

Florida B.E.S.T. TEXT FEATURES



380L Text Features

Name: _____ Date: _____

Bicycles

Table of Contents

1. Who Invented the Bicycle?
2. Types of Bicycles
3. Tour de France

Bicycles were made for adults at first. They were made for children after the car was invented. They are still used for transportation today.



Riding bikes is good exercise.

Who Invented the Bicycle?

A German named Karl von Drais made the first bicycle. It was made in 1817. It had two wheels. The wheels were different sizes. It did not have pedals. Riders pushed it with their feet. The ride was bumpy. Several inventors improved upon this design. They attached pedals. They made wheels of the same size. They added a chain system. Brakes were developed. Rubber tires were included.

Types of Bicycles

Having the right bike for your needs is important. There are many types. Road bikes are the lightest and fastest. They are good on flat roads. Mountain bikes have sturdy frames. They have tough wheels. They are good on rough terrain. Hybrid bikes are known as comfort bikes. They have more comfortable seats and handlebars. They are good for riding on city roads. Touring bikes can have more accessories. They are good for carrying things. Electric bikes have become popular. They use an electric motor to help with pedaling.

TEXT FEATURES: ARTICLES & BOOKS

1st grade

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*This product includes 4 articles and 6 mini books. Books and articles are Lexile[®] Leveled and in the 1st Grade Text Complexity Band (BR-430L.)

1. Non-Fiction Text Features Anchor Chart (1 pg.)
2. Text Feature Example Charts (4 pgs.)
3. Australia Book- Mentor Text
4. Roberto Clemente Book- 180L
5. All About Large Dogs Book- 220L
6. Christmas Book- 290L
7. Maya Angelou- 360L
8. Large Mammals of New England- 370L
9. Venus Book- 380L
10. Bicycles- 380L
11. Attracting Butterflies - 400L
12. The Bald Eagle Book- 410 Lexile
13. Major US Mountain Ranges Book- 430L
14. Non-Fiction Text Features Test
 - The Great Plains Natives Book- 250L
 - Why You Need Sleep- 320L

ABOUT LEXILE LEVELS



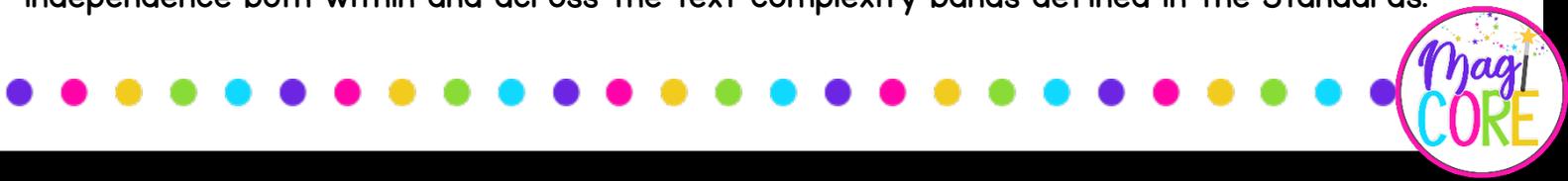
MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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.

Anchor Chart

Characters

Characters are people or animals in stories.

Ask Yourself:
What do the characters' **actions** tell me about them?
What do the characters' **words** tell me about them?
What do the characters' **thoughts** and **feelings** tell me about them?

Cinderella
Poor Cinderella. She was always sweeping and cleaning. Her stepisters and stepmother were mean to her. Cinderella kept doing the chores.
One day, her stepisters said that they were going to a ball.
Cinderella said, "Oh, how I would love to go, too."
Her stepisters just laughed. Imagine a girl in rags at the ball.
Cinderella cried and cried. She felt so sad.

Color: _____ What does this tell you about Cinderella?

Anchor Chart

Student Practice

Characters, Settings, Events Name: _____ Date: _____

Characters

Characters are _____ or _____ in stories.

The Gingerbread Man Escapes!
The gingerbread man was done cooking. His caraway-seed eyes were sparkling. His raisin mouth was bubbling with mischief. He couldn't wait for the oven door to open. The door opened. With a hop, skip, and jump, he ran off. Over the cakes. Under the cook's arm. He ran across the kitchen floor. He ran out the back door. He yelled back at the cook, "Run, run, as fast as you can. You can't catch me! I'm the Gingerbread Man!"

Color:
The Gingerbread's actions in _____
The Gingerbread's _____

What does this tell you about the Gingerbread Man?

Practice Page

Mentor Text

Characters, Settings, Events Name: _____ Date: _____

The Tale of Peter Rabbit

Once upon a time there were four little Rabbits, and their names were— Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.

"Now my dears," said old Mrs. Rabbit one morning, "you may go into you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor. Now run along, and don't get into mischief. I am going out."

Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's. She bought a loaf of brown bread and five currant buns.

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries: But Peter, who was very naughty, ran straight away to Mr. McGregor's garden,

Mentor Text

Whom should he meet but Mr. McGregor!



How to Use This Resource

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

Day 1- Day 2: Introduce the key vocabulary with the character, setting, and events anchor charts. Go through each anchor chart together to practice. 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 3: 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 4: 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 5: 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 6-7: Continue to assign increasingly more complex passages. Continue to assess and review work.

