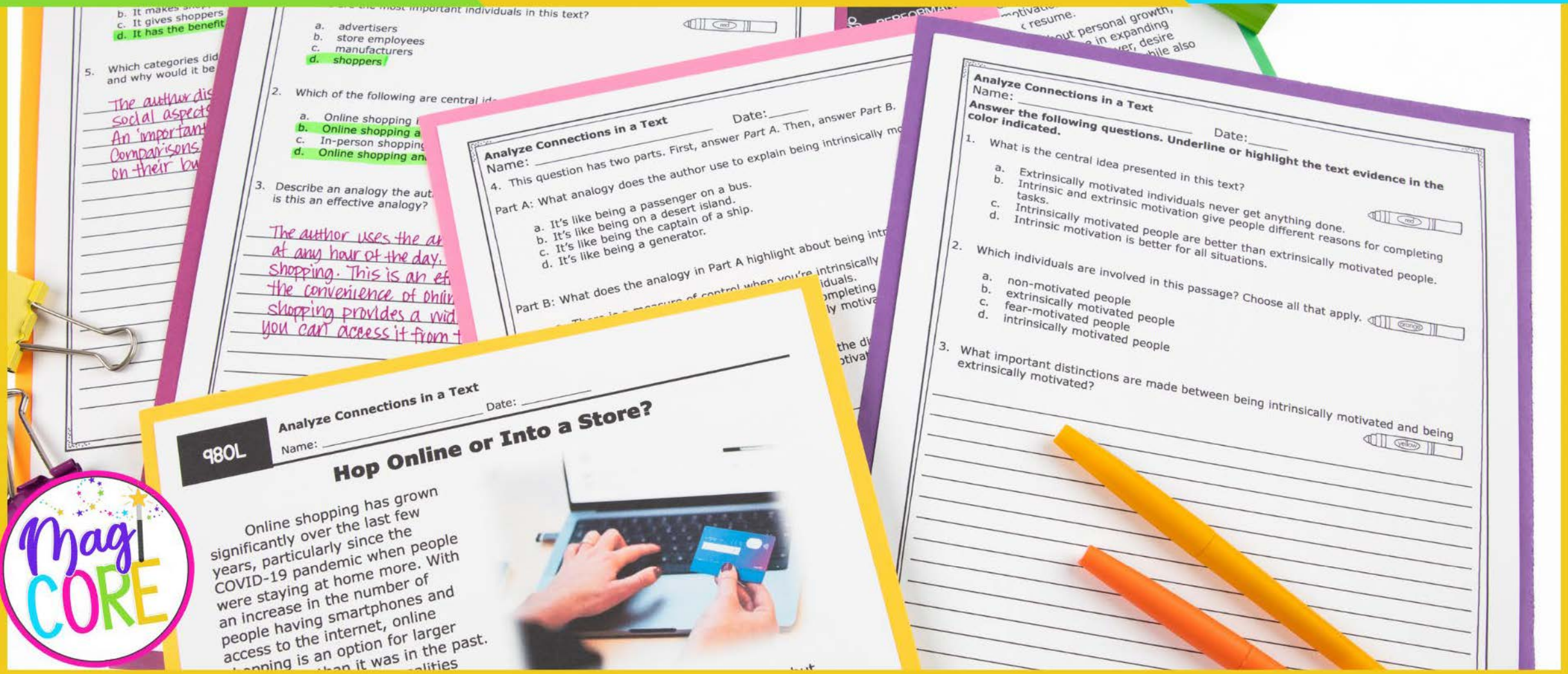
