FICTION

1ST GRADE

RL.1.4

SENSORY WORDS & PHRASES

LEXILE

300L

Words & Phrases

Name: _____ Date: _____

Little Skunk

Little Skunk woke up. He rubbed his eyes. His tummy made a noise. He was hungry.

Little Skunk climbed out of his den. He looked around the forest. He saw a berry bush. Little Skunk ate the sweet, juicy berries.

Crunch! Crack! Little Skunk heard something. It sounded like something big. It was coming near him.

Little Skunk was scared! He lifted his tail. He let out a stinky spray.

"Hey!" said a voice. It was his friend Baby Bear. "That stinks!" said Baby Bear.

"I'm sorry," said Little Skunk. "You scared me."

©Debi Barker

Words & Phrases

Write a detail from

1.

"Hey!" said a voic

Bear.

2.

Crunch! Crack!

3.

Little Skunk

4. How di

a. sad

b. hur

c. ha

5. How

a.

b.

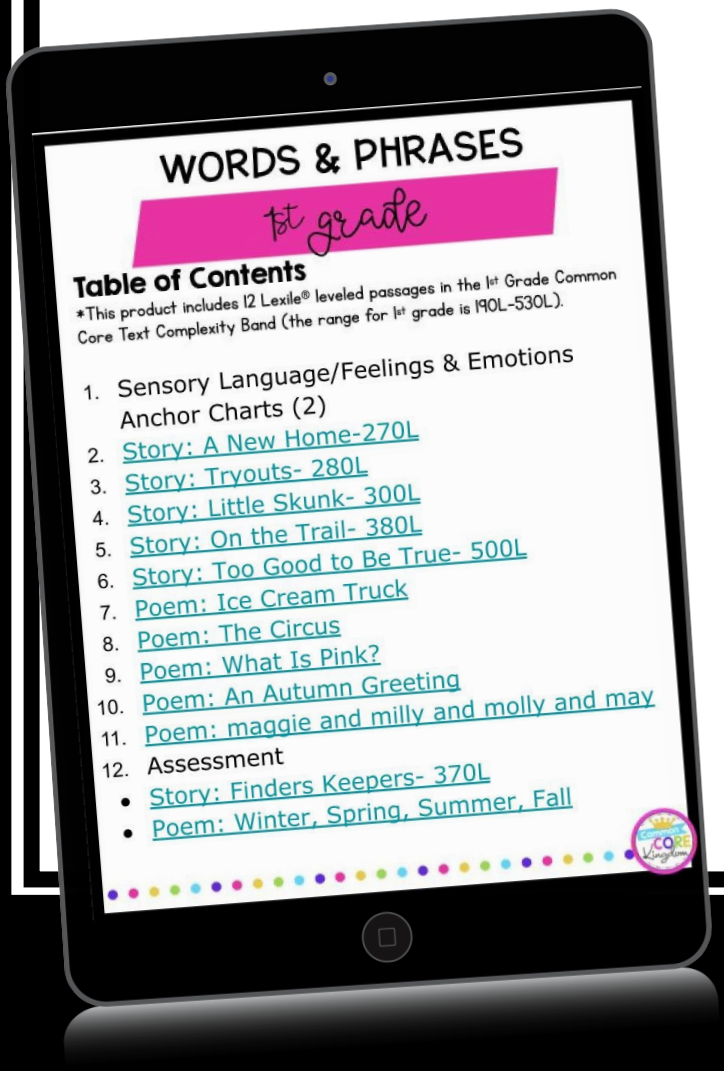
c.

Common CORE Kingdom

WHAT'S INCLUDED?

