NONFICTION | 1ST GRADE | RETELL

RECOUNT & RETELL NONFICTION

LEXILE®

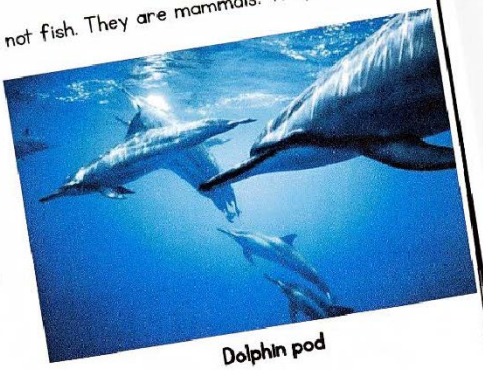
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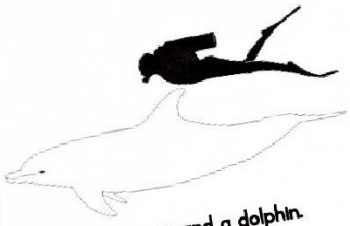
Mammals of the Sea

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



Size of a person and a dolphin.

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

o The smallest are too!

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



Pods



Size

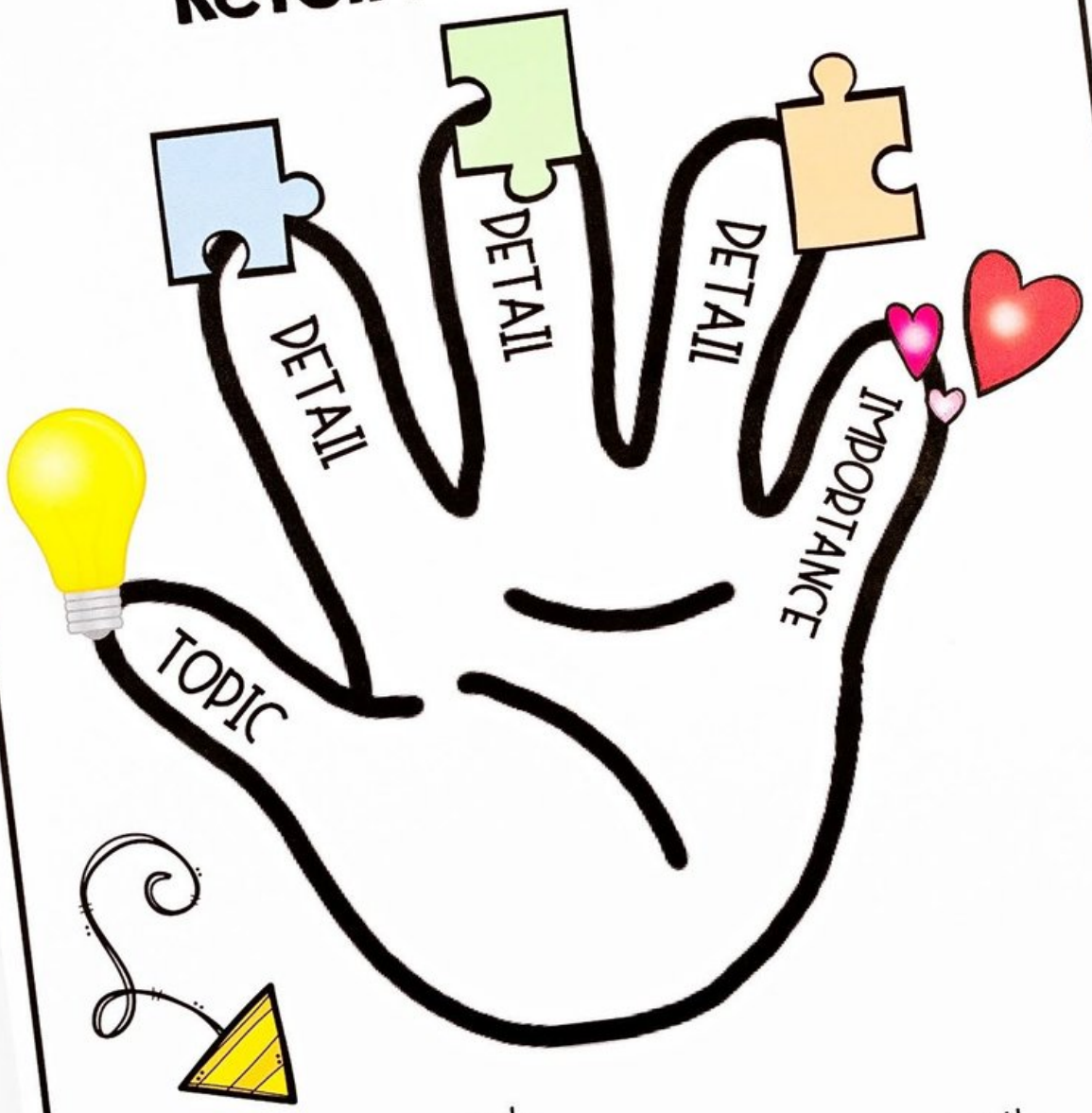


Colors

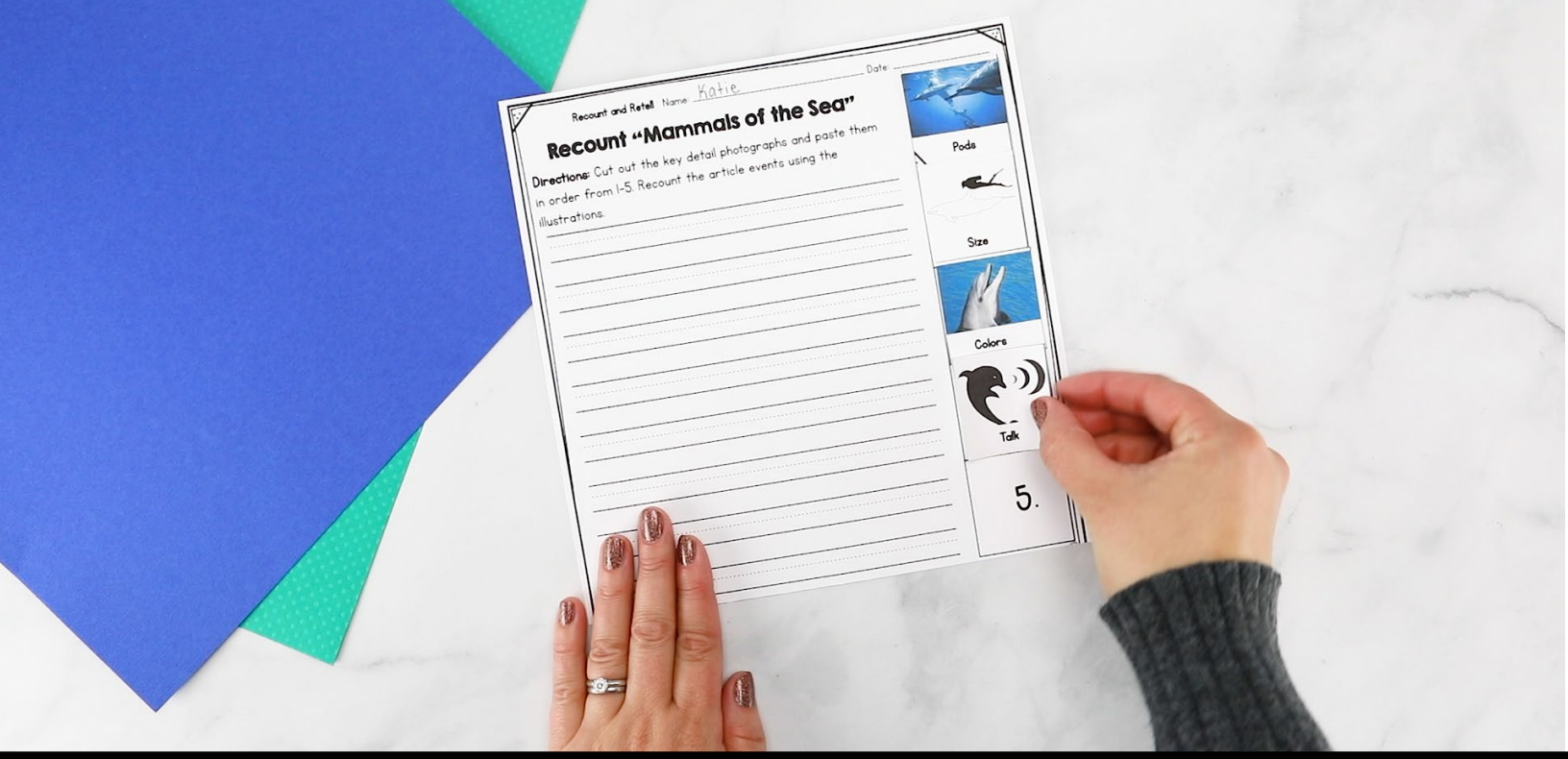


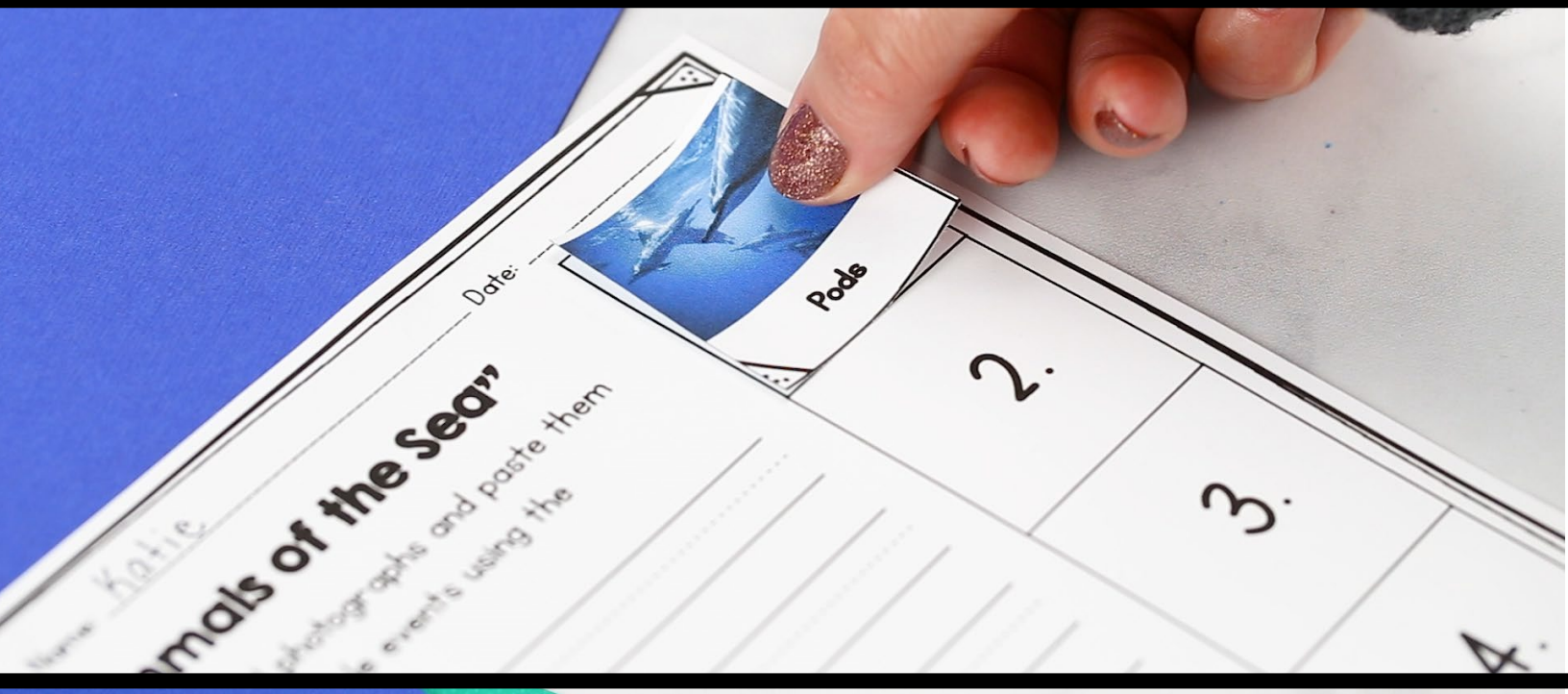
MagiCORE

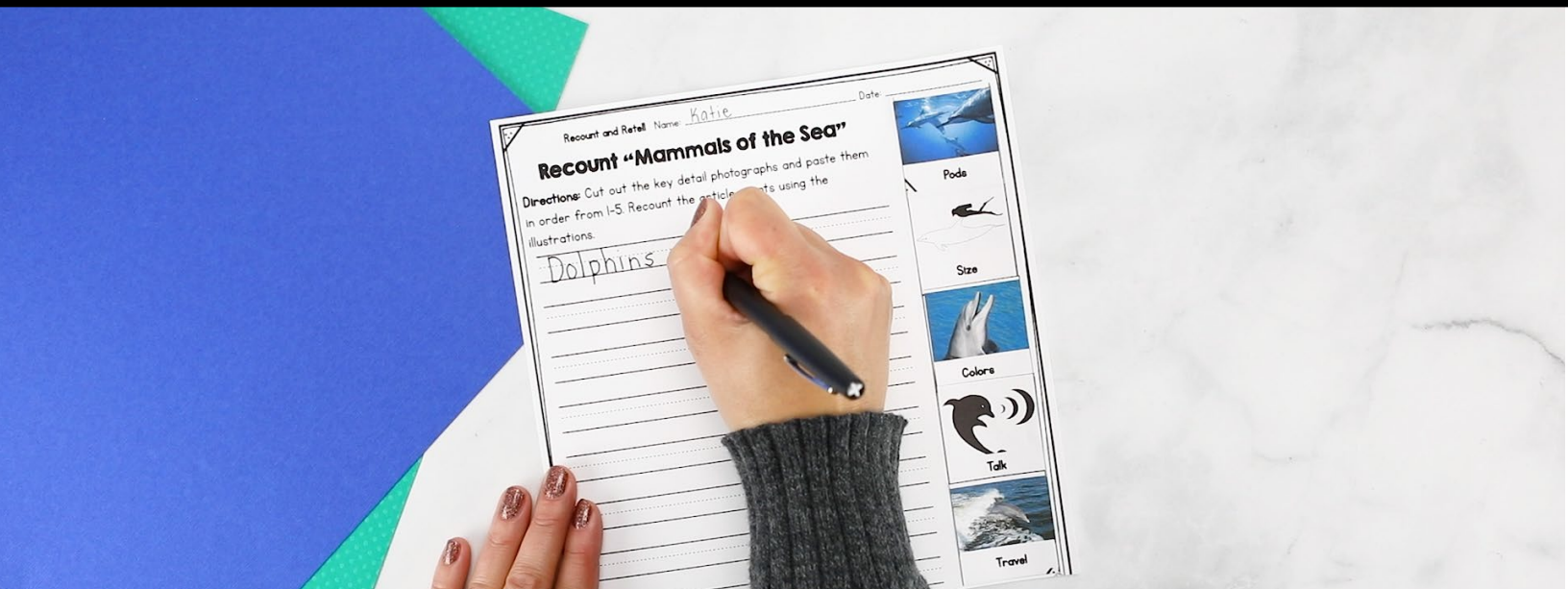
Retell Nonfiction



- 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 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.
Pods
Size
Colors
Talk
5.


Date:
Pods
2.
3.
4.


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
Pods
Size
Colors
Talk
Travel

