What and Why

Students identify an author's claim and supporting reason in two short texts.

RI.K.8 "With prompting and support, identify the claim and the reasons an author gives to support claims in a text."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 WHAT IDEA?

a

scarf	**raincoat**	**sweater**

b

trees	**flowers**	**grass**

2 WHY?

a

warm	**soft**	**dry**

b

shade	**fruit**	**seeds**

What and Why

HOW TO RUN THIS PAGE

Read each short text and its choices aloud, then give students time to circle a word. Listen for students to identify what the author says is a good idea and why the author thinks so.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · WHAT IDEA?

SAY "An author can tell us what they think is a good idea. Listen to each text and the choices. Circle the word that answers my question."

ROW	SAY	STUDENTS CIRCLE
a	We should wear a raincoat when it rains. It helps us stay dry. The choices are scarf, raincoat, sweater. What does the author say we should wear when it rains?	**raincoat**
b	We should plant trees near our playground. Trees give us shade on hot days. The choices are trees, flowers, grass. What does the author say we should plant near our playground?	**trees**

PART 2 · WHY?

SAY "Now listen to each text again. Circle the word that tells why the author thinks the idea is good."

ROW	SAY	STUDENTS CIRCLE
a	We should wear a raincoat when it rains. It helps us stay dry. The choices are warm, soft, dry. Why does the author say we should wear a raincoat?	**dry**
b	We should plant trees near our playground. Trees give us shade on hot days. The choices are shade, fruit, seeds. Why does the author say we should plant trees near our playground?	**shade**

WHAT TO ACCEPT

Part 1: raincoat, trees. Part 2: dry, shade. Accept a clear circle around the correct word in each row.