



Florida B.E.S.T Standards DESCRIPTIVE LANGUAGE

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."

©Julie Becker

Words & Phrases
Write a detail from

1.



"Hey!" said a voice
Bear.

2.



Crunch! Crack!

3.



Little Skunk

4. How did

- a. sad
- b. hurt
- c. happy

5. How

- a. happy
- b. sad
- c. angry



WORDS & PHRASES

1st grade

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ABOUT LEXILE LEVELS



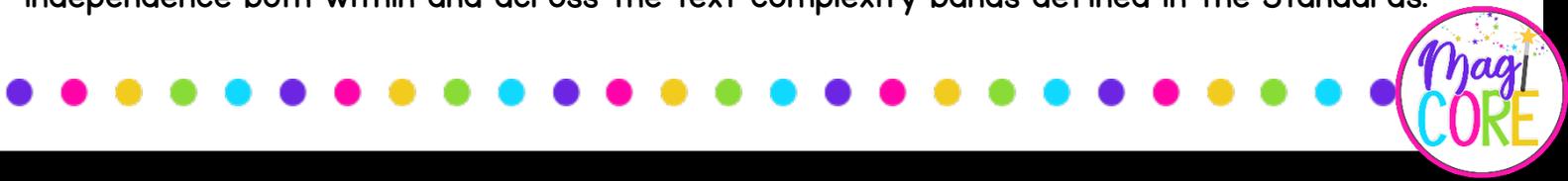
MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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.

Florida B.E.S.T. 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 Florida B.E.S.T. Expectations
K-1	BR-430L
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 a character is FEELING. These words help us understand characters.

 <p>SHY</p>	 <p>SILLY</p>	 <p>AFRAID</p>
 <p>LONELY</p>	 <p>SAD</p>	 <p>PEACEFUL</p>
 <p>ANGRY</p>	 <p>EXCITED</p>	 <p>PROUD</p>

Phrases Name: _____ Date: _____

TEST: Finders Keepers

Beep! Beep!
The alarm rang loudly. Sarah's mom went back to the register.

the items that she had bought.

in, Sarah and her mom walked to the door.

Beep! Beep!
t her face getting hot. Her palms felt sweaty.
know what the problem could be," Sarah's mom said.
y guard came over. He asked Sarah to walk to the door by

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

Beep! Beep!
W the surprise on her mom's face.
this watch in the bathroom," Sarah said. She pulled up

show the watch. "It
tag or anything. I
I could keep it," she

as telling the truth,
that she was wrong.

guard took the
e Sarah and her
ng.
e finders keepers for
ah.



ls to the sense of hearing?

deal to which of the senses?



300L

Words & Phrases

Name: _____

Date: _____

Little Skunk

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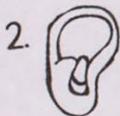
"Hey!" said a voice. It was his friend Baby Bear. "That stinks!" said Baby Bear.

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Words & Phrases
Write a detail from



"Hey!" said a voice
Bear.



Crunch! Crack!



Little Skunk

4. How did

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- b. hurt
- c. happy

5. How

- a. happy
- b. scared
- c. sad

How to Use This Resource

This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

Anchor Charts: These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.

Student Practice Pages: These are extra, short practice pages for students to use as part of the mini lesson. After the anchor chart is introduced and completed as a class, practice pages can be completed as guided practice or independent practice.

Mentor Text: The mentor texts included in this lesson come directly from the Florida B.E.S.T standards mentor text recommendations for first grade. These texts tend to be significantly longer and more complex than the intended Lexile grade range. For this reason, I have incorporated these recommended texts for teachers to use as read alouds, shared readings, and modeling.

Practice Passages: These passages are Lexile leveled and include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.

Assessment: Two assessment passages are included. Both are intended to be used to form a complete assessment; however, some teachers chose to use the assessment passages separately in order to differentiate assessments.

Anchor Chart

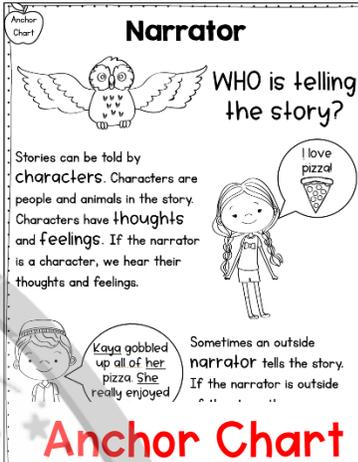
Narrator

WHO is telling the story?

Stories can be told by **characters**. Characters are people and animals in the story. Characters have **thoughts** and **feelings**. If the narrator is a character, we hear their thoughts and feelings.

Sometimes an **outside narrator** tells the story. If the narrator is outside ...

Anchor Chart



Student Practice

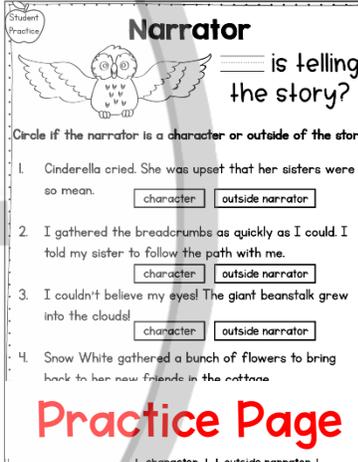
Narrator

_____ is telling the story?

Circle if the narrator is a character or outside of the story.

