

COMPREHEND STORIES



Comprehend Literature

1. Who is Tiger?

a. The neighbor's dog

b. Collin's cat

c. Part of a show Collin is watching

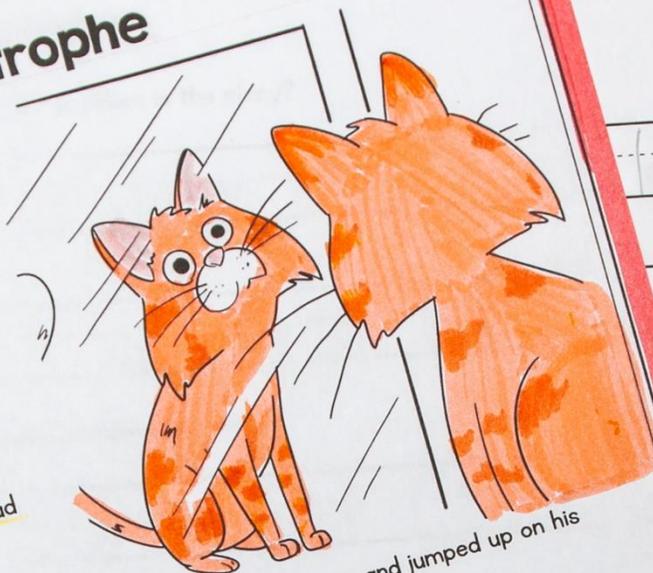
Comprehend Literature

Name: _____

Date: _____

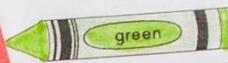
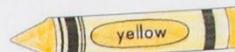
Cat-astrophe

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, barked at his heels. Barkley chased him, barking at his heels. The bounding noise got louder and



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ILLUSTRATIONS & DETAILS

1st grade

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*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
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4. Wrong Move, Rufus - 320L
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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.

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 Standards.”



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



430L

Comprehend Literature Name: _____ Date: _____

Cat-astrophe

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He looked to the mirror. Collin was shocked. He had turned into a cat.

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 picture.

"Can I use your markers?"

Drew handed his markers to the boy.

On the bus ride home, Drew said,

"Cool," Pavil said. "I'll bring some markers to school."

At home, Drew waited and waited for his markers. He put away his pictures. He knew he would use them soon.

TEST: Zoo Breakout

The zoo. I always liked it here. But that's because I didn't know any other zookeeper. My mother told me a story.

I was not born here. I once lived in the forest. It sounded great. I had a life in the forest. It sounded great.

"I went to the zoo," she said.

I decided to be sick. The zookeepers came to take her out of the zoo. I stole a badge.

I stole a badge.

doors.

lines.

I



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.

Multiple Choice Questions:

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

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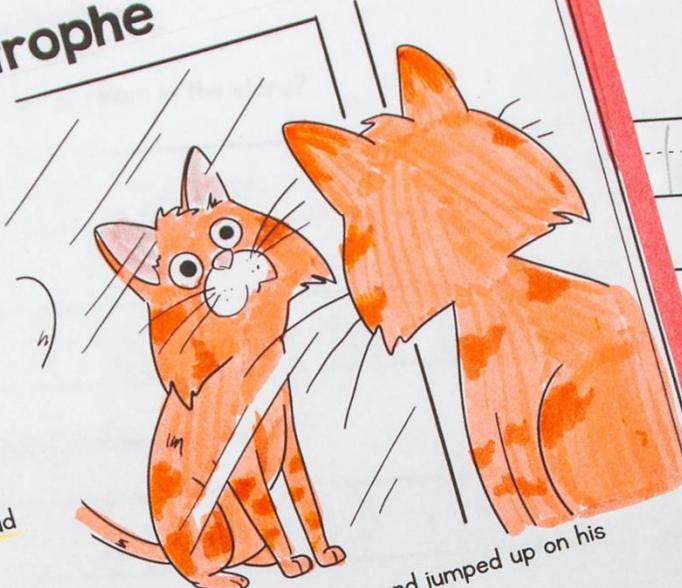
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Cat-astrophe

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"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. Collin's heart pounded in his ears. Whomp, whomp, whomp. The pounding noise got louder and louder.

