AUTHOR'S PURPOSE LEXILE

explain, answer, describe

TRUSTED BY OVER 3,000 TEACHERS

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

1. What is this passage all about?

This passage is all about African elephants and what they look like.

What are three details that support the main topic?

orange

weigh up to 13,000 pounds
up to 7,000 pounds.
their

the author's purpose. (How
you to the author's

purple

Level: 470

Author's Purpose

Name: _____   Date: _____

African Elephants

The African elephant is the largest land animal. A male can weigh up to 13,000 pounds. A female can weigh up to 7,000 pounds. African elephants have thick bodies and thick legs. African elephants are well known for their large ears. These ears help cool the elephants down. In addition, elephants are known for their trunks. An elephant's trunk... The trunk projects for teach...

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WHAT'S INSIDE?

PRINTABLE PDFs and **DIGITAL** Google Slides covering the 2nd and 3rd grade text complexity band with Certified Lexile Levels.
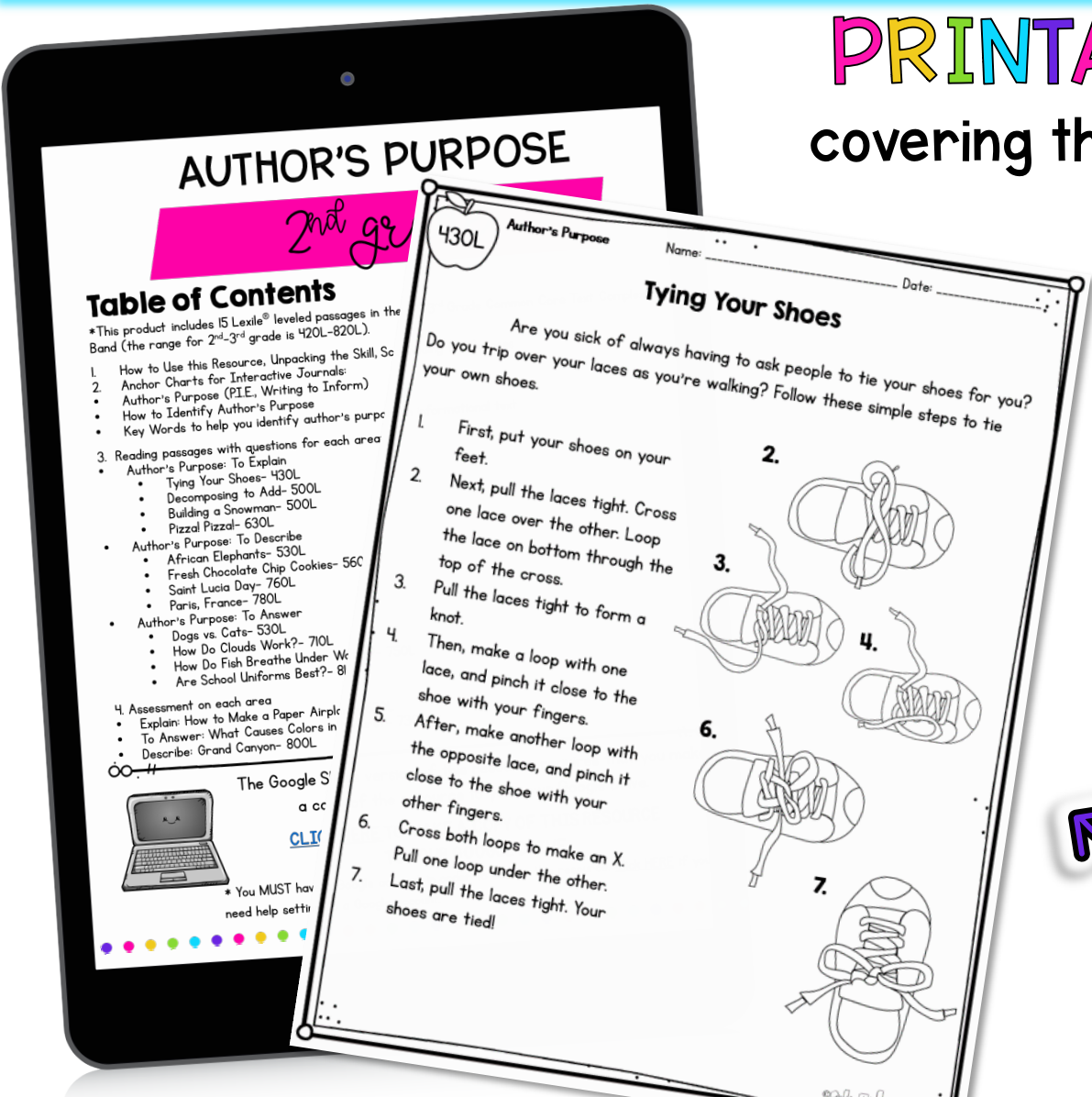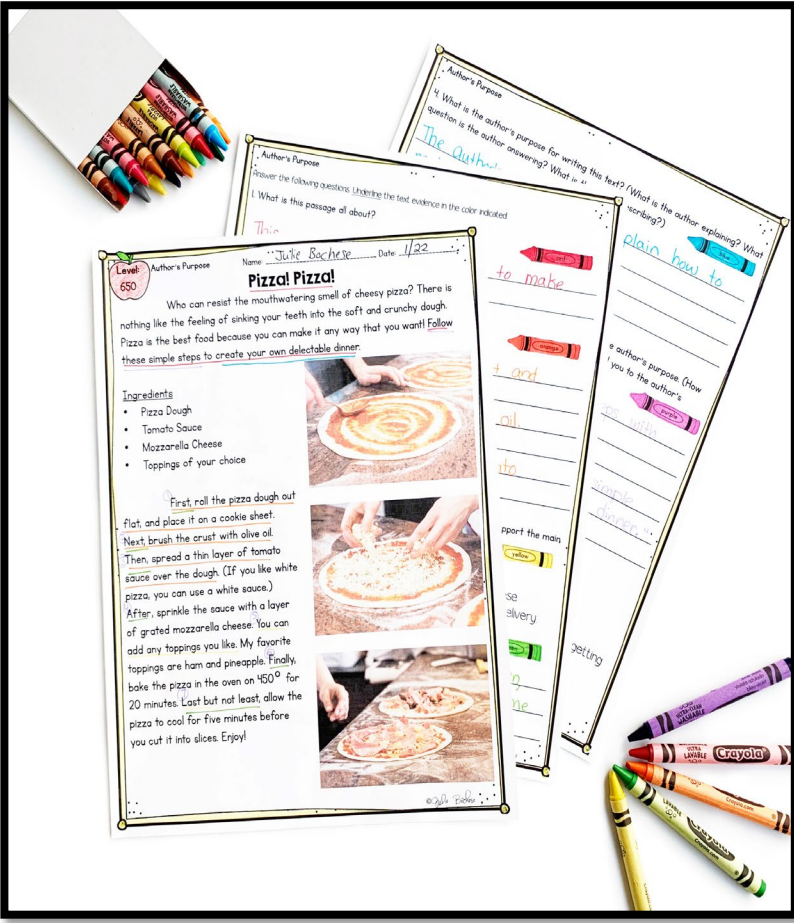
- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and Google Slides Included

Tying Your Shoes

430L

Author's Purpose

Name: _____   Date: _____

Are you sick of always having to ask people to tie your shoes for you? Do you trip over your laces as you're walking? Follow these simple steps to tie your own shoes.

1. First, put your shoes on your feet.
2. Next, pull the laces tight. Cross one lace over the other. Loop the lace on bottom through the top of the cross.
3. Pull the laces tight to form a knot.
4. Then, make a loop with one lace, and pinch it close to the shoe with your fingers.
5. After, make another loop with the opposite lace, and pinch it close to the shoe with your other fingers.
6. Cross both loops to make an X. Pull one loop under the other.
7. Last, pull the laces tight. Your shoes are tied!

