



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



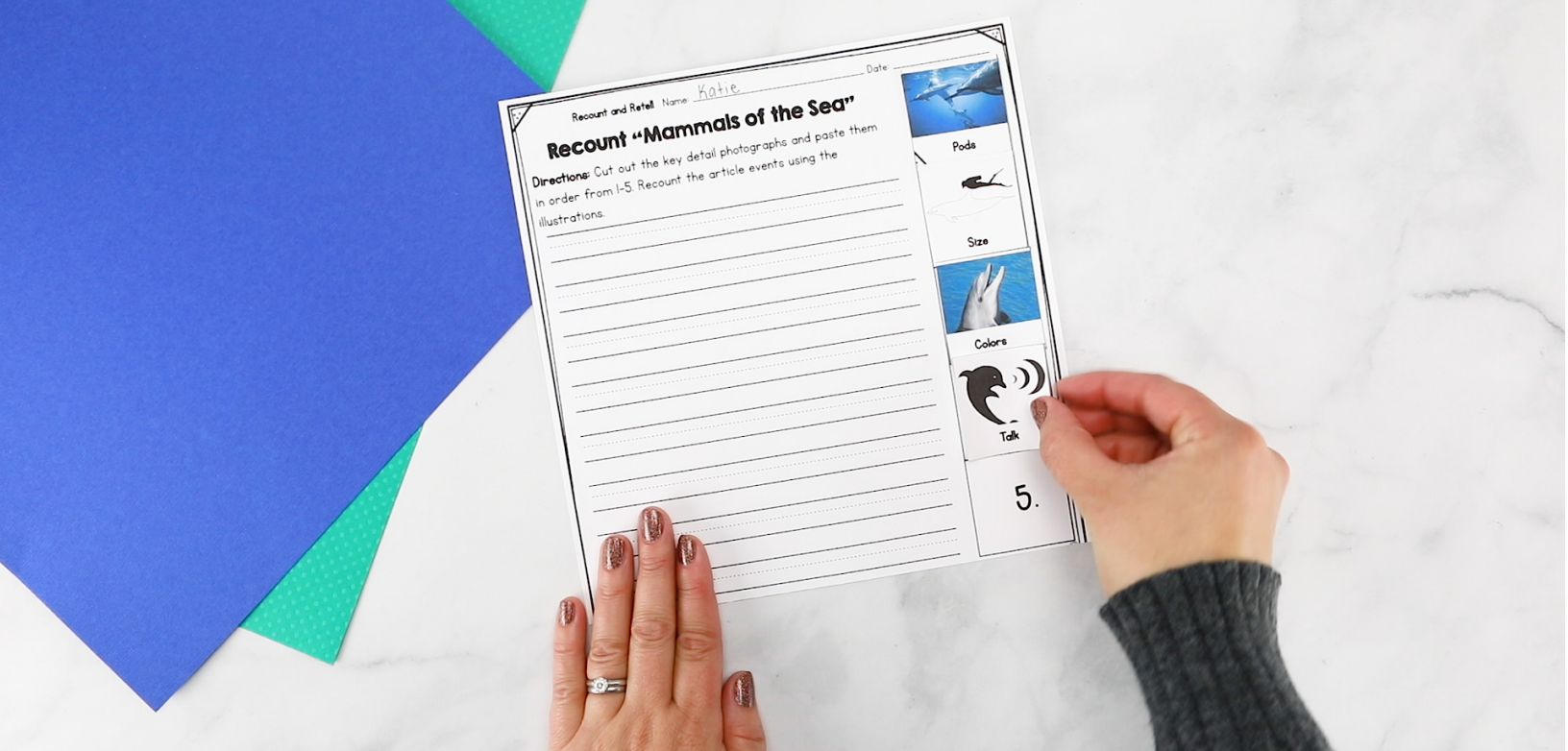
talk



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

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 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 that 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	BR-430L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