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

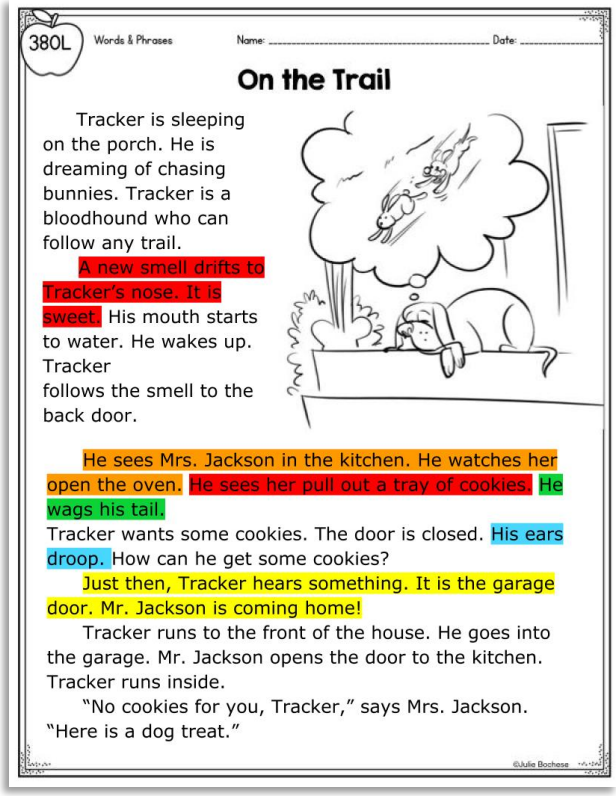
- Aligned with 1st Grade Lexile Levels
- Includes Anchor Charts for Sensory Language/Feelings & Emotions
- Students can highlight the text for easy comprehension



Created with GOOGLE SLIDES

LEXILE®

FICTION PASSAGES



380L Words & Phrases Name: _____ Date: _____

On the Trail

Tracker is sleeping on the porch. He is dreaming of chasing bunnies. Tracker is a bloodhound who can follow any trail.

A new smell drifts to Tracker's nose. It is sweet. His mouth starts to water. He wakes up. Tracker follows the smell to the back door.

He sees Mrs. Jackson in the kitchen. He watches her open the oven. He sees her pull out a tray of cookies. He wags his tail.

Tracker wants some cookies. The door is closed. His ears droop. How can he get some cookies?

Just then, Tracker hears something. It is the garage door. Mr. Jackson is coming home!

Tracker runs to the front of the house. He goes into the garage. Mr. Jackson opens the door to the kitchen. Tracker runs inside.

"No cookies for you, Tracker," says Mrs. Jackson. "Here is a dog treat."

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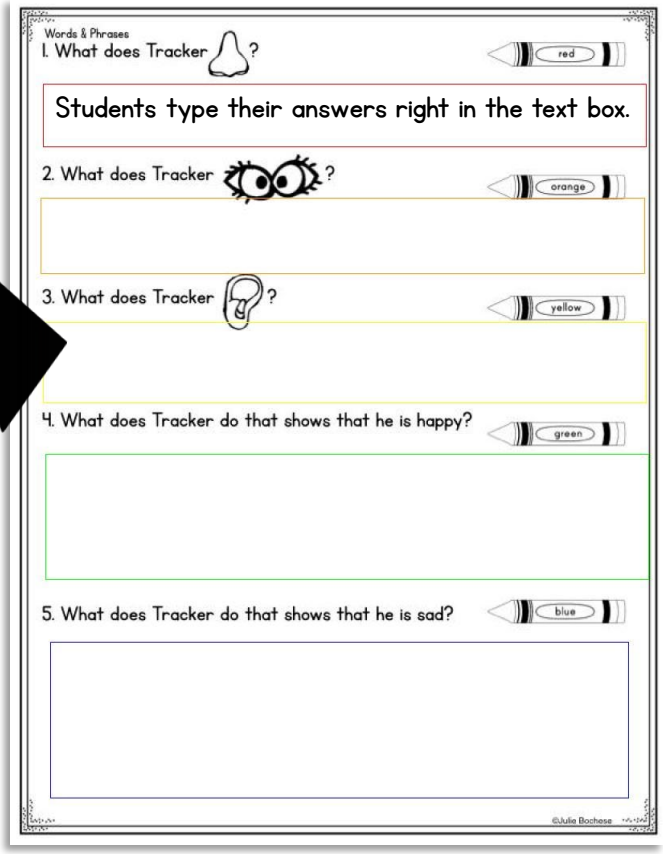
Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!



