FICTION | 2ND & 3RD GRADE | RETELL

RETELL & RECOUNT stories

LEXILE



RECOUNT AND RETELL

2nd & 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 Learning, LLC 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.

Common Core State 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 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."

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.

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Retelling Rope Directions

You can make one retelling rope for teacher modeling and for students to share during small groups, or have students make their own retelling ropes.

This resource also includes retelling bookmarks if you choose to have students use those for independent work.

How to Make a Retelling Rope:

1. Print the retelling rope (in color or black and white).
2. Cut out each square.
3. Attach the cards in order (Characters, Setting, In the Beginning, etc.) to a rope, string, or piece of ribbon using hot glue or staples.
4. Have students "walk" through the retelling.





THE RETELLING ROAD...



1. Print out the retelling road cards on paper.
2. Make a path on the floor in your classroom with the cards in order.
3. Practice jumping from card to card as a class.
4. Set up the retelling road as part of a center for students to orally summarize.



560L

Recount and Retell Name: _____ Date: _____

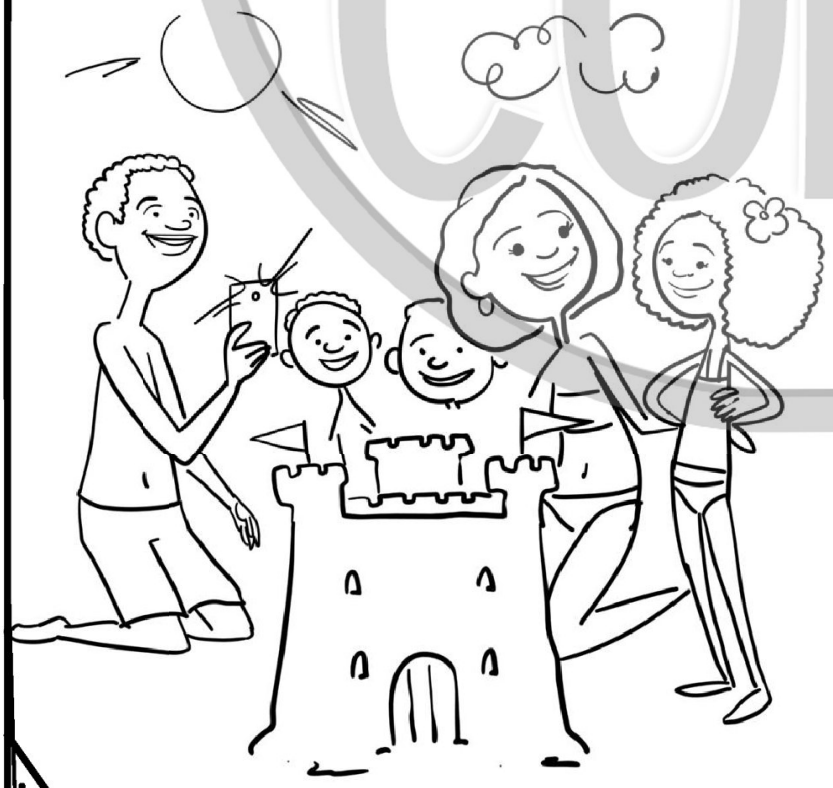
Sandcastle Prize

The waves crashed on the shore, and the sun shone bright in the sky. Mary worked quietly in the sand. She dug deep and piled it high. Children played and families laughed around her. Her brothers were looking for fish in the water. Her mom and dad watched from the edge, laughing and smiling.

Mary was making a huge sandcastle for the town's big contest. It was hard work, but she had a great idea and was determined to do her best. She tried to get her brothers to help her. They had no interest. Mary decided that she would show them and would win the big prize all by herself.

She dug and dug, only stopping to eat lunch and reapply sunscreen. "You're working very hard, Mary," her mom said. "Why don't you stop to play for a while?" Mary shook her head and kept digging and filling pails. She dumped each one over carefully. If it wasn't perfect, she tried again until it was right.

A family nearby watched her work, too. Their twin boys ran in the sand near her, being careful not to step on her work. She only had a little more time before the contest would end. Judges would walk around and look at each sandcastle. Mary noticed many others all over the beach now, too. She smoothed out the last bit of sand and smiled. She was pleased with her hard work.



Her family came over to admire it, and her mom took some pictures of Mary and her sandcastle. "You finished with some time to spare," her mom said. Mary was pleased.

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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 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 was pointing. She squinted her eyes, noticing the sun shining off of something. She reached down to check and pulled a ring out of the sand.

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

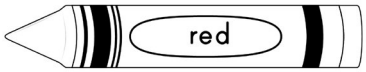
Mary felt happy. She was not sure if she'd win the prize for the best sandcastle, but she knew that the prize she had found was an even better reward.

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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. spring
b. the beach
c. lunchtime
d. the future

3. Write the events in the story in order from 1-9.



Mary finished and her family took pictures of her castle. _____
The mother from the family next to them lost her ring. _____
Mary's family helped look. _____
Mary was happy that she had helped the woman. _____
Mary was building a sandcastle to win a prize. _____
The judges looked at Mary's sandcastle . _____
One judge noticed a ring in the sandcastle. _____
The family next to Mary watched her work. _____
Mary felt sorry that they could not find the ring. _____

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



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Recount and Retell Name: _____ Date: _____

Recount "Sandcastle Prize"

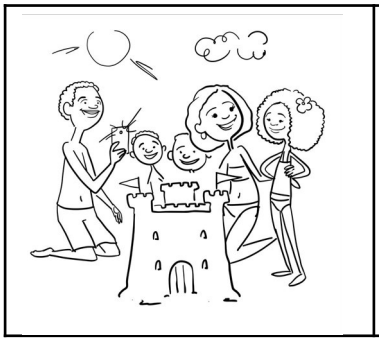
Directions: Cut out the story events, and paste them in order from 1-4. Recount the story events using the illustrations.

1.

2.

3.

4.









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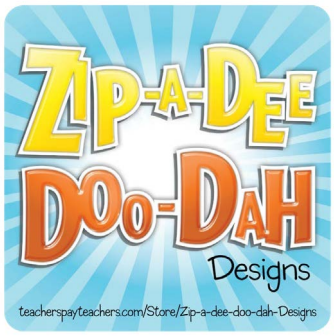
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