

# REASONS



support points

660L

Reasons Support Points

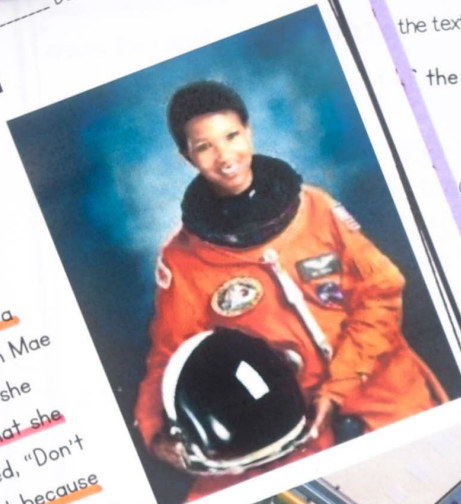
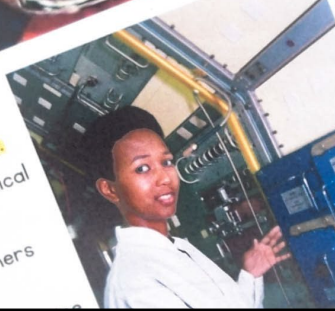
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Mae Jemison

Mae Jemison is an inspirational woman. She changed people's minds about African-American women and their role in science. She was the first African-American woman to travel in space. Mae has accomplished many things despite the challenges she faced.

Mae Jemison was born on October 17, 1956. As a child, Mae always wanted to be an astronaut. When Mae was in kindergarten, her teacher asked her what she wanted to be when she grew up. Mae told her that she wanted to be a scientist. Her teacher responded, "Don't you mean a nurse?" Her teacher assumed that because she was an African-American female, she could not be a scientist. Mae did not let this stop her. She studied science and nature. Mae also loved dance.

high school, Mae went to Stanford University. At college, Mae studied chemical studies. Mae faced many teachers

the text evidence in the color indicated

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out program at NASA.

she was turned down by NASA.

main point of paragraph 4

to NASA in 1987 and was accepted

12, 1992.

Jemison"? Explain three reasons

inspirational woman

an woman



# WHAT'S INSIDE?

**PRINTABLE** PDFs and **DIGITAL** Google Slides covering the 2<sup>nd</sup> and 3<sup>rd</sup> grade text complexity band with Certified Lexile Levels.

**REASONS SUPPORT POINTS**

2<sup>nd</sup> grade

600L

Reasons Support Points Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Black Rhinoceroses

Black rhinoceroses live in the eastern and central parts of Africa. They are critically endangered. This means that they have a very high risk of becoming extinct.

In the early 1900s, people settled in Africa from Europe. These people killed black rhinos for food. They sometimes killed them for fun. Today, hunters continue to kill black rhinos. Hunters kill black rhinos for their horns. The horns are made of ivory. Ivory is valuable. These horns sell for \$30,000 per pound. From 1970 to 1992, 96% of the black rhinos in Africa were killed for their horns. Many of the countries these animals live in are at war. This makes it difficult for black rhinos to be protected. There are about 5,000 black rhinos left today. It is important that we save black rhinos. Without them, the ecosystem will change. Black rhinos eat plants. If they go extinct, this will affect the plant population. This will cause other animal species to be impacted.

**Table of Contents**

\* This product includes 12 Lexile® passages in the Complexity Band (the range for 2<sup>nd</sup>-3<sup>rd</sup> grade is

1. Rainy Days- 520L
2. Frogs and Toads- 530L
3. Black Rhinoceroses- 600L
4. Mae Jemison- 620L
5. The Great Depression- 640L
6. The Sister Planets- 690L
7. John and Alan Lomax- 700L
8. Political Parties- 720L
9. Christmas and Hanukkah- 740L
10. Forest Fires- 750L

**Assessment**

- Augusta National Golf Club-
- America's Favorite Sports-

The Google Slides a copy

[CLICK HERE TO!](#)

