



# GRADE 1

## Local District South Four Day Grade Level Assignment Packet

### Grade 1 English Language Arts

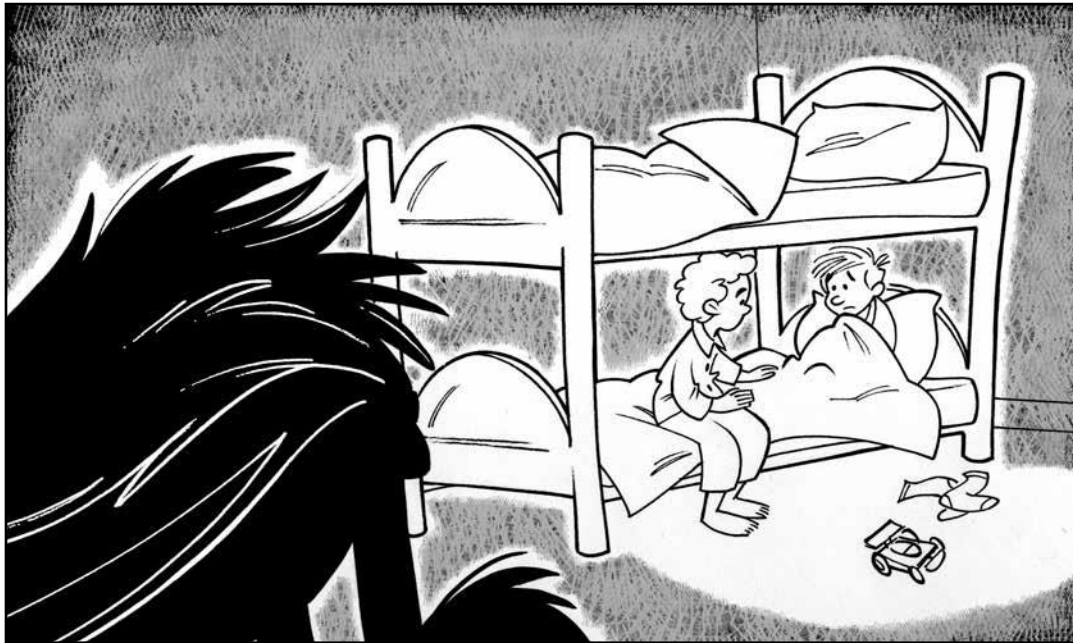


**Read the passages and answer the questions that follow. Remember to pace yourself and go back to reread the text. The selections are taken from Benchmark Unit 10 Assessment. Fluency practice follows the assessment.**

**Lea los pasajes y responda a las preguntas que siguen. Recuerde de leer el texto la primera vez y volver a leerlo para comprenderlo mejor. Haz tu mejor esfuerzo. Las selecciones de lectura son de la evaluación de la Unidad número 10. La práctica de fluidez sigue la evaluación.**

**Read this poem about something scary.  
Then answer the questions.**

## **Scary Lights**



- 1 I looked across my dark room  
And saw a monster there.  
It was hairy and awful  
And sitting in my chair!**
- 5 Outside, a car with lights went past;  
The monster moved from left to right.  
I screamed and Brother said,  
“What’s giving you such a fright?”**

- 9 He got up and sat in my bed;  
The monster was back in the chair.  
I whispered oh so softly,  
“Look, it’s sitting over there.”
- 13 Brother said, “Light does silly things,  
It jumps and it can also move.  
There’s no monster over there.  
This I can easily prove.”
- 17 He flicked on a flashlight,  
And there I saw on the chair,  
My soft, furry blue jacket;  
That’s what gave me a scare.
- 21 “But the monster moved!” I said,  
And Brother knew what to say.  
“Those were car lights passing,  
Their lights moved the same way.”
- 25 So I see that I was wrong,  
There’s no monster on my chair,  
Light just plays tricks on me,  
By moving here and there.

- 1. Where does this story take place?**
  - A in a bedroom**
  - B in a kitchen**
  - C in the den**
  
- 2. Which two words tell how something feels?**
  - A silly, scary**
  - B soft, furry**
  - C hairy, awful**
  
- 3. How is this poem like a story?**
  - A It is about things that could not happen.**
  - B It has a beginning, middle, and end.**
  - C It has words that rhyme.**
  
- 4. What causes the problem in the story?**
  - A The boy sees a shadow that looks like a monster.**
  - B The boy can't see and is afraid of the dark.**
  - C The boy is scared and cannot go to sleep.**

5. How is the problem solved in the poem?
- A The brother shows the boy that lights do not move.
  - B The brother tells the boy a story and he falls asleep.
  - C The brother explains why the shadow looks like a monster.
6. What makes the boy think the monster moves?
- A The older brother moves the chair.
  - B Car lights move the shadow across the room.
  - C The boy doesn't see the shadow well.
7. What can you tell about the older brother?
- A He studies math a lot.
  - B He thinks his little brother is funny.
  - C He cares about his younger brother.

continued 



Read the passage about sundogs. Then answer some questions.

