

KEY IDEAS



270L

Illustrations & Details Name: _____

Date: _____

Zoo Field Trip

My class went to the zoo. We learned about the animals.

We saw spider monkeys. Baby spider monkeys ride on their mother's backs. Spider monkeys eat fruit.



We saw African elephants. African elephants are endangered. Their ears are shaped like Africa.



We saw zebras. Zebras are related to horses and donkeys. Zebras have stripes.



We saw polar bears. They live in the Arctic. Polar bears hunt seals.



The zoo is fun. You can learn about animals.



KEY IDEAS

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 190-530L).

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2. Pictures Anchor Chart
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4. Playing at the Park- 250L
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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."



Pictures

Pictures or images can be:



Photograph
-Real life picture

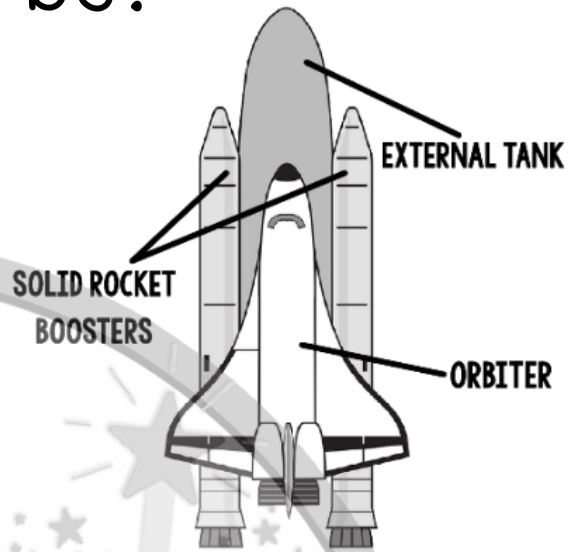
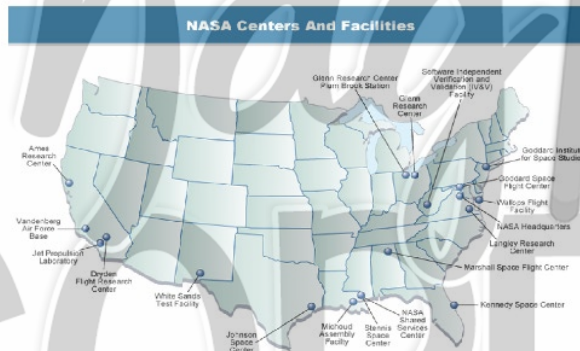
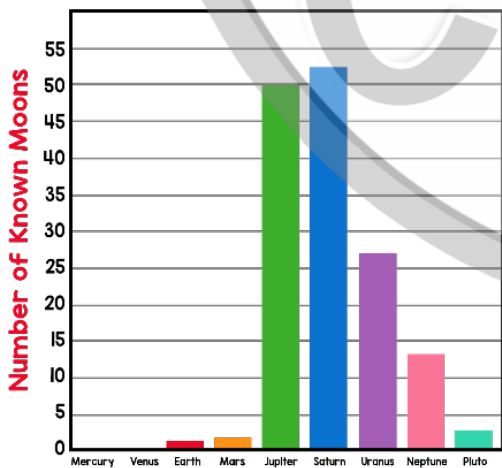


Diagram
-Shows parts



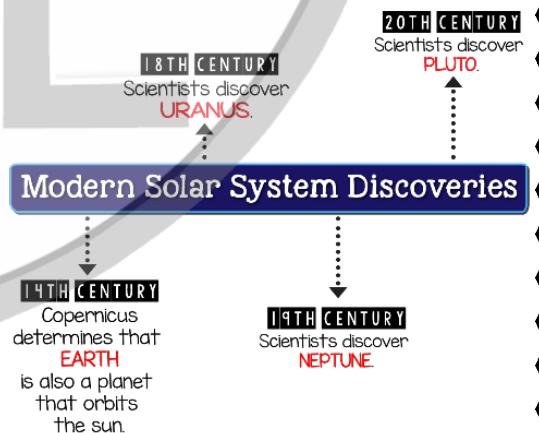
Map
-Shows where things are located



Planets

Graphs

-Shows data about a topic



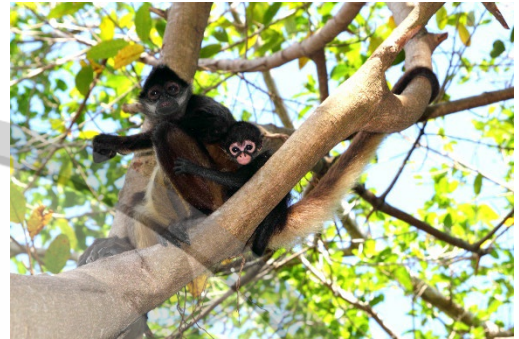
Timeline

-Shows when things happened

Zoo Field Trip

My class went to the zoo. We learned about the animals.

