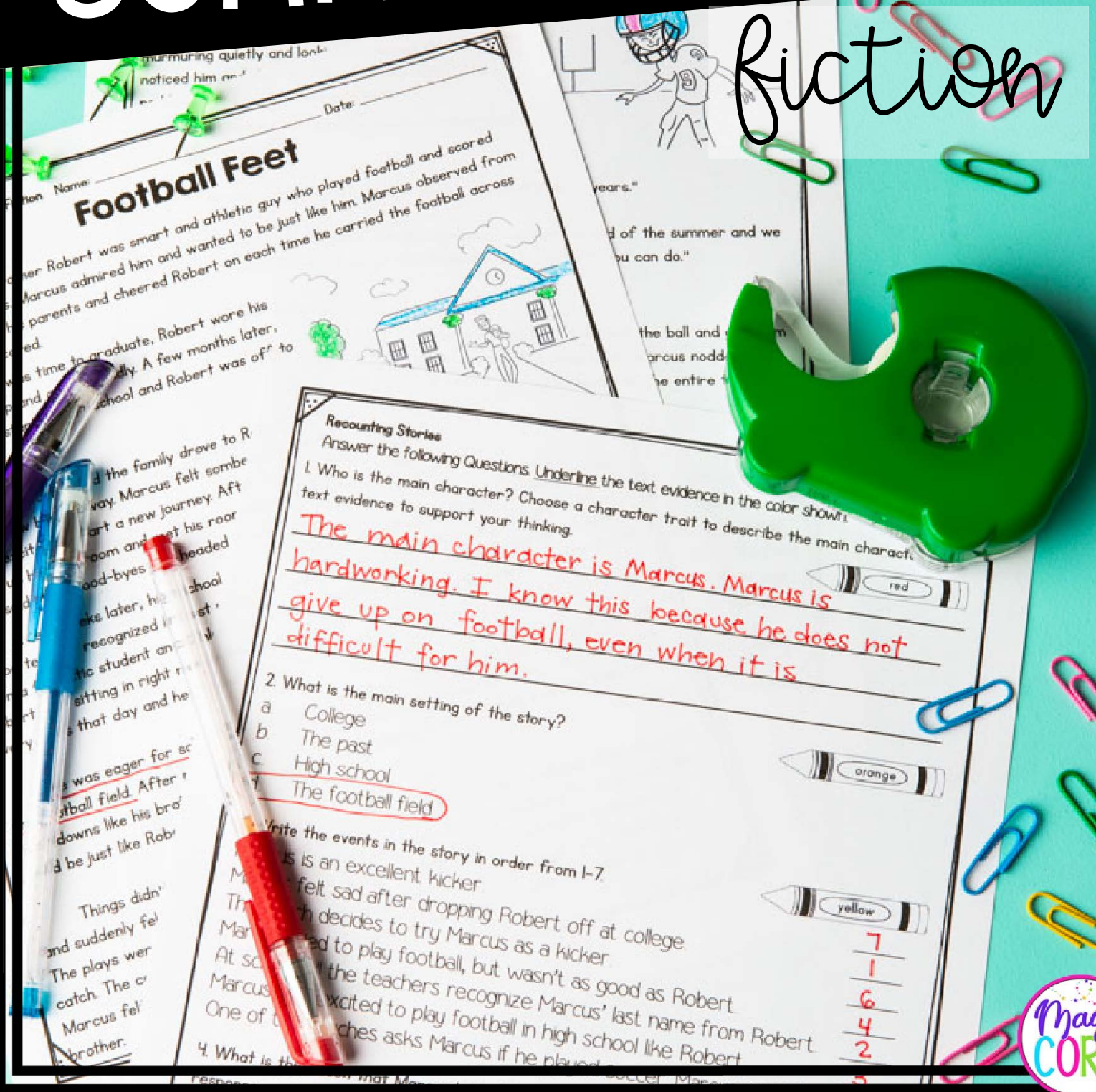
FICTION | 4TH & 5th GRADE | ELA.4.R.3.2/ 5.R.3.2

Florida B.E.S.T.

