

# Florida B.E.S.T. LEXILE AUTHOR'S PURPOSE

explain, answer,  
describe

Author's Purpose

Answer the following questions. Underline the text evidence in the passage.

1. What is this passage all about?

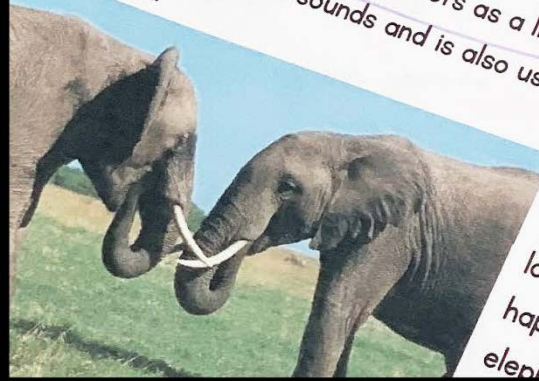
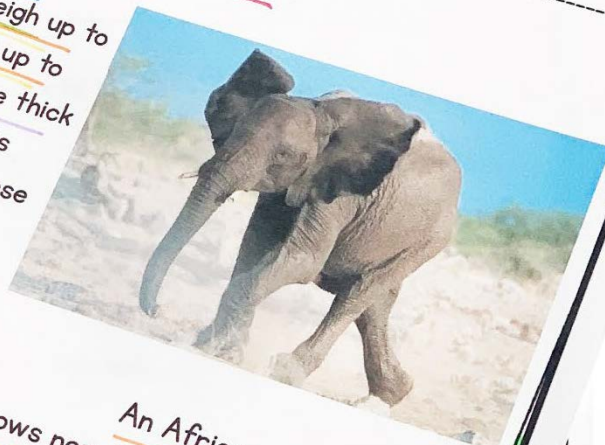
This passage is all about African elephants and what they look like.

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

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

## 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 acts as a limb. The trunk projects sounds and is also used for touch.



An African elephant grows new teeth four to six times throughout its life. A common cause of death in African elephants is losing their last set of teeth. This happens around the age of 40.





Author's Purpose  
 4. What is the author's purpose for writing this text? (What is the author describing?)  
 The author

Author's Purpose  
 Answer the following questions. Underline the text evidence in the color indicated.  
 1. What is this passage all about?  
 This

Level: 650

Author's Purpose

Name: Julie Bochese Date: 1/22

### Pizza! Pizza!

Who can resist the mouthwatering smell of cheesy pizza? There is nothing like the feeling of sinking your teeth into the soft and crunchy dough. Pizza is the best food because you can make it any way that you want! Follow these simple steps to create your own delectable dinner.

#### Ingredients

- Pizza Dough
- Tomato Sauce
- Mozzarella Cheese
- Toppings of your choice



First, roll the pizza dough out flat, and place it on a cookie sheet. Next, brush the crust with olive oil. Then, spread a thin layer of tomato sauce over the dough. (If you like white pizza, you can use a white sauce.) After, sprinkle the sauce with a layer of grated mozzarella cheese. You can add any toppings you like. My favorite toppings are ham and pineapple. Finally, bake the pizza in the oven on 450° for 20 minutes. Last but not least, allow the pizza to cool for five minutes before you cut it into slices. Enjoy!

©Julie Bochese

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the author's purpose. (What is the author's purpose for writing this text?)  
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simple dinner.



Level: 820

Author's Purpose

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

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

# Are School Uniforms Best?

Students are faced with many things that distract them from their education. Some of these distractions include technology, clothing, and peer pressure. School uniform policies would cut down on clothing distractions.

Why Uniforms help students focus on their academics. If everyone looks similar, students will not be distracted by inappropriate clothing.

Why Also, school uniforms help parents save money. Many parents feel like they have to buy their children expensive clothing. If children wear school uniforms, there is no longer any pressure to dress "cool".

Why In addition, school uniforms prepare students for jobs and careers. Uniforms set a standard for how to look professional. Nowadays, many jobs and careers have uniforms and dress codes. If students are used to the standards of dressing neatly and professionally, they will be more prepared for their future jobs and careers.

School uniforms help get rid of distractions. They also help parents save money. In addition, uniforms prepare students for successful futures.



©Julie Bochose

Author's Purpose

Author's Purpose

Answer the following questions. Underline the text

W/L

or indicated



Why School



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ge to support the main





Author's Purpose

1. What is the author's purpose for writing this text? (What is the author explaining or describing? What is the author answering? What is the author describing?)

