



# WHAT'S INCLUDED?

NINE 1<sup>st</sup> Grade **DIGITAL** and **PRINTABLE** PDF fiction passages & TWO assessments!

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

Created with  
**GOOGLE  
SLIDES**



## RETELL STORIES

*1<sup>st</sup> grade*

### Table of Contents

\*This product includes 12 Lexile® leveled passages in the 1<sup>st</sup> Grade Common Core Text Complexity Band (the range for 1<sup>st</sup> 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](#)
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11. Assessment
  - [Dino Race- 350L](#)
  - [Nia's Birthday- 420L](#)



# FICTION PASSAGES

440L 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.



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

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

Ask and Answer Questions

1. Draw a picture of the setting. 

Students type their answers right in the text box.

2. Number the events in order. 

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? 

4. What is the lesson of the story? 

a. Don't trust an enemy.

b. Always stay home.

c. Crocodiles are smarter than frogs.

# ASSESSMENTS

Color coded highlighting can also be done on the assessments!

420L Retell Stories Name: \_\_\_\_\_ Date: \_\_\_\_\_

**TEST: Nia's Birthday**

350L Retell Stories Name: \_\_\_\_\_ Date: \_\_\_\_\_

**TEST: Dino Race**

Who is the fastest dinosaur? Everyone knows that it is Zippy.

Today he will win the dino race.

The dinos line up. Bumps stands next to Zippy. Everyone knows that Bumps is slow.



The fans all cheer. "Go, Zippy!" they cry. The race begins!

Zippy takes off quickly. He is far ahead of Bumps. He stops to pose for a picture.

Slowly, Bumps moves along. Zippy sees a fruit tree. He stops for a snack. He does not worry. Bumps will never catch up.

Step by step, Bumps moves along. Zippy is full from his snack. He rests under the tree. He falls asleep.

Bumps is near the finish line. The fans yell loudly. Zippy wakes up. What happened? Bumps is about to win the race!

Zippy races to the finish line. He is too late. Bumps is the winner.

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

Ask and Answer Questions

1. Who are the main characters? Use one word to describe each.

Students type their answers right in the text box.

2. Number the events in order.

Zippy falls asleep.

Zippy and Bumps line up.

Bumps wins the race.

Zippy stops for a picture.

3. What is the problem in the story?

4. What is the lesson of the story?

a. Friends shouldn't fight over who is the fastest.

b. Eating gives you the energy to win.

c. Slow and steady beats fast and careless.

# RETELL STORIES

*1st grade*

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# ABOUT LEXILE LEVELS



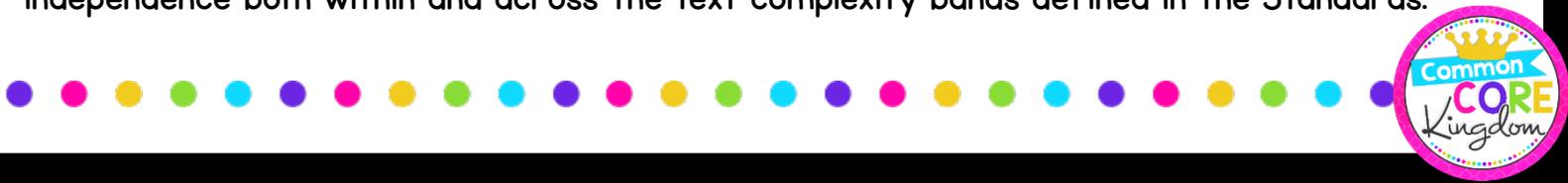
Common Core Kingdom, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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 12<sup>th</sup> 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	925-1180

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."





Retell Stories

Name:

Ask and Answer

- What happened?
  - Jack
  - Jack
  - Jack
  - Jack

2. Draw

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

"Ouch!" he cried. "I got a toothache!"

Jack had a toothache. It wiggled. It was sore.

At school, the teacher gave him a pencil in his mouth. Thinking, he bit the pencil.

"Oh, no!" he said. "Now my tooth is hanging out!"

Jack was crying.

to

Ask and Answer Questions

- Which word describes Kit?
  - kind
  - smart
  - clumsy

2. Tell what he did. First, Kit...



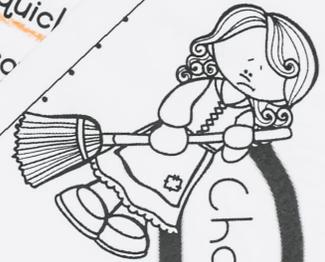
Retell Stories

Name:

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

Pat gave Kit a can of tomato soup. Kit poked a hole in it. Tomato juice sprayed out. Pat was angry.

Pat said, "Kit is quick. He can clean up over the mess."



