

Florida B.E.S.T Standards TOPICS & DETAILS



Topic & details

Name _____

Date _____

Harriet Tubman

Harriet Tubman was born in 1822. She lived in Maryland. She was a slave. At five years old, she took care of her own children. She was punished if the baby cried. When she was older, she worked in fields.



...tells what this text is all about?
...e... slavery
...elped u... this...

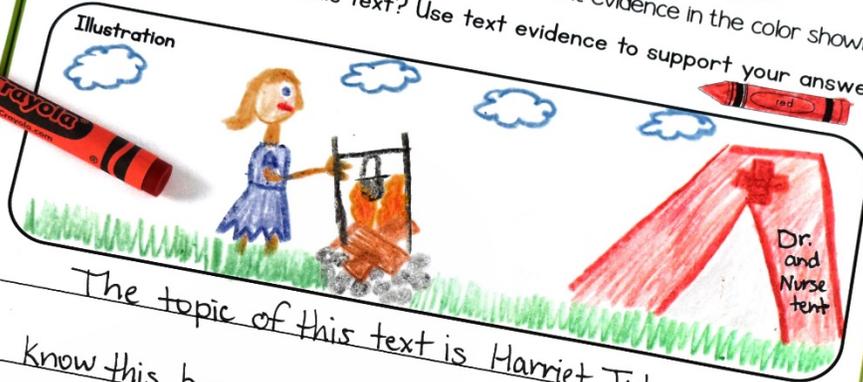
In 1838, Harriet ran away to Pennsylvania. It was there that she met Quakers. Harriet returned to Maryland to help other slaves. She made three trips to the North. Harriet helped rescue many slaves.

Topic & Details

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

1. What is the topic of this text? Use text evidence to support your answer.

Illustration



The topic of this text is Harriet Tubman.
I know this because the title is Harriet Tubman. Also, Harriet Tubman is repeated throughout the text.

What are two details that support the topic?

Harriet was born in 1822.

Harriet rescued 70 slaves.



Harriet Tubman



TOPICS & DETAILS

1st grade

Table of Contents

*This product includes 12 Lexile[®] leveled passages in the 1st Grade Text Complexity Band (the range for 1st grade is BR-430L). Each passage and question set is three pages long.

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3. Mentor Text
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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. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations. Teachers should work toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards.

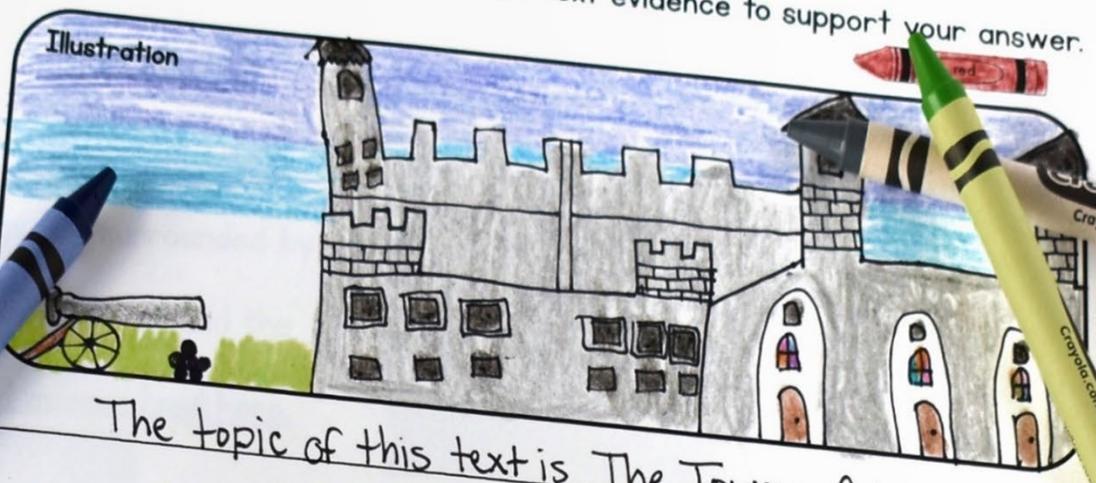


Level: 310

Topic & Details

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

1. What is the topic of this text? Use text evidence to support your answer.



The topic of this text is The Tower of London.

I know this because the title is The Tower of London.

Also, each paragraph is about the tower.

2. What are two details that support the topic?

1. The Tower of London was a palace.

2. The Tower of London was used for war.

about in 1-2 words?

TOPIC and DETAILS

HOW DO I FIND THE MAIN TOPIC OF A TEXT?

Look for words that are repeated. The topic should be a word or short phrase.



HOW DO I FIND DETAILS THAT SUPPORT THE MAIN TOPIC?

