Find the Why

Listen to each author's point and circle the reason.

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

NAME _____ DATE _____

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

1 LISTEN AND CIRCLE

a	neat	wet	torn
b	warm	dry	soft

2 FIND THE REASON

a	warm	soft	dirt
b	spills	color	cold

Find the Why

HOW TO RUN THIS PAGE

Read each passage and its choices aloud, then give children time to circle the word that tells the author's reason. Model with the example in Part 1, and record any prompting separately from each child's answers.

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

PART 1 · LISTEN AND CIRCLE

SAY "Listen to my example: 'A bell is useful because it makes a sound.' Sound is the author's reason. Now listen for the reason in each short passage."

ROW	SAY	STUDENTS CIRCLE
a	The words are neat, wet, torn. The author says, 'Books should go on a shelf. A shelf keeps books neat.' Which word tells why books should go on a shelf?	**neat**
b	The words are warm, dry, soft. The author says, 'Wear boots in the rain. Boots keep your feet dry.' Which word tells why the author says to wear boots?	**dry**

PART 2 · FIND THE REASON

SAY "Listen for why the author makes each point. Circle the word that tells the reason."

ROW	SAY	STUDENTS CIRCLE
a	The words are warm, soft, dirt. The author says, 'Wash your hands before you eat. Soap takes dirt off your hands.' Which word tells why the author says to wash your hands?	**dirt**
b	The words are spills, color, cold. The author says, 'Put a lid on your cup when you carry a drink. A lid stops spills.' Which word tells why the author says to use a lid?	**spills**

WHAT TO ACCEPT

Answers in order: neat, dry, dirt, spills. Accept a circled answer or a clear oral identification, and note any support separately.