The author is describing African elephants

2. Give two pieces of text evidence that helped you determine the author's purpose. (What 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?)

Author's Purpose

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.


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 acts as a limb. The trunk projects sounds and is also used for touch.



An African elephant grows new teeth four to six times throughout its life. A common cause of death in African elephants is losing their last set of teeth. This happens around the age of 50. An elephant's tusks are teeth. Elephants use their tusks to dig up roots and strip bark from trees for food. Tusks are also used for fighting off predators.



African elephants' ancestors lived on earth for 55 million years. Amazing features have adapted and survive.



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to 13,000 pounds up to 7,000 pounds. own for their s new teeth

to their passage to support the main

ants. ants. pose?

such as her descriptive looks.

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Level: 750

Author's Purpose

Name: ..

Date: ..

# What Causes Colors in Nature?

Have you ever wondered why grass is green and why the sky is blue? Nature has many secrets.

Grass is green because it has a pigment called chlorophyll.

Photosynthesis is the process in which plants use sunlight and carbon dioxide to make their own food through photosynthesis. Chlorophyll absorbs certain colors of light, such as red and blue, and reflects green. This is why grass and other plants appear green.

The sky is blue because of Rayleigh scattering. Shorter wavelength light (violet and blue) is scattered more easily than longer wavelength light (red and orange). This is why we see a rainbow and spread of colors in the sky.

Date: ..

Name: ..

# TEST: The Grand Canyon

Level: 810

Author's Purpose

About five million people visit the Grand Canyon every year.

The Grand Canyon was carved out by the Colorado River. It is 277 miles long, 18 miles wide, and a mile deep. The Colorado River has been carving the canyon for over 17 million years. The erosion has created layers of beautifully colored rock to be seen.

Native Americans have occupied the Grand Canyon for thousands of years. The first people to inhabit the Grand Canyon were the Puebloans and the Hualapai in the 19th century.

Author's Purpose

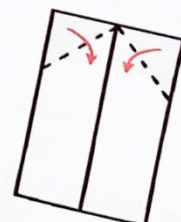
Name: ..

Date: ..

# TEST: Making a Paper Airplane

Making a paper airplane 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 paper airplane, you can fly it outside!



# AUTHOR'S PURPOSE

2<sup>nd</sup> & 3<sup>rd</sup> grade

## Table of Contents

\*This product includes 15 Lexile® leveled passages in the 2<sup>nd</sup>-3<sup>rd</sup> Grade Florida B.E.S.T. Text Complexity Band (the range for 2<sup>nd</sup>-3<sup>rd</sup> 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



# 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.

Florida B.E.S.T. 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 Florida B.E.S.T. Expectations
K-1	N/A
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 research, “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.

**Guided Practice:** The guided practice pages include various book titles for students to color code based on author's purpose. This is a great introductory activity to help students solidify their general understanding of the three types of author's purpose.

**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 choose to use the assessment passages separately in order to differentiate assessments.

**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 some details that prove the topic of the text is \_\_\_\_\_?"
- 3 Underline any key words that may give you hints about the type of text you are reading.
- 4 Use the topic and key details to determine the author's purpose. Ask yourself the following:
  - "Are the topic and key details explaining something to me?"
  - "Are the topic and key details answering a question?"

**Anchor Chart**

Author's Purpose Name \_\_\_\_\_ Date \_\_\_\_\_

430L **Author's Purpose Activity**

Read the book titles. Color the covers based on what the author's purpose is.

ANSWER	DESCRIBE	EXPLAIN
Who Invented The Television?	How To Make Macaroni and Cheese	How are Rainbows Formed?
Types of Roses	Why Do People Get Sick?	How To Pick a Good Book
Mount Rushmore	Maps Through California's Roads	

**Guided Practice**

Author's Purpose Name \_\_\_\_\_ Date \_\_\_\_\_

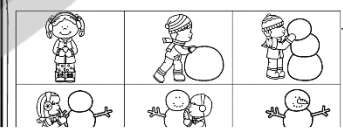
500L **Building a Snowman**

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 15 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.



