

Florida B.E.S.T.



RETELL NONFICTION

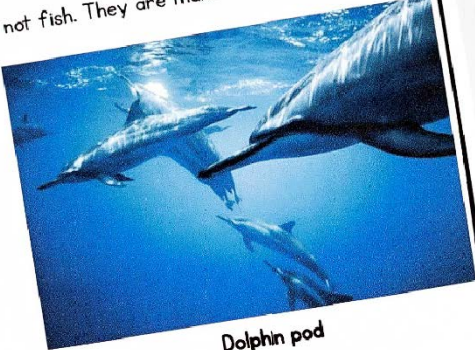
370L

Recount and Retell Name: _____ Date: _____

Mammals of the Sea

They swim in the sea like fish. Dolphins are not fish. They are mammals. They are in the whale family. Have you ever seen a dolphin?

Dolphins like warm water. They live in the sea. They swim in pods. Pods are groups of dolphins. Some pods are small. Some pods are big.



Dolphin pod

The smallest are _____ tool



Size of a person and a dolphin.

Dolphins are gray. Their backs have dark skin. Their bellies have light skin. This helps them hide. They need to hide from sharks.

Recount and Retell Name: Katie Date: _____

Recount "Mammals of the Sea"

Directions: Cut out the key detail photographs and paste them in order from 1-5. Recount the article events using the illustrations.

Dolphins are mammals.

They live in warm water and swim in pods. Dolphins are big.

They are gray. They also talk to each other.

Dolphins move quickly and travel far.



Pods



Size



Colors



MagiCORE

Summarize

Name: _____

Date: _____

The Grand Canyon

The Grand Canyon is so vastly immense that it can be seen from many miles away in outer space! Located in northern Arizona, it is made out of many layers of compacted rocks. The Grand Canyon is a protected national park. People from all over the world come to see it!



The Colorado River formed the Grand Canyon.

If you look closely at the stacked layers of the Grand Canyon, you will notice the appearance of stripes. These stripes formed because various layers of sediments built upon one another again and again as the Grand Canyon developed. These different layers made stripes. They are each unique and can give us an observation of how Earth has changed over time; the oldest layers of all are located at the bottom.



A young Havasupai girl, circa 1900. The Havasupai are one of the groups of people still inhabiting the area today.

How was the gigantic Grand Canyon formed? The process of erosion created this huge landform. Erosion occurs when water washes an area of land away. In this case, the Colorado River was responsible for this erosion. The river ran over this area of land, over and over again, and after numerous years, the Grand Canyon was created.



TOPIC

Main Idea #1

Main Idea #2

Main idea #3

This is important because...

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Retell Nonfiction



- Use your own words.
- Notice the text structure. Retell the details using the structure the author used. (Sequence, Compare/Contrast, Cause/Effect, Problem/Solution, Description).
- Only tell the most important parts.

RECOUNT AND RETELL

2nd & 3rd grade

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 - The Grand Canyon - 600L
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Each passage 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



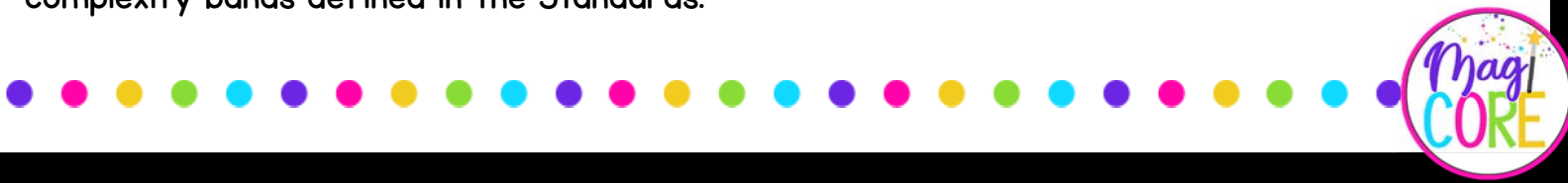
MagiCore, is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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

