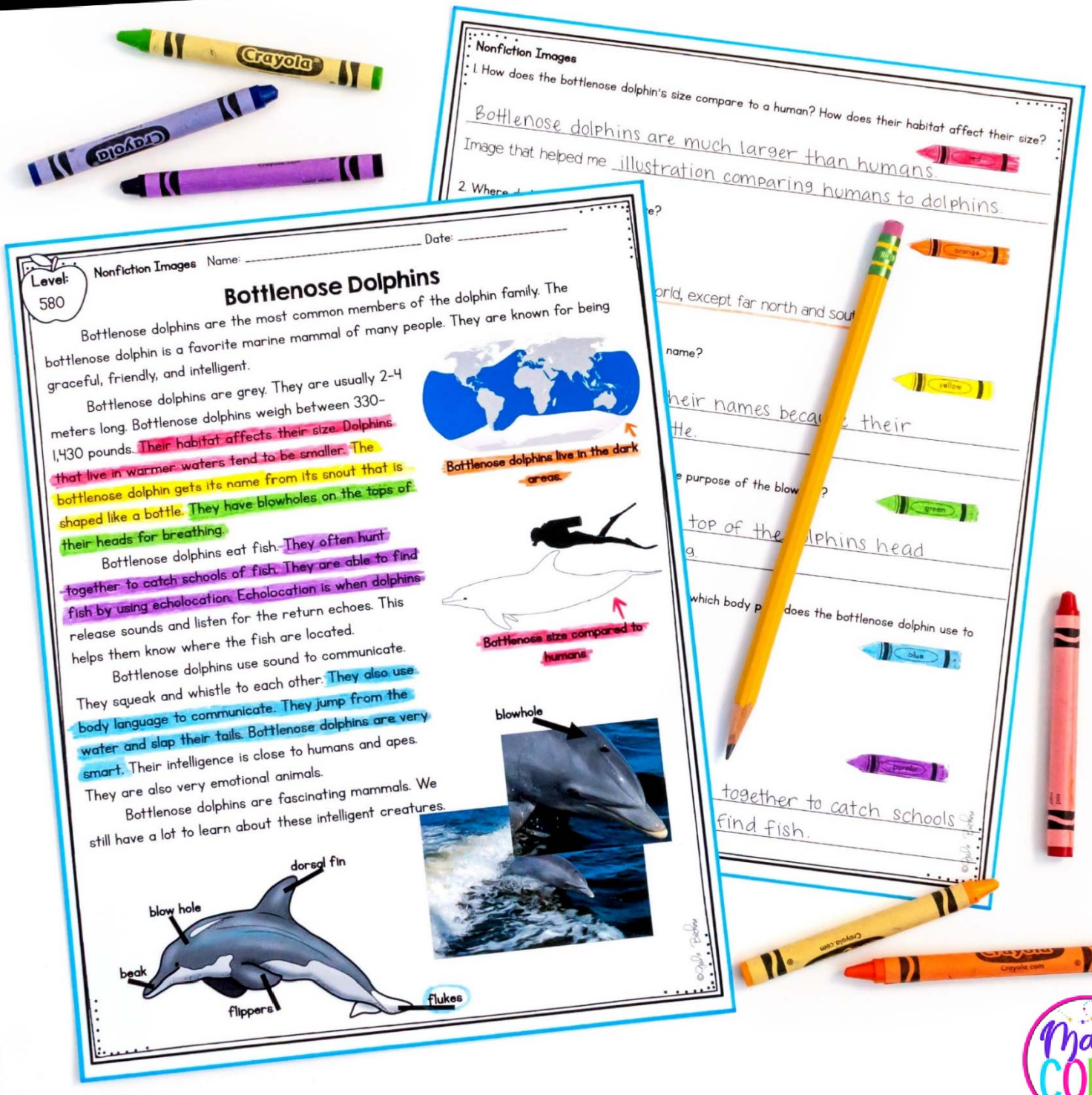
NONFICTION | 2nd & 3rd GRADE | ELA.2.R.2.1 / 3.R.2.1

Florida B.E.S.T. TEXT FEATURES

LEXILE



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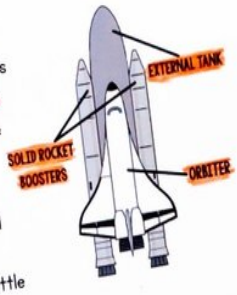
Nonfiction Images Name: _____ Date: _____

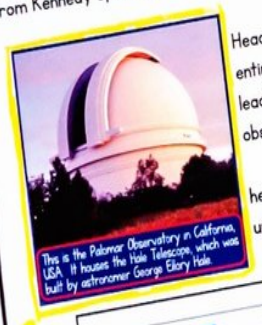
Level: 790

TEST: NASA

NASA stands for the National Aeronautics and Space Administration. NASA is a government agency that runs the space program and space research. NASA was developed by President Dwight D. Eisenhower in 1958.