\* You MUST have a need help setting up

**Population of Black Rhinoceroses**

Map Key

- Native
- Reintroduced
- Introduced
- Possibly extinct
- Extinct

- 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



# 10 NONFICTION PASSAGES

**Reasons Support Points** Name: \_\_\_\_\_ Date: \_\_\_\_\_

660L

### Black Rhinoceroses

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In the early 1900s, people settled in Africa from Europe. These people killed black rhinos for food. Sometimes they killed them for fun. Today, hunters continue to kill black rhinos. Hunters kill black rhinos for their horns. The horns are made of ivory. Ivory is valuable. These horns sell for \$30,000 per pound. From 1970 to 1992, 96% of the black rhinos in Africa were killed for their horns. Many of the countries these animals live in are at war. This makes it difficult for black rhinos to be protected.

There are about 5,000 black rhinos left today. It is important that we save black rhinos. Without them, the ecosystem will change. Black rhinos eat plants. If they go extinct, this will affect the plant population. This will cause other animal species to be impacted.

**Population of Black Rhinoceroses**

Map Key: Native (Red), Reintroduced (Orange), Possible Extinct (Black)

**Reasons Support Points**

1. What is the main point of paragraph 1?

2. What is the author's main point of the first paragraph of the article "Black Rhinoceroses"?

3. Explain three reasons why black rhinos are endangered.

4. How do you think the ecosystem will change if black rhinos go extinct?

- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.

**Reasons Support Points** Name: \_\_\_\_\_ Date: \_\_\_\_\_

660L

### Mae Jemison

Mae Jemison is an inspirational woman. She changed people's minds about African-American women and their role in science. She was the first African-American woman to travel in space. Mae has accomplished many things despite the challenges she faced.

Mae Jemison was born on October 17, 1956. As a child, Mae always wanted to be an astronaut. When Mae was in kindergarten, her teacher asked her what she wanted to be when she grew up. Mae told her that she wanted to be a scientist. Her teacher responded, "Don't you mean a nurse?" Her teacher assumed that because she was an African-American female, she could not be a scientist. Mae did not let this stop her. She studied science and nature. Mae also loved dance.

After high school, Mae went to Stanford University. She was only 16 years old. At college, Mae studied chemical engineering and Afro-American studies. Mae faced discrimination as she studied engineering. Many teachers ignored her and treated her poorly. Mae was still determined. After college, Mae got her Doctor of Medicine degree. She worked as a doctor for a few years. Meanwhile, Mae built a dance studio in her home and produced shows.

In 1983, Mae applied to the astronaut program at NASA. She was turned down. Still, Mae did not give up. She applied to NASA in 1987 and was accepted. Mae flew on the Space Shuttle Columbia in 1992. She was the first African-American female to travel in space.

Today, Mae is a teacher at Cornell University. She hopes to get other minority students involved in science. Mae has also started her own companies to improve technology. Mae is an example of why you should never give up on your dreams.

**Key Events:**

- "Mae faced discrimination studying engineering."
- "After high school, Mae went to Stanford University."
- "After college, Mae got her Doctor of Medicine degree."
- "Meanwhile, Mae built a dance studio in her home and produced shows."

- Variety of text structures to spark comprehension AND curiosity.
- Dive into informational, scientific, historical, and biographical texts.



# QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning

Date: \_\_\_\_\_


## Black Rhinoceroses


Central Africa. They are critically endangered. They are becoming extinct. In the early 1900s people killed black rhinos for food. Hunters continue to kill black rhinos for their ivory. Ivory is valuable. Rhinos. 96% of the black rhinos in Africa are at war. Only 5,000 black rhinos left. It is estimated that 5,000 black rhinos will be left. Black rhinos are critically endangered. This will cause other species to become extinct.


Underline the text evidence in the first paragraph that supports the author's main point in the first paragraph.

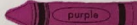
are endangered. Black rhinos are killed for their horns. Black rhinos live in eastern and southern Africa. Reasons that support the author's main point: 1. In the 1900s people killed black rhinos for their ivory. 2. Today there are about 5,000 black rhinos left. 3. It is hard to protect black rhinos because of war.

