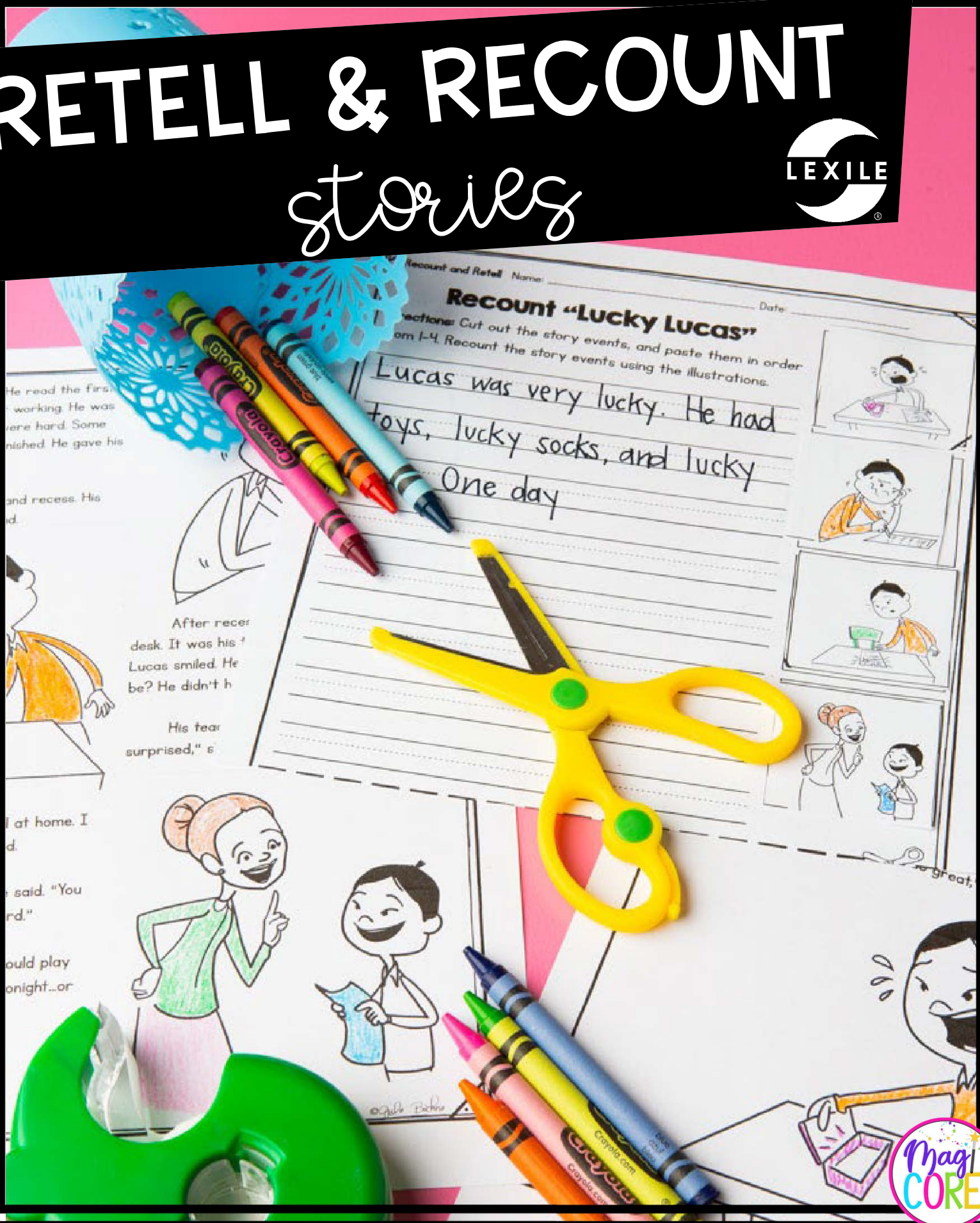
FICTION | 1ST GRADE | RETELL

RETELL & RECOUNT stories

LEXILE



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 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	190L-530L
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.