10 NONFICTION PASSAGES

- Learn in color! Visual cues reinforce text evidence

- Teachers can quickly check student work.

- Variety of text structures to spark comprehension AND curiosity.

- Dive into informational, functional, and persuasive texts.
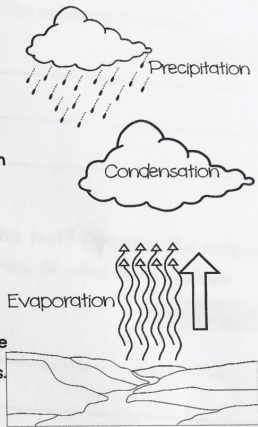
QUESTIONS

- Skill-focused, scaffolded questions

- Multiple choice and short answer

- Preps students for state testing

- Rigorous and research-based approach to questioning

RI.2.6– Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Lexile: 770

How Do Clouds Work?

Clouds are made of a collection of small droplets of water or ice crystals. All air contains water. Near the ground this water is a gas called water vapor. When water evaporates, warm air rises, expands and cools. Cool air can't hold as much water vapor as warm air. As a result, some of the water vapor condenses onto tiny pieces of dust floating in the air. These droplets of water are so small and light that they float in the air. Billions of these droplets come together to form a cloud. At times, the water droplets in the cloud become large and heavy. This causes rain to fall out of the clouds.

Precipitation

Condensation

Evaporation

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

1. What is this selection all about?

_____

_____

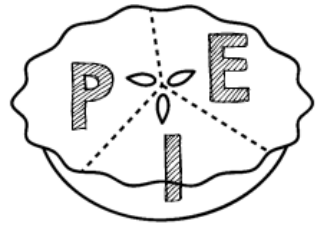2. What are three details that support the main topic?

_____

_____

ANCHOR CHARTS

Author's Purpose

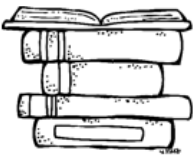Authors write to:
- Persuade
- Inform
- Entertain

P E I

- When authors want to **persuade** their readers, they are trying to convince the readers to believe something. They explain why they feel the way they do.
- When authors want to **inform** their readers, they are trying to teach their readers something.
- When authors want to **entertain** their readers, they are writing for the readers to enjoy the texts.

WRITING TO INFORM

When an author's purpose is to inform readers, the author might
- → Explain something
- → Answer a question
- → Describe a person, place, or thing

© MagiCore

IDENTIFY THE AUTHOR'S PURPOSE

1. First, identify the **topic** of the text. Ask yourself, *"What is the whole text about?"*

2. Identify key supporting details in the text. Ask yourself, *"What are s___ topic of the text is ___*

3. Underline any **key w___ hints about the type___

4. Use the topic and k___ author's purpose. ___ following:

→ "Are the topic a___ something to me___

→ "Are the topic ___ a question?"

→ "Are the topic ___ person, place___

© MagiCore

Key Words
To Help You Identify The Author's Purpose

- If the author is **explaining** how to do something, you may see key words that signal direction change such as:
  *first *next *then *after *finally *last

- If the author is **answering a question**, you may see key words that explain why something happens (cause and effect relationships) such as:
  *because *Why? *Who? *What? *When? *Where?

- If the author is **describing** something, you may see descriptive adjectives that describe how it:
  *looks *smells *tastes *feels *sounds

© MagiCore

- 3 Anchor charts

- Use to introduce the skill

- Students reference throughout the unit

Your students can refer to the anchor charts throughout the unit.

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MODEL PASSAGES & TEACHER DIRECTIONS

Unpacking Author's Purpose

RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or d...

Unpacking t...
In second...
text they...
through...
answerin...

To mee...
genre...
recog...
abou...

Tea...

Scaffold Instruction With This Resource

Scaffolding instruction is a highly effective approach in supporting students' reading comprehension and skill development. Research has consistently demonstrated the positive impact of scaffolding techniques on students' learning outcomes. By providing targeted support, guidance, and gradually decreasing assistance, scaffolding enables students to tackle challenging tasks and achieve higher levels of understanding.

