NONFICTION | 2ND GRADE | RI.2.6

AUTHOR'S PURPOSE

LEXILE

TRUSTED BY OVER 3,000 TEACHERS

explain, answer, describe

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



What is this passage all about?

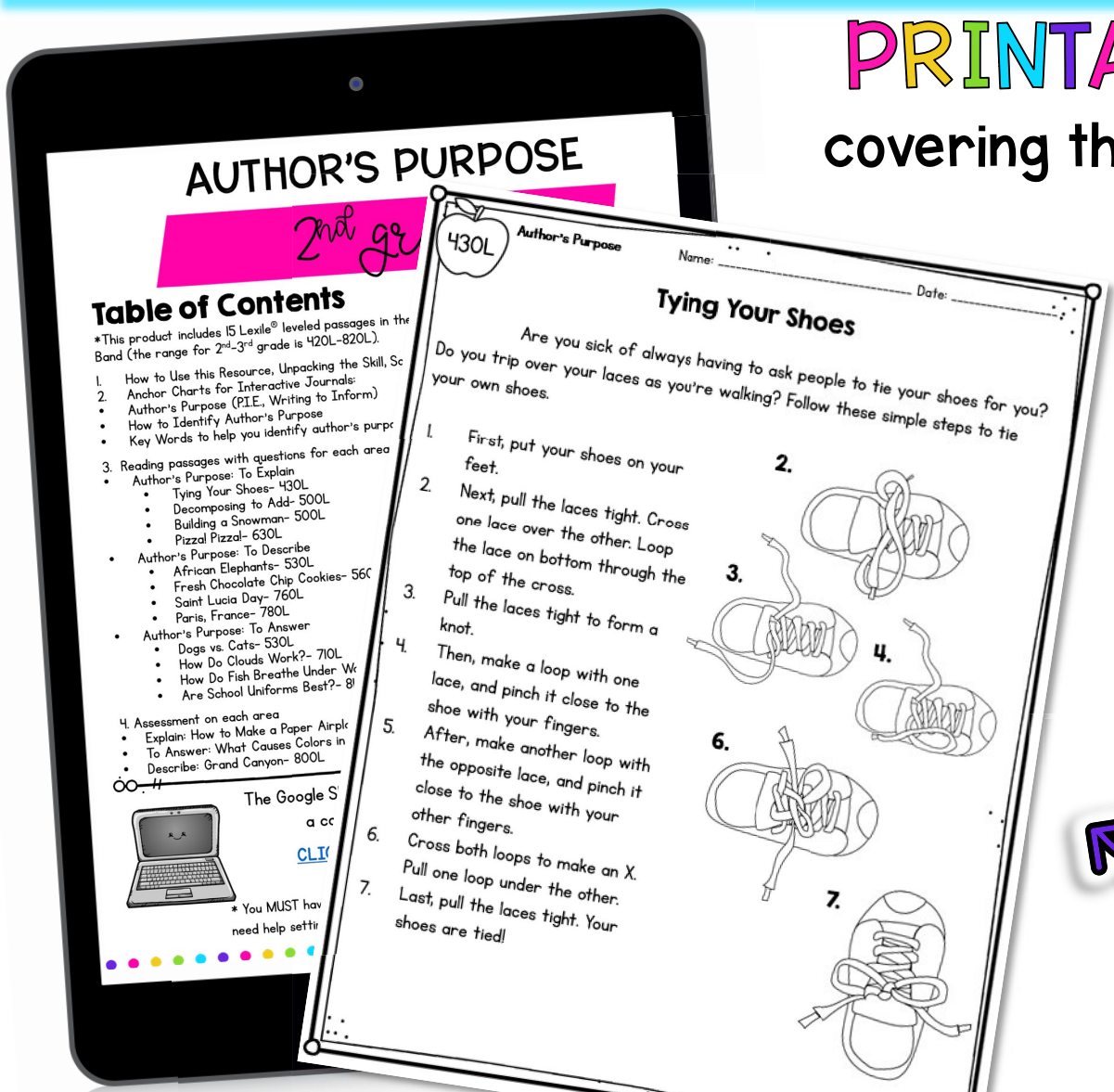
This passage is all about African elephants and what they look like.

What are three details that support the main topic?

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

Magic CORE

WHAT'S INSIDE?



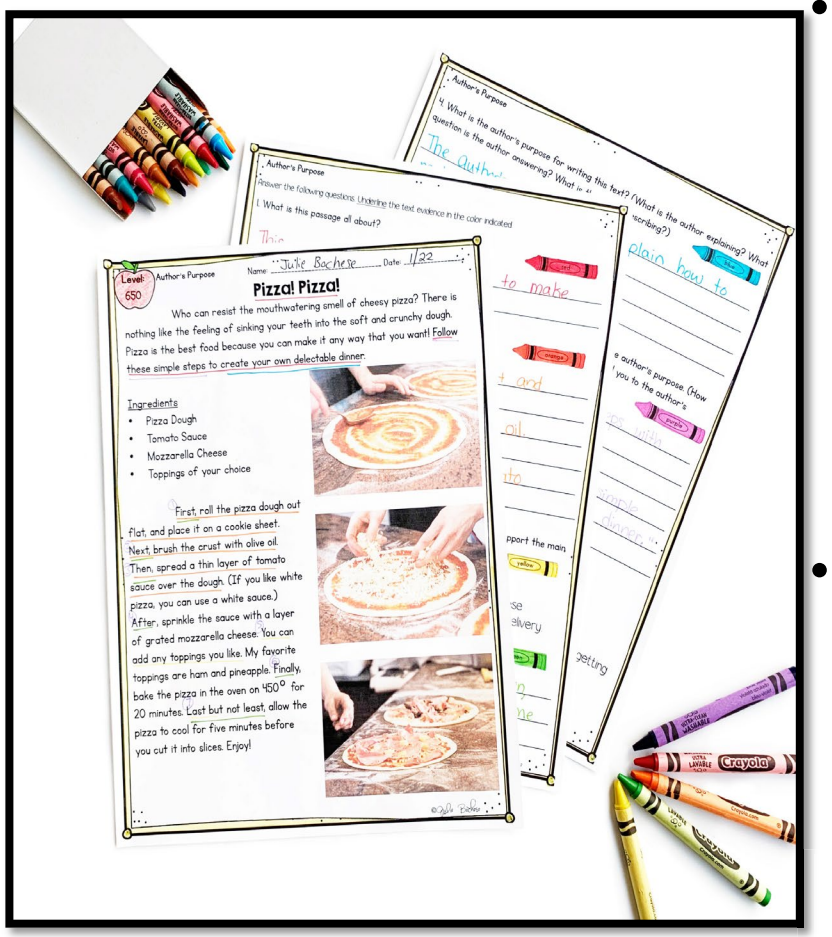
PRINTABLE PDFs and **DIGITAL** Google Slides covering the 2nd and 3rd grade text complexity band with Certified Lexile Levels.

- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and Google Slides Included

LEXILE®

10 NONFICTION PASSAGES



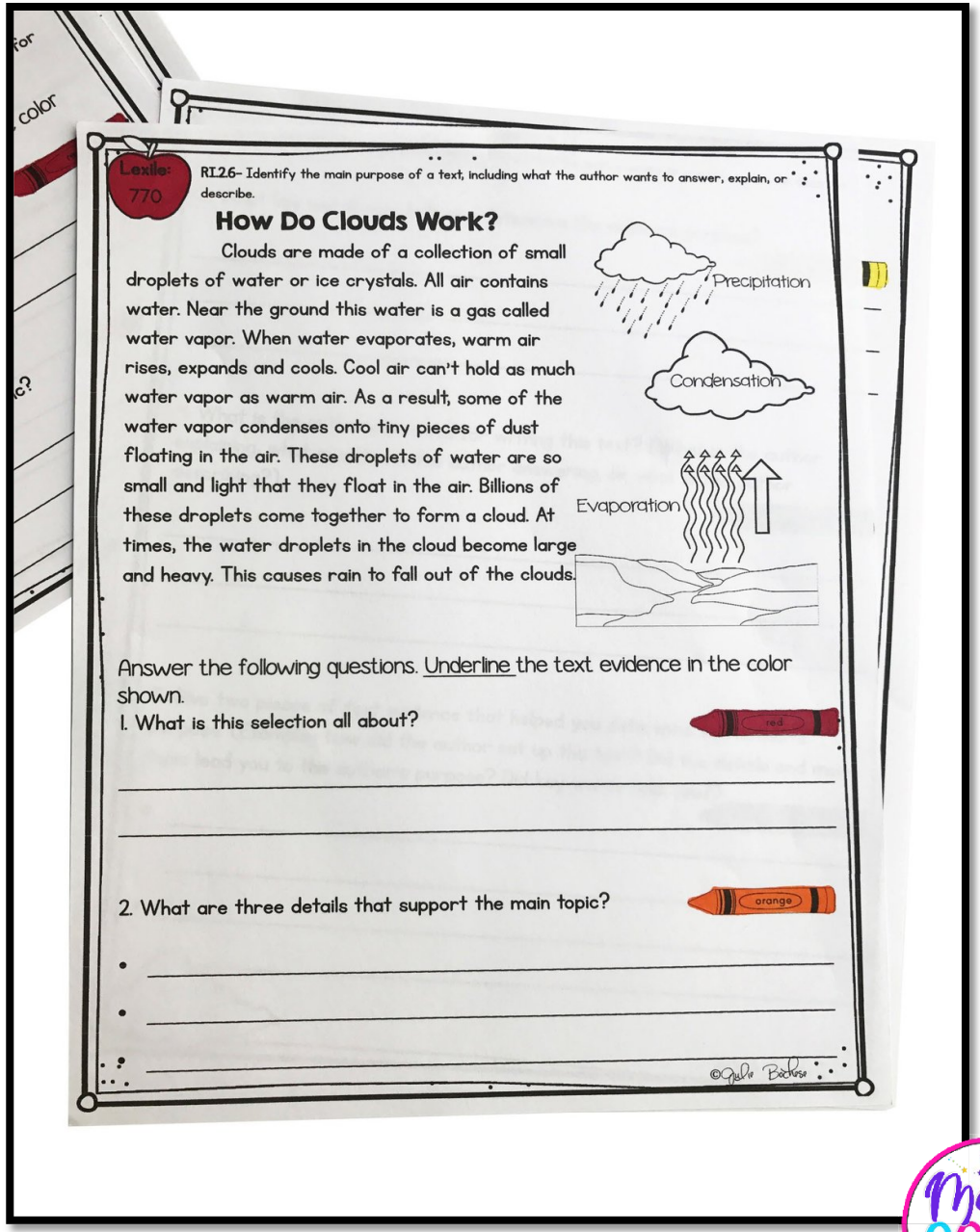
- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.