RI.2.8 I can describe how reasons support specific points the author makes in a text.

3. What is the author's main point in paragraph 2?   
The main point in paragraph 2 is it is important to save black rhinos.

4. Which reason supports the author's main point in paragraph 2?   
a. It is difficult to protect black rhinos.  
b. Hunters kill black rhinos for their horns.  
c. Rhino horns sell for \$30,000 per pound.  
 d. If black rhinos become extinct, the ecosystem will change.

5. What is the author's main point in the article *Black Rhinoceroses*?   
a. Black rhinos live in Africa.  
b. There are about 5,000 black rhinos left.  
c. People kill black rhinos for different reasons.  
 d. Black rhinos are an important species that are critically endangered.

6. List three reasons that support the author's main point in the article *Black Rhinoceroses*.   
1. 96% of the black rhinos in Africa were killed for ivory.  
2. Today there are about 5,000 black rhinos left.  
3. If black rhinos go extinct, other animals will be impacted.

©Jude Baxter

# ANCHOR CHART

Authors Give  
**REASONS**  
to support their

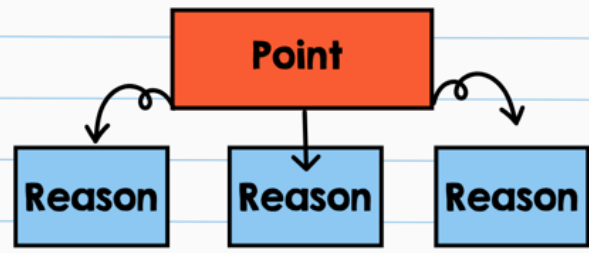


**POINT**

What the author says or thinks about the main topic.  
What is the main idea?

**Reasons**

The author supports the point with details or evidence.



