

CHARACTERS, SETTINGS, & EVENTS



Characters, Settings, Events

Circle "True" or "False" for each sentence.

450L

Characters, Settings, Events

Making Treats

Name: Madeline Buchse Date: 3/8

Kento felt nervous. He was moving into a new foster home. He had met Mrs. Diaz once before. She seemed nice, but he still felt worried.

The house was neat and cozy. Mrs. Diaz had measuring cups and bowls out on the counter.

"Come help me make some treats," she said.

At first, Kento just watched. Mrs. Diaz poured flour and oats into the bowl. She cracked some eggs into the bowl. She added water.

"Here, just poke your hands in, and squeeze it all together," she told Kento.

The mixture felt cold and sticky. It was kind of fun to squish through his fingers. Kento began to have fun.

Together, they rolled out the dough. They used a plastic cutter to cut it into circles. The treats took a long time to bake.

When the treats were done, they felt very hard. Kento waited for them to cool. Then he took a bite. Yuck! They were the worst he'd ever tasted.

"Oh, honey," said Mrs. Diaz. "These aren't cookies for us to eat. They're treats for Sassy and Sparkle!"

Kento laughed. He gave each of the dogs a treat. "These aren't cookies for us to eat," said Mrs. Diaz.



False



False



alse

his hands.



False

ory?



was nervous

two.



FICTION PASSAGES

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

240L Characters, Settings, Events Name: _____ Date: _____


Rover Takes Over

The red truck pulled up.
"Here comes a new friend," said the pig.
"I hope he's nice," said the sheep.
The door opened. Out jumped Rover.
"He looks like fun," said the pig.
"Let's go meet him," said the sheep.
They came out of the barn. Rover ran to them. He barked and barked. They ran back to the barn. Rover did not play with them. He was not fun.

At night, Rover barked and barked. He was chasing a fox!

"I'm glad we have Rover," said the pig.

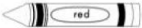
"He is a good guard dog," said the sheep.



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

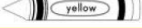
Characters, Settings, Events


1. What is the setting of the story? 


Students type their answers right in the text box.

2. Who are the characters in the story? (Choose all that apply.)

- a. a horse 
- b. a farmer
- c. a dog
- d. a pig

What is Rover like? 

4. Why does Rover bark and bark? 

5. What do the other animals think of Rover? 

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ASSESSMENTS

Color coded highlighting can also be done on the assessments!

440L Characters, Settings, Events Name: _____ Date: _____


TEST: Wagons West

330L Characters, Settings, Events Name: _____ Date: _____

TEST: Whose Kitten?

Tia lived in a tall apartment building. **One day, she saw something odd in the lobby. It was a small orange kitten.**

A small kitten did not belong in the lobby. Tia opened the door outside. A noisy bus whizzed by. Horns honked. A dog walker passed by with lots of dogs. The kitten did not want to go outside.



Tia called to the kitten. It did not come. **It seemed afraid.** Tia took a cracker out of her backpack. The kitten could smell the cracker. He came to Tia and ate it.

The kitten was hungry. His fur was dirty. He had a black collar with a little bell. There was no name tag on it.


Tia picked up the kitten. She brought him to her apartment. "What a sweet little guy," said Tia's dad. "Can we keep him?" asked Tia's brother. **"No way," said Tia's mom.** "We will wash and feed him. Then we will find his owner."

When the kitten was clean and fed, **Tia took his picture. Her dad made signs to hang up. It showed the kitten. It had Tia's phone number on it.**


Soon, Tia's family got a phone call. It was the kitten's owner. **He had been so worried.** He came and picked up his kitten.

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


Characters, Settings, Events

1. Where did Tia find the kitten? 


Students type their answers right in the text box.

2. What was the kitten like? 


a. playful and happy
b. hungry and dirty
c. silly and sneaky

3. Who did not want to keep the kitten? 

a. Tia
b. Tia's brother
c. Tia's mom

4. How did Tia's family find the kitten's owner? 

a. They called the owner on the phone.
b. They followed the kitten to his home.
c. They hung up signs with a picture of the kitten.

5. How did the kitten's owner feel? 

CHARACTERS, SETTINGS, & EVENTS

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 190-530L).