Characters

Selling

Problem

Lesson or Moral



Use your own words.  
Only tell the most important parts.

Retell Stories

"Hey!" yelled

"Sister, make water."

That's how the twins decided. It was not worth it. For every sister found...

Emily laid down the mixture and put all of her own side of the doorway.

At last, she died. She placed it...

Then she turned the...

"The... The... dad we..."

"Yes... First...

their first.





# 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 wobbled.

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

"My loose tooth!" he cried.

The tooth was very loose. It bled a little.

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

He was afraid to pull it. Jack brushed his teeth. He was very gentle.

The tooth wobbled. Jack rinsed with water. When he brushed, it came out, too! It didn't even hurt.

"A fairy comes," said Jack.



first?  
h bled  
pencil  
hungry  
tooth was loose

What event from the middle of the story?

What happened at the end of the story?  
taco.  
to school.  
passed.  
tooth came out

painful when your tooth came out and the tooth 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 to our radio. It will order me a pizza," Pat said.

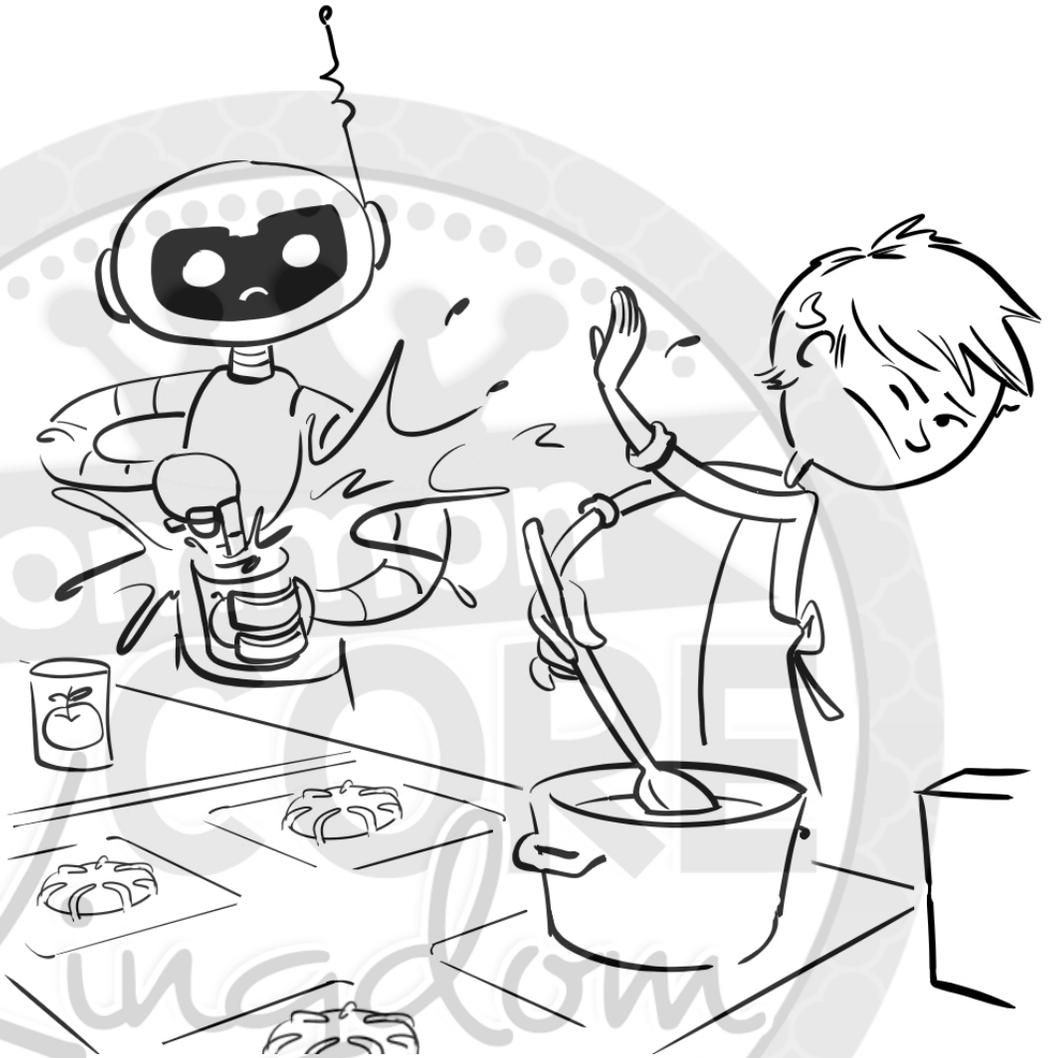
# Kitchen Robot

"I'm Pat.

This is my robot  
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Tomato juice  
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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.