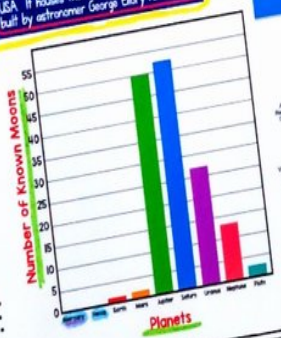
NASA has led space exploration for the United States. We have learned a lot about our planet and universe due to this space exploration. An important part of space exploration for the United States was the six manned moon landings. Also, the Skylab space station orbited Earth from 1973-1979. Many observations and experiments were conducted aboard the Skylab. Furthermore, NASA developed the space shuttle. This was the first reusable spacecraft. NASA launched 135 missions from 1981-2011 on the space shuttle from Kennedy Space Center.




This is the Palomar Observatory in California, USA. It houses the Hale Telescope, which was built by astronomer George Ellery Hale.

There are NASA centers across the United States. NASA Headquarters is in Washington DC. The headquarters leads the entire agency. There are ten centers across the country that lead the work NASA does. NASA also has numerous observatories and telescopes.

The research and exploration conducted by NASA has helped us to gain a better understanding of Earth and our universe.





Nonfiction Images

1. How has NASA helped us learn about our universe? Give three examples from the text or images to prove your answer.

NASA has helped us learn about our universe due to the six manned moon landing missions. The skylab observations and explorations also helped us learn about our universe.

2. What is the purpose of the diagram?
   a. to show where Skylab was located
   b. to show how many moons each planet has
   c. to show where the Palomar Observatory is located
   d. to show the parts of the space shuttle

3. Where is the Hale Telescope located?

The Hale Telescope is located at the Palomar Observatory in California.

4. What is the purpose of the graph?

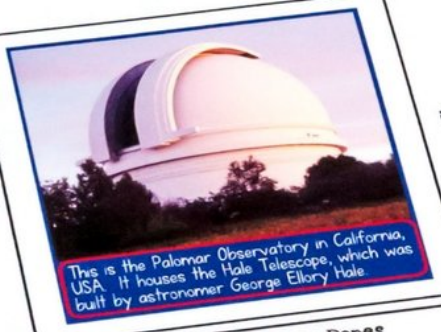
The graph shows us how many known moons are on each planet.

5. Which planets have zero moons?
   a. Earth and Mars
   b. Venus and Saturn
   c. Mercury and Mars
   d. Mercury and Venus

6. What is the name of the space center in Florida? According to the text, what is this space center known for?

The space center in Florida is called Kennedy Space Center. This space center is known for the Space Shuttle launches.

Nonfiction Text Features: Support Text

Text Feature	Example	Purpose
Caption	 This is the Palomar Observatory in California, USA. It houses the Hale Telescope, which was built by astronomer George Ellery Hale.	-Found below the illustrations or photographs -Tells what the image is about
Sidebar/ Textbox	**Bones and More Bones** The Skeletal System The skeletal system is made up of all the bones in your body. It is also made of the things that connect your bones to each other: tendons, ligaments, and cartilage. The skeletal system also includes one set of hard objects that aren't bones: your teeth! Teeth are actually made of enamel, which is a substance that is even harder than your bones. **Skeletal System FUN FACTS!** ➢ The thigh bone is the body's longest bone. ➢ Babies have more bones than adults. ➢ The collarbone is the most likely bone to get broken. ➢ There is only one bone in the body that isn't attached to any other bones: the hyoid bone.	-Found separate from the text -Gives additional information or facts
Bullet Points	Types of blood vessels: • Arteries • Veins • Capillaries	-List

Nonfiction Images

1. How does the bottlenose dolphin's size compare to a human? How does their habitat affect their size?

Bottlenose dolphins are much larger than humans.

Image that helped me illustration comparing humans to dolphins.

