

FICTION

2ND GRADE

ELA.2.R.3.2

Florida B.E.S.T.



RETELL FICTION

Sandcastle Prize

Date: _____

name: _____

Count and Retell Name: _____

But out the story events, and paste them in order.

4. Recount the story events using the illustrations.

Mary was at the beach with her family. She was working hard on building a sandcastle because she wanted to win the town contest. She focused

The judges walked over to look at Mary's castle. They smiled and nodded, making notes on their clipboards. One commented on the pretty seashells that Mary had added to her castle. Mary smiled and told the judges about some of them.

"What type of shell is that shiny one over there?" he asked her.

Mary looked at where the man

only stopping to eat. Mary said, "Why don't you try filling pails. She said it was right."

Mary watched her work. She kept on her work. She

the sun shone bright in the sky. Mary worked deep and piled it high. Children played and families laughed around the water. Her mom and dad watched from the

It was hard work, but Mary was determined to do her best. She tried to get her brothers to help. Mary decided that she would show them and would win the big contest.

"You're working very hard," said the man. "You're working very hard," said the man.

hook her head

MagiCORE

Sandcastle Prize

...ore, and the sun shone bright in the sky. Mary worked
...d piled it high. Children played and families laughed around
...fish in the water. Her mom and dad watched from the

...dcastle for the town's big contest. It was hard work, but
...rmined to do her best. She tried to get her brothers to
...y decided that she would show them and would win the big
...ng to eat lunch and reapply sunscreen. "You're working very
...don't you stop to play for a while?" Mary shook her head
...She dumped each one over carefully. If it wasn't perfect, she



Just then, the family next to them began looking in the sand nearby. Crawling on their hands and knees, they seemed frantic. "My ring is gone, and we have to find it," the woman nearby said.

Mary's mom asked if they could help. Mary's family began looking, too. They searched for a long time, but they had no luck. The woman seemed very sad. Mary felt sorry for her.

The judges walked over to look at Mary's castle. They smiled and made notes on their cards. One commented on the many seashells that Mary had added to her castle. Mary smiled and told the judges about some of them.

"What type of shell is that by one over there?" he asked her.

Mary looked at where the man was pointing. She squinted her eyes, noticing the sun shining off of something. She reached down to the beach and pulled a ring out of the sand.

"Oh, my! That is my ring! Thank you so much!" said

Mary felt happy. She was not sure if she'd win the contest, but she knew that the prize she had found was an even better



Recount and Retell Name: _____

Recount "Sandcastle Prize"

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

Mary was at the beach with her family.
She was working hard on building a sand-
castle because she wanted to win the
town contest. She focused





Count and Retell Name: _____
Recount "Lucky Lucas"
Directions: Cut out the story events, and paste them in order
1-4. Recount the story events using the illustrations.

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



Lucky Lucas
called him "Lucky"
ad lucky socks.
ucas knew the
pencil for the
was sad.
He was

After recess,
desk. It was his teacher
Lucas smiled. He had
be? He didn't have

His teacher
surprised," she said.

"Don't worry, Lucas. You'll do great," she said.



860L

Summarize Fiction Name: _____ Date: _____

Football Feet

Marcus's brother Robert was smart and athletic guy who played football and scored many touchdowns. Marcus admired him and wanted to be just like him. Marcus observed from the stands with his parents and cheered Robert on each time he carried the football across the field and scored.

When it was time to graduate, Robert wore his graduation cap and gown proudly. A few months later, Marcus was starting high school and Robert was off to college.

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Recounting Stories

Answer the following Questions. Underline the text evidence in the color shown.

1. Who is the main character? Choose a character trait to describe the main character. Use text evidence to support your thinking.

The main character is Marcus. Marcus is hardworking. I know this because he does not give up on football, even when it is difficult for him.

2. What is the main setting of the story?

- a College
- b The past
- c High school
- d The football field

3. Write the events in the story in order from 1-7.

Marcus is an excellent kicker.

Marcus felt sad after dropping Robert off at college.

The coach decides to try Marcus as a kicker.

Marcus tried to play football, but wasn't as good as Robert.

At school, all the teachers recognize Marcus' last name from Robert.

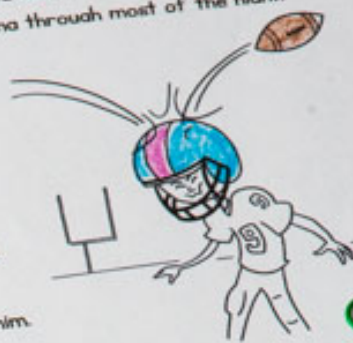
Marcus was excited to play football in high school like Robert.