LEXILE

SUMMARIZE

fiction



MagiCORE

SUMMARIZE

4th & 5th grade

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*This product includes 12 Lexile® leveled stories in the 4th-5th Grade Florida B.E.S.T. Text Complexity Band (the range for 4th-5th grade is 740L-1010L).

1. What is the difference between retelling and summarizing?
2. Retelling vs. Summarizing Anchor Chart
3. Summary Graphic Organizer
4. Summarize Fiction Graphic Organizer
5. Summarize Fiction Stationary
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7. Sandcastle Prize- 770L
8. The First Princess Quest - 790L
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11. Camping Cub- 820L
12. The Goat Fence - 840L
13. The Fox and The Leopard - 850L
14. Football Feet- 860L
15. Eight Is Great- 880L
16. The Wolf in Sheep's Clothing - 920L
17. Lucky Lucas- 920L

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. 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 Florida B.E.S.T. 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 Florida B.E.S.T. 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."

Name: Date:

Football Feet

arcus's brother Robert was smart and athletic guy who played football and scored ouchdowns. Marcus admired him and wanted to be just like him. Marcus observed from ands with his parents and cheered [illegible] on each time he carried the football across eld and scored.

When it was time to graduate, Robert wo. uation cap and gown proudly. A few months la. -cus was starting high school and Robert was off . lege.

The day came and the family drove to Robert's new ollege a few hours away. Marcus felt somber, but Robert seemed excited to start a new journey. After they h him set up his new room met his roommates, the family said their good-b headed home.

A few weeks later hool started for Mar period teacher recognized name and remarke been a fantastic student an too. Marcus nod Robert was sitting in right ro college campu class that day and he m bert even

eager for school to c ld. After playing socce his brother. He was d Robert.

't go quite r t very sm e hard tr coach rer

Marcus felt conc brother.

coaches looked at him.

Recounting Stories

Answer the following Questions. Underline the text evidenc

1. Who is the main character? Choose a character trait to text evidence to support your thinking.

The main character is Marcus. hardworking. I know this because give up on football, even when difficult for him.

2. What is the main setting of the story?

a College

b The past

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.

Marcus' last name from Robert school, all the teachers recognize Marcus like Robert.

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

the coaches asks Marcus if he played soccer. Marcus says, "ye

4. Wha lesson that Marcus learns? Use two pieces of text evidence to suppo response.

Marcus rns that everyone has special nts. le his brother

unt and Retell Name: Date:

Recount "Lucky Lucas"

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

ucas was very lucky. He had
oys, lucky socks, and lucky
One day









Name:

Lucky Lucas

ends called him "Lucky Lucas". He looke

as had lucky socks. Lucas had lucky t

g test. Lucas knew that he would do we
e needed his lucky pencil for the test. He stoppe

Where was his lucky pencil? Lucas was sad.

Then he remembered. It was at home. He was going to cry.

Lucas was sad. He would not do well on his test. His teacher sav

"Don't worry, Lucas. You'll do great," she said. She gave him a p





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.

He put forth his best effort at practice every single day. He dropped the ball many times and was slower than the others on the field. As he stood on the sidelines watching a play, he noticed the

murmuring quietly and look

noticed him



Fiction Name: Date:

Football Feet

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way. Marcus felt sombe
art a new journey. Aft
oom and set his roor
ood-byes headed
eks later, he school
recognized
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sitting in right
that day and he

was eager for so
tball field. After
downs like his bro
be just like Rob

Things didn'
and suddenly fel
The plays wer
catch. The c
Marcus fel
brother.

ears."

d of the summer and we
u can do."

the ball and
arcus nodd
e entire

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 charact
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.

red

2. What is the main setting of the story?

a. College
b. The past
c. High school
d. The football field

orange

Write the events in the story in order from 1-7.

is is an excellent kicker. 7
felt sad after dropping Robert off at college. 1
h decides to try Marcus as a kicker. 6
ed to play football, but wasn't as good as Robert. 4
the teachers recognize Marcus' last name from Robert. 2
xcited to play football in high school like Robert. 3
ches asks Marcus if he played soccer. Marcus says, "yes." 5

yellow

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

green

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How to Teach Summarizing

Retelling is orally telling all of the events in the beginning, middle, and end of a story.