Words & Phrases

1. What does Tracker ? red

Students type their answers right in the text box.

2. What does Tracker ? orange

3. What does Tracker ? yellow

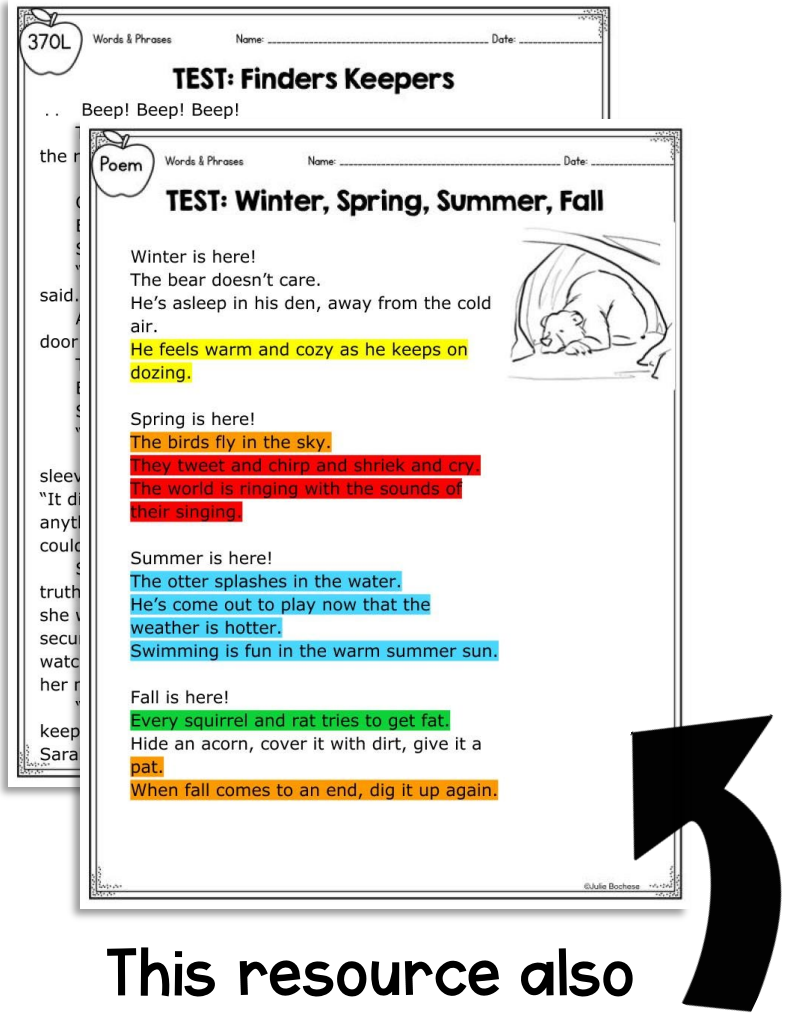
4. What does Tracker do that shows that he is happy? green

5. What does Tracker do that shows that he is sad? blue

©Julie Bochese

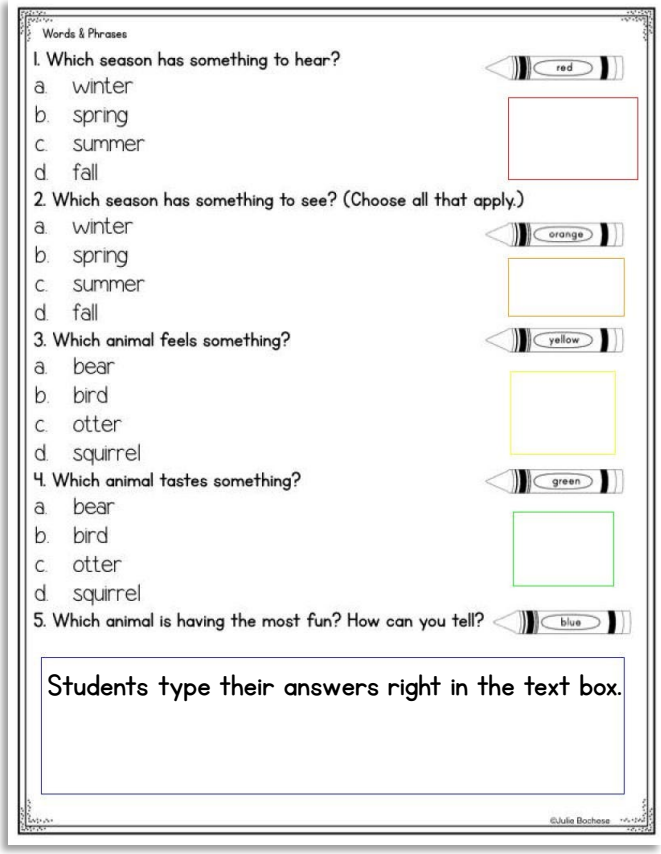
After reading, students type their answers in the text boxes using text evidence.

