

...he zoo. I always liked it here. But that's because I didn't know any

...nother told me a story.

...s not born here. I once lived in the forest."

...t life in the forest. It sounded great.

...zoo," she said.

...ded to be sick. The zookeepers came to take her

...I stole a badge.

...doors.

...nes.



380L

Comprehend Literature Name: Date:

Words and Actions

Drew got on the school bus.

"Welcome back," Pavil said. "I can't wait to hear about your trip!"

Then Pavil turned to the friend he was sitting with. They opened a comic book and started chatting. Drew sat down by himself.

In class, the students had to color a...

"Can I use your marker...

Drew handed ...

backpack.

On the bus ride hom... said.

"Cool," Pavil said. "I'll bring sa...

At home, Drew waited and waited... sandwich. He put away his pictures. He knew...



READING COMPREHENSION
To Be a Good Reader:

1. Read the whole text.
2. What was this text about?
3. Read each question. Circle and underline key words.
4. Search for the answer or text evidence that supports the answer. Underline it in the text.
5. Check your work!

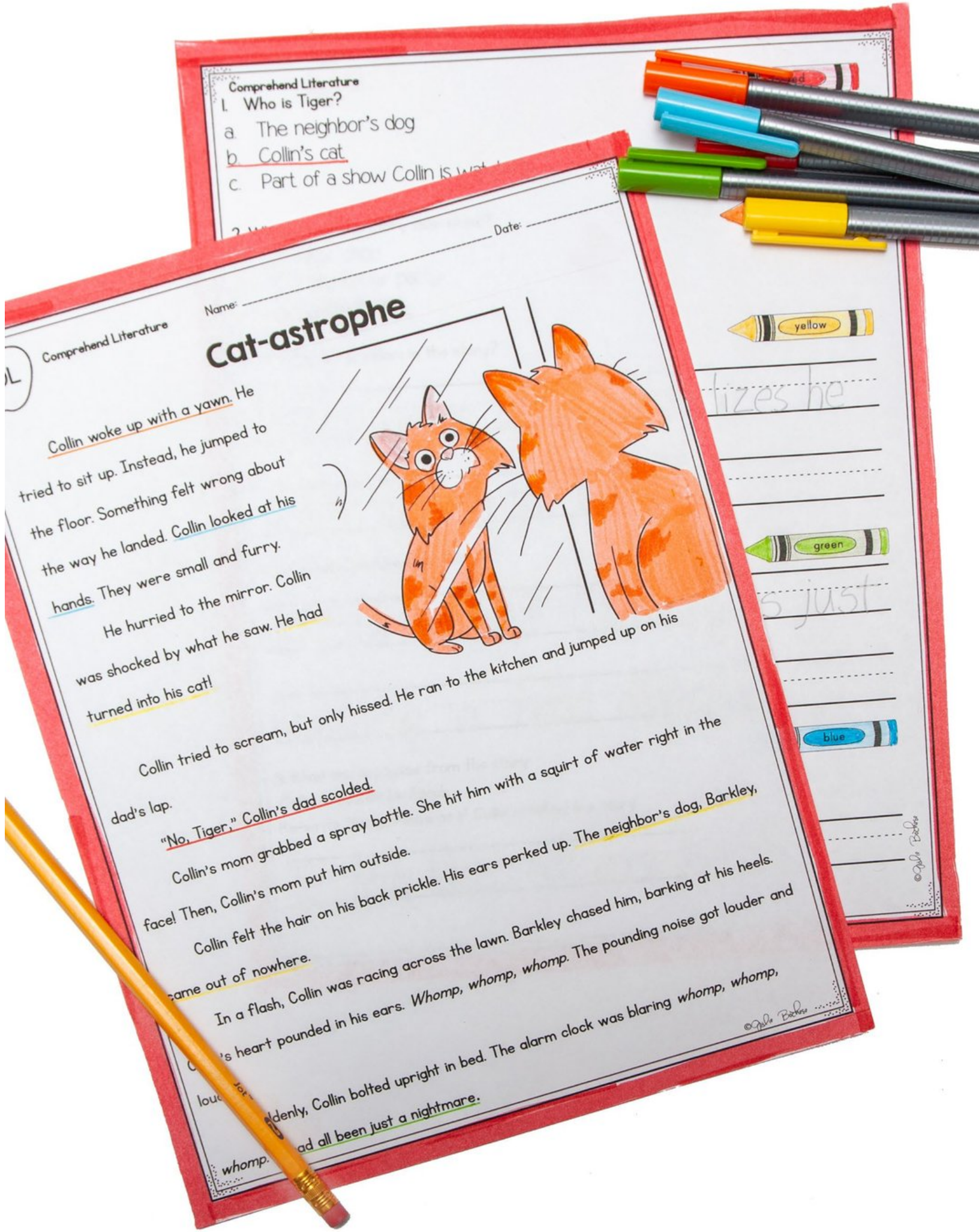


Open Ended Response Questions:

- Restate the question.
- Answer in a complete sentence
- ...text evidence
- ...your

Multiple Choice Questions:

- Go through all choices.
- Eliminate any choices that do not ...sense


Comprehend Literature
1. Who is Tiger?
a. The neighbor's dog
b. Collin's cat
c. Part of a show Collin is
yellow
green
blue
Comprehend Literature
Name:
Date:
Cat-astrophe
Collin woke up with a yawn. He tried to sit up. Instead, he jumped to the floor. Something felt wrong about the way he landed. Collin looked at his hands. They were small and furry.
He hurried to the mirror. Collin was shocked by what he saw. He had turned into his cat!
Collin tried to scream, but only hissed. He ran to the kitchen and jumped up on his dad's lap.
"No, Tiger," Collin's dad scolded.
Collin's mom grabbed a spray bottle. She hit him with a squirt of water right in the face! Then, Collin's mom put him outside.
Collin felt the hair on his back prickle. His ears perked up. The neighbor's dog, Barkley, came out of nowhere.
In a flash, Collin was racing across the lawn. Barkley chased him, barking at his heels.
's heart pounded in his ears. Whomp, whomp, whomp. The pounding noise got louder and
ldenly, Collin bolted upright in bed. The alarm clock was blaring whomp, whomp,
ad all been just a nightmare.
whomp.

READING COMPREHENSION

To Be a Good Reader:

1. Read the whole text.
2. What was this text about?
3. Read each question. Circle and underline key words.
4. Search for the answer or text evidence that supports the answer. Underline it in the text.
5. Check your work!



Open-Ended Response Questions:

- Restate the question.
- Answer in a complete sentence.
- Use text evidence to support your thinking.

Multiple Choice Questions:

- Go through all choices.
- Eliminate any choices that do not make sense.

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Poem

Comprehend Literature

Name: _____ Date: _____

In the Pool

In the pool on a hot summer day,

Children love to splash and play.

Tasha is a mermaid fair,

With shiny tail and curly hair.

Tommy is a SCUBA boy,

He dives down deep to find a toy.

Hannah is a dolphin rider,

With her little fish beside her.

Adam curls up like a ball,

So he can splash one and all.

There are so many fun ways to play,

At the pool on a summer day.



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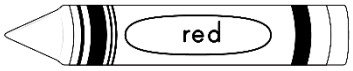
Comprehend Literature

1. Who is jumping off the diving board?



a. Tasha
b. Tommy
c. Hannah
d. Adam

2. What does Tasha's bathing suit have on it?



a. Hearts
b. Flowers
c. Fish
d. Mermaid

3. When does this poem take place?

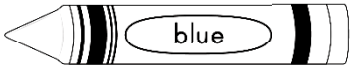


a. At night
b. During school
c. In summer
d. Long ago

4. What does Tommy like to do in the pool?



5. What is the same about all of the kids in the poem?



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270L **Comprehend Literature** Name: _____ Date: _____

The Wind and the Sun



The Wind and the Sun had a fight.

"I am stronger," said the Wind. "I can blow down trees."

"I am stronger," said the Sun. "I can melt the snow."

Just then, they saw a man.

"Let's have a contest," said the Wind. "Let's see who can get that man's coat off. Then we will know who is stronger."

"Very well," said the Sun.

The Wind tried first. It blew cold wind at the man. He held his coat tightly.

The wind blew harder. The man held his coat tighter.

Next, the Sun tried. It shined on the man to warm him. The Sun became warmer.

The man began to sweat. Then he took off his coat. The Sun had won the contest.

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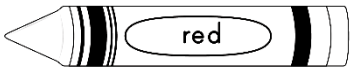
Comprehend Literature

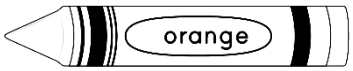
red



1. Who said, "I can melt the snow"?

a. The Wind
b. The Sun
c. The man
d. The storyteller

orange



2. How did the man feel when the Wind blew?

a. Sweaty
b. Sad
c. Cold
d. Tired

yellow



3. Where does the story happen?

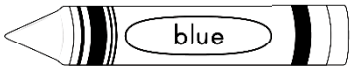
a. In a house
b. At a store
c. Outside
d. In the sea

green



4. What happened after the Sun shone on the man?

blue



5. How can you tell this story is make-believe?

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310L

Comprehend Literature Name: _____ Date: _____

Sandwich Buddies



Ronald was new in town. He didn't know anyone in the neighborhood. He wanted some friends. Each day he would walk along the sidewalk near his home. He was too shy to talk to anyone, though. He stayed in his house more and more. He grew very lonely.