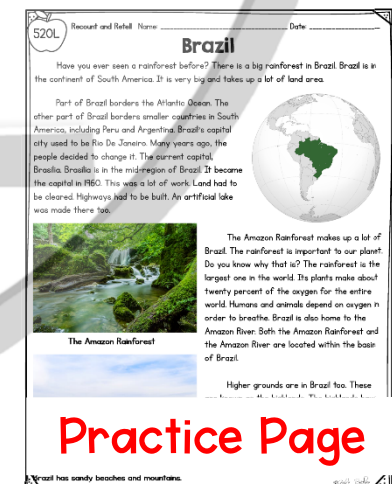
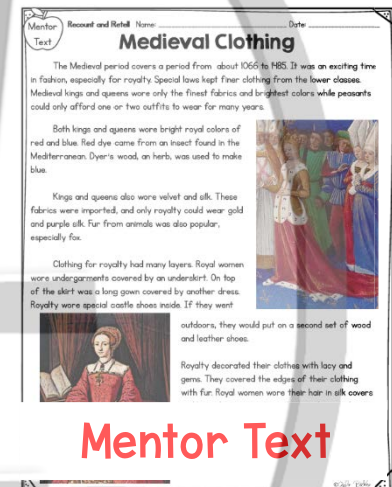
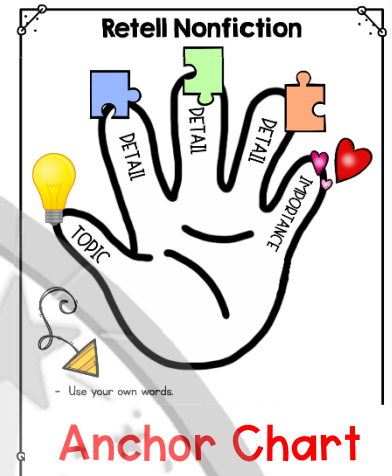
This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

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 recommend lesson layout and schedule for this resource:

Day 1: Introduce the retelling anchor chart. Read aloud the Mentor Text *Medieval Clothing*. Model how to retell the text in sequential order. Emphasize key text elements including the topic and details. When we read texts, it is important to retell the details. This helps us monitor our comprehension.

Day 2: Select a text in the mid-range of the text complexity band. Make the text and question set poster size or project the text and questions. Read the text 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.*



What Is a Desert?

We have seen deserts in movies. They have miles and miles of sand. Not all deserts are sandy. Many are rocky. Many have plants and shrubs. Others are icy and cold. Cold deserts are in the Antarctic and the North Pole. Let's learn more about hot, dry deserts.



An area has a desert climate if it gets 10 inches or less of rain each year. Deserts have a lack of water. They have dry soil. Deserts have high evaporation. Sometimes, rain evaporates before it hits the ground!

Deserts are very dry. Deserts have low humidity. Humidity is the amount of water in the air. Many deserts are very hot in the day. However, they do not stay hot overnight. Many deserts get cold once the sun sets. Some deserts can reach over 100 degrees Fahrenheit during the day. At night, they drop below freezing.

The largest hot desert is the Sahara Desert. The Sahara Desert is in Northern Africa. The Sahara has giant sand dunes. It covers over 3 million miles. Other big deserts are the Arabian Desert in the Middle East. The Gobi Desert in China is also a very large desert.

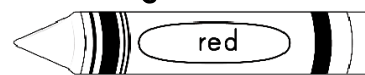


Sahara Desert

Recount and Retell

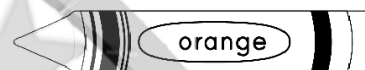
Answer the following questions. Underline the text evidence in the color shown.

1. What is the main idea of this text? Use text evidence to support your thinking.



2. What is the text structure?

- a. Problem/Solution
- b. Description
- c. Compare/Contrast
- d. Cause/Effect



3. Write the key details in order.



Nocturnal desert animals sleep in burrows.

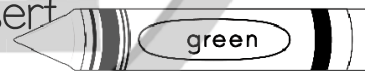
Many desert animals are nocturnal.

Some deserts are extremely hot. Others are extremely cold.

At night, some deserts drop below freezing temperatures.

Most desert plants have a special way to store water.

The largest hot and dry desert is the Sahara Desert.



An area is a desert if it gets 10 inches or less of rain each year.

Deserts are growing. This is called desertification.

4. Why is this topic important? What did the author want you to learn?

Recount "What is a Desert"

Directions: Cut out the key detail photographs and paste them in order from 1-4. Recount the article events using the illustrations.

1.

2.

3.

4.



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Good to Go



Not O.K.

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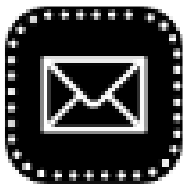
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What is a Desert?

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A Shrinking Treasure

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Weather and Your Mood

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