One of the coaches asks Marcus if he played soccer. Marcus says, "yes"

4. What is the lesson that Marcus learns? Use two pieces of text evidence to support your response.

Marcus learns that everyone has special talents. While his brother

That night, he went home, tired, and ready for dinner. He ate quietly at the table and then went upstairs to start his homework. He was concerned about his high school classes and football. Marcus worried himself to sleep, tossing and turning through most of the night.



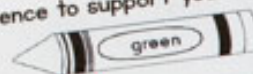
soccer for many years."

the end of the summer and that you can do."

him set the ball and go ad, kid." Marcus nodded liced that the entire te

h and peered at the soccer goal, which g up, he stood in po k the brown ball. U prights at the end so he took off his in, grinning from as, but that foc

7
1
6
4
2
3
5



RECOUNT AND RETELL

2nd 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 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	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

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 research, "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."



How to Use This Resource

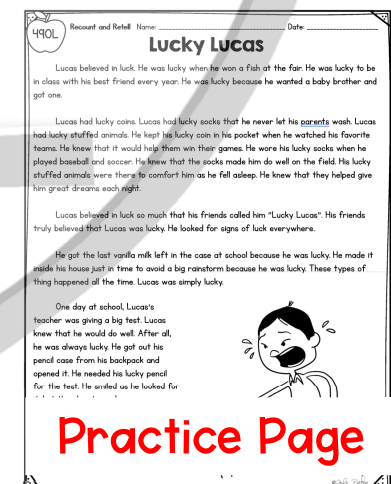
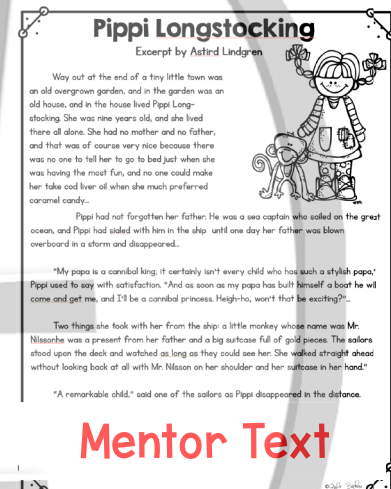
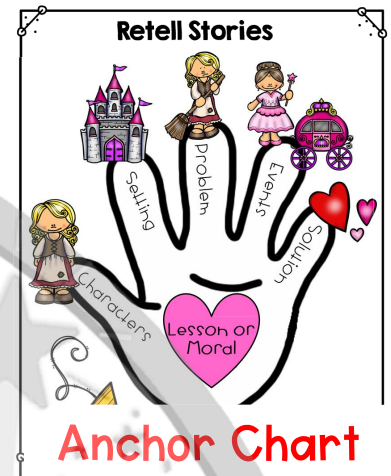
This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

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.

Mentor Text: Mentor texts are included for teachers to use to model the skill. Some of the mentor texts come directly from the Florida B.E.S.T standards mentor text recommendations for second grade. These texts tend to be 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. Mentor texts also included a guided response, such as a graphic organizer or questions.

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 choose to use the assessment passages separately in order to differentiate assessments.



How to Use This Resource

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

Day 1: Introduce the retelling anchor chart. Read aloud the Mentor Text *Winnie the Pooh*. Model how to retell the story in sequential order. Emphasize key story elements including the characters, setting, problem, and solution. When we read stories, it is important to retell the story. This helps us monitor our comprehension.

Day 2: Select a story in the mid-range of the text complexity band. Make the story and question set poster size or project the text and questions. Read the story as a class, and then work together to answer the questions.

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 the 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.*



Night Concerts

The sun slipped behind the trees. The sky grew dark. The stars twinkled. Crick watched day turn to night as he sat on a rock wall. This was his favorite time. The world got really quiet.

Except for him.

Crick prepared to sing his cricket songs throughout the night. He tried to make each concert he performed his best. He kept his notes consistent and bold, often harmonizing with his fellow night singers. Tonight was no different. He launched into his song. He lost himself in the music.

Until a pinprick of light flashed to his left. Another at his right. Two more in front of him.



“What’s this?” he asked aloud. In all his nights of singing, he’d never seen such a sight. Was he ill? Was something wrong with his eyes? What were these lights?