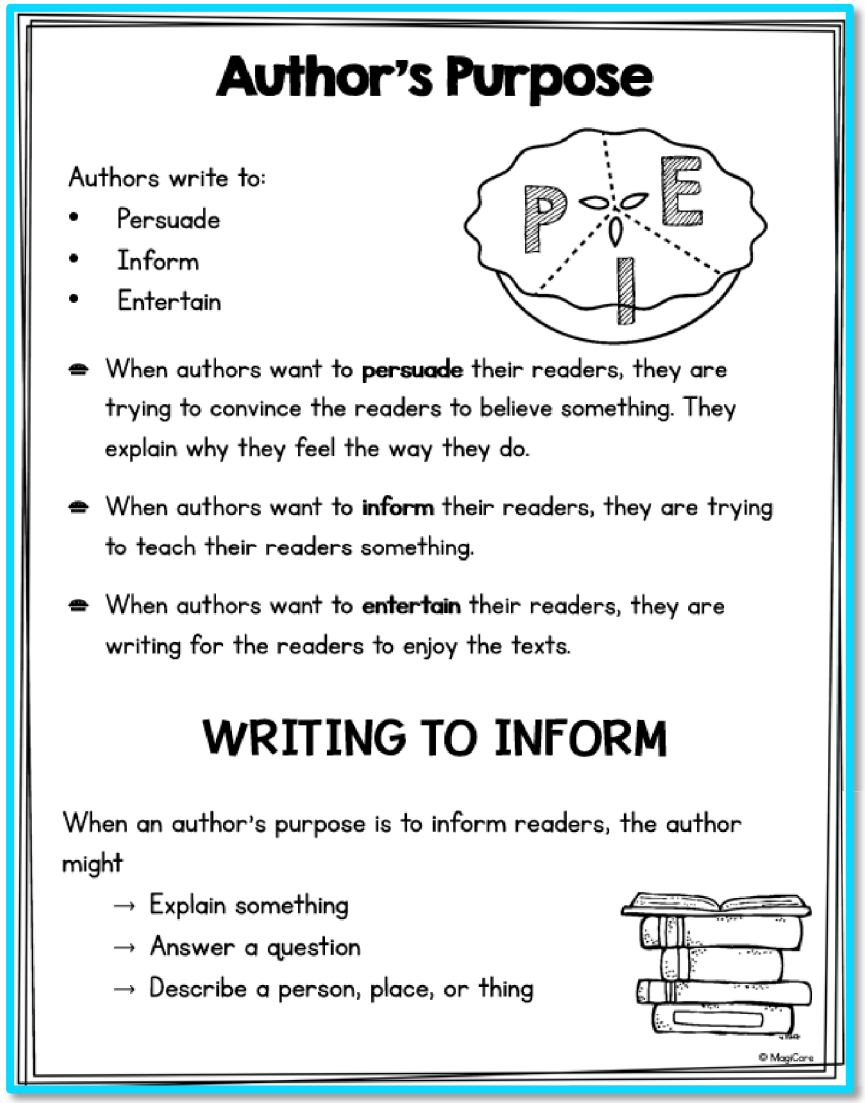
- Variety of text structures to spark comprehension AND curiosity.
- Dive into informational, functional, and persuasive texts.

QUESTIONS

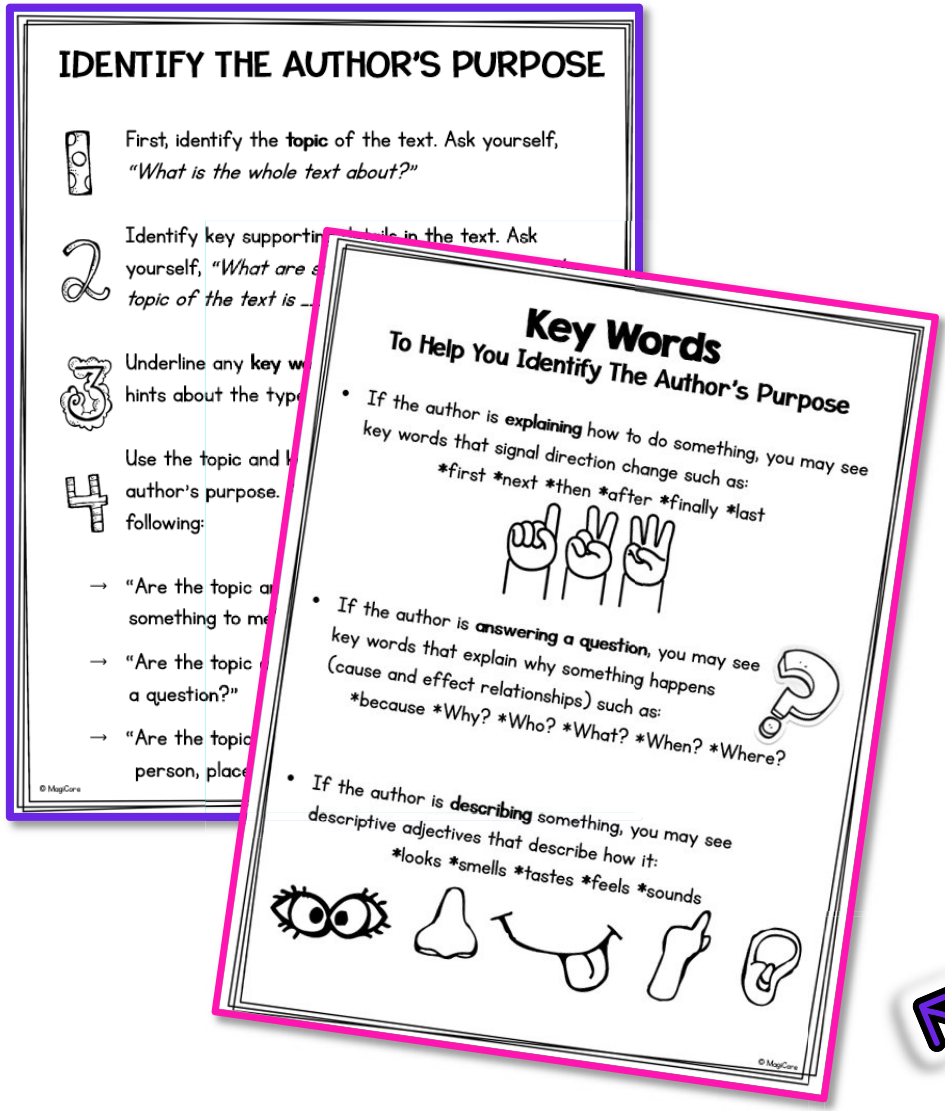
- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning



ANCHOR CHARTS

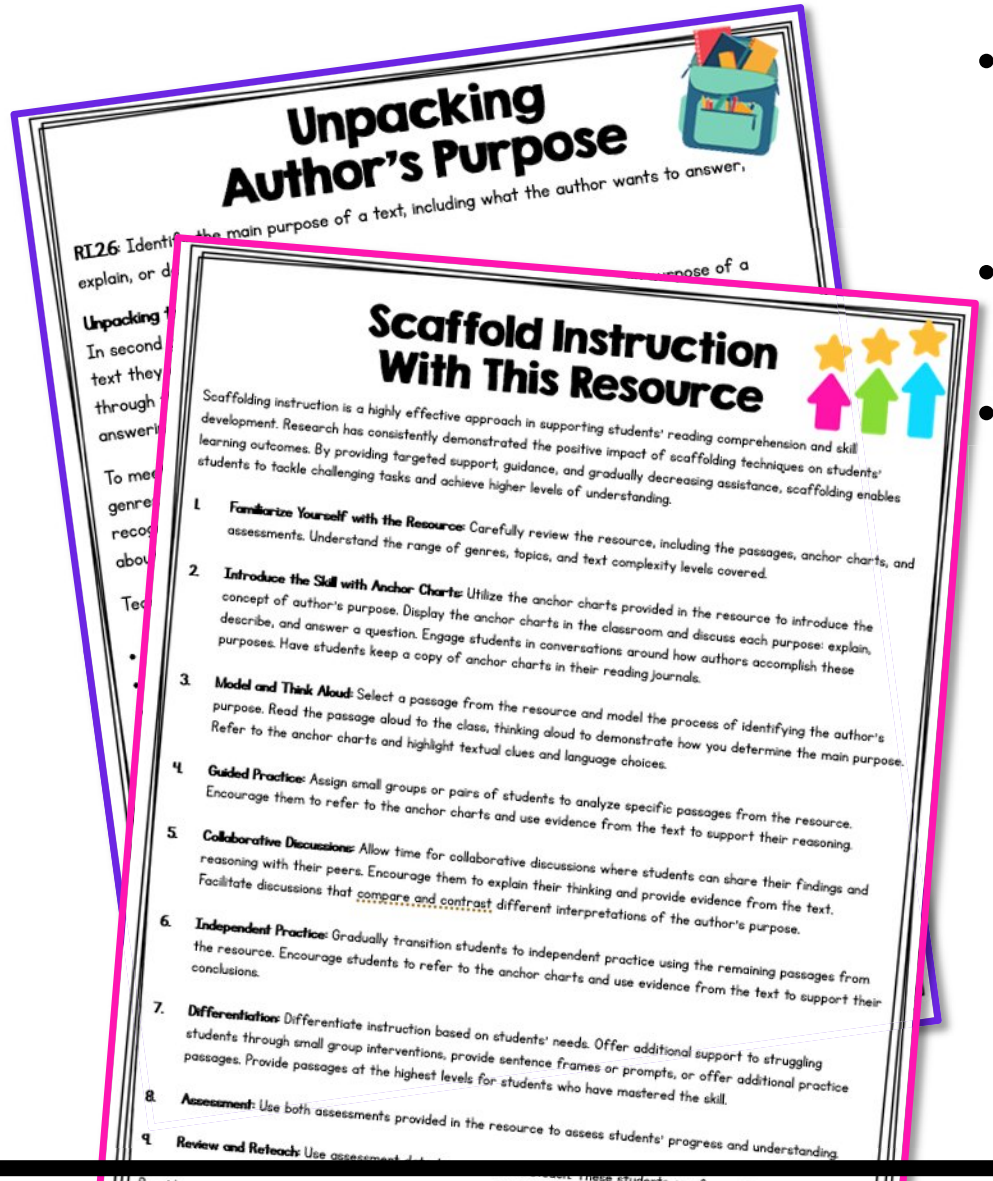


- 3 Anchor charts
- Use to introduce the skill
- Students reference throughout the unit

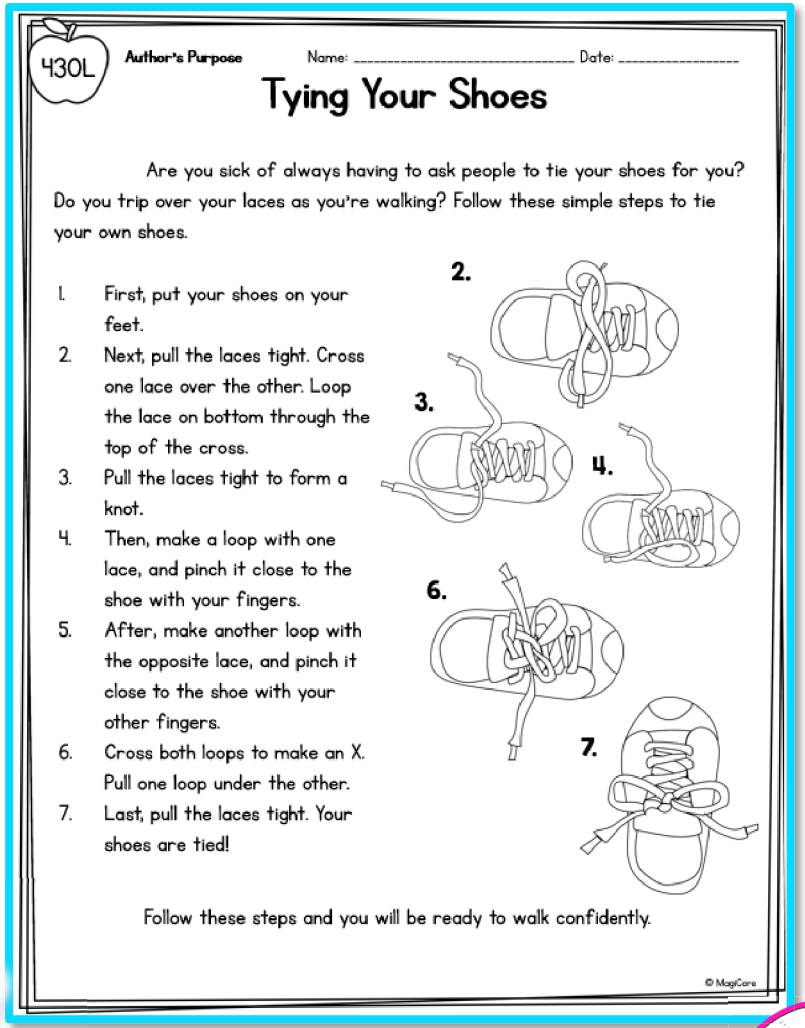


Your students can refer to the anchor charts throughout the unit.