Recounting is retelling in written format.

Summarizing is a brief account of the major events in a story.

I recommend you ensure that students are able to orally summarize before you progress to written summaries.

Visuals

- The summary stick visual is a great tool to teach kids to orally summarize. You could also do this with a five-finger retell of "somebody, wanted, but, so, then."
- I also really like the visual of a summary stick. When paired with the transition words, the visual really helps students progress through the details of the story.

The ultimate goal is to provide enough practice so that students can summarize without any visuals.

Summarizing

To help students progress to summarizing, I recommend students begin with oral summaries, followed by using graphic organizes to organize the story events. Once the events are written in sequential order in graphic organizers, progress to summarizing the story in paragraph format. The graphic organizer is a great tool to use to help students develop their summarizing paragraphs.

Differentiation

Use more visuals, such as the hand and summarizing stick, to model story retellings. Have students practice summaries in small groups. Students who need more support can use story illustration cards to identify the characters, setting, and events in sequential order. For students who need more support, they should focus on the retelling before progressing to summarizing. Do not move to written summaries until they have the oral piece mastered.

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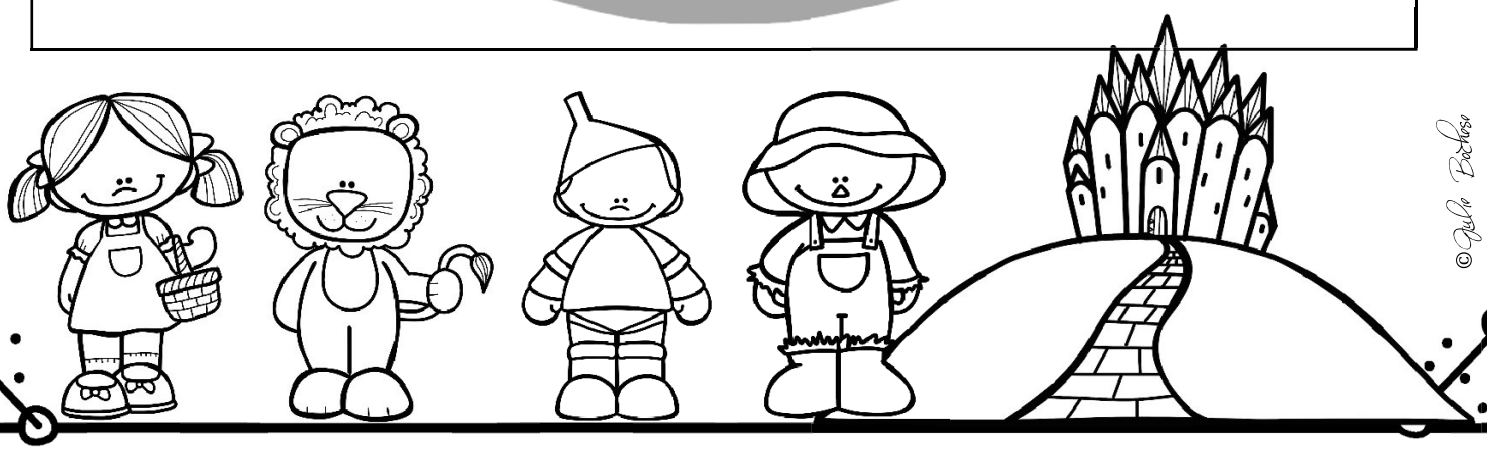
Retelling vs. Summarizing

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	



Magi CORE

summarize

STORY: _____

SOMEBODY	Who is the main CHARACTER?	
WANTED	What did the character WANT?	
BUT	What was the PROBLEM?	
SO	How did the character try to SOLVE the problem?	
THEN	What was the RESOLUTION?	

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Summarizing Stick Directions

You can make one summarizing stick for teacher modeling and for students to share during small groups, or have students make their own summarizing sticks.

This resource also includes summarizing bookmarks if you choose to have



How to Make a Summarizing Stick:

1. Print the summarizing cards (in color or black and white).
2. Cut out each square.
3. Attach the cards in order (Somebody, Wanted, But, So, Then) to popsicle sticks, a rope, string, or piece of ribbon using hot glue.
4. Have students "walk" through the summary.