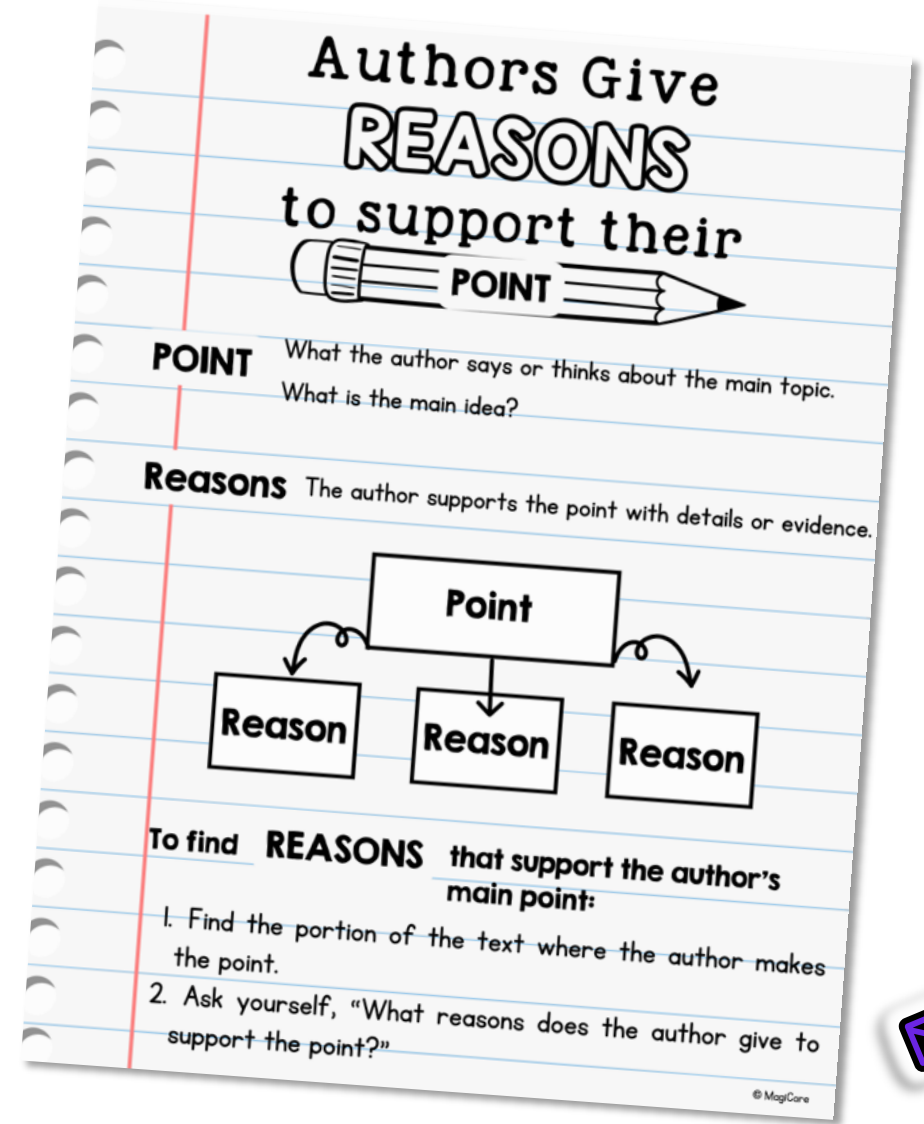
**To find**

**REASONS**

that support the author's main point:

1. Find the portion of the text where the author makes the point.
2. Ask yourself, "What reasons does the author give to support the point?"

- Anchor chart
- Use to introduce the skill
- Students reference throughout the unit



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



# MODEL PASSAGES & TEACHER DIRECTIONS

**Unpacking Reasons Support Points**

Standard RI.2.8 Describe how reasons support specific points the author makes in a text.

**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 and guidance and gradually decreasing assistance, scaffolding enables students to tackle challenging tasks and achieve higher levels of understanding.

- 1. Familiarize Yourself with the Resource:** Review the resource thoroughly, which includes passages demonstrating how authors use reasons to support their points, anchor charts explaining reasoning, and assessments. Understand the range of genres, topics, and text complexity levels covered to tailor instruction effectively.
- 2. Introduce the Skill with Anchor Charts:** Utilize the anchor charts provided in the resource to introduce and explain how reasons support specific points in texts. Display these charts prominently in the classroom and use them during read-alouds and content lessons to reinforce learning. Ensure students have access to copies of these charts in their reading journals.
- 3. Model and Think Aloud:** Select a passage that clearly illustrates an author using reasons to support points. Read it aloud to the class while thinking aloud to demonstrate how to identify the main point and the reasons supporting it. Discuss how each reason strengthens or explains the point, enhancing comprehension.
- 4. Guided Practice:** Assign small groups or pairs of students specific passages from the resource. Encourage them to use the anchor charts as a reference to identify the main point and the reasons supporting it within the passage. Guide them to discuss how these reasons help clarify or substantiate the author's point.
- 5. Collaborative Discussions:** Facilitate discussions where students can share how they identified the reasons supporting the points in their texts. Encourage them to explain their process and how understanding these relationships impacts their comprehension.
- 6. Independent Practice:** Gradually transition students to working independently with different passages. Encourage them to rely on strategies they've practiced to identify and understand how reasons support specific points efficiently.
- 7. Differentiation:** Adapt instruction to meet diverse learning needs. Provide additional support to students who struggle with identifying supportive reasons through targeted interventions or simplified practice passages. Challenge advanced students with texts that have more subtle or complex reasoning.
- 8. Assessment:** Use the assessments provided in the resource to evaluate students' ability to effectively identify reasons and explain how they support points made by authors. These assessments should help gauge both understanding and application of these skills in varied contexts.
- 9. Review and Reflect:** Use the review and reflection questions to assess students' understanding and application of the skills.

- Unpack the standard
- Prerequisite skills
- How to use this resource.




Model

Reasons Support Points Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the following text. Think about the author's point. What reasons does the author use to support their point? Fill in the chart below. Underline the evidence from the text in the color shown.