MODEL PASSAGES & TEACHER DIRECTIONS



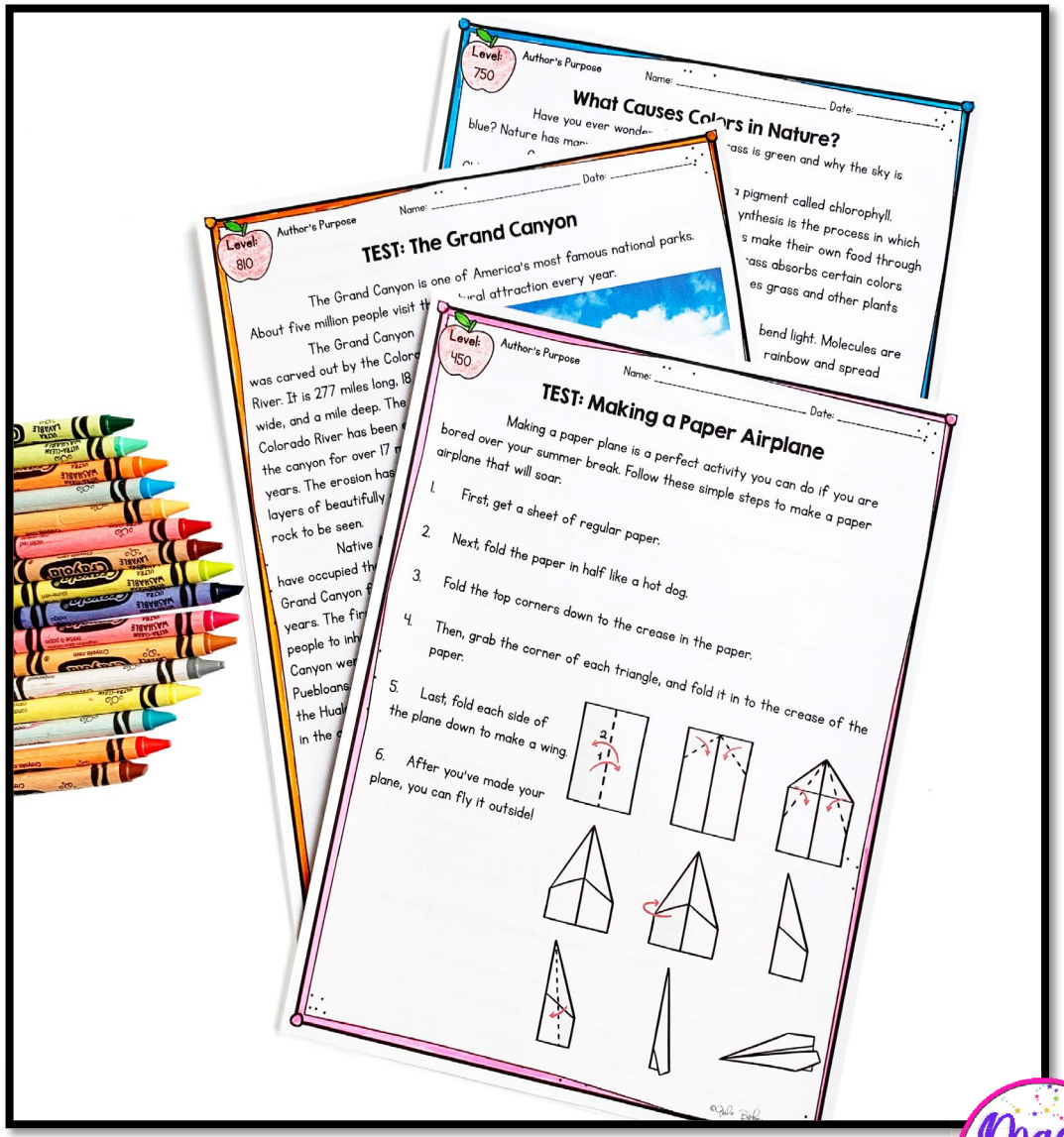
- Unpack the standard
- Prerequisite skills
- How to use this resource.



Model text and questions

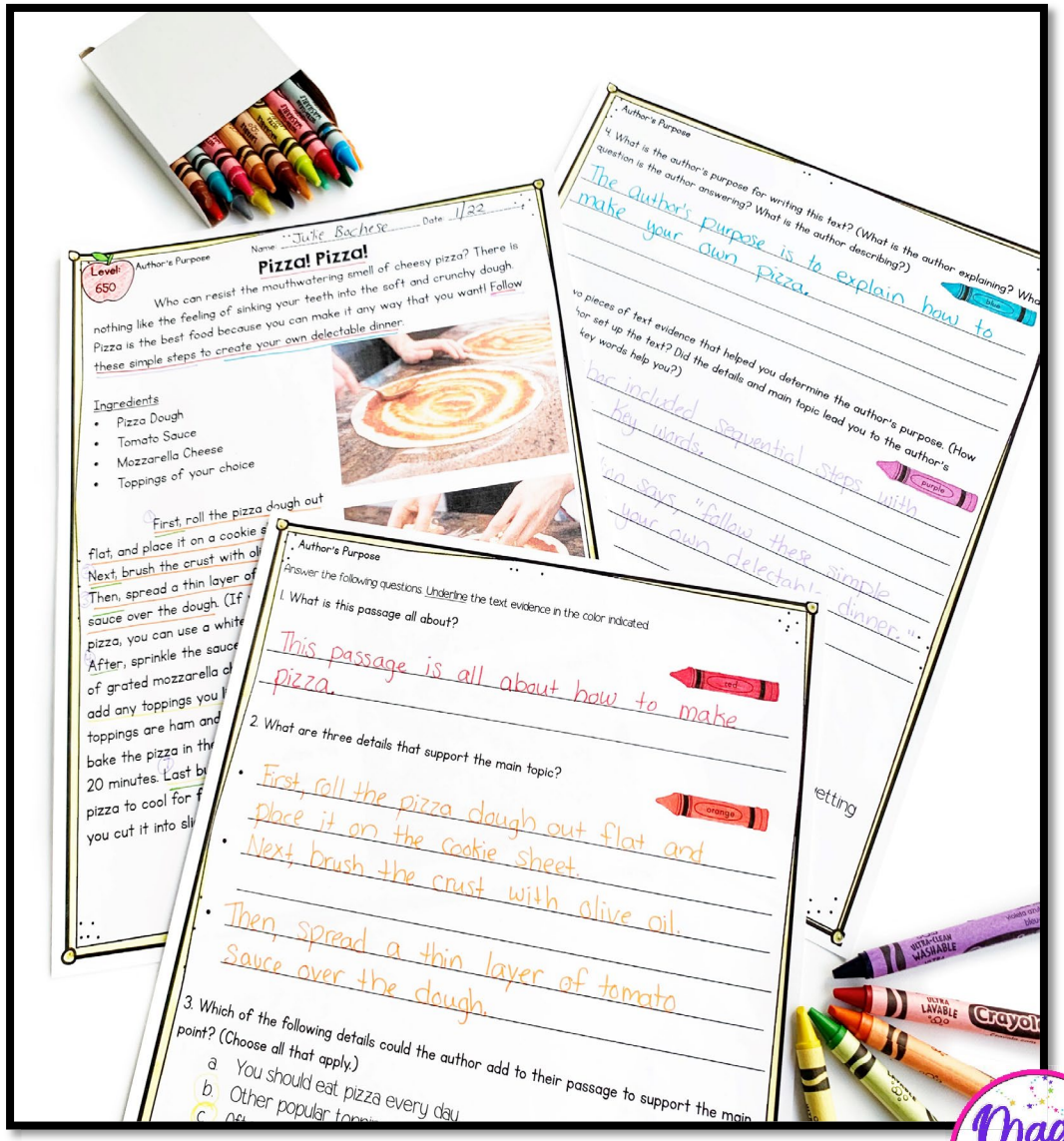
ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 3,000 teachers... and counting!... To help students grow their reading skill