250L

Recount and Retell Name: _____ Date: _____

Eight Is Great



Miriam woke up excited. She jumped out of bed. She had been waiting for this day all year. It was her birthday. She was having a party. All of her friends were coming. They would eat cake and ice cream. There would be balloons. They would play games. Miriam would open presents.

Miriam ran downstairs. Her mother said, "You are excited today! Happy birthday! How does it feel to be eight years old?"

"Thank you, Mama!" Miriam said. "I feel happy that my birthday party is today!"

Miriam's dad and sister told her happy birthday, too. She ate a birthday breakfast. It was French toast, eggs, and orange juice.

Her dad had to go to the grocery store. "I need to get the cake, ice cream, snacks, and balloons," he said. He put on his coat and gloves. He opened the door. Miriam felt the cold air.

She was glad to be inside her warm house. Her mom decorated. Mom set up games. Miriam watched.

Mom kept looking outside. She looked worried. Mom turned on the television. The news was on. Miriam could see snow.

Where was dad? She was worried. The snow was falling.

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"It's snowing a lot," said Mom. Mom frowned.

Miriam knew that it would be hard for her friends to drive to a party in the snow.

She heard her dad's car. He opened the door. Wind and snow came inside. "It's bad out there!" her dad said. Dad had bags and balloons in his hand.

"I'm sorry, Miriam. We will have to cancel your party. Your friends won't be able to get here safely," he said.

Miriam was sad. Winter birthdays were no fun.

"Okay," she said sadly. She went upstairs.

She looked out her window. Snow was falling hard. The ground was white. She was so sad. She sat on her bed and fell asleep.

Later, she heard a knock on the door. Her mom opened it. Her family came into her room. They were singing. Miriam rubbed her eyes. She saw a big cake with eight candles. Miriam smiled.



"We know that you are sad. We will celebrate with you today. Your friends can celebrate with you next weekend," said Mom.

"I can have two parties!" Miriam said.

Her dad said, "Yes, look at this cake we can eat now!"

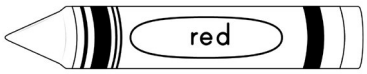
Miriam smiled. "Wow! Eight IS great!"

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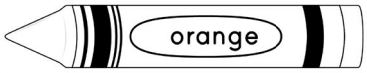
Recount and Retell

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

1. Who is the main character?



2. What is the main setting of the story? (Choose all that apply.)



a. winter
b. the present
c. Miriam's house
d. Miriam's birthday

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



Miriam was sad. ____

Miriam woke up excited for her birthday party. ____

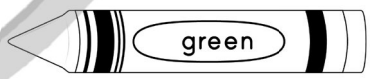
Dad came home and said that they would need to cancel the party. ____

Miriam's family came into her room with cake and sang. ____

Miriam was happy to have two parties. ____

Miriam's dad went to the store. ____

4. What lesson does Miriam learn?



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Recount and Retell Name: _____ Date: _____

Recount "Eight is Great"

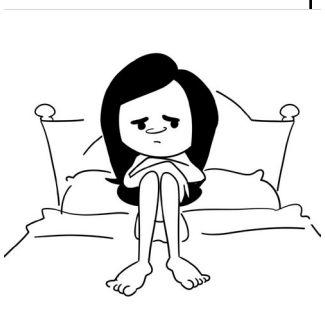
Directions: Cut out the story events, and paste them in order from 1-4. Recount the story events using the illustrations.

1.

2.

3.

4.









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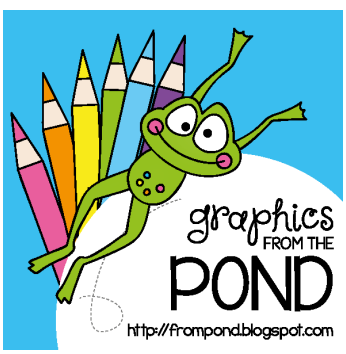
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