Imagine a world where mountains of trash never grow and beautiful forests stay pristine. We can help make this happen by recycling! Recycling is very important for our planet. Firstly, recycling reduces waste in landfills, keeping our world cleaner. Moreover, it saves energy because making products from recycled materials uses less energy than creating them from scratch. Finally, recycling helps protect animals. When we recycle things like paper and plastic, we use fewer natural resources, which means fewer forests are cut down, leaving animals safe in their homes. So, by recycling, we help keep our planet healthy and beautiful.



Point

Reason

Reason

Reason

19Core



Model text and questions



# ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments

750L Reasoning Support Points Name \_\_\_\_\_ Date \_\_\_\_\_

## TEST: America's Favorite Sports

Basketball and football are two of America's most popular sports. Both of these sports are team sports. Teamwork is essential. In football, players must pass the football to their teammates to move the ball down the field. Similarly, players pass a basketball down the basketball court.

While basketball and football have similarities, they also have many differences. Football is considered a fall sport. On the contrary, basketball is a winter sport. Professional football can be played indoors or outdoors, while professional basketball is always played indoors. Eleven players from each team play football at a time. Basketball has five players playing from each team. In the game of football, players score points by getting a touchdown in the other team's end zone. In basketball, a player scores points by shooting the ball in the other team's hoop. Football is not an Olympic sport. This is unlike basketball, which is an Olympic sport.

Indicated the article "America's Favorite Sports" is about football and basketball.

Paragraph 1: popular sports.

2? as five players on football players.

Write Sports? Explain your favorite sports. Compare both sports - football to their teammates to move a basketball down the court and basketball.

o favorite sports  
ces Both sports  
- football to their  
players pass a  
basketball also  
y football at a time.  
In the game of  
in the other team's  
shooting the ball

# 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 1,000 teachers... and counting!

The image displays a comprehensive lesson plan for a reading unit on forest fires. It includes a reading passage titled "Forest Fires" with a Lexile measure of 750L. The passage discusses the causes of forest fires (nature and humans), their environmental impacts (both positive and negative), and their effects on ecosystems. Accompanying the passage are several comprehension questions and student work pages. The work pages show students' handwritten answers to questions such as "What is the main point of paragraph 3?" and "List two details that support the author's main point of paragraph 3." The materials are decorated with colorful crayons and a pencil, and a purple arrow points from the text on the left towards the lesson materials.

**750L** Reason Support Points Name \_\_\_\_\_ Date \_\_\_\_\_

### Forest Fires

Forest fires can be caused by nature or humans. Ninety percent of forest fires in the United States are caused by humans. Humans can cause forest fires by leaving campfires burning. Forest fires can also happen when people throw away lit cigarettes in the woods. Some forest fires happen because people start fires on purpose. Ten percent of forest fires are caused by nature. Lightning can create forest fires. Also, lava from a volcano can cause a forest fire.

Amazingly, a forest fire can have a positive impact. Fire can help clean the forest floor. This helps keep the soil healthy and allows trees to grow stronger. When the forest floor is clean of brush, more shelter is available to forest animals. When the forest floor is clean, there are less plants. This means that more water can collect in streams. When these streams are fuller, other types of plants and animals thrive. Fire can help keep populations of certain trees down. This makes room for other species of trees and plants. Some trees depend on fire to release their seeds. Without fire, these seeds cannot be released, and these trees would become extinct.

Forest fires also have many negative impacts. Forest fires change the environments in which they occur. They can destroy people's homes and animals' habitats. Forest fires also pollute the air. This pollution can harm humans. While wildfire is important for forests, it is also a danger: It is important to monitor these fires to be sure that they are helping, rather than harming, the environment.

Reason Support Points

5. What is the main point of paragraph 3?

- Forest fires cause pollution.
- Forest fires destroy houses.
- Forest fires can have negative impacts.
- Some plants depend on forest fires to release seeds.

6. List two details that support the author's main point of paragraph 3.

- They can destroy people's homes and animals' habitats.
- Forest fires also pollute the air.

What is the author's main point of paragraph 1?

The United States are caused by humans.

What is the author's main point of paragraph 2?

A clean forest floor provides more shelter to some animals.

Which reason supports the author's main point of paragraph 2?