Suddenly, Collin bolted upright in bed. The alarm clock was blaring whomp, whomp, whomp. It had all been just a nightmare.



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s just

440L

Comprehend Literature

TEST: Zoo Breakout

Name: _____

Date: _____

I was born in the zoo. I always liked it here. But that's because I didn't know any

better.

Then one day, my mother told me a story.

"Son," she said, "I was not born here. I once lived in the forest."

Mother told me all about life in the forest. It sounded great.

"I have a plan to help you leave the zoo," she said.

Mother's plan was smart. She pretended to be sick. The zookeepers came to take her

away. I threw a fit. In all the commotion, I stole a badge.

Later, I used the badge to open the doors.

I'd seen my keepers do it hundreds of times.

I quickly climbed a tree. From there, I could see the forest.

I waited until dark to escape. A few

strayed people noticed me before I reached the

forest. Thanks to my mother, I was finally free.



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Comprehend Literature
1 Who is telling the story? Circle it.



write your answer.



ick

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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.

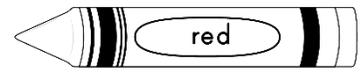
There are so many fun ways to play,

At the pool on a summer day.



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?

Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



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

Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



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Cat-astrophe

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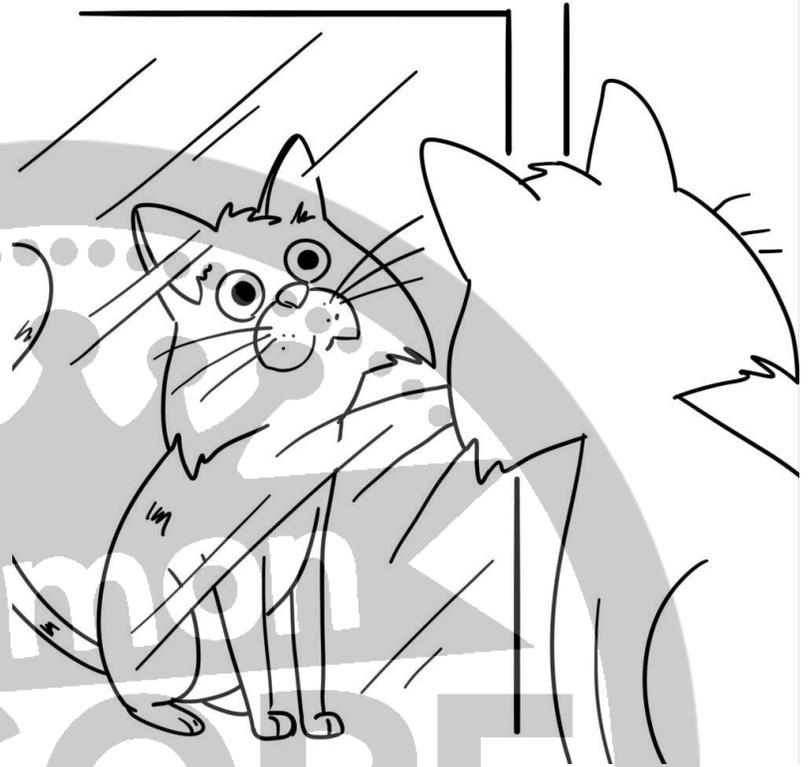
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Comprehend Literature

1. Who is Tiger?

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- b. Collin's cat
- c. Part of a show Collin is watching