ASSESSMENTS



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

Color coded highlighting can also be done on the assessments!



WORDS & PHRASES

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. Sensory Language/Feelings & Emotions Anchor Charts (2)
2. Story: A New Home-270L
3. Story: Tryouts- 280L
4. Story: Little Skunk- 300L
5. Story: On the Trail- 380L
6. Story: Too Good to Be True- 500L
7. Poem: Ice Cream Truck
8. Poem: The Circus
9. Poem: What Is Pink?
10. Poem: An Autumn Greeting
11. Poem: maggie and milly and molly and may
12. Assessment
    - Story: Finders Keepers- 370L
    - Poem: Winter, Spring, Summer, Fall

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

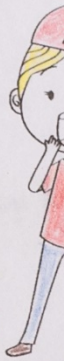
Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding 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."

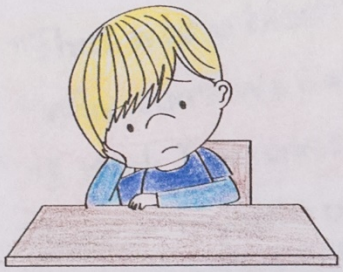
Feelings & Emotions

Readers look for words that describe how
character is FEELING. These words help us
understand characters.

SHY

SILLY


AFRAID


LONELY

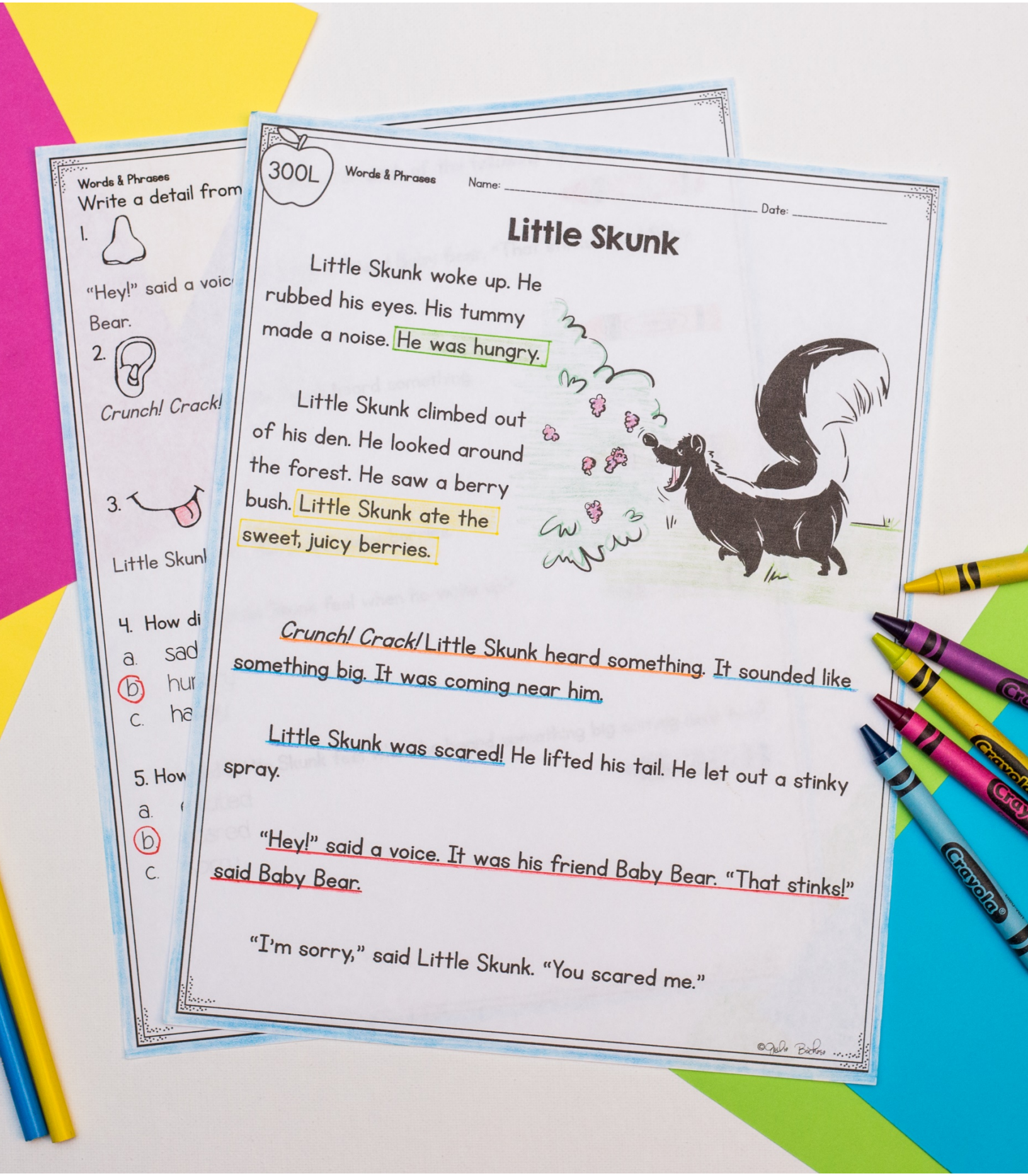
SAD

PEACEFUL

ANGRY

EXCITED

PROUD


Words & Phrases
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1.
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b. hur