- A forest fire can have a positive impact.
- Forest fires can harm the environment.
- Forest fires damage some animals' habitats.
- A clean forest floor provides more shelter to some animals.



# 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 exposed 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**

**CERTIFIED LEXILE PARTNER**

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.

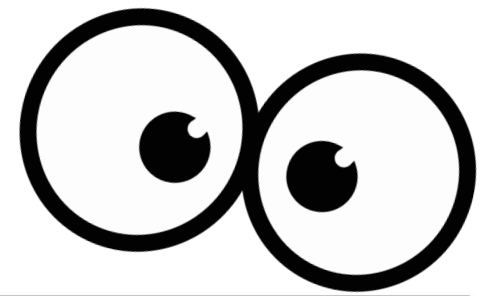
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for 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 12<sup>th</sup> 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	420L-820L
4-5	740L-1010L
6-8	

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

# TAKE A PEEK



## REASONS SUPPORT POINTS

2nd grade

### Table of Contents

\* This product includes 12 Lexile® passages in the 2<sup>nd</sup>-3<sup>rd</sup> Grade Common Core Text Complexity Band (the range for 2<sup>nd</sup>-3<sup>rd</sup> grade is 420-820).

1. How to Use this Resource, Unpacking the Skill, Scaffolding for Success
2. Anchor Chart
3. Model Text
4. Rainy Days- 520L
5. Frogs and Toads- 530L
6. Black Rhinoceroses- 600L
7. Mae Jemison- 620L
8. The Great Depression- 640L
9. The Sister Planets- 690L
10. John and Alan Lomax- 700L
11. Political Parties- 720L
12. Christmas and Hanukkah- 740L
13. Forest Fires- 750L

### Assessment

- Augusta National Golf Club- 660L
- America's Favorite Sports- 750L



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.

## ABOUT LEXILE LEVELS



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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."

Authors Give **REASONS** to support their

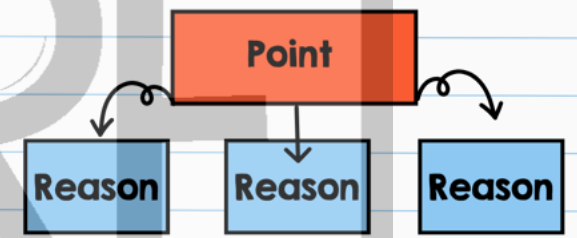


**POINT**

What the author says or thinks about the main topic.  
What is the main idea?

**Reasons**

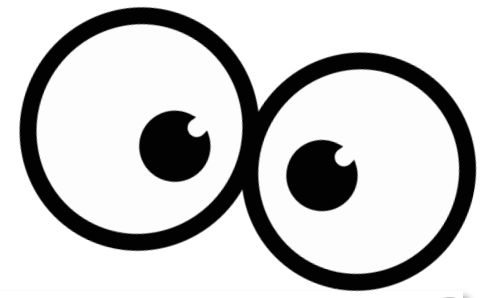
The author supports the point with details or evidence.



To find **REASONS** that support the author's main point:

1. Find the portion of the text where the author makes the point.
2. Ask yourself, "What reasons does the author give to support the point?"

# AND ANOTHER PEEK



530L

Reasons Support Points

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Frogs and Toads

Many people confuse frogs and toads. While frogs and toads have some similarities, they also have many differences.

Frogs and toads are both amphibians. They begin life in the water as tadpoles. As they grow, they develop lungs and live on land. Frogs and toads can be found on every continent except Antarctica. Both frogs and toads eat insects, spiders, and small fish. They catch their prey with their sticky tongues.



Tree Frog

Unlike toads, frogs live near water. Frogs have smooth skin that appears slimy. On the contrary, toads have rough, dry, and bumpy skin. Frogs' bodies are



Toad

narrow, while toads' bodies are wide. Frogs' eyes are high and round. Unlike frogs, toads have lower eyes that are narrow. Frogs have long hind legs that help them jump high. Toads differ because they have shorter hind legs and take small hops. Frogs have teeth, whereas toads do not. Unlike toads, frogs have many predators. A toad's skin tastes bitter, and its smell burns a predator's eyes and nose.