Ask. "What reasons or details does the author give to support the topic?"



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Topic & Details

Level: 260

Topic & details

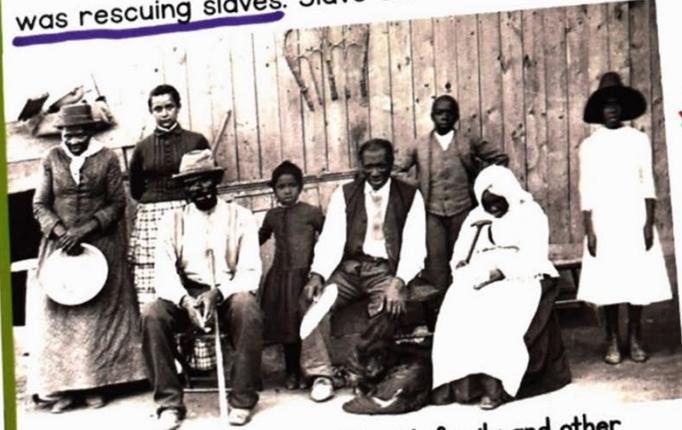
Harriet Tubman

Date: _____

Harriet Tubman was born in 1822. She lived in Maryland. She was a slave. At five years old, she took care of her owner's baby. She was punished if the baby cried. When Harriet was older, she worked in fields.



In 1849 Harriet ran away. She ran to Pennsylvania. It was 90 miles away. After, Harriet returned to Maryland to rescue her family. She rescued other slaves. She made thirteen trips. Harriet rescued 70 slaves. She took them North. Harriet helped free slaves find work. Slave owners were angry she was rescuing slaves. Slave owners offered rewards for her capture.



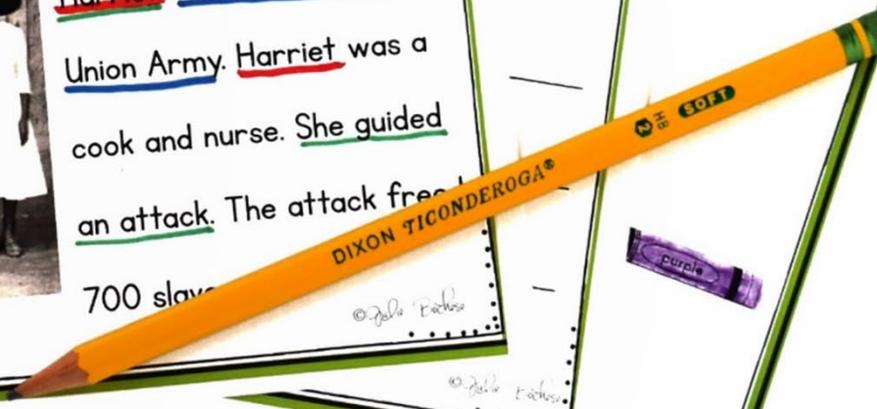
Harriet Tubman (far left) with family and other rescued slaves

During the Civil War, Harriet worked for the Union Army. Harriet was a cook and nurse. She guided an attack. The attack freed 700 slaves.

ence in the color shown to support your answer.



man. _____
n. Also, _____
text. _____



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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 or are modeled off of these samples. The texts that come directly from the recommendations 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.

Anchor Chart

Understanding Nonfiction Text

 Authors write the words in the text.

 Illustrators draw pictures.

 Photographs are real pictures taken with a camera. 

The words and the pictures work together to help us learn.

Readers get a mental picture when 

Anchor Chart

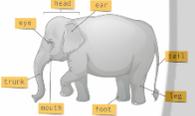
Student Practice

Understanding Nonfiction Text

The _____ and the _____ work together to help us learn.

What can you learn from the diagram?

Parts of an Elephant



Elephants have a trunk.
 Elephants are big.
 Elephants have four feet.

What can you learn from the text?

Elephants use their trunks to drink. How elephants use their trunks.

Practice Page

Mentor Text

Prehistoric Reptiles



There are many types of prehistoric reptiles. Some are dinosaurs. The Brachiosaurus lived in North America during the late Jurassic time. The Brachiosaurus had a long neck, small skull, and large size. The Tyrannosaurus rex lived in western North America from the Maastrichtian age. T-Rex was a carnivore. T-Rex had a large skull and a long, heavy tail with short forelimbs.

Mentor Text



How to Use This Resource

Here is the recommend lesson layout and schedule for this resource:

Day 1: Introduce the anchor chart “Topic and Details”. Review key vocabulary from the anchor charts including topic and details. As part of the mini lesson, have students complete the student practice in partners or independently. Review practice together. Please Note: Anchor charts should be reviewed as a part of the mini lesson each day.