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750L

Summarize Fiction

Name: _____ Date:

Night Concerts

The sun slipped behind the trees, the sky grew dim, and the stars twinkled. Crick watched day turn to night as he sat on a rock wall. This was his favorite time because the world got incredibly quiet, except for him.



Crick prepared to sing his cricket songs throughout the night and tonight was no different. He aspired to make each concert he performed his best. He kept his notes consistent and bold, often harmonizing with his fellow nocturnal singers. As he launched into his song, he lost himself in the music.

Suddenly, he was distracted by a pinprick of light that flashed to his left and another at his right. Suddenly, there were two more flashes of light in front of him.

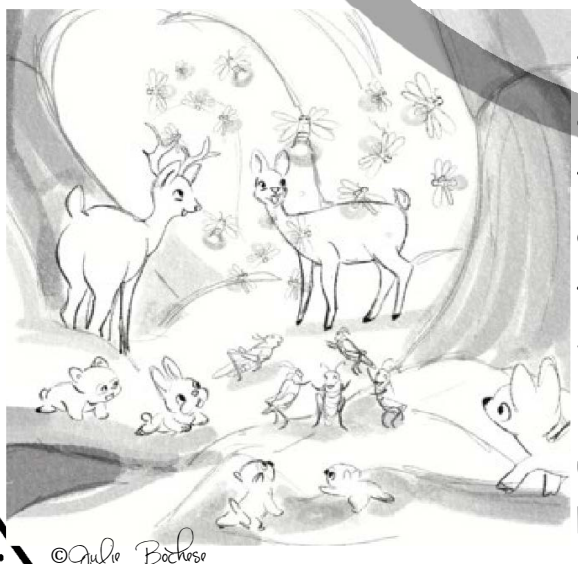
"What's this?" he asked aloud. In all his nights of singing, he'd never seen such a sight. Was he imagining things? Was something wrong with his eyes? What were these lights?

The flashing continued. Though it made Crick a little nervous, the lights were also gorgeous. The green-yellow glow flickered around him making swirls in the sky, making it look like the stars were coming down from the sky to play.

As he was distracted by the lights, another cricket hopped over. "Fireflies," he said, "always showing off."

"Fireflies?" Crick turned to look at his new companion. "Are they magical?"

"Magical?" The other cricket laughed. "No, but they are certainly annoying. My songs always get disturbed when they come around, flashing like firecrackers."



Crick's song had been interrupted, too, but now that he knew he wasn't in any danger, he decided to sing again. This time, he attempted to match his notes to the fireflies' light dance. Soon a great light and music show added to the night's splendor. Other crickets joined in with their songs, and more nighttime animals gathered around to watch and listen.

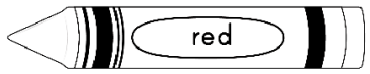
When morning came, Crick found a log to slip under to spend the day and plan his next performance. Hopefully, his firefly friends would join him again the following night.

Mad CORE

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.



_____

_____

_____

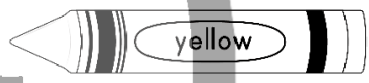
_____

2. What is the main setting of the story?

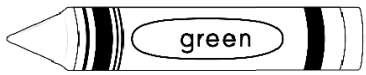


a. Evening in the woods
b. Daytime in the forest
c. Sunrise by a creek
d. Sunrise by a city

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



- Crick is getting ready for his nighttime songs. ____
- Crick sings along with the fireflies. ____
- Other crickets join his song. The nighttime animals watch and listen. ____
- Crick begins to sing like every night. ____
- Another cricket explains the light is fireflies. ____
- Crick sees flashes of light in the sky and does not know what is happening. ____



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

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Summarize Fiction Name: _____ Date:

Summarize "Night Concerts"

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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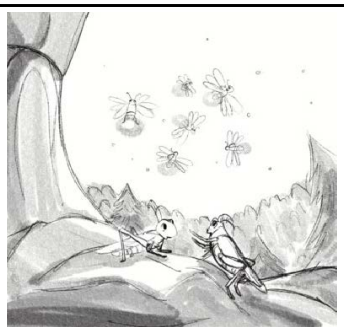



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Summarize Fiction Name: _____ Date:

Sandcastle Prize

The waves crashed thunderously on the shore, and the sun shone brightly in the sky. Mary worked industriously in the sand. She dug deep into the earth's sandy crust and heaped the sand up high while children frolicked and families chortled around her. Her brothers were in the water as they looked for fish, while her mom and dad observed from the edge, laughing and smiling.

