

## **Recount - The purpose of a recount is to tell what happened.**

- A personal recount may tell what happened in a personal experience in which the author has been involved.
- Factual recounts tell about an actual event much like a newspaper report.
- Story retells are also a type of recount and may be told as a narrative.

### **First Grade Focus:**

Recounts evolve naturally from personal writing in first grade. They are a great first step to beginning to write in an organized form. The expectation is that first graders will be able to reach mastery of the recount form by May of first grade. Refer to the Teaching Sequence for details on how to scaffold the learning of this form.

### **Second Grade Focus:**

Second grade teachers revisit the recount form in the Fall to return the student's writing to mastery level. Second graders can extend or expand upon the form by adding more events in order and/or providing further elaboration and detail about each event. As with all teaching, individual differences need to be taken into account.

**Recounts** contain:

1. **Beginning** - The beginning should include:

- **who,**
- **when,**
- **where**
- **what happened.**

The beginning will eventually tie in to writing an Introduction in other forms of writing, especially Narratives.

2. **Middle** – The middle should include:

- **events in order.** - The students should learn to write about the events that happened in chronological order with time connection words (next, then, soon, at last, etc.)
- **elaboration** – Students should also be **introduced** to elaboration by adding details about each event in order. Details should make the story more interesting and should include words describing sight, sound, smell, touch, and taste.

The middle will tie into Expository writing at the Second and Third Grade. This also ties into Procedural Writing in First Grade where students tell how to do something (How to Make a Peanut Butter Sandwich).

3. **End** – The end should contain:

- a concluding statement or a comment about the set of events
- it may be a comment on the author's feelings, or the feelings of a character in the story or a look to the future
- it may also be a statement that summarizes the story or a punch line to conclude the story

The ending links to the ability to develop a conclusion in both Narrative and Expository Writing in Second and Third Grade.