**Practice Page**



# How to Use This Resource

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

**Day 1:** Introduce the first author's purpose anchor chart. Discuss how authors write all different genres of text for different reasons (PIE), but during this unit, we will be focusing on why authors write informational text. Review the three main reasons authors write informational text: to answer a question; to describe a concept, object, or idea; or to explain how to do something. Introduce the second anchor chart that introduces the process readers can go through to determine the author's purpose for a text. Work as a group to color-code the book titles by author's purpose. This activity should reinforce vocabulary and concepts.

**Day 2:** Review the three main types of author's purpose for informational text. Read one "explain" passage together. Discuss the author's purpose and work through the questions together. Have students complete another "explain" passage with a partner.

**Day 3:** Review the three main types of author's purpose for informational text. Read one "describe" passage together. Discuss the author's purpose and work through the questions together. Have students complete another "describe" passage with a partner.

**Day 4:** Review the three main types of author's purpose for informational text. Read one "answer" passage together. Discuss the author's purpose and work through the questions together. Have students complete another "answer" passage with a partner.

**Day 5-6:** Assign a variety of passages with various author's purposes for students to complete independently. As students show mastery, assign 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 the 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.*

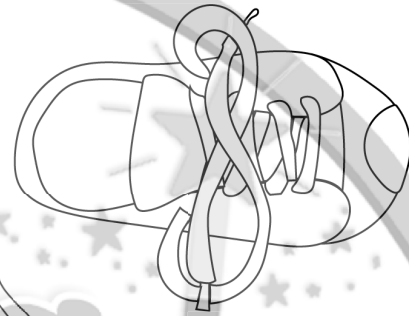


# Tying Your Shoes

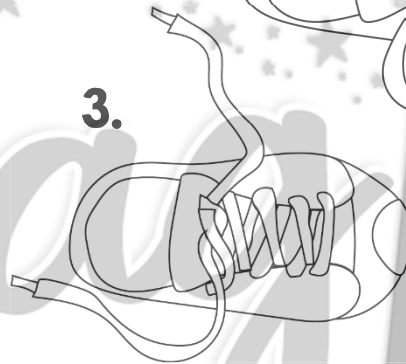
Are you sick of always having to ask people to tie your shoes for you? Do you trip over your laces as you're walking? Follow these simple steps to tie your own shoes.

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!

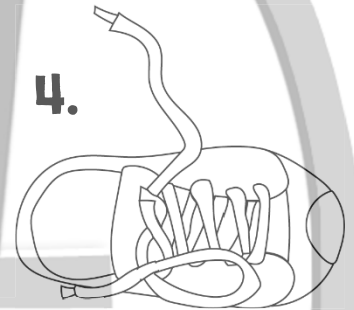
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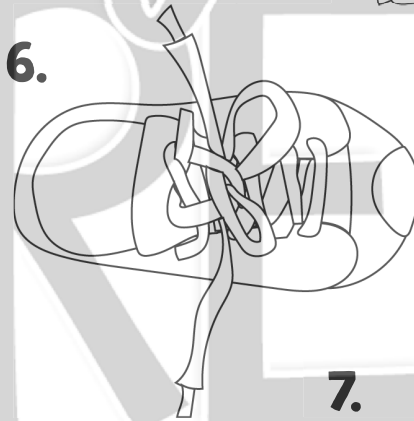
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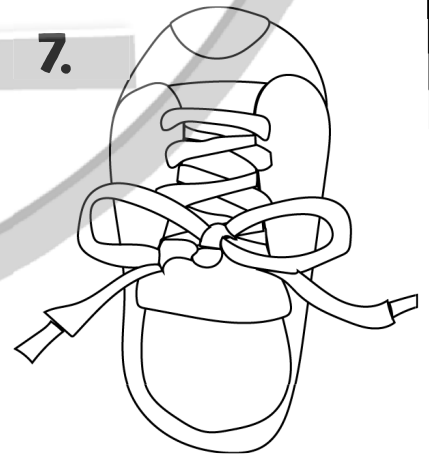
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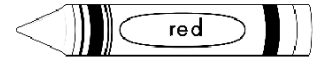
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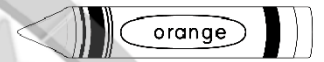
## Author's Purpose

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

1. What is this passage all about?



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

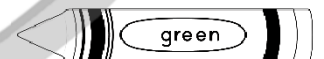


3. Which of the following details could the author add to their passage to support the main point? (Choose all that apply.)



- 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?



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Not O.K.

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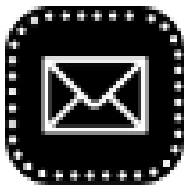
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