1. Characters Anchor Chart & Student Practice
2. Setting Anchor Chart & Student Practice
3. Events Anchor Chart & Student Practice
4. The Light- 70L
5. Too Much Fun- 170L
6. Rover Takes Over- 180L
7. The Talent Show- 190L
8. The Magic Fish- 260L
9. Zilla's Rainy Day - 300L
10. The Time Machine-320L
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12. The Grotto- 400L
13. Making Treats - 430L
14. Assessment
 - Whose Kitten?- 260L
 - Wagons West- 420L

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."



Setting

The setting is where and when the story takes place. The setting can change.

Ask Yourself:

- When does the story take place?
- Where does the story take place?
- What **details** does the author use to describe the setting?



Cinderella

Cinderella entered the **large castle**.
She climbed down the stairs into the beautiful **ballroom**. **The walls were gold. The lights were crystals.** Cinderella spotted the clock, which read **9 o'clock.**

Color:

Where the story takes place

When the story takes place

Details describing the setting

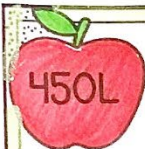
problem is

The major event



Characters, Settings, Events

Circle "True" or "False" for each sentence.



Characters, Settings, Events

Name:

Madeline Bochese

Date:

3/8

Making Treats

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The house was neat and cozy. Mrs. Diaz had measuring cups and bowls out on the counter.

"Come help me make some treats," she said.

At first, Kento just watched. Mrs. Diaz poured flour and oats into the bowl. She cracked some eggs into the bowl. She added water.

"Here, just poke your hands in, and squeeze it all together," she told Kento.

The mixture felt cold and sticky. It was kind of fun to squeeze through his fingers. Kento began to have fun.

Together, they rolled out the dough. They used a plastic roller to cut it into circles. The treats took a long time to bake.

When the treats were done, they felt very hard. Kento waited for them to cool. Then he took a bite. Yuck! They were the worst he'd ever tasted.

"Oh, honey," said Mrs. Diaz. "These aren't cookies for us to eat. They're treats for Sassy and Sparkle!"

Kento laughed. He gave each of the dogs a treat.

"Now, let's make some real cookies for us to eat," said Mrs. Diaz.



his hands

ory?



320L

Characters, Settings, Events Name: Madeline Bochese Date: 3/6

Jungle Meeting



The lion was the king of the jungle. He called a meeting. All of the animals came.

The zebra and giraffe were a little nervous.

"Do not hunt at the meeting," said the lion. "No animals are to be eaten here."

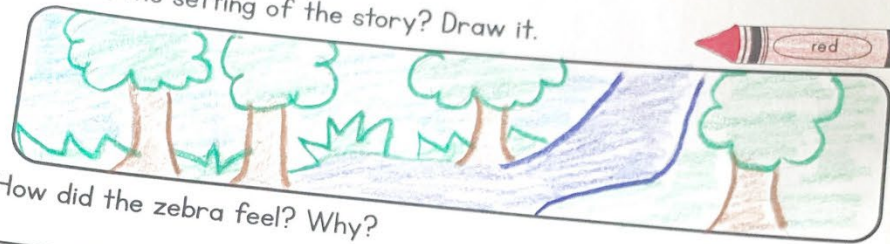
The lion was coming with his army of trees.

new home

plan.

Characters, Settings, Events

1. What is the setting of the story? Draw it.



2. How did the zebra feel? Why?

The zebra was scared the lion would eat him.

3. Why did the lion have a meeting?

- a. He wanted to scare the other animals.
- b. The lion wanted to hunt the other animals.
- c. The lion wanted to tell the animals that men were coming to cut down the trees.

4. How did the alligator feel?

The alligator didn't care.

5. What was the lion's plan?

The monkey stole the keys. The rat chewed the power lines.



Characters, Settings, Events

1. What is the setting of the story? Draw it.



Characters, Settings, Events

Name: Madeline Bachese Date: 3/6

Jungle Meeting

The lion was the king of the jungle. He called a meeting. All of the animals came.

The zebra and the giraffe were a little afraid.

"Do not be afraid," said the lion. "No one can hunt at the meeting."



The lion told the animals some bad news. Men were coming with machines. They were cutting down the trees.

"Why should I care?" asked the alligator. "I don't need trees."

"Why should I care?" asked the parrot. "I can fly to a new home."

Some animals did care. They listened to the lion's clever plan. They would stop the machines.

The monkey had a hard job. He had to be brave. He stole the keys from the machines. Other animals helped, too. The rat chewed the power lines. The elephant blocked the road with trees.