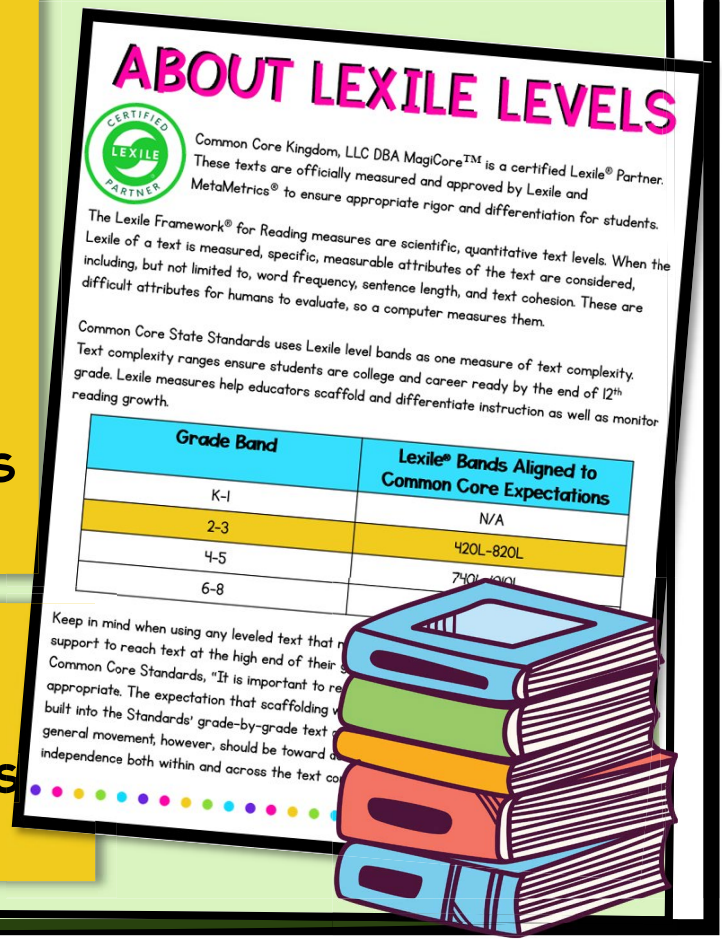
ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposure to linguistic and textural features, putting them further behind.

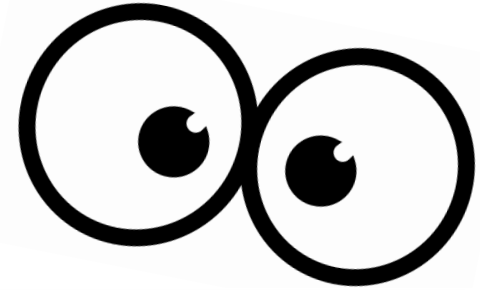
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

TAKE A PEEK



AUTHOR'S PURPOSE

2nd grade

Table of Contents

*This product includes 15 Lexile® leveled passages in the 2nd-3rd Grade Common Core Text Complexity Band (the range for 2nd-3rd 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



The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

CLICK HERE TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.

* You MUST have a Google account in order to access this resource. Click HERE if you need help setting up a Google account.

ABOUT LEXILE LEVELS

MagiCore Learning, LLC 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.

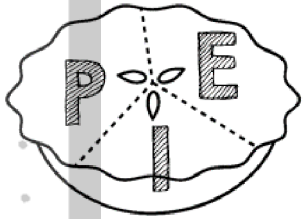
Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

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 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."

Author's Purpose

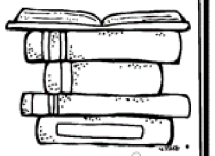
Authors write to:
- Persuade
- Inform
- Entertain



*When authors want to **persuade** their readers, they are trying to convince the readers to believe something. They explain why they feel the way they do.
*When authors want to **inform** their readers, they are trying to teach their readers something.
*When authors want to **entertain** their readers, they are writing for the readers to enjoy the texts.