2. Where

e?

orld, except far north and sou

name?

heir names beca their

tle.

e purpose of the blow ?

top of the lphins head

g.

which body p does the bottlenose dolphin use to

together to catch schools

find fish.

Nonfiction Images Name: _____ Date: _____

Level: 580

Bottlenose Dolphins

Bottlenose dolphins are the most common members of the dolphin family. The bottlenose dolphin is a favorite marine mammal of many people. They are known for being graceful, friendly, and intelligent.

Bottlenose dolphins are grey. They are usually 2-4 meters long. Bottlenose dolphins weigh between 330-1,430 pounds. Their habitat affects their size. Dolphins that live in warmer waters tend to be smaller. The bottlenose dolphin gets its name from its snout that is shaped like a bottle. They have blowholes on the tops of their heads for breathing.



Bottlenose dolphins live in the dark areas.

Bottlenose dolphins eat fish. They often hunt together to catch schools of fish. They are able to find fish by using echolocation. Echolocation is when dolphins release sounds and listen for the return echoes. This helps them know where the fish are located.

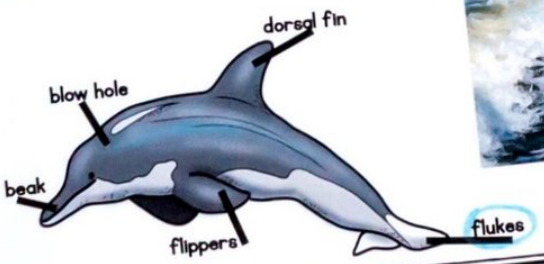


Bottlenose size compared to humans

Bottlenose dolphins use sound to communicate. They squeak and whistle to each other. They also use body language to communicate. They jump from the water and slap their tails. Bottlenose dolphins are very smart. Their intelligence is close to humans and apes. They are also very emotional animals.

Bottlenose dolphins are fascinating mammals. We still have a lot to learn about these intelligent creatures.





©Jodi Bailey

Roberto Clemente

The Life and Legacy of a Hero

Childhood

Roberto Clemente was born on August 18, 1934. He was born in Puerto Rico. He was the youngest of seven children. Roberto grew up in poverty, so he worked in the sugar fields to help his family. When Roberto was very young, he had a love of baseball. At just 16, he played baseball for Puerto Rico's **amateur** team.

The Beginning of a Career

When Roberto was 18, he was offered a contract to play baseball. Two years later, Roberto moved to Canada to play baseball with the Montreal Royals. Roberto sat on the bench most of this year. A scout from the Pittsburgh Pirates noticed Roberto and **recruited** him the next year.



Photo of Roberto during his Major League days with the Pirates

Level: 670

Roberto Clemente

Table of Contents

1. Childhood 1
2. The Beginning of a Career 1
3. Major Leagues 2
4. Personal Life 2
5. Death 2
6. Glossary 3
7. Index 4

Major Leagues

Roberto began playing with the Pittsburgh Pirates in 1955. He struggled with people judging him because of his race. Also, he did not know much English. Roberto stood up to this **discrimination**. He also became friends with other players who were treated unfairly due to their race.

Despite the discrimination Roberto encountered, his talent spoke for itself. In the 1960s, Roberto earned National League All-Star every year except for 1968. He also won two World Series with the Pirates. In 1971, Roberto won the World Series **MVP**.

Personal Life

In 1961 when Roberto was thirty years old, he married Vera Zabala. They had three children. Roberto spent his off-season doing charity work.

Death

One of Roberto's charity projects included helpin
Nicaragua after a huge earthquake. Roberto decided to
flight to help the survivors. Tragically, the airplane cras
Roberto was never found. After his death, Roberto w
into the Baseball Hall of Fame. The Roberto Clemente
also created. Each year, an outstanding baseball pla
involved in the community receives this award.

Glossary

amateur: someone who plays a sport for fun

discrimination: treating someone different because of their race, age, or sex

MVP: an award for the most valuable player

recruit: a new member of a group

Index

amateur, 1
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Pittsburgh Pirates, 1, 2
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NONFICTION TEXT IMAGES

2nd & 3rd grade

Table of Contents

* This product includes 12 Lexile® leveled passages in the 2nd-3rd Grade Florida B.E.S.T. Text Complexity Band (the range for 2nd-3rd grade is 420L-820L).

