

FICTION 3RD GRADE

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FICTION 3RD GRADE ELA.3.R.3.2

Florida B.E.S.T.



SUMMARIZE FICTION



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
...n'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 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 sandcastle because she wanted to win the town contest. She focused



860L

Summarize Fiction Name: _____

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.

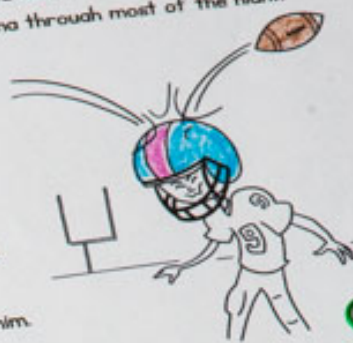
Marcus was excited to play football in high school like Robert.

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.



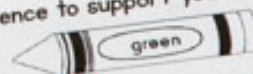
soccer for many years."

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

him set the ball and go
ad, kid." Marcus nodded
iced 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

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5



SUMMARIZE

3rd 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



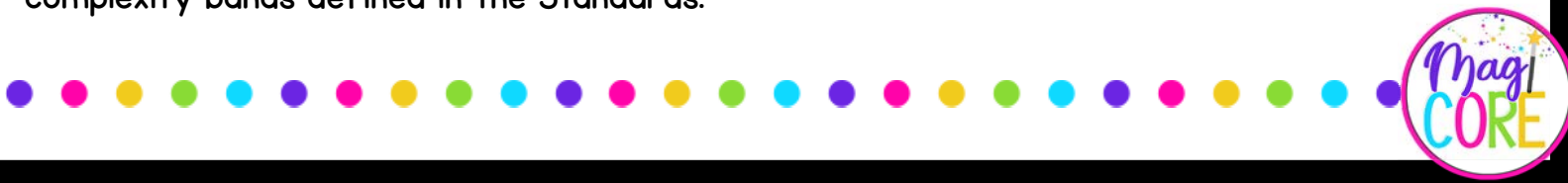
MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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.

Retelling vs. Summarizing	
RETELL	SUMMARY
Retells the whole story	Tells only the most important parts
Long with specific details	Shorter
Includes every event	Includes only important details
Uses sequential words	Includes story elements: characters, setting, problem, and solution
BOTH	
- Only include events from the story - Events are in sequential order	

Anchor Chart

Mentor Text

Summarize Fiction Name: _____ Date: _____

Winnie The Pooh: Chapter 1

Once upon a time, a very long time ago now, about last Friday, Winnie-the-Pooh lived in a forest all by himself under the name of Sanders.

One day when he was out walking, he came to an open place in the middle of the forest, and in the middle of this place was a large oak-tree, and, from the top of the tree, there came a loud buzzing-noise.

Winnie-the-Pooh sat down at the foot of the tree, put his head between his paws, and began to think. First of all he said to himself: That buzzing-noise means something. You don't get a buzzing-noise like that just buzzing and buzzing, without its meaning something. If there's a buzzing-noise, somebody's making a buzzing-noise, and the only reason for making a buzzing-noise that I know of is because you're a bee.

Then he thought another long time, and said, "And the only reason for being a bee that I know of is making honey."

And then he got up, and said, "And the only reason for making honey is so as I can eat it."

So he began to climb the tree. He climbed and he climbed and he climbed, and as he climbed he sang a little song to himself. It went like this:

*Isn't it funny
How a bear likes honey?
Buzz! Buzz! Buzz!
I wonder why he does?*

Then he climbed a little further... and a little further... and then just a little further. By that time he had thought of another song.

Mentor Text

490L

Recount and Retell Name: _____ Date: _____

Lucky Lucas

Lucas believed in luck. He was lucky when he won a fish at the fair. He was lucky to be in class with his best friend every year. He was lucky because he wanted a baby brother and got one.

Lucas had lucky coins. Lucas had lucky socks that he never let his parents wash. Lucas had lucky stuffed animals. He kept his lucky coin in his pocket when he watched his favorite teams. He knew that it would help them win their games. He wore his lucky socks when he played baseball and soccer. He knew that the socks made him do well on the field. He lucky stuffed animals were there to comfort him as he fell asleep. He knew that they helped give him great dreams each night.