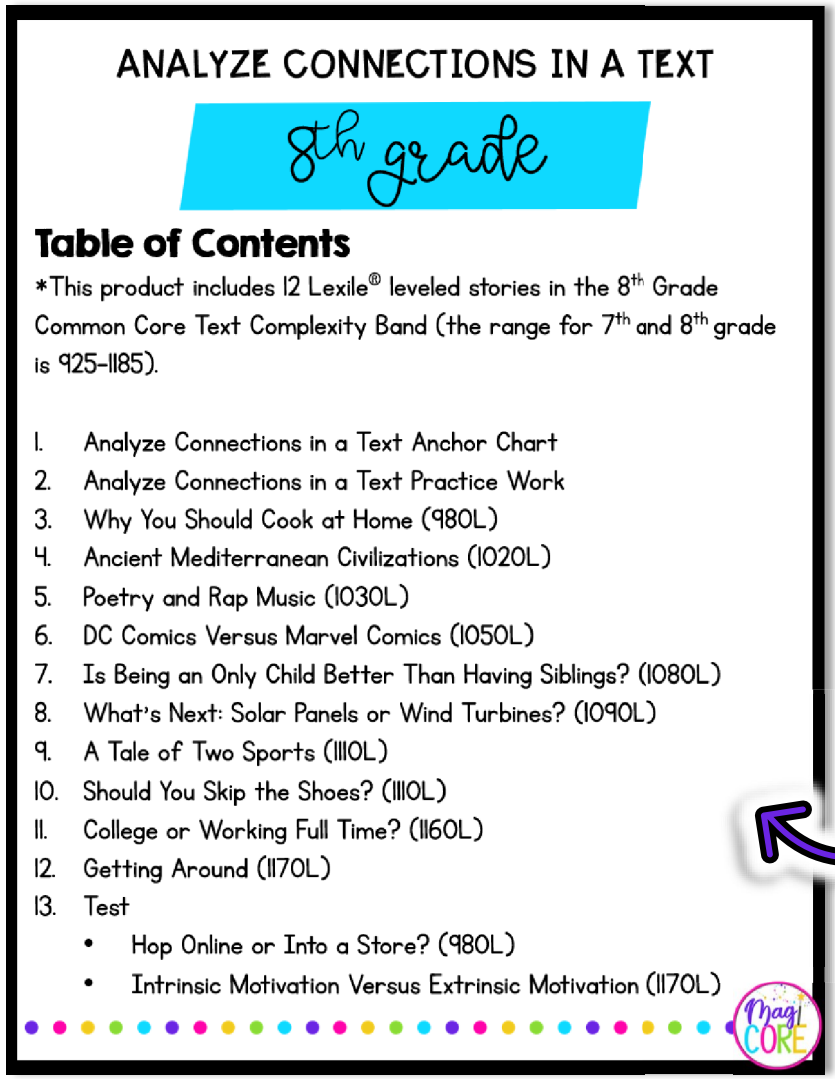
NONFICTION 8TH GRADE RI. 8.3