Scratching sounded at Ronald's door one afternoon. He opened the door and found a scraggly dog standing there. The dog had no collar.

"Hey, boy," Ronald said. "You look lonely like me." He stepped aside, hoping the dog would come into his house.

The dog just looked at Ronald with sad, brown eyes. It didn't go into the house.

Ronald went into his kitchen. He grabbed a fresh loaf of bread. He returned to the door and wiggled the bread at the skinny dog. "You must be hungry. Come in. We can have a snack together."

The dog got a whiff of the bread. Its nose twitched at the scent. Its tail swished back and forth. The pup licked its lips. Slowly, it stepped into Ronald's house. It sniffed every corner of the floor.

Ronald took lunch meat out of the refrigerator. He made two sandwiches. He took the sandwiches to the living room and sat on the couch.

The dog followed him. Ronald and the dog ate their sandwiches together. The dog let Ronald pet him.

"I guess I have a friend now," Ronald said with a smile.

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Comprehend Literature

Tell what happened in the story.

1. First, Ronald, red



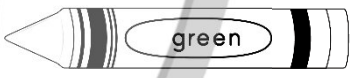
2. Next, the dog orange

3. Then, yellow

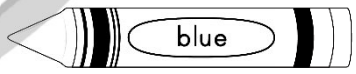




4. So Ronald green



5. In the end, blue



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340L

Comprehend Literature Name: _____ Date: _____

TEST: The Honest Woodcutter



"Oh no," cried the woodcutter. He had dropped his ax. It fell into a deep pond. The spirit of the pond came up. She held an ax. It was shiny silver.

"Is this your ax?" she asked.

"No," said the honest woodcutter.

The spirit of the pond held up another ax. It was shiny gold.

"Is this your ax?" she asked.

"No," said the honest woodcutter.

Then, the spirit held up another ax. It was plain wood.

"That is my ax," said the woodcutter.

The spirit gave the woodcutter his wooden ax. Then she gave him the silver and gold axes, too.

"Because you were honest, you can have all three," she said.

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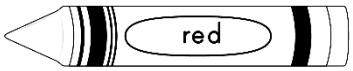
Comprehend Literature

1. Number the events in order:



_____ The woodcutter said the golden ax was not his.

_____ The spirit gave the woodcutter all three axes.

_____ The woodcutter dropped his ax in a pond.

_____ The spirit showed the woodcutter a silver ax.

2. Why did the spirit give the woodcutter three axes?

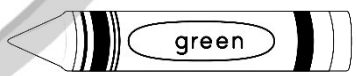


3. What is the lesson of the story?



a. Always tell the truth.
b. Gold is worth more than silver.
c. Be careful with sharp tools.

4. Who is telling the story?



a. The woodcutter
b. The spirit of the pond
c. Someone not in the story

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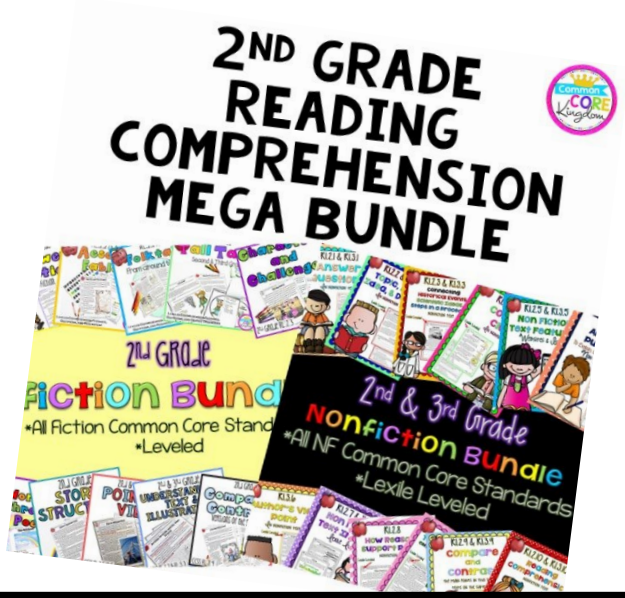

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