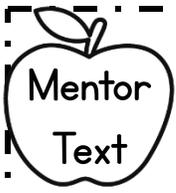
Day 8: By the end of the unit, most of your class should be showing mastery of the passages. This is time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

**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.*



Nonfiction Text Features: Navigating Text

Text Feature	Example	Purpose
<p>Table of Contents</p>	<p>Bones Page 3</p> <p>Muscles Page 17</p> <p>Skin Page 28</p> <p>Brain and Nerves Page 42</p> <p>Major Organs Page 57</p> <p>Veins and Arteries Page 71</p>	<ul style="list-style-type: none"> -Found at the beginning of a text -Tells the topics or chapters and page numbers
<p>Glossary</p>	<p>Shin – the front of the leg bone that runs from the knee to the ankle.</p> <p>Skin – the outer layer of tissue that covers the entire body.</p> <p>Skull – the large structure of bones in the head.</p> <p>Thigh – the part of the leg that runs from the knee to the hip.</p> <p>Tooth – a hard bony object in the jaw; used for chewing.</p>	<ul style="list-style-type: none"> -Found at the end of a text -Arranged in alphabetical order -Tells definitions of important words in the text
<p>Index</p>	<p>A</p> <p>Belly Button, 28</p> <p>Abdomen, 24</p> <p>Blood, 77-80</p> <p>Ankles, 14</p> <p>Body Parts, 57-65</p> <p>Armpits, 15</p> <p>Bones, 3-16</p> <p>Arms, 15-16</p> <p>Brain, 42-50</p> <p>Arteries, 75-76</p> <p>Brain Stem, 43</p> <p>Breathing, 59-60</p> <p>Bronchi, 61-62</p> <p>B</p> <p>Back, 16</p> <p>Byproduct, 87</p>	<ul style="list-style-type: none"> -Found at the end of the text -Arranged in alphabetical order -Tells what page numbers words can be found on.



Australia

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1. Geography.....	1
2. People.....	2
3. Wildlife.....	2
4. Glossary.....	3
5. Index.....	4

Australia



Australia is the only country that is a **continent**. It is also an island. The Pacific Ocean is to the east. The Indian Ocean is to the west. Australia is slightly smaller than the United States.

Geography

A large part of Australia is desert. There are more **fertile** spots in the south. Cities and farms are located in that **region**. The north has dense rainforests. The Great Dividing Range is 2,300 miles of mountains. These mountains send water into Australia's rivers.

People

In 1851, gold was found in Australia. That discovery brought people to the country. Many people who live in Australia now were not born there. That makes this country very **diverse**. People in Australia love to be outdoors. Swimming and rugby are popular sports they play.

Wildlife

There are many plants and animals that live only in Australia. The koala and kangaroo are found in this country. Several **venomous** snakes live here too. The tropical rainforests have different kinds of plants. Australia has many national parks. They protect wildlife.



Koalas are not bears.

Australia is a unique place on planet Earth.

Glossary

continent - a large mass of land. There are 7 continents on Earth.

diverse - very different

fertile - good for farming

region - an area of land that has common features

venomous - producing venom (poison)

Index

Continent, 1

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fertile, 1

geography, 1

Great Dividing Range, 1

people, 2

region, 1

venomous, 2

wildlife, 2

Text Features

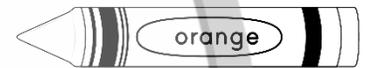
Answer the following Questions. Underline the text evidence in the color shown.

1. What is this book about? Which text feature tells you this?



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. A large, faint watermark in the background reads "Magi CORE" with a starburst graphic above the word "Magi".

2. Where did Roberto Clemente grow up? Which text feature helped you locate this information quickly?



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. A large, faint watermark in the background reads "Magi CORE" with a starburst graphic above the word "Magi".

Text feature that helped me:

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

3. What does *amateur* mean? Which text feature helped you determine this?



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

- a. index
- b. glossary
- c. subheading

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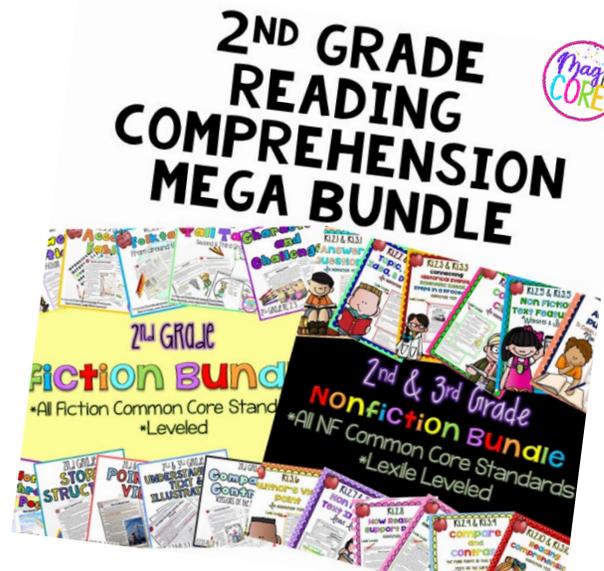


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