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 Use This Resource

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

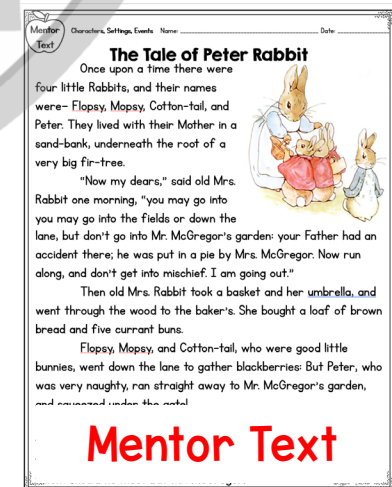
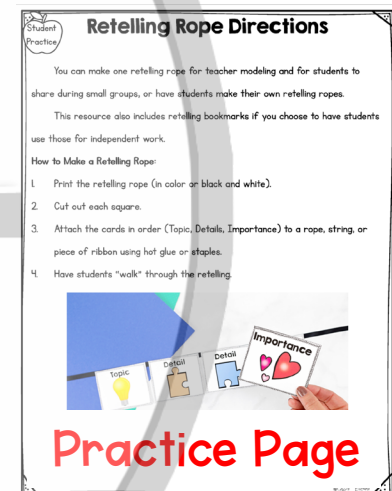
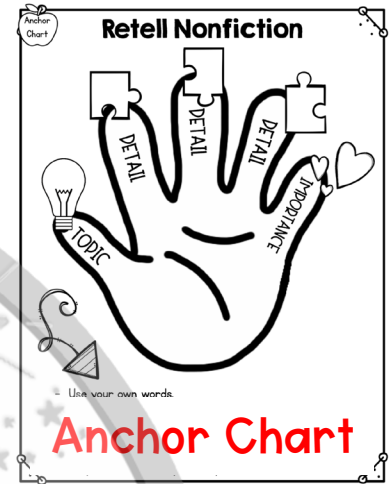
Anchor Charts: These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.

Student Practice Pages: These are extra, short practice pages for students to use as part of the mini lesson. After the anchor chart is introduced and completed as a class, practice pages can be completed as guided practice or independent practice.

Mentor Text: The mentor texts included in this lesson come directly from the Florida B.E.S.T standards **mentor text recommendations for first grade**. These texts tend to be significantly 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.

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 chose 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. As part of the mini lesson, use the mentor text or a read aloud of your choice for students to practice retelling using the retelling rope. Please Note: Anchor charts should be reviewed as a part of the mini lesson each day.

Day 2: Reread the mentor text together. Complete the questions as a group. Ensure you model and practice coloring text evidence in the indicated crayon colors.

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.*

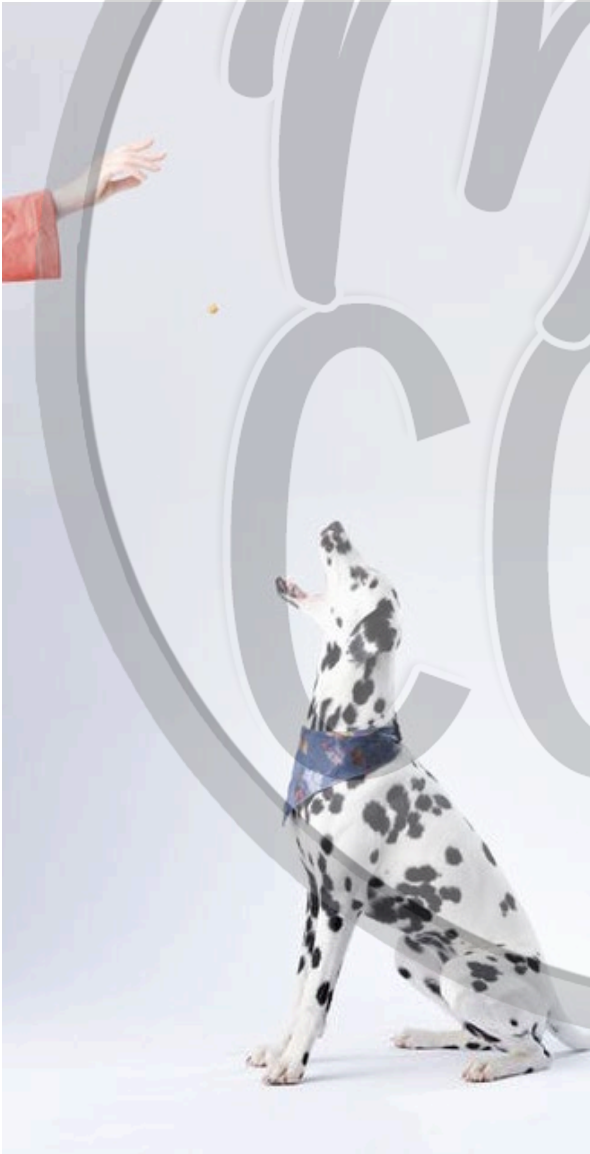


Dog Training

Adding a dog to your family can be fun. It also involves responsibility. There are many ways you can help train and care for your new pet.