1. **Familiarize Yourself with the Resource:** Carefully review the resource, including the passages, anchor charts, and assessments. Understand the range of genres, topics, and text complexity levels covered.

2. **Introduce the Skill with Anchor Charts:** Utilize the anchor charts provided in the resource to introduce the concept of author's purpose. Display the anchor charts in the classroom and discuss each purpose: explain, describe, and answer a question. Engage students in conversations around how authors accomplish these purposes. Have students keep a copy of anchor charts in their reading journals.

3. **Model and Think Aloud:** Select a passage from the resource and model the process of identifying the author's purpose. Read the passage aloud to the class, thinking aloud to demonstrate how you determine the main purpose. Refer to the anchor charts and highlight textual clues and language choices.

4. **Guided Practice:** Assign small groups or pairs of students to analyze specific passages from the resource. Encourage them to refer to the anchor charts and use evidence from the text to support their reasoning.

5. **Collaborative Discussions:** Allow time for collaborative discussions where students can share their findings and reasoning with their peers. Encourage them to explain their thinking and provide evidence from the text. Facilitate discussions that compare and contrast different interpretations of the author's purpose.

6. **Independent Practice:** Gradually transition students to independent practice using the remaining passages from the resource. Encourage students to refer to the anchor charts and use evidence from the text to support their conclusions.

7. **Differentiation:** Differentiate instruction based on students' needs. Offer additional support to struggling students through small group interventions, provide sentence frames or prompts, or offer additional practice passages. Provide passages at the highest levels for students who have mastered the skill.

8. **Assessment:** Use both assessments provided in the resource to assess students' progress and understanding.

9. **Review and Reteach:** Use assessment...

- Unpack the standard

- Prerequisite skills

- How to use this resource.

430L Author's Purpose   Name: _____ Date: _____

Tying Your Shoes

Are you sick of always having to ask people to tie your shoes for you? Do you trip over your laces as you're walking? Follow these simple steps to tie your own shoes.

1. First, put your shoes on your feet.
2. Next, pull the laces tight. Cross one lace over the other. Loop the lace on bottom through the top of the cross.
3. Pull the laces tight to form a knot.
4. Then, make a loop with one lace, and pinch it close to the shoe with your fingers.
5. After, make another loop with the opposite lace, and pinch it close to the shoe with your other fingers.
6. Cross both loops to make an X. Pull one loop under the other.
7. Last, pull the laces tight. Your shoes are tied!