c. ha
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a.
b.
c.
300L
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Little Skunk climbed out of his den. He looked around the forest. He saw a berry bush. Little Skunk ate the sweet, juicy berries.
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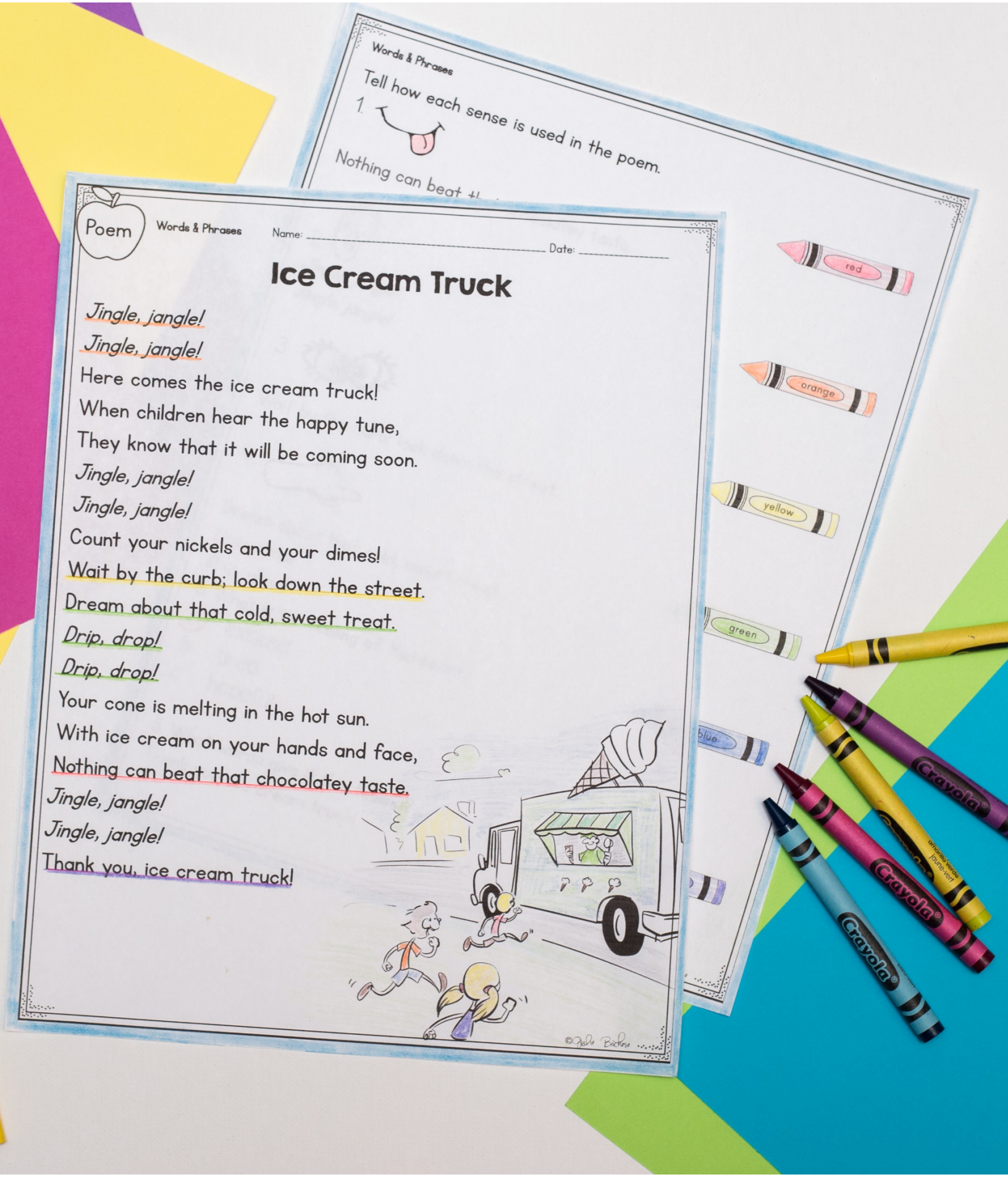
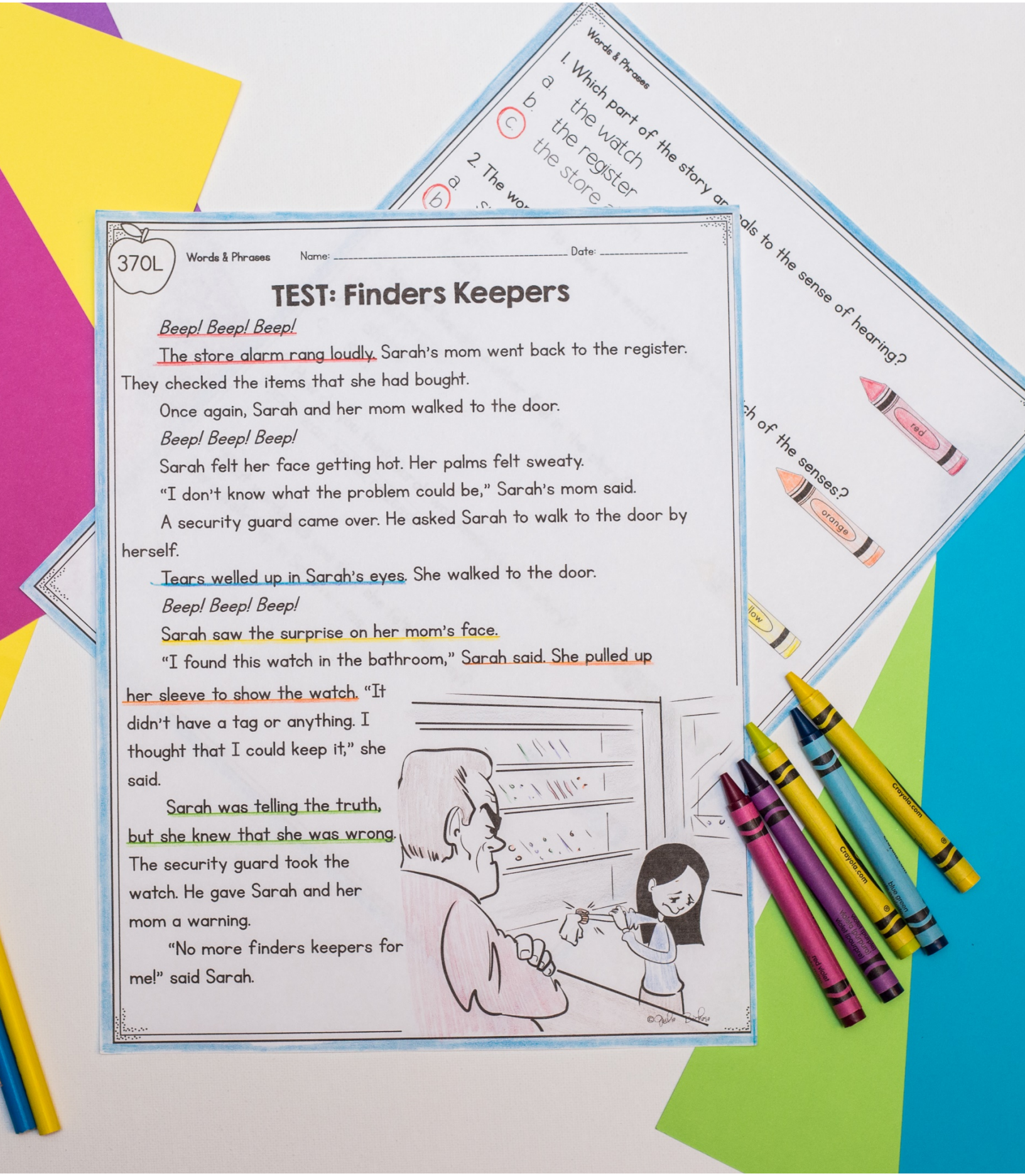
Little Skunk was scared! He lifted his tail. He let out a stinky spray.
"Hey!" said a voice. It was his friend Baby Bear. "That stinks!" said Baby Bear.
"I'm sorry," said Little Skunk. "You scared me."
Crayola