The plan worked! The men went away.



ild



: coming



The

© Madeline Bachese





Characters, Settings, Events Name: Madeline Bochese Date: 3/4

TEST: Whose Kitten?

Tia lived in a tall apartment building. One day, she saw something odd in the lobby. It was a small orange kitten.



A small kitten did not belong in the lobby. Tia opened the door outside. A noisy bus whizzed by. Horns honked. A dog walker passed by with lots of dogs. The kitten did not want to go outside.

Tia called to the kitten. It did not come. It seemed afraid. Tia took a cracker out of her backpack. The kitten could smell the cracker. He came to Tia and ate it.

The kitten was hungry. His fur was dirty. He had a black collar with a little bell. There was no name tag on it.

Tia picked up the kitten. She brought him to her apartment.

"What a sweet little guy," said Tia's dad.

"Can we keep him?" asked Tia's brother.

"No way," said Tia's mom. "We will wash and feed him. Then we will find his owner."

When the kitten was clean and fed, Tia took his picture. Her dad made signs to hang up. It showed the kitten. It had Tia's phone number on it.

Soon, Tia's family got a phone call. It was the kitten's owner. He had been so worried. He came and picked up his kitten.



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The kitten's owner had been

worried.

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Jungle Meeting

The lion was the king of the jungle. He called a meeting. All of the animals came.

The zebra and the giraffe were a little afraid.

“Do not be afraid,” said the lion. “No one can hunt at the meeting.”

The lion told the animals some bad news. Men were coming with machines. They were cutting down the trees.

“Why should I care?” asked the alligator. “I don’t need trees.”

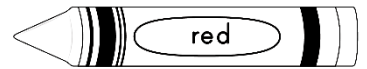
“Why should I care?” asked the parrot. “I can fly to a new home.”

Some animals did care. They listened to the lion’s clever plan. They would stop the machines.

The monkey had a hard job. He had to be brave. He stole the keys from the machines. Other animals helped, too. The rat chewed the power lines. The elephant blocked the road with trees. The plan worked! The men went away.



1. What is the setting of the story? Draw it.



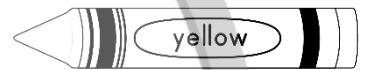
A large, empty rounded rectangular box for drawing the setting of the story.

2. How did the zebra feel? Why?



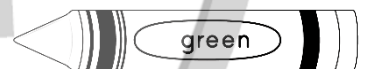
Handwriting lines for the second question, consisting of a solid top line, a dashed middle line, and a solid bottom line.

3. Why did the lion have a meeting?



- a. He wanted to scare the other animals.
- b. The lion wanted to hunt the other animals.
- c. The lion wanted to tell the animals that men were coming to cut down the trees.

4. How did the alligator feel?



Handwriting lines for the fourth question, consisting of a solid top line, a dashed middle line, and a solid bottom line.

5. What was the lion's plan?



Handwriting lines for the fifth question, consisting of a solid top line, a dashed middle line, and a solid bottom line.

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Good to Go



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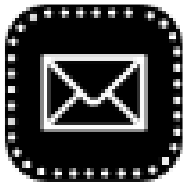
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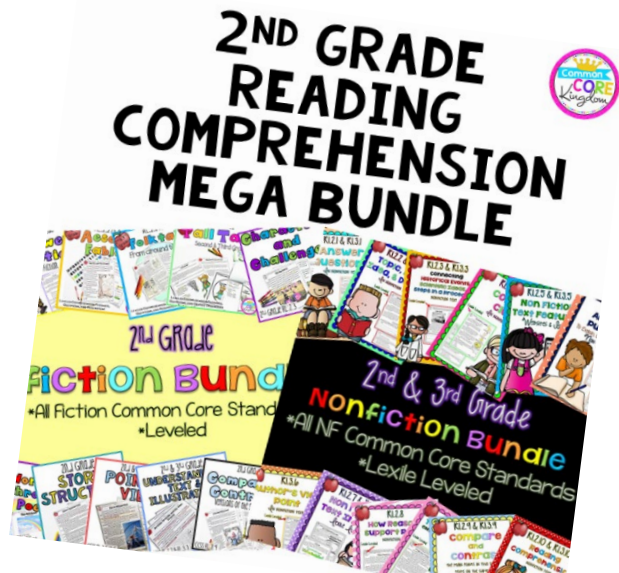


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