Mary was making a massive sandcastle for the town's big contest. It was hard work, but she had a great plan and was determined to do her best. She put some considerable effort into getting her brothers to assist, but 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 pausing once to eat lunch and reapply sunscreen. "You're working very hard, Mary," her mom commented. "Why don't you stop to enjoy the water for a while?" Mary shook her head vigorously and continued digging and filling pails. She dumped each one over cautiously. If the mound wasn't flawless, she attempted again until it was perfect.

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



Her family came over to admire her design, and her mom took some photographs of Mary and her sandcastle. "You finished with some time to spare," her mom remarked proudly with a smile. Mary felt a sense of satisfaction come over her as she smiled back at her mother.

Just then, the family next to them began combing the sand nearby. Crawling on their hands and knees, they seemed frantic. "My ring is gone, and we have to find it," the woman said nervously.

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Mary's mom asked if they could help, so Mary's family began looking, too. They searched for a long time, but they didn't have any luck. The woman seemed to grow more and more distraught. Mary felt bad for her.

The judges sauntered over to critique Mary's castle. They smiled and nodded between inaudible comments, making notes on their clipboards. Mary could hear one judge comment on the pretty seashells that she had added to her castle. Mary grinned and enthusiastically told the judge about where she had found 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 gleaming off of something small. She reached down to check and pulled a ring out of the sand.



"Oh, my! That isn't a seashell. It's a gorgeous ring!" she said as she sprinted over to the woman and presented it to her.

"Is this your ring? It was in my sandcastle, and the contest judge spotted it," she said eagerly.

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

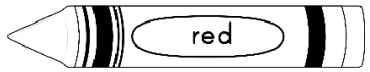
Mary felt content. She was not sure if she'd win the prize for the best sandcastle, but she knew that the prize she had found was an even better reward.

©Julie Bachose

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.



_____

_____

_____

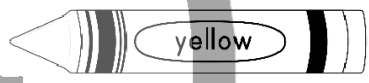
_____

2. What is the main setting of the story?

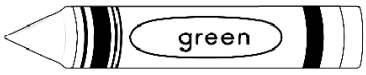


a. spring
b. the beach
c. lunchtime
d. the future

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.



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Summarize Fiction Name: _____ Date: _____

Summarize "Sandcastle Surprise"

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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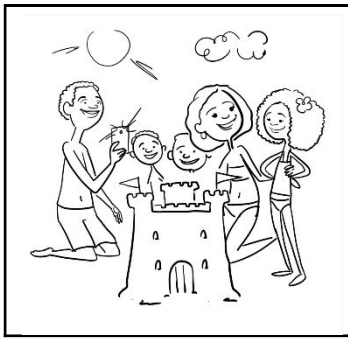







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Not O.K.

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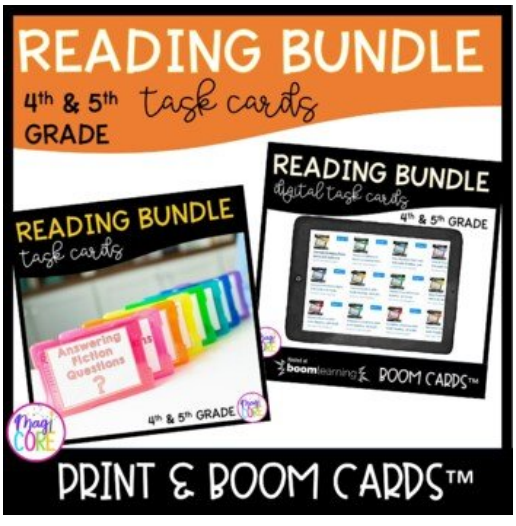



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