Words & Phrases
Tell how each sense is used in the poem.
1.
Nothing can beat th
red
orange
yellow
green
blue
Crayola
Crayola
Crayola
Poem
Words & Phrases
Name:
Date:
Ice Cream Truck
Jingle, jangle!
Jingle, jangle!
Here comes the ice cream truck!
When children hear the happy tune,
They know that it will be coming soon.
Jingle, jangle!
Jingle, jangle!
Count your nickels and your dimes!
Wait by the curb; look down the street.
Dream about that cold, sweet treat.
Drip, drop!
Drip, drop!
Your cone is melting in the hot sun.
With ice cream on your hands and face,
Nothing can beat that chocolatey taste.
Jingle, jangle!
Jingle, jangle!
Thank you, ice cream truck!



370L Words & Phrases Name: _____ Date: _____

TEST: Finders Keepers

Beep! Beep! Beep!

The store alarm rang loudly. Sarah's mom went back to the register. They checked the items that she had bought.

Once again, Sarah and her mom walked to the door.

Beep! Beep! Beep!

Sarah felt her face getting hot. Her palms felt sweaty.

"I don't know what the problem could be," Sarah's mom said.

A security guard came over. He asked Sarah to walk to the door by herself.

Tears welled up in Sarah's eyes. She walked to the door.

Beep! Beep! Beep!

Sarah saw the surprise on her mom's face.

"I found this watch in the bathroom," Sarah said. She pulled up her sleeve to show the watch. "It didn't have a tag or anything. I thought that I could keep it," she said.

Sarah was telling the truth, but she knew that she was wrong. The security guard took the watch. He gave Sarah and her mom a warning.