- Cinderella cried. She was upset that her sisters were so mean. character outside narrator
- I gathered the breadcrumbs as quickly as I could. I told my sister to follow the path with me. character outside narrator
- I couldn't believe my eyes! The giant beanstalk grew into the clouds! character outside narrator
- Snow White gathered a bunch of flowers to bring back to her new friends in the cottage. character outside narrator

Practice Page



Mentor Text

Character, Setting, Events, Name: _____ Date: _____

The Tale of Peter Rabbit

Once upon a time there were four little Rabbits, and their names were— Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.

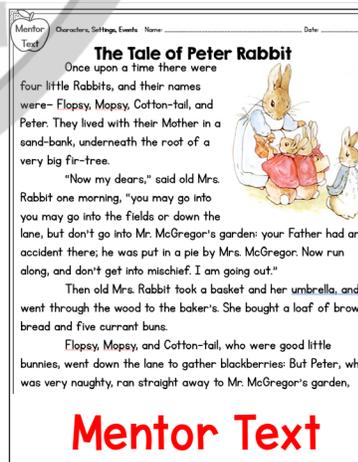
"Now my dears," said old Mrs. Rabbit one morning, "you may go into you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor. Now run along, and don't get into mischief. I am going out."

Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's. She bought a loaf of brown bread and five currant buns.

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries: But Peter, who was very naughty, ran straight away to Mr. McGregor's garden,

whom should he meet but Mr. McGregor!

Mentor Text



How to Use This Resource

Here is the recommend lesson layout and schedule for this resource:

Day 1- Day 2: Introduce the key vocabulary with the character, setting, and events anchor charts. Go through each anchor chart together to practice. As part of the mini lesson, have students complete the student practice in partners or independently. Review practice together. Please Note: Anchor charts should be reviewed as a part of the mini lesson each day.

Day 3: Read the mentor text together. Complete the questions as a group. Ensure you model and practice coloring text evidence in the indicated crayon colors.

Day 4: Students complete a passage and question set in partners. I recommend choosing a text in the mid-range of the text complexity band. Always review work as a class or in groups.

Day 5: Students complete a passage at the low range of the text complexity band independently. Be sure to review student work. If students did not get answers correct, ensure you make time to review with students independently or in small groups.

Day 6-7: Continue to assign increasingly more complex passages. Continue to assess and review work.

Day 8: By the end of the unit, most of your class should be showing mastery of the passages. This is time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

**Follow your students lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*



Sensory Language

Readers look for words that describe. Describing words help readers paint pictures in their minds.

SENSORY WORDS describe.



Feelings & Emotions

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



SHY



SILLY



AFRAID



LONELY



SAD



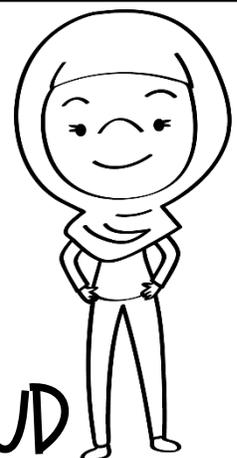
PEACEFUL



ANGRY



EXCITED



PROUD

Adjectives

_____ nouns.

Underline the adjectives in the sentences below:

1. Fulvio wore a beautiful dress with large yellow flowers.
2. Kire is proud of her good grades.
3. Caleigh bit the warm and gooey chocolate chip cookie.
4. Anani loves to play with his old green car.
5. Nevil felt peaceful after listening to the birds chirp outside.
6. Marcel was angry when his friends left him out.
7. The loud crash of thunder scared the puppy.

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."



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!



The Northern Flicker

Northern Flickers are woodpeckers. They have gray-brown backs. The ends of their tails are white. The male's head is tan. It has a gray crown. There is a patch of bright red at the back of the head. A black moustache is near the beak. A black crescent shape is on the chest. The underside of Northern Flicker males is light tan with black spotting. The females look similar. They are less colorful. Northern Flickers are 30–35 centimeters in length. Their wingspan is 50 centimeters.

Northern Flickers like the woods. They live as far north as Alaska. They live all over the United States. They live as far south as Central America. They nest in tree holes.

Northern Flickers eat insects. They help control ants. They also eat fruit, seeds, and nuts. Raccoons, squirrels, and snakes prey on young Flickers. Hawks hunt the adults.



Flickers have several calls. They make a long, rolling rattle with a piercing yelp. It can last 8 seconds. They also have a loud call. It only lasts for half a second. A quiet wick-a, wick-a is another call. Flickers hammer against trees. This makes a drumming sound.

Northern Flickers are not endangered birds. Humans sometimes destroy their woodland habitats. We can help these beautiful woodpeckers. We need to keep forests healthy.

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Good to Go



Not O.K.

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