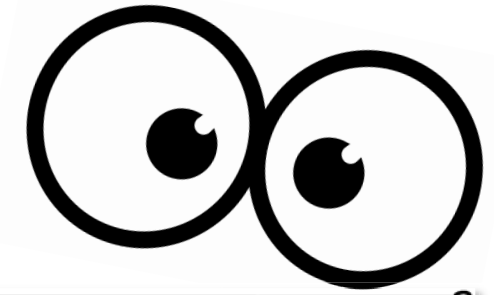
WRITING TO INFORM

When an author's purpose is to inform readers, the author might
- Explain something
- Answer a question
- Describe a person, place, or thing



©

AND ANOTHER PEEK



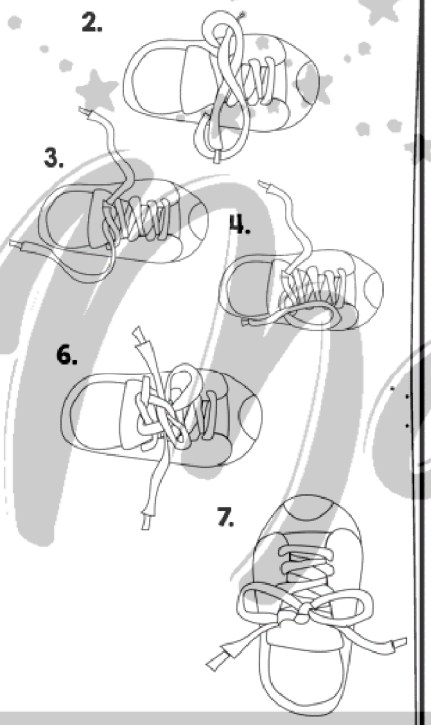
430L

Author's Purpose Name: _____ Date: _____

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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Author's Purpose

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

1. What is this passage all about? red

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

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

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Author's Purpose

4. What is the author's purpose for writing this text? (What is the author explaining? What question is the author answering? What is the author describing?) blue

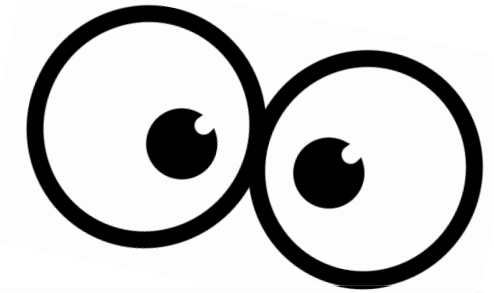
5. Give two pieces of text evidence that helped you determine the author's purpose. (How did the author set up the text? Did the details and main topic lead you to the author's purpose? Did key words help you?) purple

6. With which statement would the author most likely agree?
   a. Learning to tie your shoes is easy.
   b. It is easier to wear Velcro shoes.
   c. Ask your parents to tie your shoes.
   d. You must be at least six-years-old to tie your shoes.

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CHECK THIS OUT TOO!



500L

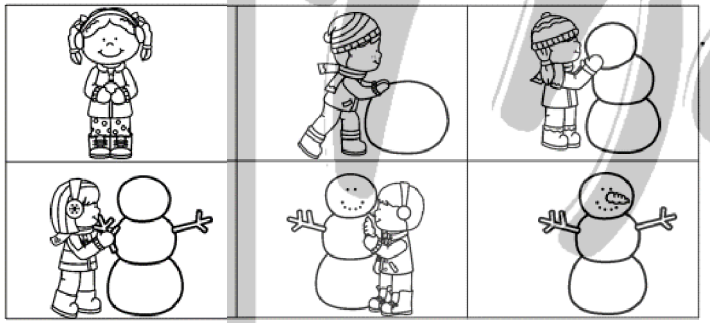
Author's Purpose Name: _____ Date: _____

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 1.5 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.



©Gabi Bachus

Author's Purpose

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

1. What is this passage all about? red

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

-
-
-

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

a. Your snowman can even wear gloves.
b. Next, you can build a whole snowman family.
c. Enjoy your snowman, because he will melt when it gets warm.
d. You need to make three large snowballs to build a snowman.

4. What key words help you determine the author's purpose? green

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Author's Purpose

4. What is the author's purpose for writing this text? (What is the author explaining? What question is the author answering? What is the author describing?) blue

5. Give two pieces of text evidence that helped you determine the author's purpose. (How 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?) purple

-
-

6. With which statement would the author most likely agree?

a. It is fun and simple to build a snowman.
b. When it snows, you can also go sledding.
c. It is better to leave a snowman undecorated.
d. The head of a snowman should be the largest snowball.

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Non-COMMERCIAL

UPGRADE THEIR SKILLS!

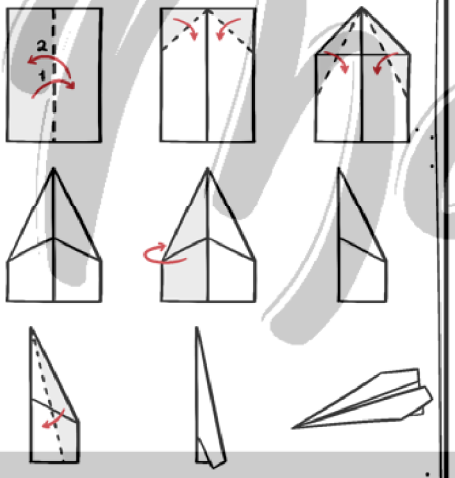
620L

Author's Purpose Name: _____ Date: _____

TEST: Making a Paper Airplane

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



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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? red

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

-
-

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

a. It is best to fly your airplane on a day with a little breeze.
b. Before you start to fold your paper, you can decorate it.
c. Jack Northrop used paper airplane models to test aerodynamics.
d. The Chinese first invented paper airplanes over 2,000 years ago.

4. What key words help you determine the author's purpose? green

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Author's Purpose

4. What is the author's purpose for writing this text? (What is the author explaining? What question is the author answering? What is the author describing?) blue

5. Give two pieces of text evidence that helped you determine the author's purpose. (How 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?) purple

-
-

6. With which statement would the author most likely agree?

a. Blue airplanes fly better than green airplanes.
b. Paper airplanes fly better than wood airplanes.
c. You should make paper airplanes and fly them in class.
d. Paper airplanes are a fun activity you can do with few supplies.

