

Florida B.E.S.T.



SUMMARIZE NONFICTION

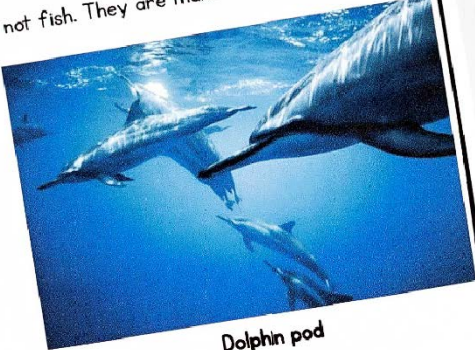
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Recount and Retell Name: _____ Date: _____

Mammals of the Sea

They swim in the sea like fish. Dolphins are not fish. They are mammals. They are in the whale family. Have you ever seen a dolphin?

Dolphins like warm water. They live in the sea. They swim in pods. Pods are groups of dolphins. Some pods are small. Some pods are big.



Dolphin pod

The smallest are too!



Size of a person and a dolphin.

Dolphins are gray. Their backs have dark skin. Their bellies have light skin. This helps them hide. They need to hide from sharks.

Recount and Retell Name: Katie Date: _____

Recount "Mammals of the Sea"

Directions: Cut out the key detail photographs and paste them in order from 1-5. Recount the article events using the illustrations.

Dolphins are mammals.

They live in warm water and swim in pods. Dolphins are big.

They are gray. They also talk to each other.

Dolphins move quickly and travel far.



Pods



Size



Colors



MagiCORE

Summarize

The Grand Canyon

Date: _____

Name: _____

COL

The Grand Canyon is so vastly immense that it can be seen from many miles away in outer space! Located in northern Arizona, it is made out of many layers of compacted rocks. The Grand Canyon is a protected national park. People from all over the world come to see it!



The Colorado River formed the Grand Canyon.

If you look closely at the stacked layers of the Grand Canyon, you will notice the appearance of stripes. These stripes formed because various layers of sediments built upon one another again and again as the Grand Canyon developed. These different layers made stripes. They are each unique and can give us an observation of how Earth has changed over time; the oldest layers of all are located at the bottom.



A young Havasupai girl, circa 1900. The Havasupai are one of the groups of people still inhabiting the area today.

How was the gigantic Grand Canyon formed? The process of erosion created this huge landform. Erosion occurs when water washes an area of land away. In this case, the Colorado River was responsible for this erosion. The river ran over this area of land, over and over again, and after numerous years, the Grand Canyon was created.



The first people to live in and near were the Native Americans. To this day, some of their homes there, as six tribes. These tribes are the Hopi, Zuni, Paiute, Navajo, and Hualapai. What would it be like to live in the Grand Canyon? The first known explorers to document a trip there happened in 1869. It has been popular ever since!

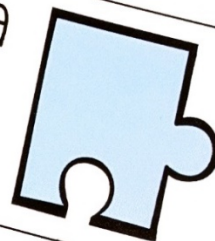
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Summarize Nonfiction

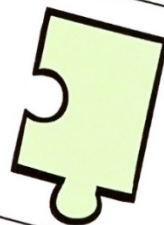
TOPIC



Main Idea #1



Main Idea #2



Main idea #3



This is important because...



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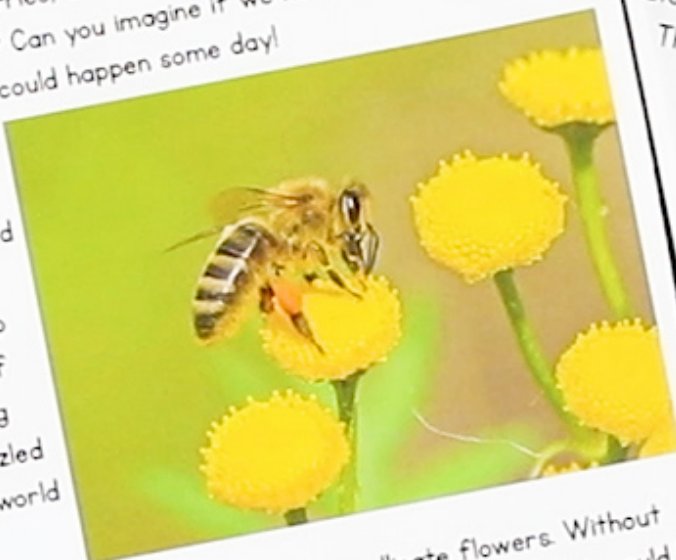
Recount and Retell Name: _____

Date: _____

Where are the Honeybees?

Do you love to eat fruit? Apples, blueberries, and cherries are some tasty ones! Can you imagine if we no longer had those fruits? Can you imagine if we no longer had many other fruits and vegetables too? Sadly, that could happen some day!

Why would that happen? Honeybees are a huge part of many healthy fruits and vegetables. Bees help them to grow. Bees help them to multiply. Honeybees also help many nuts, such as almonds, and kinds of flowers. Honeybees seem to be vanishing from our world. This has scientists puzzled and concerned. How boring would our world be without pretty flowers?



