

FICTION

1ST GRADE

ELA.1.R.3.2



Florida B.E.S.T. Standards

RETELL & RECOUNT *stories*

Retell and Retell Name: _____ Date: _____

Retell "Lucky Lucas"

Directions: Cut out the story events, and paste them in order from 1-4. Retell the story events using the illustrations.

Lucas was very lucky. He had toys, lucky socks, and lucky

One day

After recess desk. It was his ' Lucas smiled. He be? He didn't h

His tear surprised," s

at home. I d.

said. "You rd."

ould play onight...or

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Mag CORE

RECOUNT AND RETELL

1st grade

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Each story includes:

- 1 page of multiple choice, short response, and sequence questions
- 1 page with cut-and-paste picture cards and written retelling



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."



Retell Stories

Ask and Answer

1. What ha
 - a. Jack
 - b. Jack
 - c. Jack
 - d. Jack

2. Draw

"Hey!" yelled
"S...ke
ater."
That's how
The twins deci
not worth it. F
every sister f
Emily lai
down the mic
put all of he
her own sid
doorway
A
died
ple
There
turned th
"Th
Th
dad we
"Y
F
their
first.

3. Wh
 - a.
 - b.
 - c.
 - d.

4. V



Retell Stories

Name:

In the morning,
got dressed. He ma
for breakfast. He
the toast.

"Ouch!" he cr
tooth!"

Jack had a
It wiggled. It v

At school,
pencil in his m
thinking, he k

"Oh, n
Now
That

hanging
Jr

to

Ask and Answer Questions

1. Which word descr
 - a. kind
 - b. smart
 - c. clumsy

2. Tell what he

First, Kit

Pat



Retell Stories

Name:

"I'm Pat. This
is my robot Kit. This
Watch us cook
soup," said Pat.

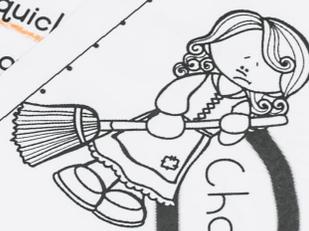
Pat gave
can of tomato

Kit poked a
it. Tomato

sprayed a
Pat

Kit

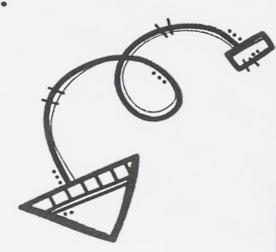
Pat



Character

Selling

oblen



Use your own words.
Only tell the most important parts.

How to Use This Resource

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

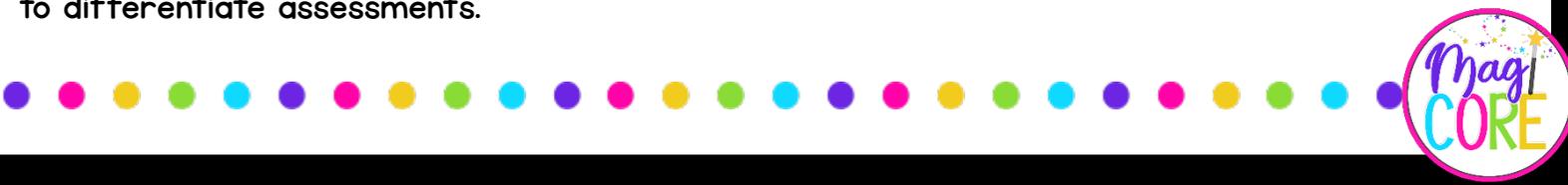
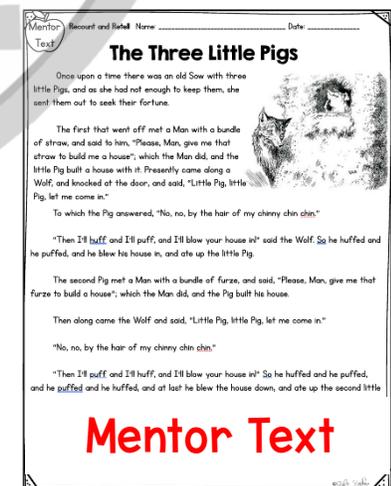
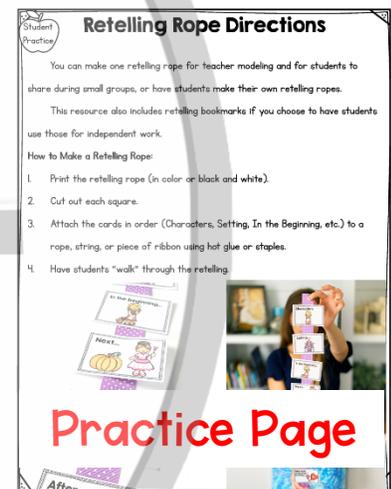
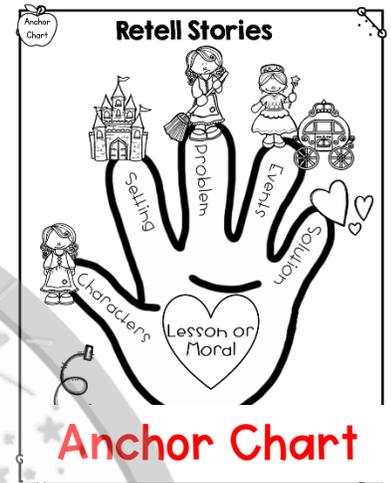
Anchor Charts: These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent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