Follow these steps and you will be ready to walk confidently.
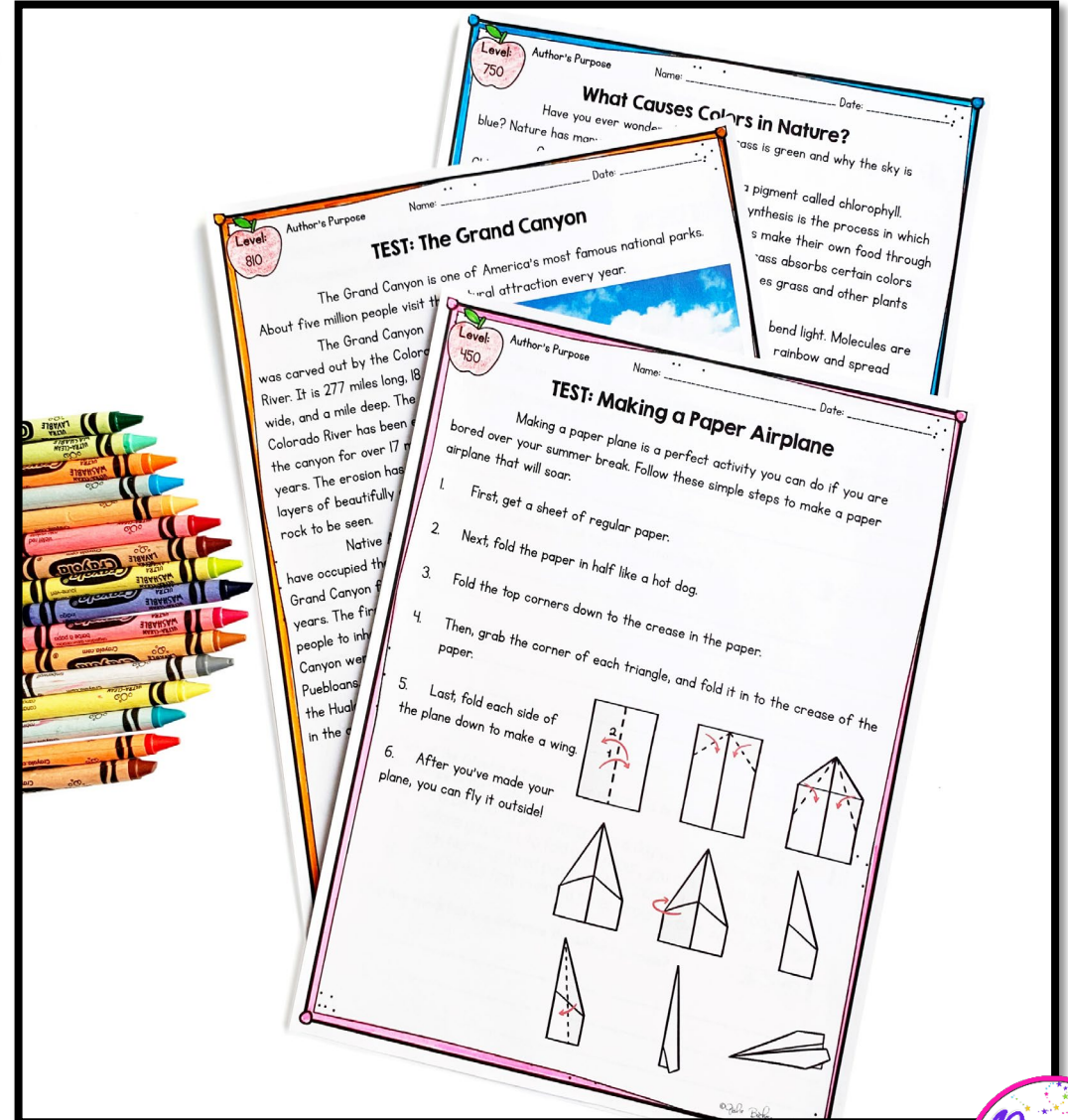
© MagiCore

Model text and questions

ASSESSMENTS

- Same format as practice

- Two tests with different Lexile levels

- Color-coding

- Follows best practices for standardized assessments

WHY IT WORKS

- Certified Lexile measures

- High - interest texts to motivate readers

- Cross - curricular topics

- Scaffold approach will help your students meet grade level expectations.

- Classroom tested! Trusted by over 3,000 teachers… and counting!… To help students grow their reading skill

ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposure to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

ABOUT LEXILE LEVELS

Common Core Kingdom, LLC DBA 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.

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	N/A
2-3	N/A
4-5	420L-820L
6-8	740L-1010L

Keep in mind when using any leveled text that may support to reach at the high end of their Common Core Standards, "It is important to re appropriate. The expectation that scaffolding built into the Standards' grade-by-grade text general movement, however, should be toward independence both within and across the text co

TAKE A PEEK
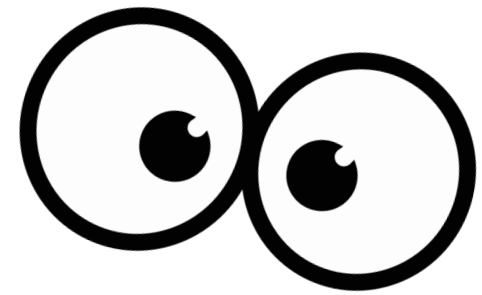
AUTHOR'S PURPOSE
2nd grade

Table of Contents

*This product includes 15 Lexile® leveled passages in the 2nd-3rd Grade Common Core Text Complexity Band (the range for 2nd-3rd grade is 420L-820L).