Ask and Answer Questions

1. Which word describes Kit?

- a. kind
- b. smart
- c. clumsy



2. Tell what happened in the story.



First, Kit

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Next, Kit helped

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After that, Kit tried to

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Then, Kit

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Last, Pat said,

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# 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.

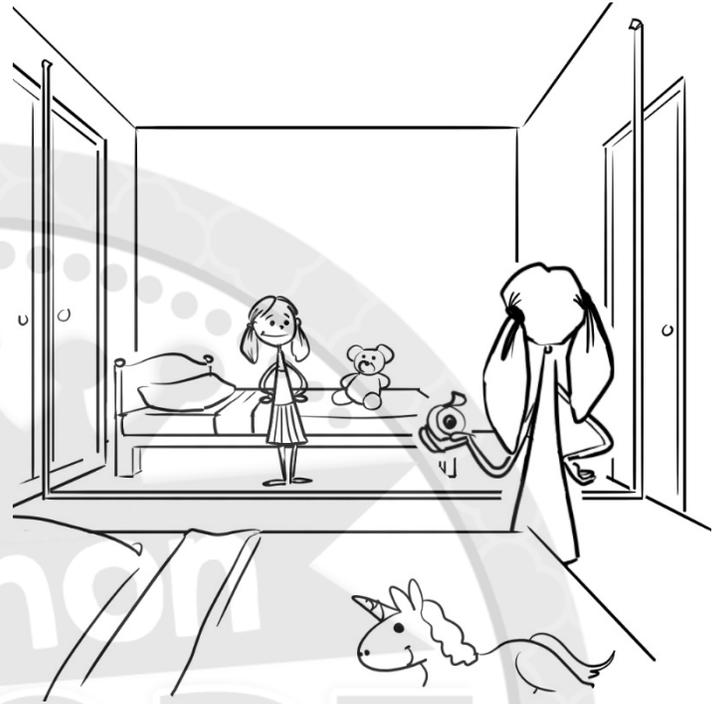
Then Carly set all her trading cards in neat piles on her bed. Emily turned the fan on high. Cards blew everywhere.

"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.



1. Draw a picture of the setting.



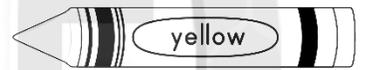
2. What was the most important detail about Emily and Carly?

- 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?



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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.



# Terms of Use

## How Can I Use This Product?



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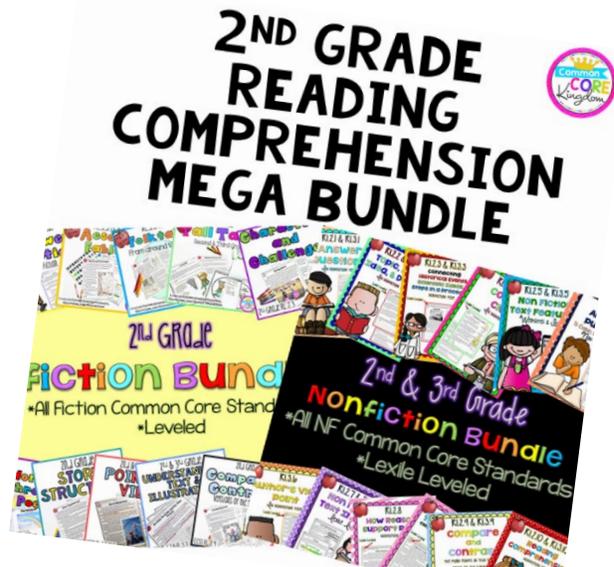
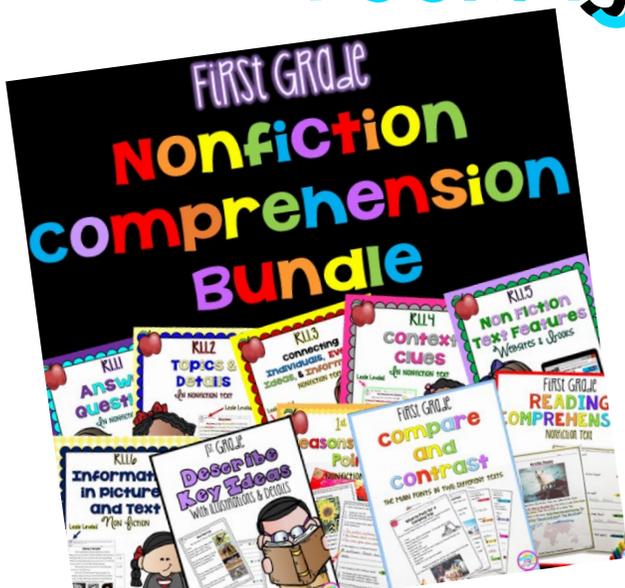


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