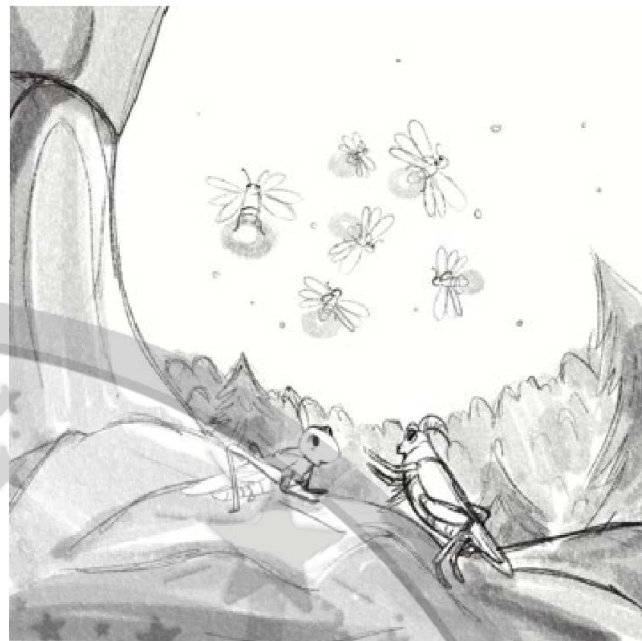
The flashing continued. Though it made Crick a little nervous, the lights were also... beautiful. Their green-yellow glow flickered around him. It looked like stars coming down from the sky to play.



As he was distracted by the lights, another cricket hopped over. "Fireflies," he said. "Always showing off."

"Fireflies?" Crick turned to look at his new companion. "Are they magical?"

"Magical?" The other cricket laughed. "No. Annoying is what they are. My songs always get interrupted when they come around, flashing like firecrackers."



Crick's song had been interrupted, too. Now that he knew he wasn't in any danger, he decided to sing again. He tried to match his notes to the fireflies' light dance. Soon a great light and music show added to the night's beauty. Other crickets joined in with their songs, and more nighttime animals gathered around to watch and listen.

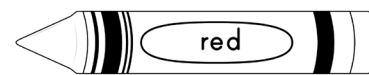


When morning came, Crick found a log. He slipped under it to spend the day and plan his next performance. Hopefully, his firefly friends would join him again.

Recount and Retell

Answer the following questions. Underline the text evidence in the color shown.

1. Who is the main character? Choose a character trait to describe the main character. Use text evidence to support your thinking.



2. What is the main setting of the story?

- a. Evening in the woods
- b. Daytime in the forest
- c. Sunrise by a creek
- d. Sunrise by a city



3. Write the events in the story in order from 1-6.

Crick is getting ready for his nighttime songs.

Crick sings along with the fireflies.

Other crickets join his song. The nighttime animals watch and listen.

Crick begins to sing like every night.

Another cricket explains the light is fireflies.

Crick sees flashes of light in the sky and does not know what is happening.



4. What lesson does Crick learn? Use two pieces of text evidence to support your response.



Recount “Night Concerts”

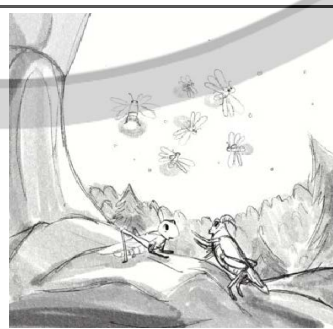
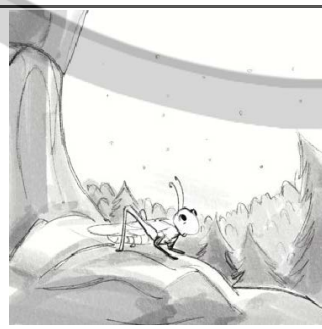
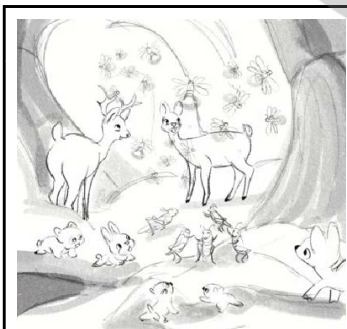
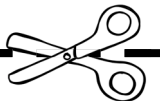
Directions: Cut out the story events and paste them in order from 1-4. Recount the story events using the illustrations.

1.

2.

3.

4.



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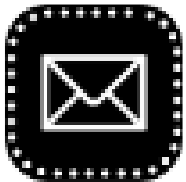
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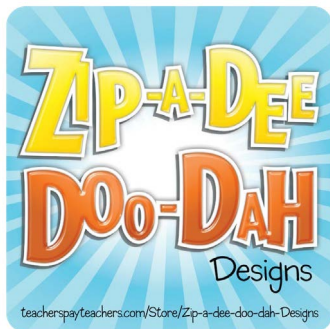
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