1. Anchor Charts for Interactive Journals:
   - Author's Purpose (P.I.E., Writing to Inform)
   - How to Identify Author's Purpose
   - Key Words to help you identify author's purpose in informational text

2. Reading passages with questions for each area:
   - Author's Purpose: To Explain
     - Tying Your Shoes- 430L
     - Decomposing to Add- 500L
     - Building a Snowman- 500L
     - Pizza! Pizza!- 630L
   - Author's Purpose: To Describe
     - African Elephants- 530L
     - Fresh Chocolate Chip Cookies- 560L
     - Saint Lucia Day- 760L
     - Paris, France- 780L
   - Author's Purpose: To Answer
     - Dogs vs. Cats- 530L
     - How Do Clouds Work?- 710L
     - How Do Fish Breathe Under Water?- 750L
     - Are School Uniforms Best?- 810L

3. Assessment on each area
   - Explain: How to Make a Paper Airplane- 620L
   - To Answer: What Causes Colors in Nature?- 730L
   - Describe: Grand Canyon- 800L

The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

CLICK HERE TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.

* You MUST have a Google account in order to access this resource. Click HERE if you need help setting up a Google account.

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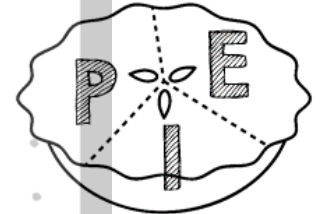
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

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 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."

Author's Purpose

Authors write to:
- Persuade
- Inform
- Entertain

*When authors want to **persuade** their readers, they are trying to convince the readers to believe something. They explain why they feel the way they do.
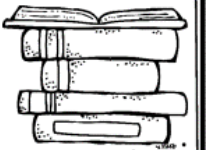*When authors want to **inform** their readers, they are trying to teach their readers something.
*When authors want to **entertain** their readers, they are writing for the readers to enjoy the texts.
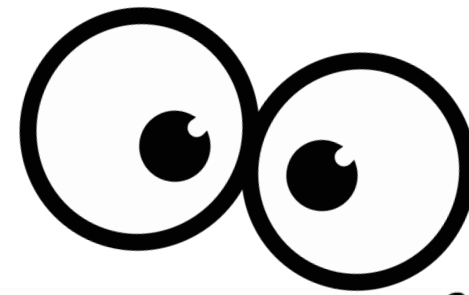
WRITING TO INFORM

When an author's purpose is to inform readers, the author might
- Explain something
- Answer a question
- Describe a person, place, or thing

Page 1
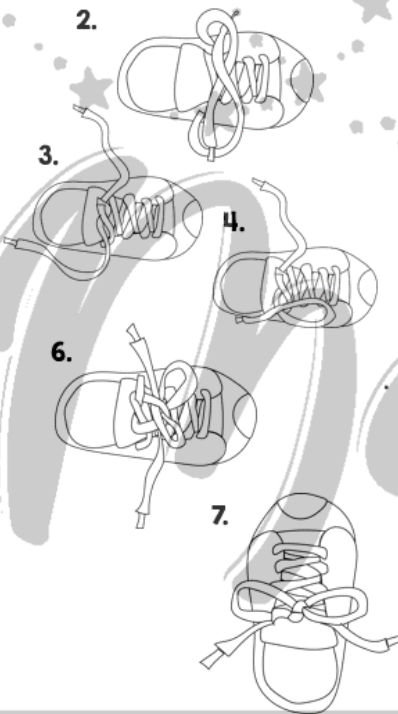
430L

Author's Purpose   Name: _____   Date: _____

Tying Your Shoes

Are you sick of always having to ask people to tie your shoes for you? Do you trip over your laces as you're walking? Follow these simple steps to tie your own shoes.

