

Florida B.E.S.T. Standards



AUTHOR'S OPINION



Reasons Support Points

Name: _____

Date: _____

The Benefits of Bubblegum

Schools have rules. One rule is no gum. This rule should change. Gum has benefits. Chewing gum improves memory. Kids who chew gum do better on tests. Chewing gum calms nerves. It reduces stress. Chewing gum helps stop hunger. Chewing gum is good for teeth. Kids should be allowed to chew gum in school.



Example: The Benefits of



gum in school.

point? (Choose all that apply.)



- Gum tastes good.
- Chewing gum is good for teeth.
- Kids who chew gum do better on tests.



REASONS SUPPORT POINTS

1st grade

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*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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2. No Peas, Please- Mentor Text
3. Going to the Aquarium- 80L
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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.





Reasons Support Points

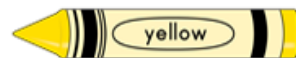
Reasons Support Points

Name: _____

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The Benefits of Bubblegum

Schools have rules. One rule is no gum. This rule should change. Gum has benefits. Chewing gum improves memory. Kids who chew gum do better on tests. Chewing gum calms nerves. It reduces stress. Chewing gum helps stop anger. Chewing gum is good for teeth. Kids should be allowed to chew gum at school.





Otters

Otters are amazing.

Otters are in the weasel family.

Otters swim. They have webbed feet.

Otters have fur. Their fur keeps them dry.

Otters eat fish.

Otters live in dens.

Female otters are called sows.

Male otters are called dogs.

Baby otters are called pups.

Otters are playful.



©Nelle Bachne



article *Otters*?



main point? (Choose all that apply.)



c. Baby otters are called pups.

3. How does an otter's fur help them?



4. What is a female otter called?



- a. A female otter is called a pup.
- b. A female otter is called a sow.
- c. A female otter is called a dog.

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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

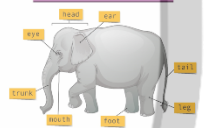
Student Practice

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.

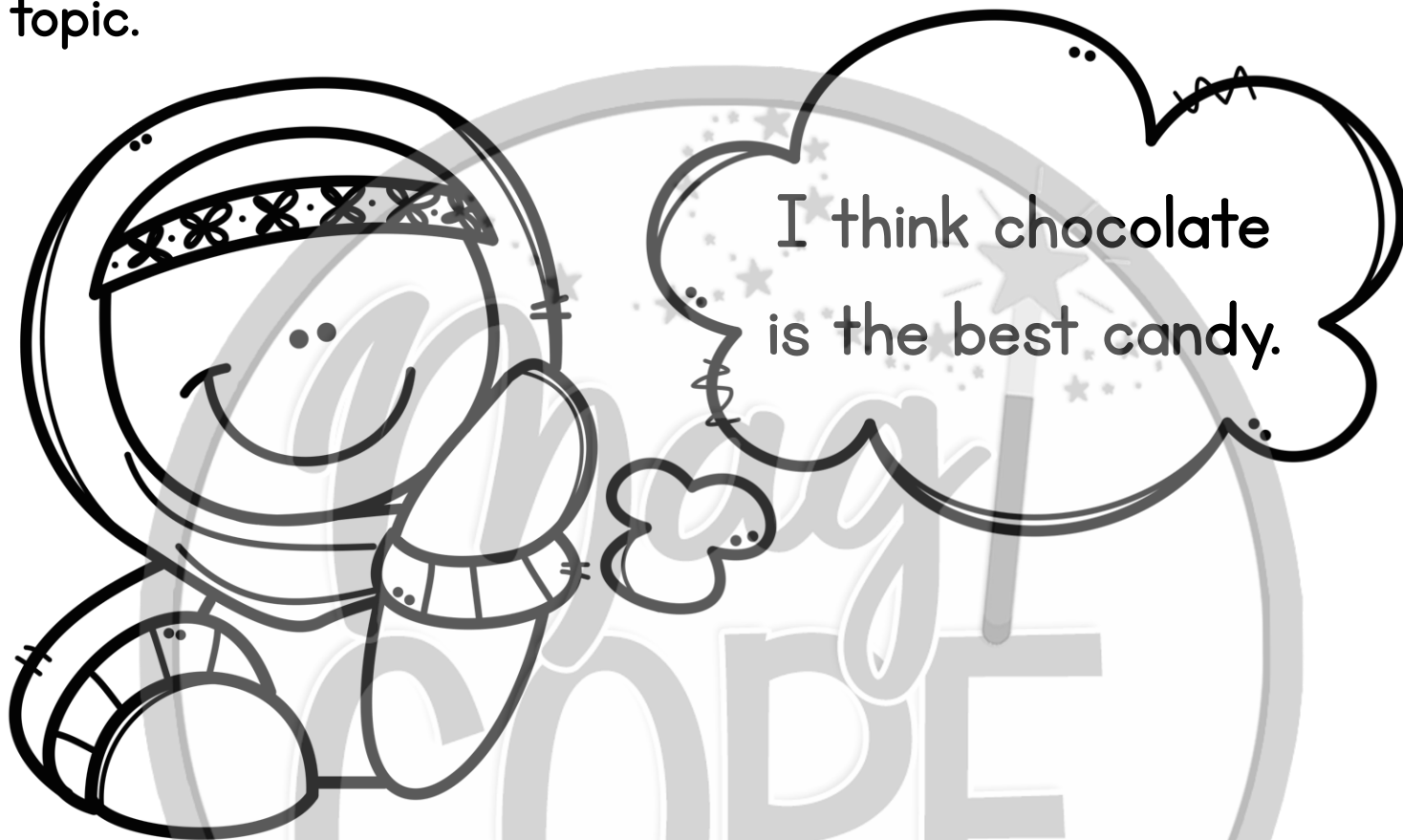
Day 7: By the end of the unit, most of your class should be showing mastery of the passages. This is time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