Day 2: Read 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 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.*



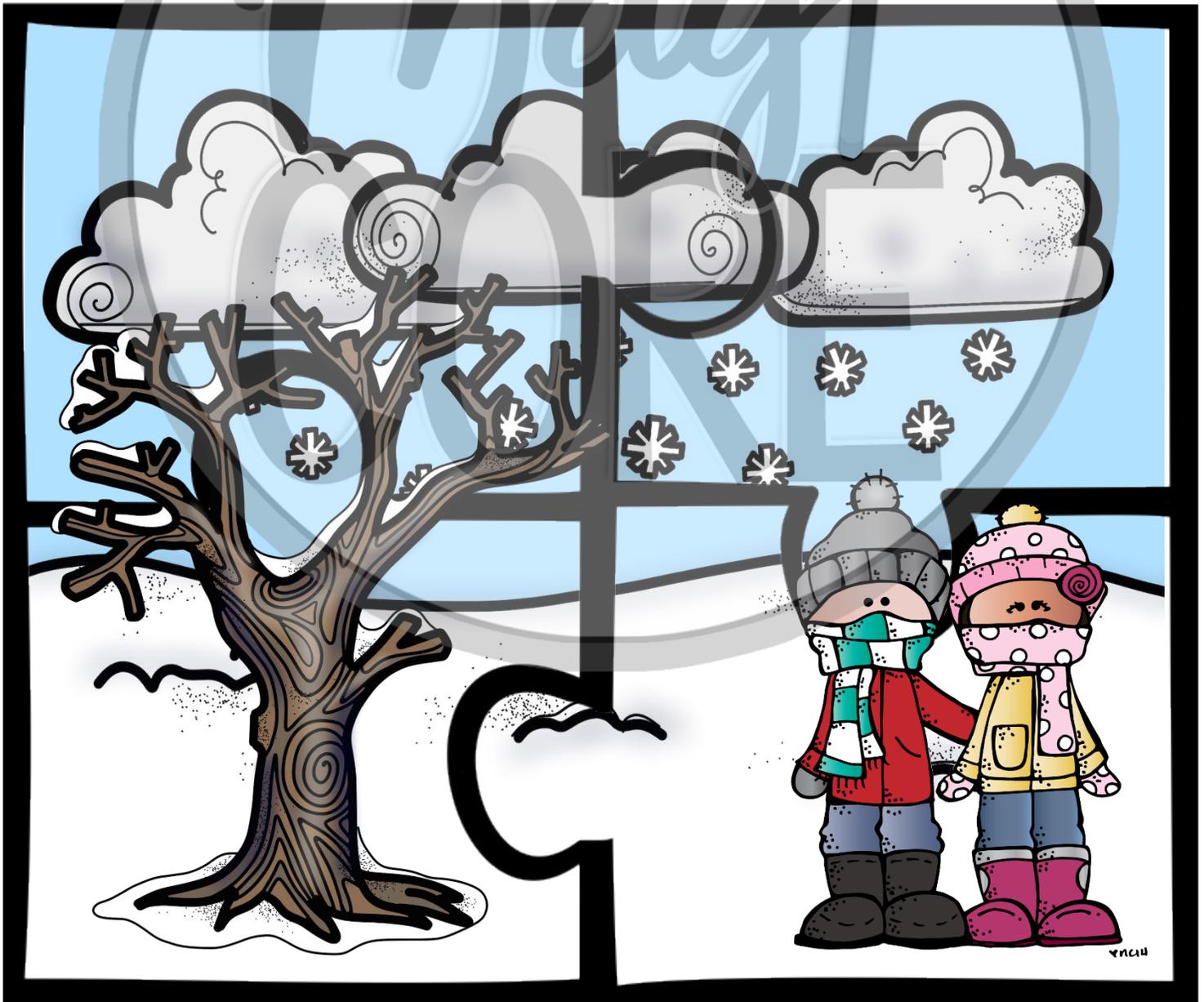
TOPIC and DETAILS

Topic: What is the whole puzzle about in 1-2 words?

Details: What is each piece of the puzzle showing?