Honeybees pollinate flowers. Without honeybees, the foods we have to eat would be very bland and very boring. Honeybees live together in large colonies. A single honeybee cannot survive on its own for more than one day, or twenty-four hours, alone. Honeybees from one hive can pollinate up to 100,000 flowers in a single day! Pollination leads to fertilization. This leads to new seeds. This leads to new healthy flowers. When flowers grow, this means that more fruit can also grow too.



The opposite is also true. If honeybees do not pollinate the flowers, they will stop reproducing and growing. This means that the fruits, vegetables, and nuts that we eat and love will no longer exist. The healthy honeybees that were once thriving are not anymore. Why is this the case? What is happening to them?

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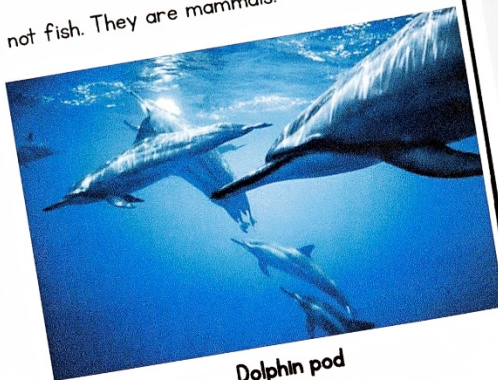
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Mammals of the Sea

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They are gray. They also talk to each other.

Dolphins move quickly and travel far distances.



Pods



Size



Colors



Talk



Travel

SUMMARIZE NONFICTION

3rd grade

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17. Assessment:
 - The Grand Canyon - 600L
 - Jane Goodall - 740L

Each passage includes:

- 1 page of multiple choice, short response, and sequence questions
- 1 page with cut-and-paste picture cards and written summarizing



ABOUT LEXILE LEVELS



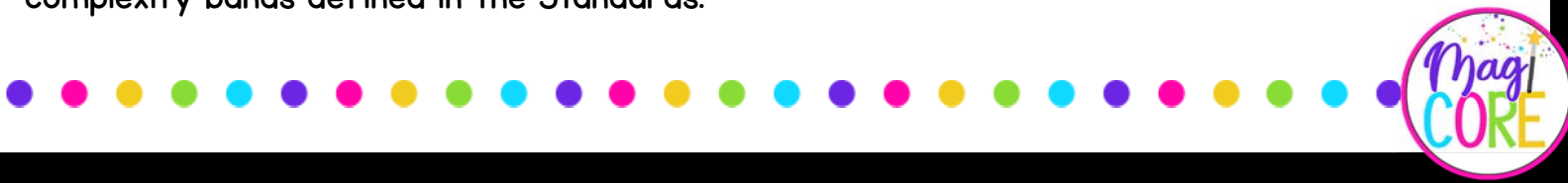
MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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 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	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 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

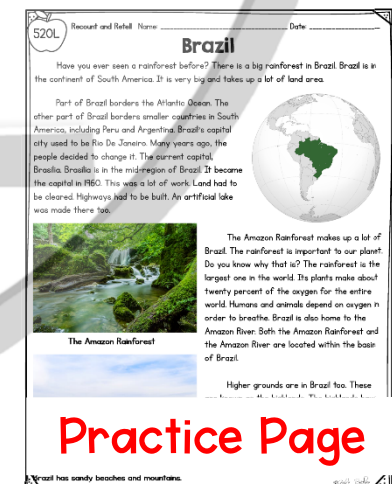
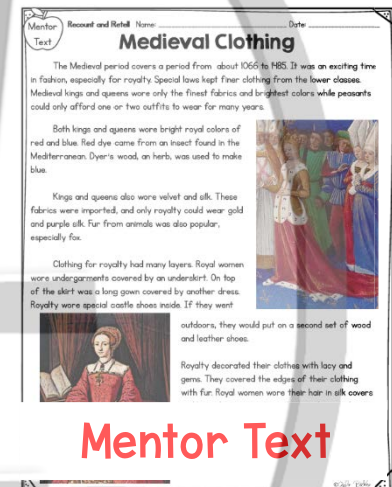
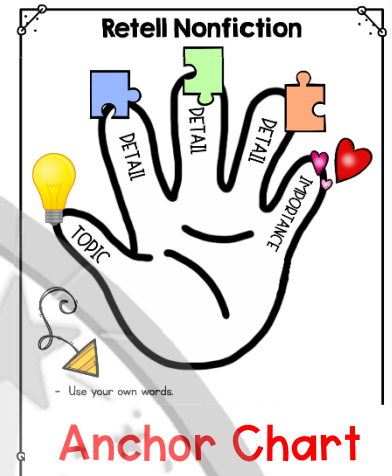
This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

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.

Mentor Text: Mentor texts are included for teachers to use to model the skill. Some of the mentor texts come directly from the Florida B.E.S.T standards mentor text recommendations for second grade. These texts tend to be 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. Mentor texts also included a guided response, such as a graphic organizer or questions.

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.