**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.*



Author's Opinion

An opinion is what someone **THINKS** or **FEELS** about a topic.



An author gives **REASONS** for their opinion.

Why do they think or feel this way?

Chocolate is the best candy because...

1. It is sweet.

2. It can melt.

3. _____

Think of
your own
reason!



Author's Opinion

An opinion is what someone _____ or
_____ about a topic.

Brainstorm your own opinion and reasons why.



What is the
best food?

The best food is

because



What is your
animal?

My favorite animal is

because

Sunflowers

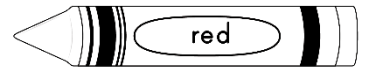


Sunflowers are the best flowers. Sunflowers are large. They are yellow. Sunflowers grow tall. The tallest sunflower was 27 feet! The flower head is made up of tiny flowers. These tiny flowers are called florets. Florets turns into seeds. The seeds are used to make cooking oil. They can also be a snack. Birds love sunflower seeds.

You can grow your own sunflowers. Plant sunflower seeds in May. Put the seeds in the soil. Water the seeds. Your sunflowers should bloom in August. Tie a stick to your sunflower. This will help it grow tall.

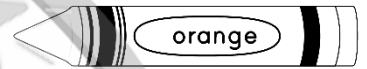
Sunflowers are beautiful, useful, and easy to grow.

1. What is the author's opinion in the article "Sunflowers"?



- a. Sunflowers are tall.
- b. Birds eat sunflower seeds.
- c. Sunflowers are the best flowers.

2. Which reasons support the author's main point? (Choose all that apply.)



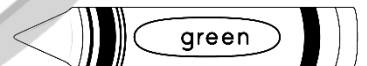
- a. Sunflowers are green.
- b. Sunflower seeds can be a snack.
- c. You can grow your own sunflowers.

3. Which reason supports that sunflowers are beautiful?



- a. Plant sunflower seeds in May.
- b. Sunflowers are large and yellow.
- c. The tallest sunflower was 27 feet.

4. Explain how you can grow your own sunflowers.



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Good to Go



Not O.K.

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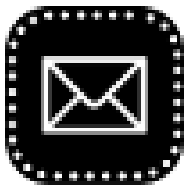
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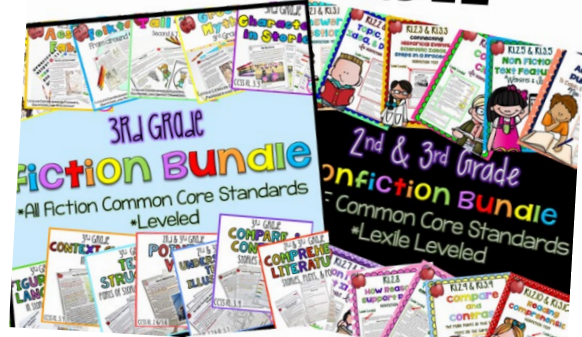
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