1. First, put your shoes on your feet.
2. Next, pull the laces tight. Cross one lace over the other. Loop the lace on bottom through the top of the cross.
3. Pull the laces tight to form a knot.
4. Then, make a loop with one lace, and pinch it close to the shoe with your fingers.
5. After, make another loop with the opposite lace, and pinch it close to the shoe with your other fingers.
6. Cross both loops to make an X. Pull one loop under the other.
7. Last, pull the laces tight. Your shoes are tied!

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Page 2

Author's Purpose

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

1. What is this passage all about?   [red]

_____

_____

2. What are three details that support the main topic?   [orange]

• _____

• _____

• _____

3. Which of the following details could the author add to their passage to support the main point? (Choose all that apply.)   [yellow]

a. Pull your laces tight so they don't come untied.
b. There are many different ways to tie your shoes.
c. Make loops with your laces that look like bunny ears.
d. If you don't want your shoes to come untied, double knot them.
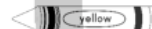
4. What key words help you determine the author's purpose?   [green]

_____

_____

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Page 3

Author's Purpose

4. What is the author's purpose for writing this text? (What is the author explaining? What question is the author answering? What is the author describing?)   [blue]

_____

_____

_____

5. Give two pieces of text evidence that helped you determine the author's purpose. (How did the author set up the text? Did the details and main topic lead you to the author's purpose? Did key words help you?)   [purple]
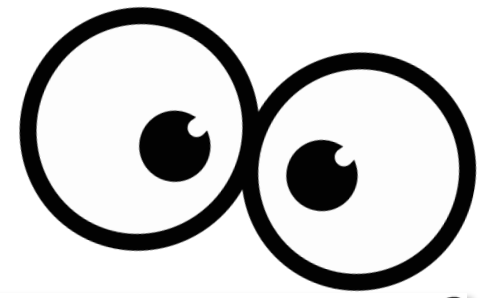
_____

_____

_____

_____

6. With which statement would the author most likely agree?

a. Learning to tie your shoes is easy.
b. It is easier to wear Velcro shoes.
c. Ask your parents to tie your shoes.
d. You must be at least six-years-old to tie your shoes.
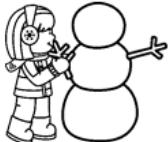
©JoJo Bechtos

Page 1

500L

Author's Purpose

Name: _____ Date: _____

Building a Snowman

Nothing is more magical than waking up to the ground covered by a blanket of fluffy white snow. My favorite thing to do on a snowy day is to build a snowman.

First, pack two handfuls of snow together tightly until they form a ball. Next, place the snowball on the ground. Roll it until it forms a very large base (about two feet wide). Then, repeat the above steps to make a medium-sized ball (about 1.5 feet wide). Place the medium-sized snowball on top of the large snowball. After, make a small snowball for the head. Place the head on top of the medium-sized snowball. Finally, decorate the snowman. You can use sticks for arms, a carrot for a nose, rocks for eyes, and buttons for a shirt. If you would like, you can even add a scarf or a hat!

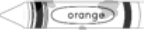Building a snowman on a snowy day is a simple and enjoyable activity.

Page 2

Author's Purpose

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

1. What is this passage all about? (red)

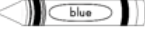2. What are three details that support the main topic? (orange)

3. Which of the following details could the author add to their passage to support the main point? (Choose all that apply.) (yellow)

   a. Your snowman can even wear gloves.
   b. Next, you can build a whole snowman family.
   c. Enjoy your snowman, because he will melt when it gets warm.
   d. You need to make three large snowballs to build a snowman.

4. What key words help you determine the author's purpose? (green)

Page 3

Author's Purpose

4. What is the author's purpose for writing this text? (What is the author explaining? What question is the author answering? What is the author describing?) (blue)

5. Give two pieces of text evidence that helped you determine the author's purpose. (How did the author set up the text? Did the details and main topic lead you to the author's purpose? Did key words help you?) (purple)

6. With which statement would the author most likely agree?

   a. It is fun and simple to build a snowman.
   b. When it snows, you can also go sledding.
   c. It is better to leave a snowman undecorated.
   d. The head of a snowman should be the largest snowball.