How to Use This Resource

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

Day 1: Introduce the summarizing anchor chart. Read aloud the Mentor Text *Medieval Clothing*. Model how to summarize the text in sequential order. Emphasize key text elements including the topic and details. When we read texts, it is important to summarize the details. This helps us monitor our comprehension.

Day 2: Select a text in the mid-range of the text complexity band. Make the text and question set poster size or project the text and questions. Read the text as a class, and then work together to answer the questions.

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 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.*



Medieval Clothing

The Medieval period covers a period from about 1066 to 1485. It was an exciting time in fashion, especially for royalty. Special laws kept finer clothing from the lower classes. Medieval kings and queens wore only the finest fabrics and brightest colors while peasants could only afford one or two outfits to wear for many years.

Both kings and queens wore bright royal colors of red and blue. Red dye came from an insect found in the Mediterranean. Dyer's woad, an herb, was used to make blue.

Kings and queens also wore velvet and silk. These fabrics were imported, and only royalty could wear gold and purple silk. Fur from animals was also popular, especially fox.

Clothing for royalty had many layers. Royal women wore undergarments covered by an underskirt. On top of the skirt was a long gown covered by another dress. Royalty wore special castle shoes inside. If they were



outdoors, they would put on a second set of wood and leather shoes.

Royalty decorated their clothes with lace and gems. They covered the edges of their clothing with fur. Royal women wore their hair in silk covers and hats. As time went on, the hats became larger and more pointed. Sometimes clothes had silver on them, but only royalty could wear these items.

On the other hand, medieval peasants worked the land. They worked in fields to provide food and other resources. These were common people who worked in royal people's fields.

Because peasants were poor, their clothing was usually made of wool or linen. The women wove the fabric and made the clothes. Peasants usually only had one set of clothing. It was almost never washed.

Men wore tunics and long stockings. Women wore long dresses and stockings made of wool. The most common colors for peasant clothing were brown, red, or gray.



For shoes, both men and women wore clogs made of thick leather. However, it was common for peasants to go barefoot. In cold weather, both men and women wore cloaks made of sheepskin or wool.

For both peasants and royals, head coverings were important. However, unlike royals, peasants wore straw hats to keep off the sun. Men working messy jobs, like crushing grapes, wore bonnets over their heads. Butchers and bakers wore kerchiefs over their hair. Peasant women usually wore veils to cover their hair. This was called a wimple.



While royalty could afford to buy expensive fabrics and accessories, peasants could not afford much more than one or two outfits to wear for many years. Medieval peasants and royals lived very different lives.

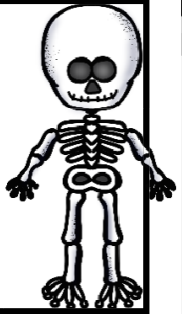
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Summarize Nonfiction

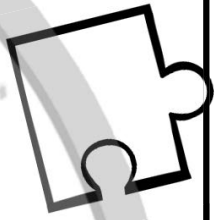
Topic



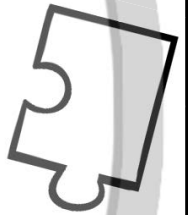
Text Structure



Details



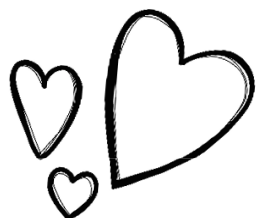
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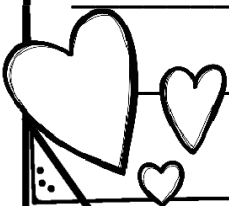
Importance



Name: _____ Date: _____

Summarize Nonfiction

Handwriting practice lines for summarizing nonfiction. The page features a large, faint watermark in the center that reads "Magi CORE" in a stylized font. Above the text, there is a decorative arc of stars, with a larger star at the end of the arc, resembling a shooting star or a constellation. The page is lined with horizontal lines for writing.



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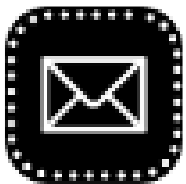
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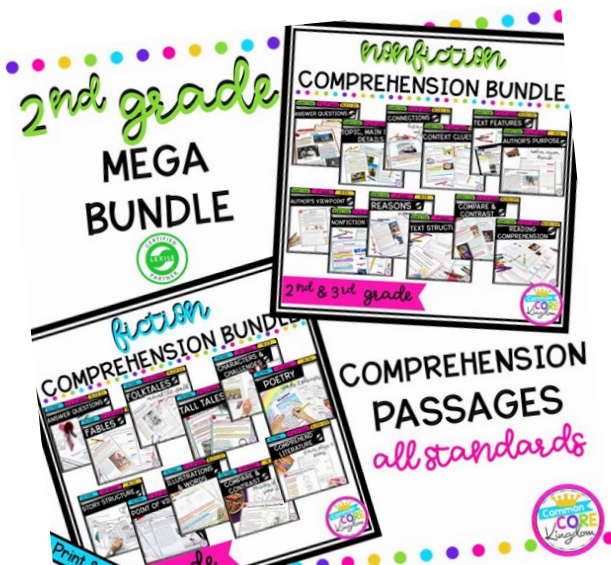


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Medieval Clothing

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What is a Desert?

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