ANALYZE CONNECTIONS IN A TEXT

WHAT'S INSIDE?



ANALYZE CONNECTIONS IN A TEXT

8th grade

Table of Contents

*This product includes 12 Lexile® leveled stories in the 8th Grade Common Core Text Complexity Band (the range for 7th and 8th grade is 925-1185).

1. Analyze Connections in a Text Anchor Chart
2. Analyze Connections in a Text Practice Work
3. Why You Should Cook at Home (980L)
4. Ancient Mediterranean Civilizations (1020L)
5. Poetry and Rap Music (1030L)
6. DC Comics Versus Marvel Comics (1050L)
7. Is Being an Only Child Better Than Having Siblings? (1080L)
8. What's Next: Solar Panels or Wind Turbines? (1090L)
9. A Tale of Two Sports (1110L)
10. Should You Skip the Shoes? (1110L)
11. College or Working Full Time? (1160L)
12. Getting Around (1170L)
13. Test
    - Hop Online or Into a Store? (980L)
    - Intrinsic Motivation Versus Extrinsic Motivation (1170L)

PRINTABLE PDFs covering the 8th grade text complexity band with Certified Lexile Levels.

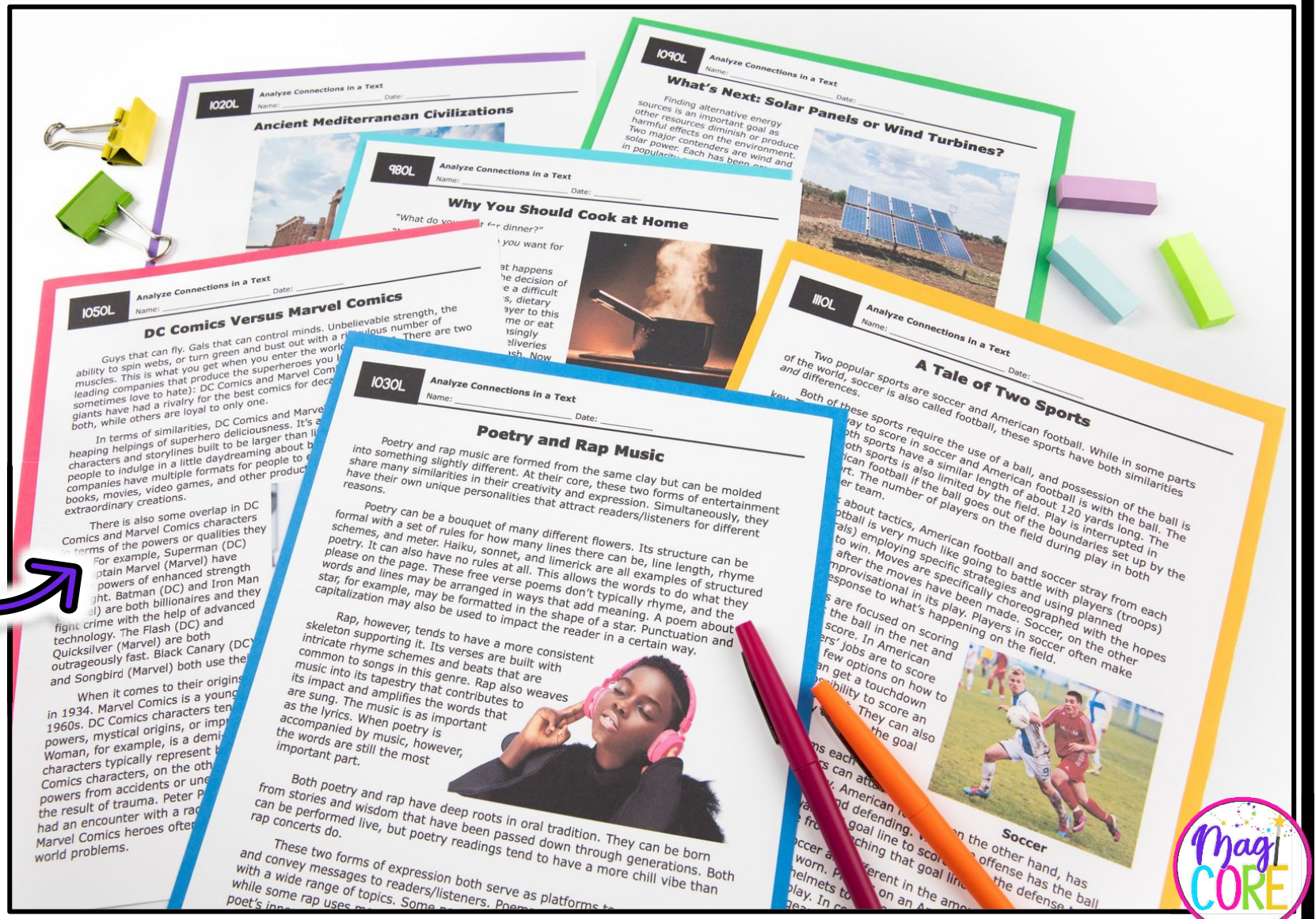
- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable Slides Included