Frogs and toads are interesting amphibians. Next time you see one hopping outside, try to determine if it is a frog or a toad!

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Reasons Support Points

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

1. What is the author's main point of the second paragraph of "Frogs and Toads"?

- a. "...frogs live near water."
- b. Frogs are similar to toads.
- c. Frogs are different from toads.
- d. "Frogs and toads are both amphibians."



2. List three reasons that support the author's main point of the article.

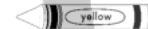


1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. What is the author's main point of paragraph 3?



\_\_\_\_\_

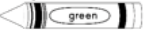
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Reasons Support Points

4. Which reason supports the author's main point of paragraph 2? (Choose all that apply.)



- a. "...frogs and toads eat insects..."
- b. Frogs and toads begin life as tadpoles.
- c. "Frogs and toads are interesting amphibians."
- d. Frogs live near water, but toads do not live near water.

5. What is the author's main point of "Frogs and Toads"? Explain three reasons that support the author's main point.



\_\_\_\_\_

\_\_\_\_\_

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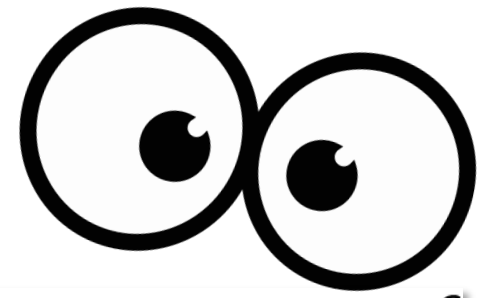
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© MagiCare

# CHECK THIS OUT TOO!



620L

Reasons Support Points

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Mae Jemison

Mae Jemison is an inspirational woman. She changed people's minds about African-American women and their role in science. She was the first African-American woman to travel into space. Mae has accomplished many things despite the challenges she faced.



Mae Jemison was born on October 17, 1956. As a child, Mae always wanted to be an astronaut. When Mae was in kindergarten, her teacher asked her what she wanted to be when she grew up. Mae told her that she wanted to be a scientist. Her teacher responded, "Don't you mean a nurse?" Her teacher assumed that because she was an African-American female, she could not be a scientist. Mae did not let this stop her. She studied science and nature. Mae also loved dance.



Mae at Kennedy Space Center in 1992

After high school, Mae went to Stanford University. She was only 16 years old. At college, Mae studied chemical engineering and Afro-American studies. Mae faced discrimination as she studied engineering. Many teachers ignored her and treated her poorly. Mae was still determined. After college, Mae got her Doctor of Medicine degree. She worked as a doctor for a few years. Meanwhile, Mae built a dance studio in her home and produced shows.


In 1983, Mae applied to the astronaut program at NASA. She was turned down. Still, Mae did not give up. She reapplied to NASA in 1987 and was accepted. Mae flew a space mission on September 12, 1992. She was the first African-American female to travel into space.


Today, Mae is a teacher at Cornell University. She hopes to get other minority students involved in science. Mae has also started her own companies to improve technology. Mae is an example of why you should never give up on your dreams.

© MagCora


Reasons Support Points

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

1. What is the author's main point of the second paragraph of "Mae Jemison"?
- a. Mae was born in 1956. 
  - b. Mae's kindergarten teacher was mean.
  - c. As a child, Mae wanted to be a scientist.
  - d. People did not believe that Mae could be a scientist because she was an African-American female.


2. Which of the following reasons supports the main point of paragraph 2?
- a. "Mae Jemison was born on October 17, 1956." 
  - b. "As a child, Mae always wanted to be an astronaut."
  - c. "Her teacher assumed that because she was an African-American female, she could not be a scientist."
  - d. "She studied science and nature. Mae also loved dance."

3. What is the author's main point of paragraph 3? 
- \_\_\_\_\_
- \_\_\_\_\_


4. Which detail supports the author's main point of paragraph 3? 
- a. "Mae faced discrimination as she studied engineering."
  - b. "After high school, Mae went to Stanford University."
  - c. "After college, Mae got her Doctor of Medicine degree."
  - d. "Meanwhile, Mae built a dance studio in her home and produced shows."