## Sundogs



- 1** How many suns do we have? We have only one real sun near Earth. Yet on some days, you can see three. The other two are false. We call them sundogs, or mock suns.
- 2** Sundogs are smaller, shiny patches of light around the sun. They are to the right and left of the real sun. Sometimes you see a ring of light around the sun. This light is called a halo.

continued 

- 3 Why do we call them sundogs? People compare the patches of light to dogs. The sundogs follow the sun like a little dog follows a person.**
- 4 What causes sundogs to form? The air has to be just right. It must be cold and icy. Tiny bits of ice must be in the air. The light from the sun passes through these crystal bits and sparkles. This makes a bright light in the sky.**
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**halo a circle of light**

**crystal like glass**



8. Which words tell how the sundogs look?

- A “tiny bits”
- B “cold and icy”
- C “bright light”

9. What is a halo?

- A a circle of light
- B a bit of glass
- C a little dog

10. Read this sentence from the passage.

What causes sundogs to form?

What is the meaning of form in this sentence?

- A fit together
- B come into being
- C a paper to fill out

11. What is the meaning of crystal?

- A circle
- B glass-like
- C dusty

continued 

- 12. Look at the picture. Each sundog is —**
- A to the left of the sun.**
  - B near the ground.**
  - C high in the sky.**
- 13. What causes a sundog?**
- A The sun passes through bits of ice in the air.**
  - B A ring of light shines over snow.**
  - C The sun shows through a cloud.**
- 14. In paragraph 4, what does icy mean?**
- A not ice**
  - B having ice**
  - C before ice**
- 15. You have read “Scary Lights” and “Sundogs.” How are they alike?**
- A Both tell about light and how we see it.**
  - B Both tell how hot and bright the sun is.**
  - C Both tell funny stories about shadows.**

Choose the best answer to each question.

16. Which word has the same vowel sound as saw?

A mat

B man

C mall

17. Which word has the same sound as the y in hairy?

A fly

B key

C kit

18. Which word begins with the same sound as wrong?

A wag

B rag

C nag

continued 

**19. Which word ends with the same vowel sound as sparkle?**

**A little**

**B below**

**C any**

**20. Choose the word that best fits in the blank.**

**My coat is red and \_\_\_\_\_.**

**A blue**

**B eight**

**C answer**

**Read each sentence. Choose the correct word or words to complete the sentence.**

**21. I like pets,\_\_\_\_\_I don't have one.**

- A or**
- B so**
- C but**

**22. Did you make this\_\_\_\_\_did Lin make it?**

- A or**
- B but**
- C because**

**23. Jen went home\_\_\_\_\_she was cold.**

- A and**
- B but**
- C because**

**24. I see one\_\_\_\_\_.**

- A star in the sky**
- B and you can**
- C in the spring**

**25. Put it down\_\_\_\_\_.**

- A always late**
- B on the table**
- C too many**

**26. Imagine that you get up very early one morning to see the sun come up. What do you see? What do you hear? Write a story that tells what happens.**

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### Directions:

Practice reading a section of the high frequency words every day. Read the word. Spell the word. Write the word. You can write it in the air, on a chalkboard, a whiteboard, or on a piece of paper. When you know the word in a snap (you can read it in less than a second), you can cross it out. Complete some of the following activities with the words you are still learning: Make flash cards with your words, sort the words into categories, go on a word hunt and find the words in the books you are reading, write a story or sentences using the words, make up your own ideas. Have fun learning all your high frequency words! Celebrate when you have mastered a section of words!

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### Instrucciones:

Practique leyendo una sección de las palabras de alta frecuencia todos los días. Lea la palabra. Deletrea la palabra. Escribe la palabra. Puede escribirlo en el aire, en una pizarra o en un papel. Cuando conoce la palabra en un instante (puede leerla en menos de un segundo), puede tacharla. Complete algunas de las siguientes actividades con las palabras que todavía está aprendiendo: haga tarjetas con sus palabras, clasifique las palabras en categorías, busque palabras y encuentre las palabras en los libros que está leyendo, escriba una historia u oraciones usando las palabras, inventa tus propias ideas. ¡Diviértete aprendiendo todas tus palabras de alta frecuencia! ¡Celebra cuando hayas dominado una sección de palabras!

## Consonant Blends

brat    crab    drip    from    grab

prod    trim    blot    clam    flap

glad    plan    slid    scab    skid

smell    snap    spill    scrub    swell

staff    squid    strap    sprig    split

thrill    drift



### Consonant Clusters

held felt jump grand drink

bent ask crisp cast

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### Consonant Digraphs

chat such shed dish hung

bath thin that when

## Short Vowels

mat      rub      get      hot      fit

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## Long Vowels

cake      hole      bike      feet

boat      be      flea      cold

go      tie      roll      pry

blow      train      spray      kind

### r-Controlled Vowels

share      flair      swear      learn

stern      soar      chore      floor

third      blur      herd      spark

thorn

---

### Variant Vowels

stall      stalk      caught      draw

floss      song      blew      drool

clue      prune      who      stood

could      chow      crouch      joint

ploy