2. Where does this story take place?

- a. At a pet shop
- b. At a sleepover party
- c. At Collin's house



3. What is the problem in the story?



4. How is the problem resolved?

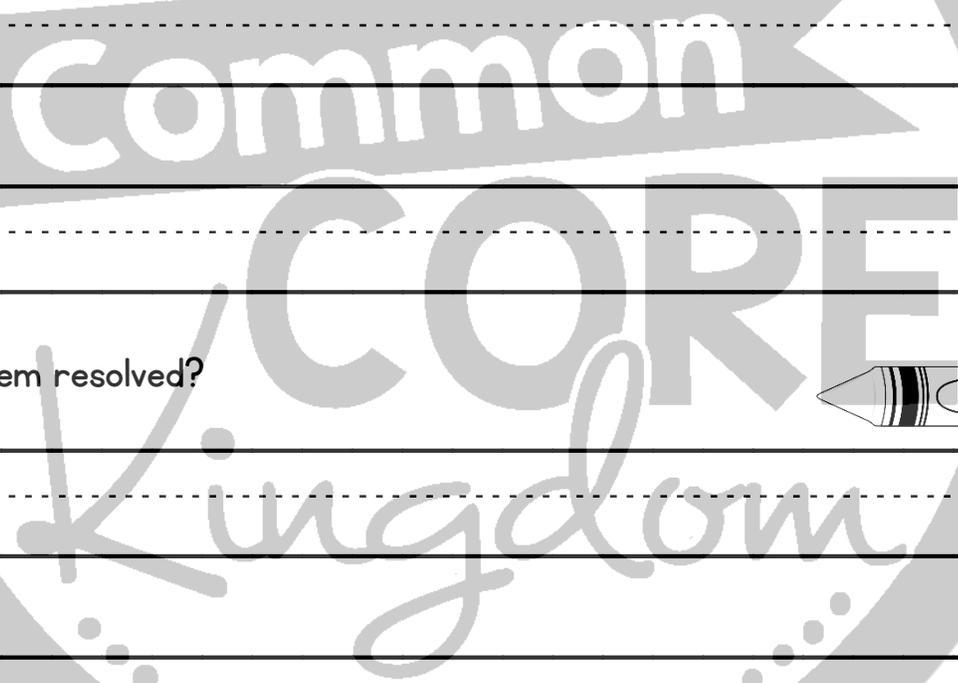


5. Read this sentence from the story:

Collin looked at his hands.

Re-write the sentence as if Collin is telling the story.





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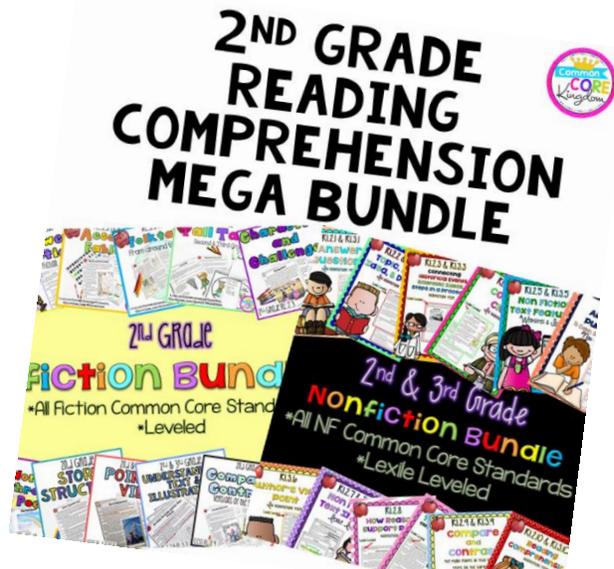
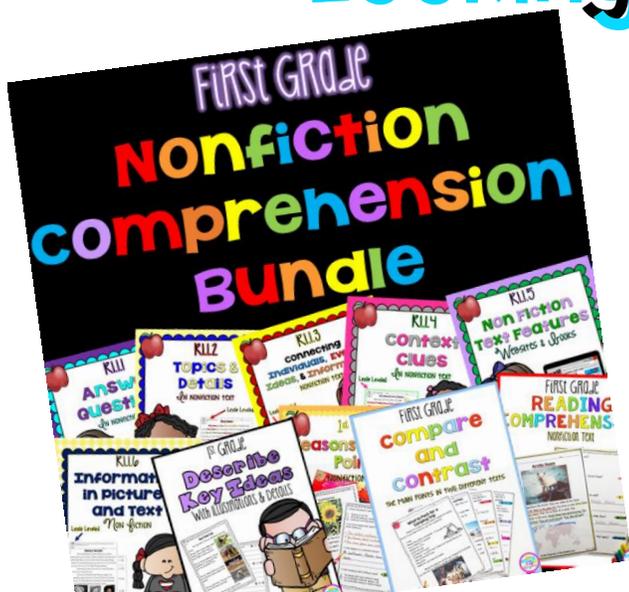


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