Lucas believed in luck so much that his friends called him "Lucky Lucas". His friends truly believed that Lucas was lucky. He looked for signs of luck everywhere.

He got the last vanilla milk left in the case at school because he was lucky. He made it inside his house just in time to avoid a big tantrum because he was lucky. These types of thing happened all the time. Lucas was simply lucky.

One day at school, Lucas's teacher was giving a big test. Lucas knew that he would do well. After all, he was always lucky. He got out his pencil case from his backpack and opened it. He needed his lucky pencil for the test. He wanted to be lucky for



Practice Page

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.*



Lucky Lucas

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Lucas believed in luck so much that his friends called him "Lucky Lucas". His friends truly believed that Lucas was lucky. He looked for signs of luck everywhere.

He got the last vanilla milk left in the case at school because he was lucky. He made it inside his house just in time to avoid a big rainstorm because he was lucky. These types of thing happened all the time. Lucas was simply lucky.

One day at school, Lucas's teacher was giving a big test. Lucas knew that he would do well. After all, he was always lucky. He got out his pencil case from his backpack and opened it. He needed his lucky pencil for the test. He smiled as he looked for it, but then he stopped.

Where was his lucky pencil?
Where could it be? Lucas thought, panicking.



He remembered. He had left it at home on his desk. He almost started to cry. His teacher got his attention first and asked him to hurry to his seat.

Lucas was sad and worried. He knew that he would not do well on his test. Without that lucky pencil, he was in trouble. His teacher noticed the look on his face.

"Don't worry, Lucas. You'll do great," she said and handed him a yellow pencil.

The class was quiet, and Lucas could hear pencils writing. He got to work. He took a deep breath. He read the first problem. He tried to solve it. He kept going, one after the other. He felt worried the whole time. Some were difficult, but some seemed easy. After what seemed like forever, he finished. He turned his paper in and went to lunch and recess. His friends noticed that he seemed upset, but he tried to pretend that he wasn't.



Back in his classroom later, he saw a paper on his desk. He turned it over. It was his test. There was a big red star at the top. Lucas grinned. He looked at it quickly. He had done well, even without his lucky pencil. How could that be?

His teacher came over to him. "Lucas, you look surprised," she said.

"I forgot my lucky pencil at home. I still did well on my test," he told her.

"It's not about luck, Lucas. It's about hard work," she said. "You did well because you were ready for your test."

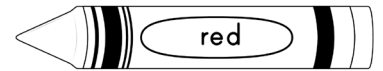
Lucas smiled and nodded. Maybe he would play his soccer game that night without his lucky smelly socks...or maybe not.



Summarize Fiction

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. School
- b. Summer
- c. The past
- d. Lucas's home



3. Write the events in the story in order from 1-8.

Lucas did well on his test.

Lucas saw his graded test on his desk.

Lucas had a big test.

Lucas's teacher told him that he would do great.

Lucas took his test.

Lucas went to lunch and recess.

Lucas realized that he did well because he had worked hard.

Lucas realized that he had left his lucky pencil at home.



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



Summarize “Lucky Lucas”

Directions: Cut out the story events, and paste them in the correct boxes.
Illustrate the events for any missing boxes. Write a summary using the illustrations.

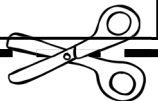
Somebody

Wanted

But...

So...

Then...



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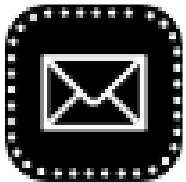
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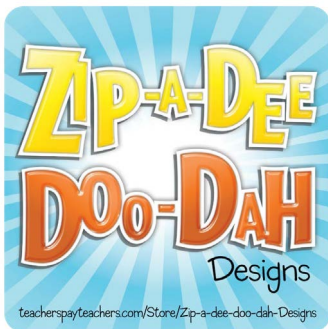
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