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Reasons Support Points

5. What is the main point of paragraph 4? 

- a. Mae was a smart person who worked hard.
- b. "Mae flew a space mission on September 12, 1992."
- c. "...Mae applied to the astronaut program at NASA."
- d. Mae did not give up when she was turned down by NASA.

6. List two details that support the author's main point of paragraph 4. 

1. \_\_\_\_\_

2. \_\_\_\_\_

7. What is the author's main point of "Mae Jemison"? Explain three reasons that support the author's main point.

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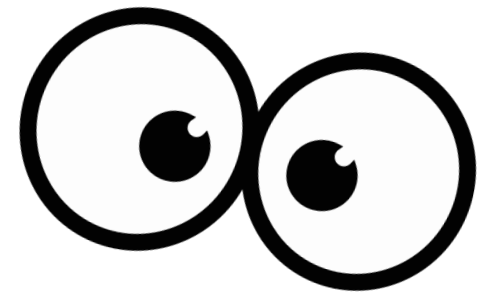
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# UPGRADE THEIR SKILLS!



660L

Reasons Support Points

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## TEST: Augusta National Golf Club

Augusta National Golf Club is in Augusta, Georgia. It has one of the greatest golf courses in the world.



Augusta opened in January of 1933. Bobby Jones designed the course. Bobby Jones was a famous golfer. He won many professional tournaments. Jones is the only person ever to win the Grand Slam. The Grand Slam means that he won all four major tournaments in the same year.

Every April, professional golfers compete in a four-day golf tournament called the Masters. The tournament is at Augusta National Golf Club. It was started by Bobby Jones in 1934. The winner of the tournament gets a green jacket. The tournament is considered a major tournament. It is the only major tournament that is held at the same golf course every year. Many people think that it is the most important tournament of the year.



10<sup>th</sup> Hole

Augusta National is very challenging. Bobby Jones was a lawyer and a golfer. He liked to be challenged. There are lots of hills and very fast greens. The course requires golfers to use strategy. Golf balls can roll from a safe place into a hazard very easily. There are even three holes named the "Amen Corner" because they are so difficult.

Augusta National is the best-maintained golf course. The greenskeepers, or people who take care of the course, work very hard. They make sure that the grass, flowers, trees, and paths are perfect. The grass is always green. There are always budding flowers on every hole.

Augusta National Golf Club is known worldwide. Its history, difficulty, and beauty have made it great.

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Reasons Support Points

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

1. What is the author's main point of the second paragraph of "Augusta National Golf Club"?



- a. "Augusta opened in January of 1933."
- b. Bobby Jones won many professional tournaments.
- c. Bobby Jones designed Augusta National Golf Club.
- d. The Grand Slam means to win four major tournaments in one year.

2. List one reason that supports the author's main point of paragraph 2.



3. What is the author's main point of paragraph 3?



4. Which reason supports the author's main point of paragraph 3? (Choose all that apply.)



- a. The Masters was started by Bobby Jones in 1934.
- b. "The winner of the tournament gets a green jacket."
- c. The Masters is the only major tournament that is held at the same golf course every year.
- d. "Every April, professional golfers compete in a four-day golf tournament called the Masters."

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Reasons Support Points

5. What is the main point of paragraph 4?



- a. "Augusta National is very challenging."
- b. "Bobby Jones was a lawyer and a golfer."
- c. "There are lots of hills and very fast greens."
- d. "There are even three holes named the 'Amen Corner' because they are so difficult."

6. Which reason supports the author's main point of paragraph 4? (Choose all that apply.)



- a. "Bobby Jones was a lawyer and a golfer."
- b. "There are lots of hills and very fast greens."
- c. "Golf balls can roll from a safe place into a hazard very easily."
- d. "There are even three holes named the 'Amen Corner' because they are so difficult."

7. What is the author's main point of "Augusta National Golf Club"? Explain three reasons that support the author's main point.

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