LEXILE®

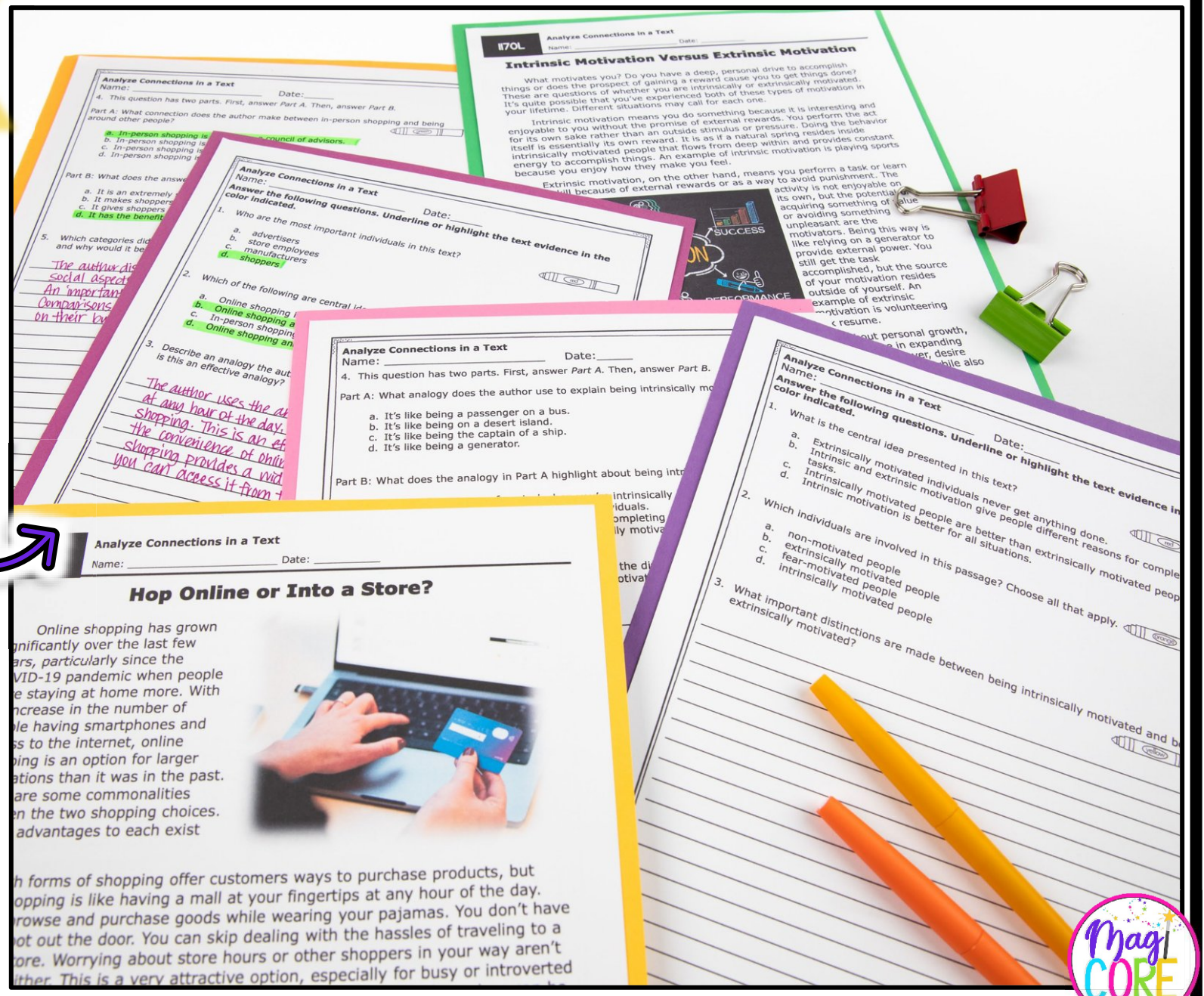
12 NONFICTION PASSAGES

- Learn in color! Visual cues reinforce text evidence.
- Teachers can quickly check student work.
- Variety of structures to spark comprehension AND curiosity.
- Dive into interesting and engaging informational texts.