We saw spider monkeys. Baby spider monkeys ride on their mother's backs. Spider monkeys eat fruit.



We saw African elephants. African elephants are endangered. Their ears are shaped like Africa.



We saw zebras. Zebras are related to horses and donkeys. Zebras have stripes.

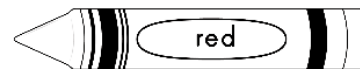


We saw polar bears. They live in the Arctic. Polar bears hunt seals.



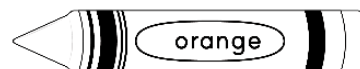
The zoo is fun. You can learn about animals.

1. What details did you learn from the pictures?



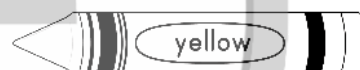
- a. Zebras have stripes.
- b. Spider monkeys eat fruit.
- c. Zebras are related to horses.

2. What details did you learn from the text?



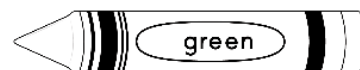
Handwriting practice lines for question 2. The lines are ruled with a solid top line, a dashed middle line, and a solid bottom line. A large, faint watermark reading 'MAGI CORE' is visible in the background.

3. What is similar about the text and the pictures?



Handwriting practice lines for question 3. The lines are ruled with a solid top line, a dashed middle line, and a solid bottom line. A large, faint watermark reading 'MAGI CORE' is visible in the background.

4. What is the key idea of the text?



- a. Polar bears live in the Arctic.
- b. You can learn about animals at the zoo.
- c. Zebras are related to horses and donkeys.

Arbor Day

Arbor Day in
Korea

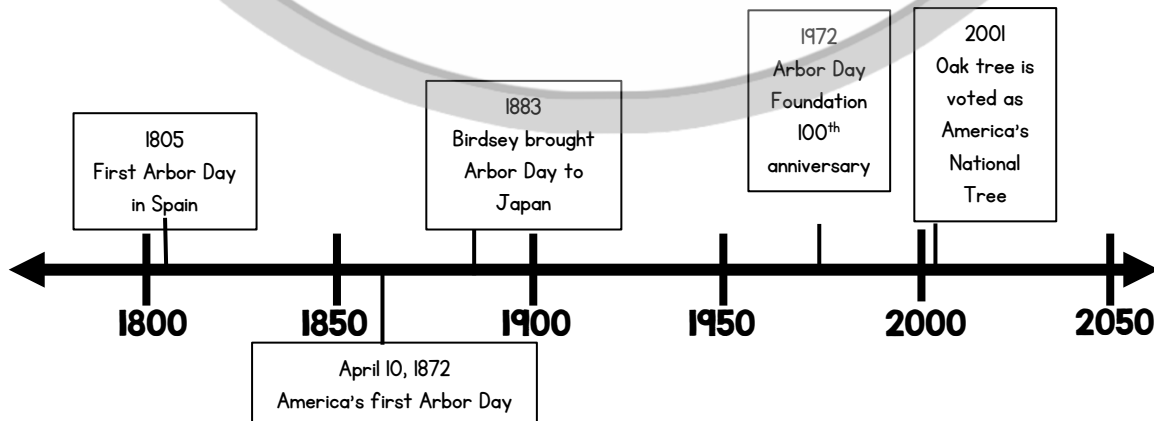


Arbor Day is a holiday about trees. Trees are important. They give us air. Trees give food. Trees give us shelter. Arbor Day is celebrated around the world. The first Arbor Day was in Spain. There was a big festival. It began with planting a tree.

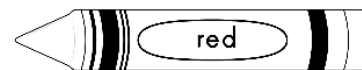
America's first Arbor Day was in 1872. One million trees were planted in Nebraska. Birdsey Northrop spread this holiday. He brought Arbor Day to Japan and Australia. He also brought Arbor Day to Canada and Europe.

Today, Arbor Day is celebrated in many countries. In Belgium, they celebrate on March 21st. In Brazil, Arbor Day is on September 21st. School children plant trees. In China, March 12th is Arbor Day.

Trees are important. Celebrate Arbor Day by planting trees.

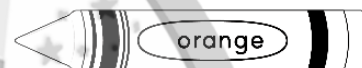


1. List two details did you learned from the photograph and timeline?



2. What details did you learn from the text? (Choose all that apply.)

- a. The first Arbor Day was in Spain.
- b. America's first Arbor Day was in 1872.
- c. Oak tree is voted as America's National Tree.

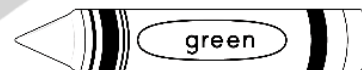


3. What is similar about the text and the pictures?



4. What is the key idea of the text?

- a. The first Arbor Day was in Spain.
- b. Arbor Day is celebrated in Korea.
- c. Arbor Day is about planting trees.



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