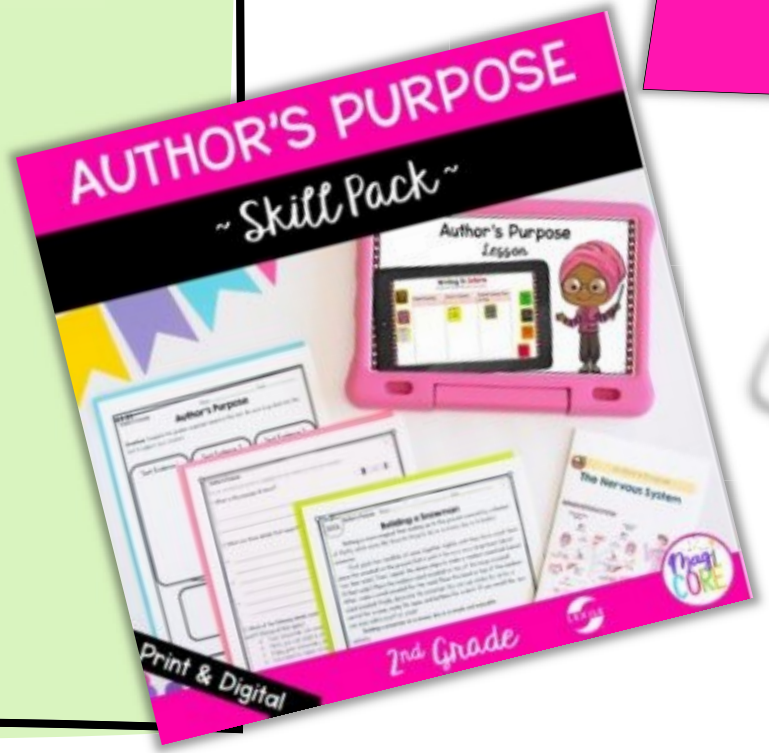
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UPGRADE THEIR SKILLS!

The AUTHOR'S PURPOSE SKILL PACK
Contains:

- Reading Comprehension Passage Unit
- Skill Focused Lesson Plans
- Digital Mini-Lessons
- Guided Reading Packet
- Printable Task Cards
- Boom Learning Task Cards

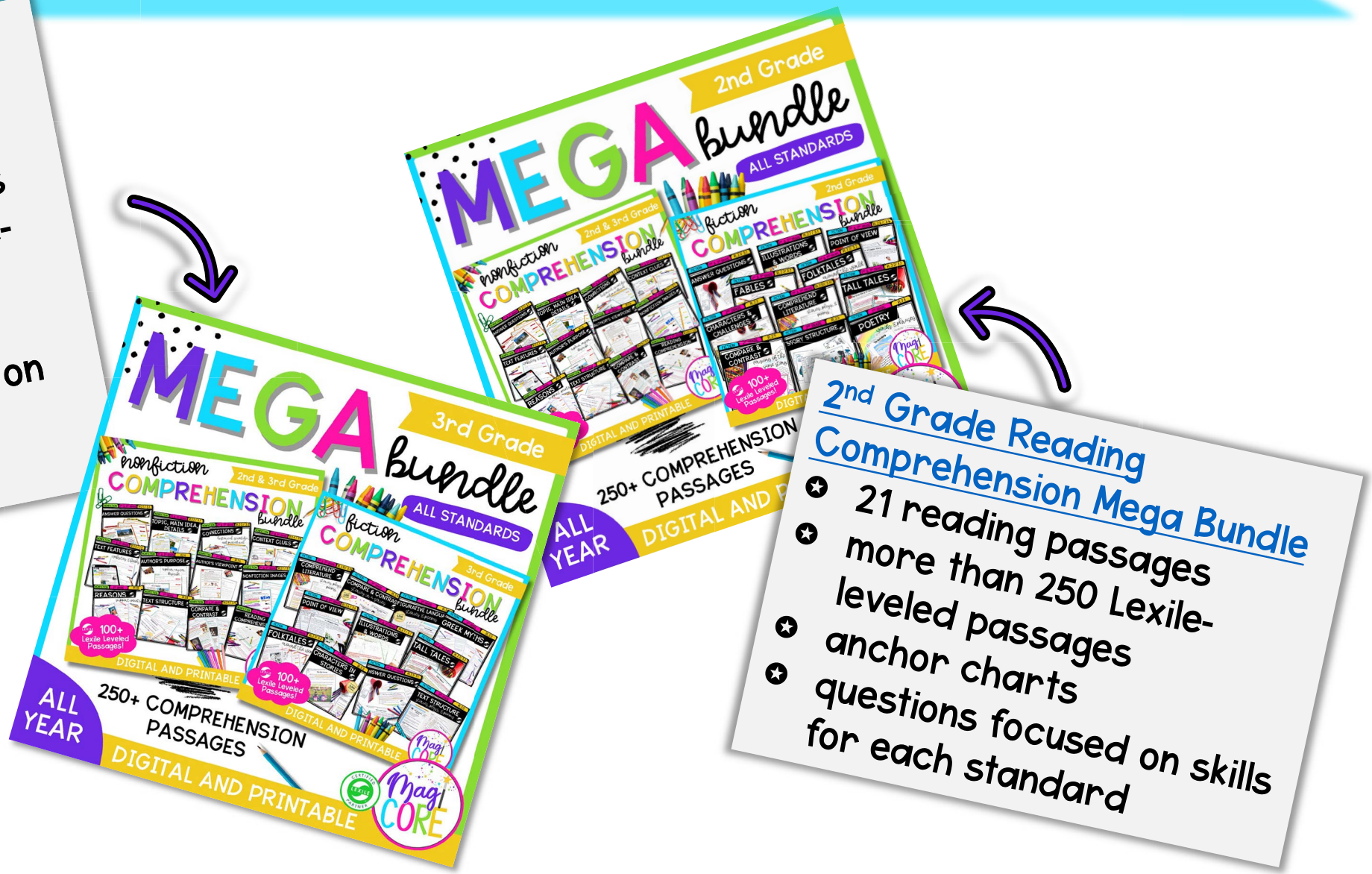


Love this unit but need something more comprehensive? Try the SKILL PACK!

FULL YEAR BUNDLES AVAILABLE

3rd Grade Reading Comprehension Mega Bundle

- 23 Reading Passages
- More than 250 Lexile-leveled passages
- Anchor charts
- Questions focused on skills for each standard



2nd Grade Reading Comprehension Mega Bundle

- 21 reading passages
- more than 250 Lexile-leveled passages
- anchor charts
- questions focused on skills for each standard