"No more finders keepers for me!" said Sarah.

Words & Phrases

1. Which part of the story ar... als to the sense of hearing?

a. the watch

b. the register

c. the store

2. The wo...

...ch of the senses?

red

orange

...llow

Crayola.com

blue green

red violet

280L Words & Phrases Name: _____ Date: _____

Tryouts

Who wants to play soccer? Daisy, Maki, and Tony want to play!

They have to try out for the team.

"I can't wait for tryouts," says Daisy.

"Yuck! I don't like tryouts," says Maki.

"What if I don't make the team?" asks Tony.

The kids go to soccer tryouts. They run around. They kick the ball.

"That was a blast!" says Daisy.

"Why can't we just play a game?" asks Maki.

"I think I messed up," says Tony.

Soccer tryouts come to an end. The kids go home.

"That was fun," says Daisy.

"I'm glad it's over," says Maki.

"I don't think I made the team," says Tony.

The coach calls. All three kids made the soccer team!

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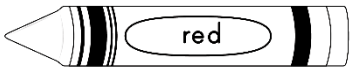
1. Who felt nervous or scared about tryouts?



a. Daisy
b. Maki
c. Tony

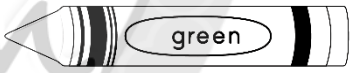
2. Who felt unhappy about tryouts?

a. Daisy
b. Maki
c. Tony

3. Who enjoyed tryouts?

a. Daisy
b. Maki
c. Tony

4. What words from the story show that someone felt scared or nervous?



5. What words from the story show that someone enjoyed tryouts?

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Poem

Words & Phrases

Name: _____ Date: _____

Ice Cream Truck

Jingle, jangle!
Jingle, jangle!
Here comes the ice cream truck!
When children hear the happy tune,
They know that it will be coming soon.
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Jingle, jangle!
Count your nickels and your dimes!
Wait by the curb; look down the street.
Dream about that cold, sweet treat.
Drip, drop!
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Your cone is melting in the hot sun.
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Thank you, ice cream truck!

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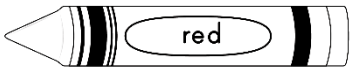
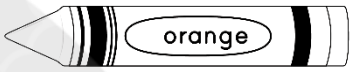
Tell how each sense is used in the poem.

1.



2.



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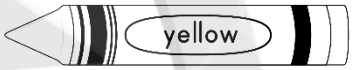
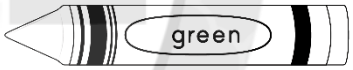
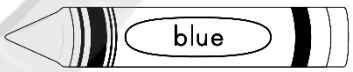


4.

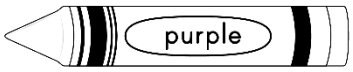


5. What is the feeling of this poem?



a. excited
b. tired
c. hopeful

5. What words give it this feeling?



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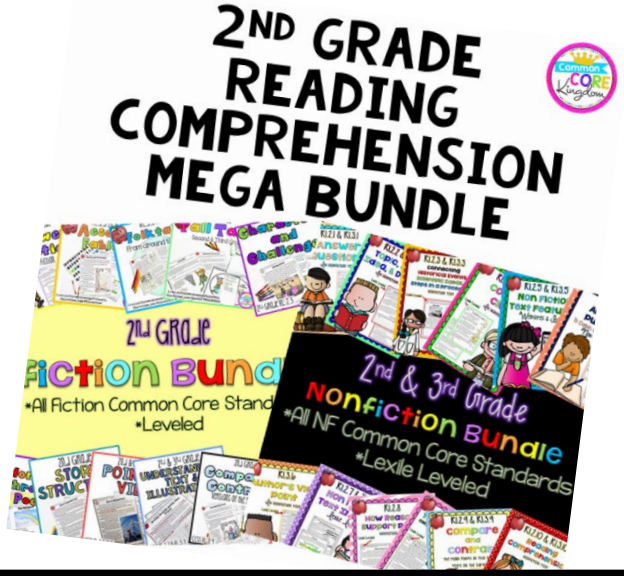

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