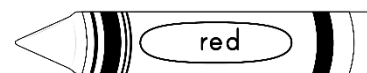
Teaching your dog basic commands is a good place to start. You can do this using food treats. To teach a dog to sit, hold a treat just above your dog's nose. Slowly move it back over the dog's head. The dog will follow the treat. He or she will rock back into a sitting position. As soon as your dog sits, give it a treat and say, "good girl" or "good boy." To teach a dog to walk on a leash, hold a treat at about waist height. Tell the dog, "Let's go." When you start walking, the dog will walk to follow the treat. You can teach a dog to stay down by holding a treat at the dog's nose. Lower the treat. As soon as your dog lies down to follow the treat, give the dog the treat and praise him or her. All of these commands will help you "talk" with your dog.



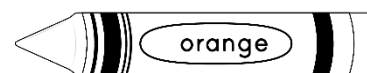
Recount and Retell

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. It is in time order.
- b. It describes how to train a dog.
- c. It compares dogs and cats.
- d. It explains the effects of owning a dog.

3. Write the key details in order.



Teaching your dog basic commands is a good place to start.

Playing fetch helps dogs exercise.

Having a dog can be fun.

Teach your dog to sit and walk on a leash with treats.

Teach your dog to wait while you fill the bowl up with dog food.

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



Recount “Dog Training”

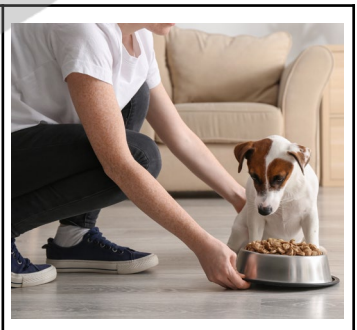
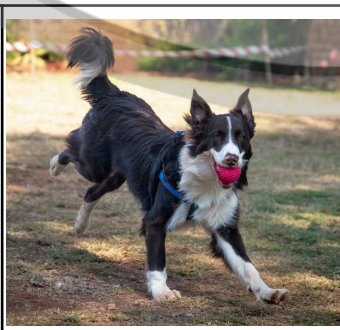
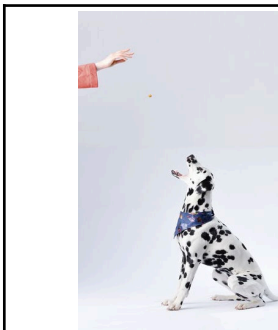
Directions: Cut out the key detail photographs and paste them in order from 1-5. Recount the article events using the illustrations.

1.

2.

3.

4.



Where Are the Honeybees?

Do you love fruit? What if we didn't have fruit? That could happen some day!

Why would that happen? Honeybees are in trouble.

Bees help fruits and vegetables grow. Bees also help nuts and flowers. There are fewer bees. Scientists are worried. This will hurt our world.



Bees pollinate

flowers. Bees live in large groups. The groups are called colonies. One beehive can pollinate up to 100,000 flowers in one day! This makes new seeds. Seeds turn into flowers. More fruit can grow too. If bees are in trouble, so are plants.



Scientists think bees have been hurt by diseases. They think they have been hurt by other bugs. Farming can also hurt bees. Many farmers only grow one crop. The bees pollinate the crop in season. They are left without food after that crop dies off. Then, the bees are hungry. The bees die.

Farmers also use pesticides. Pesticides are chemicals that keep insects away. But these chemicals can hurt bees. The chemicals can even end up in the plant seeds. They grow into flowers. Those flowers harm the honeybees.



Scientists try to help the bees. Beekeepers try to help too. Planting flowers helps. You can help too. We need bees.

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



- 



Recount “Where Are the Honeybees?”

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.



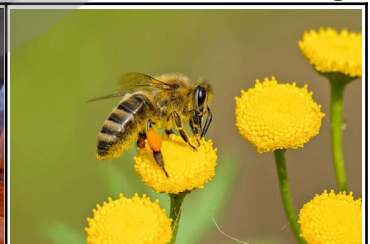
Colonies



Pesticides



People Help



Bees Pollinate

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Good to Go



Not O.K.

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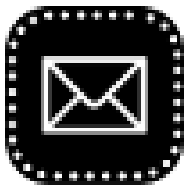
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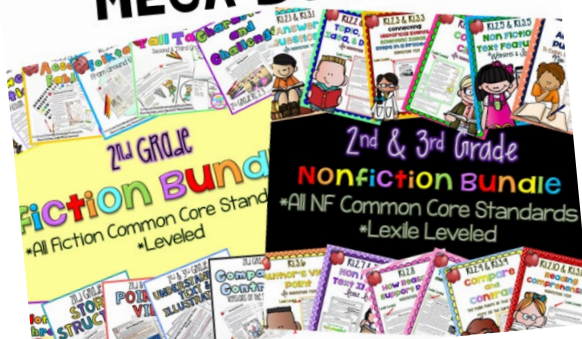
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