1. Nonfiction Text Features Example Charts (8 pgs.)
2. Mentor Text
3. The Power of Reading- 460L
4. The Water Cycle- 540L
5. Arbor Day- 600L
6. Layers of the Earth- 610L
7. Bottlenose Dolphins- 640L
8. How to Read a Nutrition Label- 660L
9. Roberto Clemente- 690L
10. Booker T. Washington- 750L
11. Human Body Systems- 770L
12. NASA- 780L
13. Nonfiction Text Features Test
    - Princess Diana- 640L
    - All About Large Breed Dogs- 650L

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. 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.

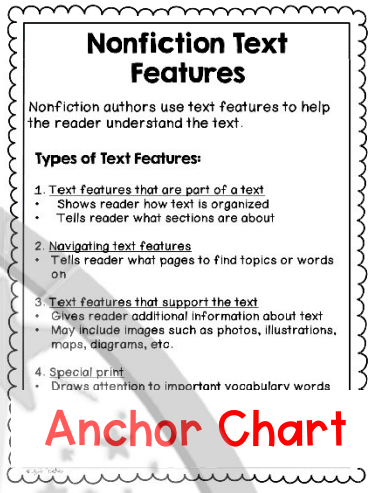
Grade Band	Lexile® Bands Aligned to Florida B.E.S.T. Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

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

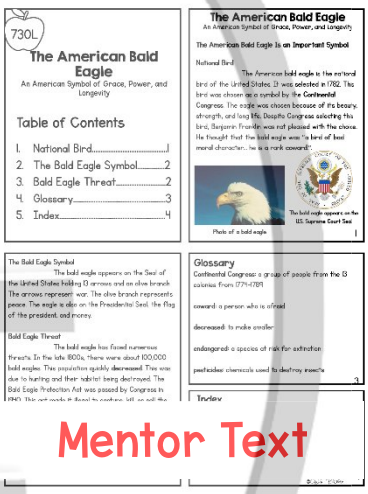
This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

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.



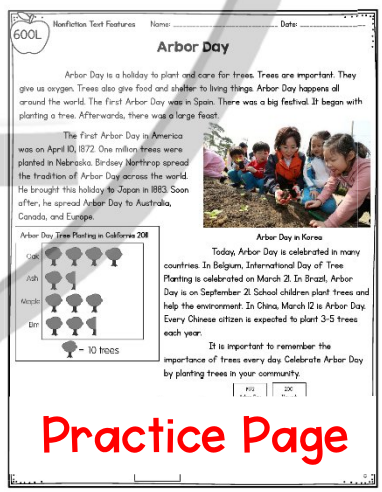
Anchor Chart

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 include a guided response, such as a graphic organizer or questions.



Mentor Text

Practice Passages: These passages are Lexile leveled and include standards-based questions. They 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.



Practice Page

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 recommended lesson layout and schedule for this resource:

Day 1: Introduce the nonfiction text features anchor charts. Discuss the fact that there are many types of text features. As readers, we need to know how to "read" these text features to gather information. Read aloud the Mentor Text: "The American Bald Eagle." Model how to identify text features. Discuss the purpose of each text feature. Emphasize that "navigating" features help readers organize and find information, while other text features may support the text or add additional information.

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 story 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.*

Nonfiction Text Features

Nonfiction authors use text features to help the reader understand the text.

Types of Text Features:

1. Text features that are part of a text
   - Shows reader how text is organized
   - Tells reader what sections are about

2. Navigating text features
   - Tells reader what pages to find topics or words on

3. Text features that support the text
   - Gives reader additional information about text
   - May include images such as photos, illustrations, maps, diagrams, etc.

4. Special print
   - Draws attention to important vocabulary words



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Text Features

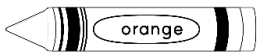
1. What is this book about? Which text feature tells you this?



_____

_____

2. How was the bald eagle selected as the national bird?



_____

Text feature that helped me: _____

3. What is the meaning of the word *endangered*? Which text feature helped you determine this?



_____

a. the index
b. the glossary
c. the bold print
d. a subheading

4. On what page could you find *Seal of The United States*? Which text feature would help you find these page numbers quickly?



Page Number: _____

a. the index
b. the heading
c. the glossary
d. the table of contents

5. On what page could you read about the bald eagle becoming threatened? Which text feature helped you? (Choose all that apply.)



Page Number: _____

a. the glossary
b. the bold print
c. a subheading
d. the table of contents

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