Page 1
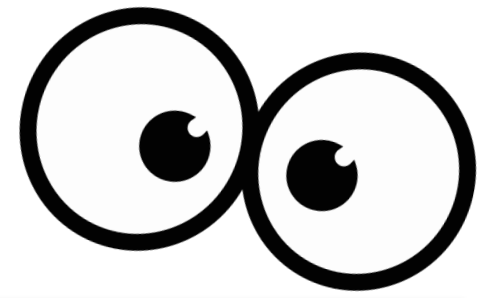
620L

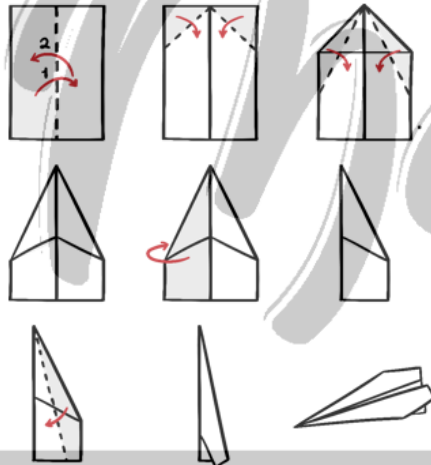Author's Purpose

Name: _____ Date: _____

TEST: Making a Paper Airplane

Making a paper plane is a perfect activity you can do if you are bored over your summer break. Follow these simple steps to make a paper airplane that will soar.

1. First, get a sheet of regular paper.

2. Next, fold the paper in half like a hot dog.

3. Fold the top corners down to the crease in the paper.

4. Then, grab the corner of each triangle, and fold it in to the crease of the paper.

5. Last, fold each side of the plane down to make a wing.

6. After you've made your plane, you can fly it outside!

Page 2

Author's Purpose

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

1. What is this passage all about? (red)

2. What are three details that support the main topic? (orange)

3. Which of the following details could the author add to their passage to support the main point? (Choose all that apply.) (yellow)
   a. It is best to fly your airplane on a day with a little breeze.
   b. Before you start to fold your paper, you can decorate it.
   c. Jack Northrop used paper airplane models to test aerodynamics.
   d. The Chinese first invented paper airplanes over 2,000 years ago.

4. What key words help you determine the author's purpose? (green)

Page 3

Author's Purpose

4. What is the author's purpose for writing this text? (What is the author explaining? What question is the author answering? What is the author describing?) (blue)

5. Give two pieces of text evidence that helped you determine the author's purpose. (How did the author set up the text? Did the details and main topic lead you to the author's purpose? Did key words help you?) (purple)

6. With which statement would the author most likely agree?
   a. Blue airplanes fly better than green airplanes.
   b. Paper airplanes fly better than wood airplanes.
   c. You should make paper airplanes and fly them in class.
   d. Paper airplanes are a fun activity you can do with few supplies.

UPGRADE THEIR SKILLS!

The AUTHOR'S PURPOSE SKILL PACK Contains:

- Reading Comprehension Passage Unit

- Skill Focused Lesson Plans

- Digital Mini-Lessons

- Guided Reading Packet

- Printable Task Cards

- Boom Learning Task Cards

Love this unit but need something more comprehensive? Try the SKILL PACK!

AUTHOR'S PURPOSE
~ Skill Pack ~

Author's Purpose
Lesson

Print & Digital

2nd Grade

FULL YEAR BUNDLES AVAILABLE

3rd Grade Reading Comprehension Mega Bundle

- 23 Reading Passages
- More than 250 Lexile-leveled passages
- Anchor charts
- Questions focused on skills for each standard

2nd Grade Reading Comprehension Mega Bundle

- 21 reading passages
- more than 250 Lexile-leveled passages
- anchor charts
- questions focused on skills for each standard

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