



Florida B.E.S.T. STORY ELEMENTS

Characters, Settings, Events

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

450L

Characters, Settings, Events Name: Madeline Buchese Date: 3/8

Making Treats

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 had to wait for them to cool. Then he took a bite. Yuck! They were the worst cookies 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



False

his hands.



False

ory?



was nervous

fun.



CHARACTERS, SETTINGS, & EVENTS

1st grade

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*This product includes 11 Lexile[®] leveled passages in the 1st Grade Florida B.E.S.T. Text Complexity Band (the range for 1st grade is BR-430L).

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ABOUT LEXILE LEVELS



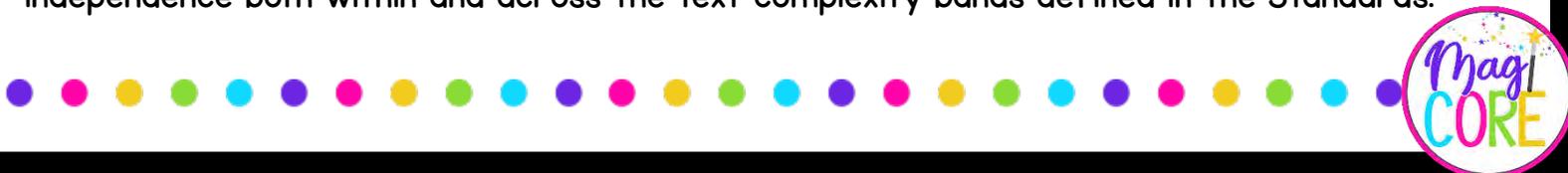
MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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.”



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

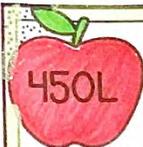
When the story takes place

Details describing the setting



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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"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?



Characters, Settings, Events Name: Madeline Bochesse 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.



partment



en.



The kitten's owner had been

worried.

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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

Characters
Characters are people or animals in stories.

Ask Yourself:
What do the characters' **actions** tell me about them?
What do the characters' **words** tell me about them?
What do the characters' **thoughts** and **feelings** tell me about them?

Cinderella
Poor Cinderella. She was always sweeping and cleaning. Her stepsisters and stepmother were mean to her. Cinderella kept doing the chores. One day, her stepsisters said that they were going to a ball. Cinderella said, "Oh, how I would love to go, too."
Her stepsisters just laughed. Imagine a girl in rags at the ball.
Cinderella cried and cried. She felt so sad.

Color: _____ **What does this tell you** _____

Practice Page

Characters
Characters are _____ or _____ in stories.

The Gingerbread Man Escapes!
The gingerbread man was done cooking. His caraway-seed eyes were sparkling. His rosin mouth was bubbling with mischief. He couldn't wait for the oven door to open. The door opened. With a hop, skip, and jump, he ran off. Over the cakes. Under the cook's arm. He ran across the kitchen floor. He ran out the back door. He yelled back at the cook, "Run, run, as fast as you can. You can't catch me! I'm the Gingerbread Man!"

Color: _____ **What does this tell you** _____

The Gingerbread's **Actions** in _____

Mentor Text

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!



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.*



Characters

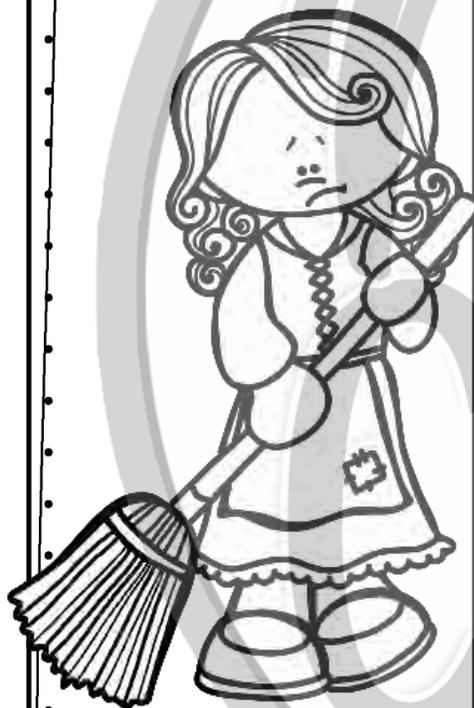
Characters are people or animals in stories.

Ask Yourself:

What do the characters' **actions** tell me about them?

What do the characters' **words** tell me about them?

What do the characters' **thoughts** and **feelings** tell me about them?



Cinderella

Poor Cinderella. She was always sweeping and cleaning. Her stepsisters and stepmother were mean to her. Cinderella kept doing the chores.

One day, her stepsisters said that they were going to a ball.

Cinderella said, "Oh, how I would love to go, too."

Her stepsisters just laughed. Imagine a girl in rags at the ball.

Cinderella cried and cried. She felt so sad.

Color:

Cinderella's **actions** in



Cinderella's **words** in



Cinderella's **thoughts**
and **feelings** in



What does this tell you
about Cinderella?

The Time Machine

Could it be? Was time travel really possible? Dr. Ventura could hardly believe it. His time machine was done, and it seemed to work.

He knew exactly where he wanted to go. It would not be a trip to the future. That was too dangerous. Who knew what the future held? No, Dr. Ventura would go to the past.

He was excited. He pushed some buttons. He set the dial to the year 1995. The time machine lit up. It shook and hummed. Then, everything was quiet. Dr. Ventura stepped out into the year 1995.

He hurried to the lab of his rival, Wilma Stone. He waited in the shadows. Wilma walked out of the lab. Quickly, Dr. Ventura looked through her papers. He took her notes on the new medicine she had invented. He took glass tubes filled with samples.

“Now this amazing discovery will be mine,” he said and laughed.

Dr. Ventura raced back to his time machine. With shock, he saw that it was gone! He looked around. Wilma was gone, too! He knew that his rival had turned the tables on him. In just moments, the notes and glass tubes disappeared from his hands. It was like they had never existed. Wilma was using his own time machine against him.

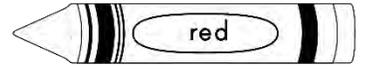
“Just wait until I get my hands on that Wilma Stone!” he said.

“First, I just have to find out how to get back to the future.”



Fill in the blanks.

1. Dr. Ventura used his time machine to go



2. _____ invented a new medicine.



3. Dr. Ventura stole



4. Wilma Stone disappeared with the



5. What problem does Dr. Ventura have?



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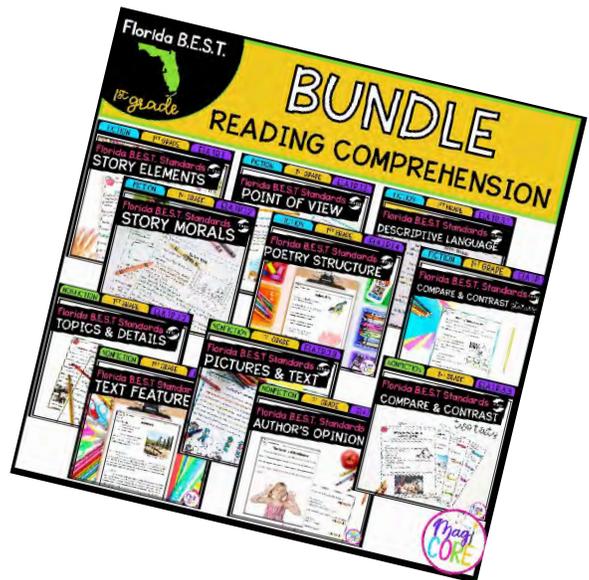


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