How to Use This Resource

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

Day 1: Introduce Retell Stories anchor chart. Read aloud the Mentor Text *The Three Little Pigs*. Model retelling the story using the “Retelling Hand.” Please Note: Anchor charts should be reviewed as a part of the mini lesson each day.

Day 2: Reread the mentor text *The Three Little Pigs*. Have students work in partners to use the retelling rope to retell the story. Complete the graphic organizer as a class.

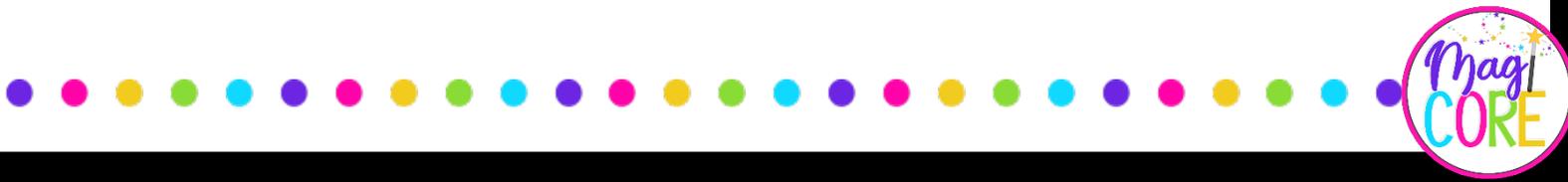
Day 3: Students complete a passage and question set in partners. I recommend choosing a text in the mid-range of the text complexity band. Always review work as a class or in groups.

Day 4: 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 5-6: Continue to assign increasingly more complex passages. Continue to assess and review work.

Day 7: 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.*



How to Teach Retelling and Recounting

Retelling is orally telling all of the events in the beginning, middle, and end of a story.

Recounting is retelling, but it is in a written format.

I recommend you begin your lessons with oral retelling and progress to written recounting as students master oral retellings.

Visuals

- The “hand” visual is a great tool to teach kids retelling since they will always have their hands available to remind them of all of the important story components.
- I also really like the visual of a “retelling rope”. A retelling rope really helps students progress through the details of the story.

The ultimate goal is to provide enough practice so that students can recount and retell without any visuals.

Recounting

To help students progress to recounting, I recommend students begin writing their retellings in graphic organizers. Students work on organizing the story events in sequential order. Once the events are written in sequential order in a graphic organizer, progress to recounting the story in paragraph format. The graphic organizer is a great tool to use to help students develop their recounting paragraphs.

Differentiation

Use more visuals, such as the hand and retelling rope, to model story retellings. Have students practice retellings in small groups. Students who need more support can use story illustration cards to identify the characters, settings, and events in sequential order. For students who need more support, they should focus on the retelling aspect before writing. Do not move to written recounting until they have the oral piece mastered. When students are ready, they can move to writing the events in sequential order with graphic organizers or with picture cards.

Retell Stories



- Use your own words.
- Only tell the most important parts.

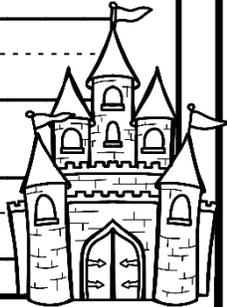
Name: _____ Date: _____

Recount Stories

Main Character(s)



Important Setting(s)



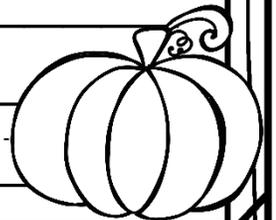
In the beginning...



Next...



After...



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Good to Go



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