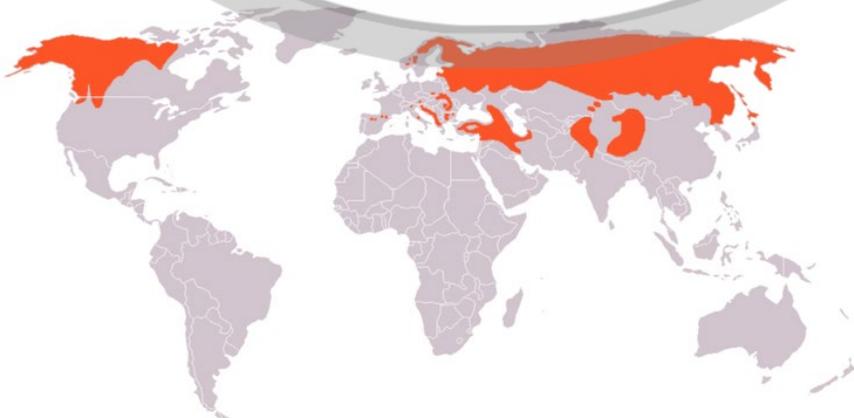
1. ----- 2. -----

3. ----- 4. -----



Brown Bears

Brown bears are big. They are predators. Predators hunt animals. Brown bears live in many places. They live in Europe. They live in Asia. They live in North America. Brown bears are not always brown. In India, they are red. In North America, they can be cream. They can also be black. Brown bears have long and thick fur. They have big claws. Brown bears can't climb trees. Their claws are dull. Brown bears are many sizes. They can weigh 120 to 1,500 pounds.



This map shows where brown bears live.

Topic & Details

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

1. What is the topic of this text? Use text evidence to support your answer.



Illustration



2. What are two details that support the topic?



1.

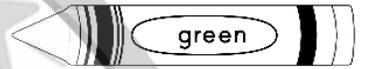
2.

3. Which sentence describes brown bears?



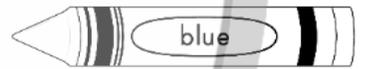
- a. Brown bears live in Africa.
- b. Brown bears are predators.
- c. Brown bears are always brown.

4. Where do brown bears live?



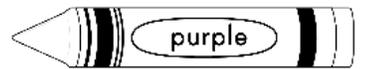
- a. Brown bears live in Africa.
- b. Brown bears live in South America.
- c. Brown bears live in North America.

5. Why can't brown bears climb trees?



- a. Brown bears don't have sharp claws.
- b. Brown bears are too small to climb trees.
- c. Brown bears are too large to climb trees.

6. How much do brown bears weigh?



- a. Brown bears weigh 120 pounds.
- b. Brown bears weight between 220-150 pounds.
- c. Brown bears weigh between 120-1,500 pounds.

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How Can I Use This Resource?

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Good to Go



Not O.K.

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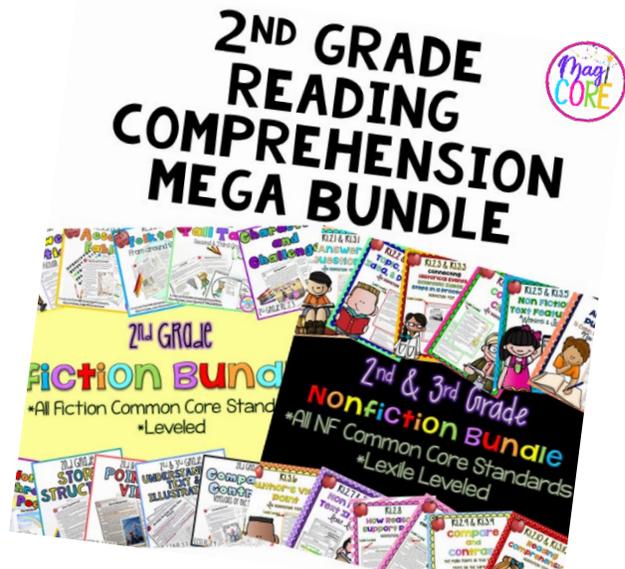
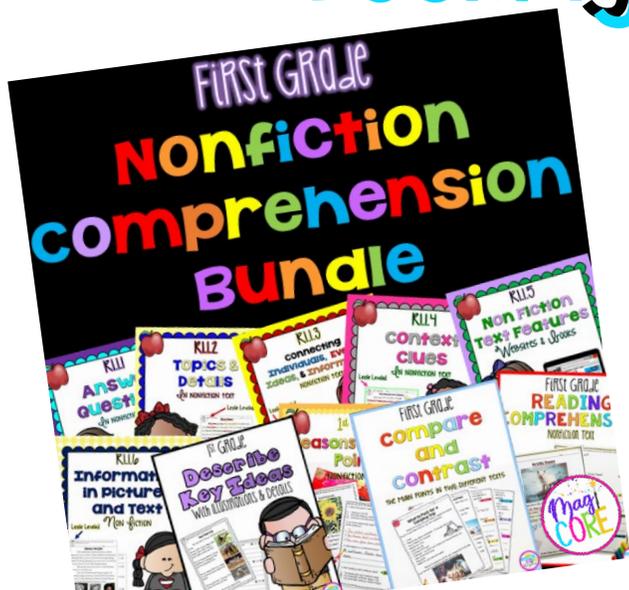


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