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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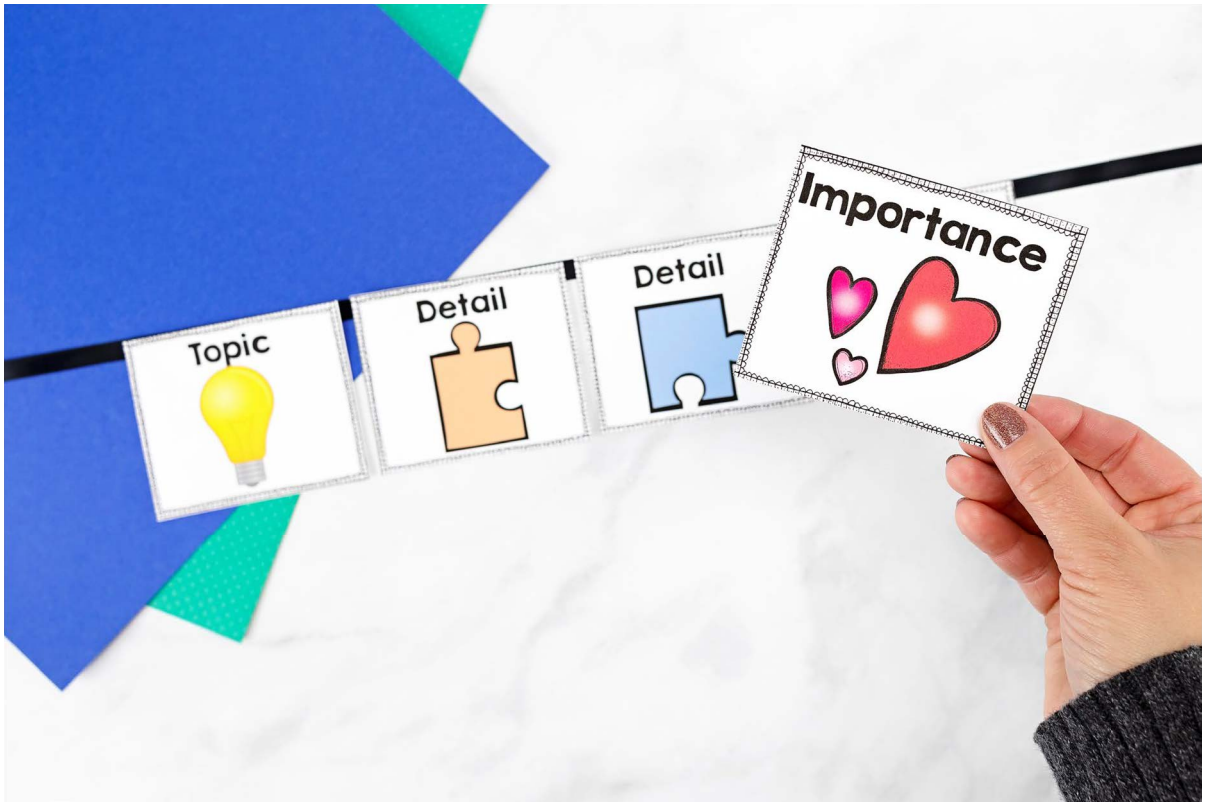
Retelling Rope Directions

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 (Topic, Details, Importance) to a rope, string, or piece of ribbon using hot glue or staples.
4. Have students "walk" through the retelling.



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280L

Recount and Retell Name: _____ Date: _____

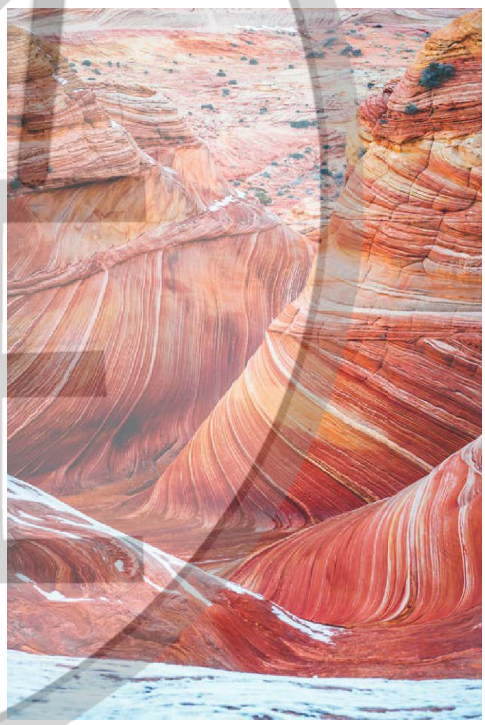
The Grand Canyon

The Grand Canyon is very big. It can be seen in outer space! The canyon is in Arizona. It is made of rock layers. The Grand Canyon is a national park. People from all over visit!



The Colorado River formed The Grand Canyon.

How was it formed? Erosion created it. Erosion happens when water washes land away. The Colorado River caused erosion. It ran over the same place again and again. After many years, the Grand Canyon was made.



The rocks in the Grand Canyon have stripes. These are layers of sediment. They built up over time. This happened again and again. Now, we see stripes. The layers tell us how Earth has changed. The oldest layers are at the bottom.

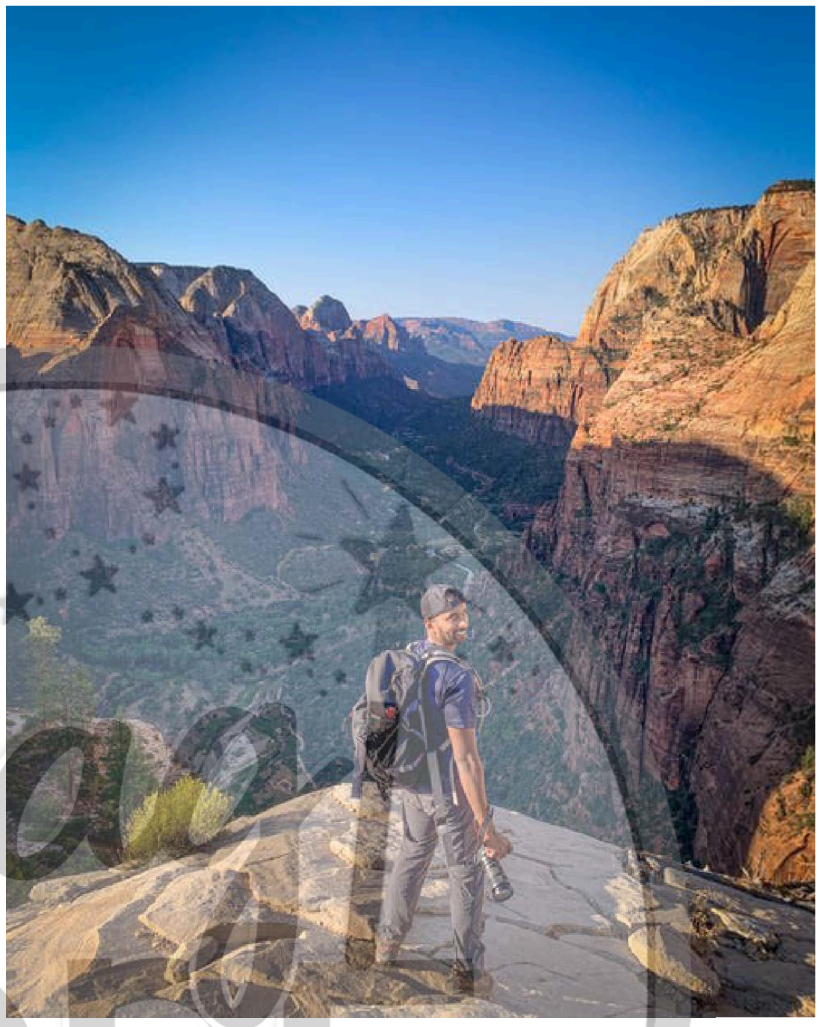


A young Havasupai girl, circa 1900. The Havasupai are one of the groups of people still inhabiting the area today.

The first people living at the Grand Canyon were Native Americans. Six tribes still live there. Native Americans lived there before 1869.

©Julie Bochorse

The Grand Canyon is a national park. Many people visit. It is famous. People like to hike. It is so big! It can take weeks to go around it! People raft there. They raft in the Colorado River. The river is very long. People walk at the top of the canyon. This is the rim. The views from there are great!



The Grand Canyon is protected. You can go there to visit. It is a nice sight to see. It is one of our planet's wonders!

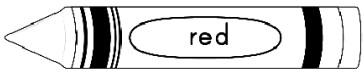


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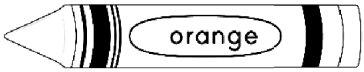
Recount and Retell

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

1. What is the main topic of this text?

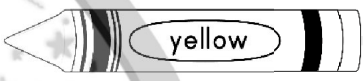


2. How is the text organized?



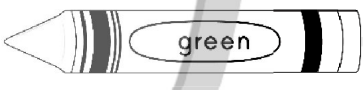
a. In time order
b. It describes the Grand Canyon.
c. It compares different landforms.
d. It explains the effects of erosion.

3. Write the key details in order.



People vist the Grand Canyon. _____
It was created by erosion. _____
Layers of rocks made stripes. _____
The Grand Canyon in Arizona is made out of rocks. _____
Native American tribes have lived here throughout history. _____

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



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Recount and Retell Name: _____ Date: _____

Recount "The Grand Canyon"

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.



Native Americans



Visitors



Erosion



Layers

Pagi CORE

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