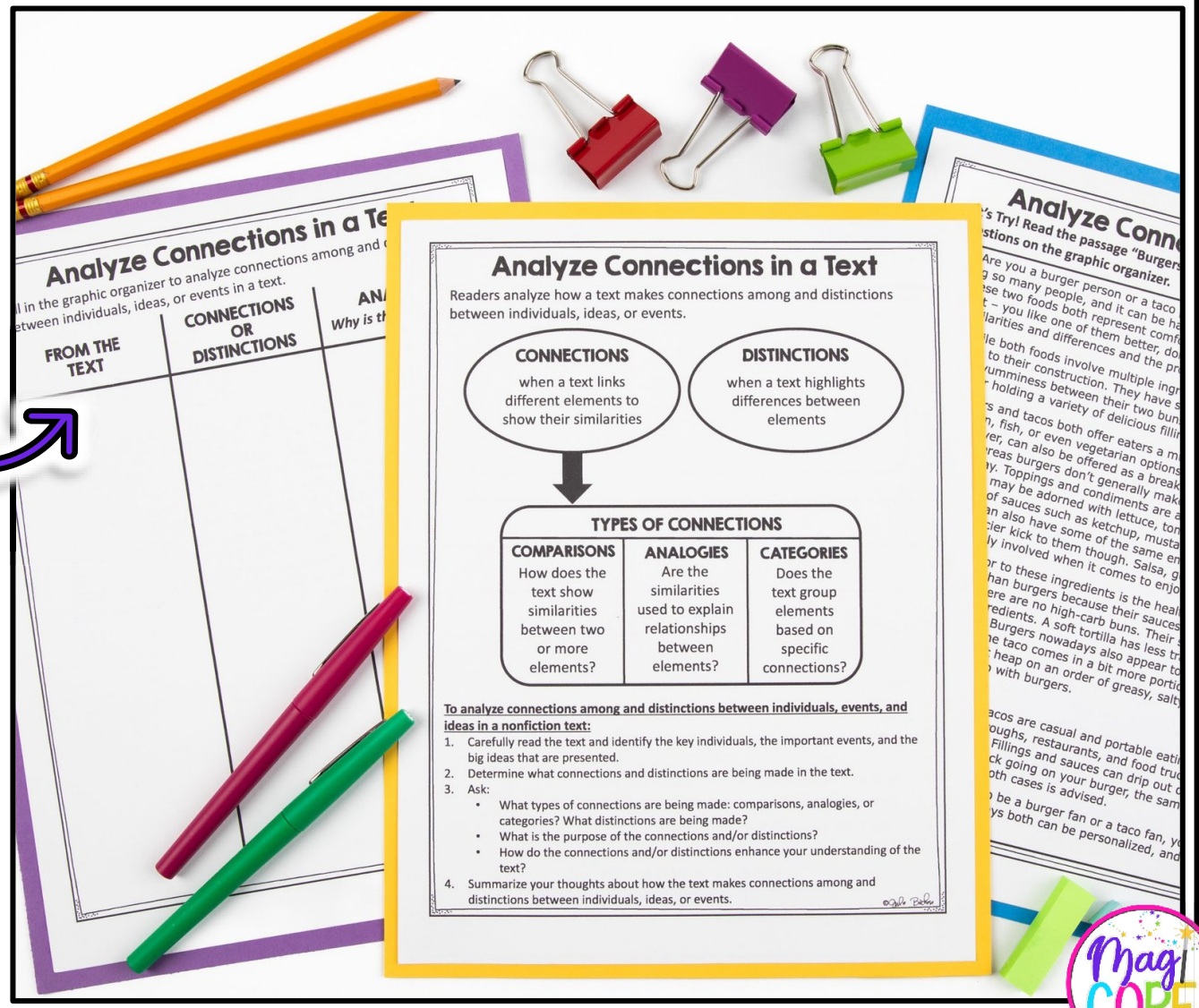
QUESTIONS

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



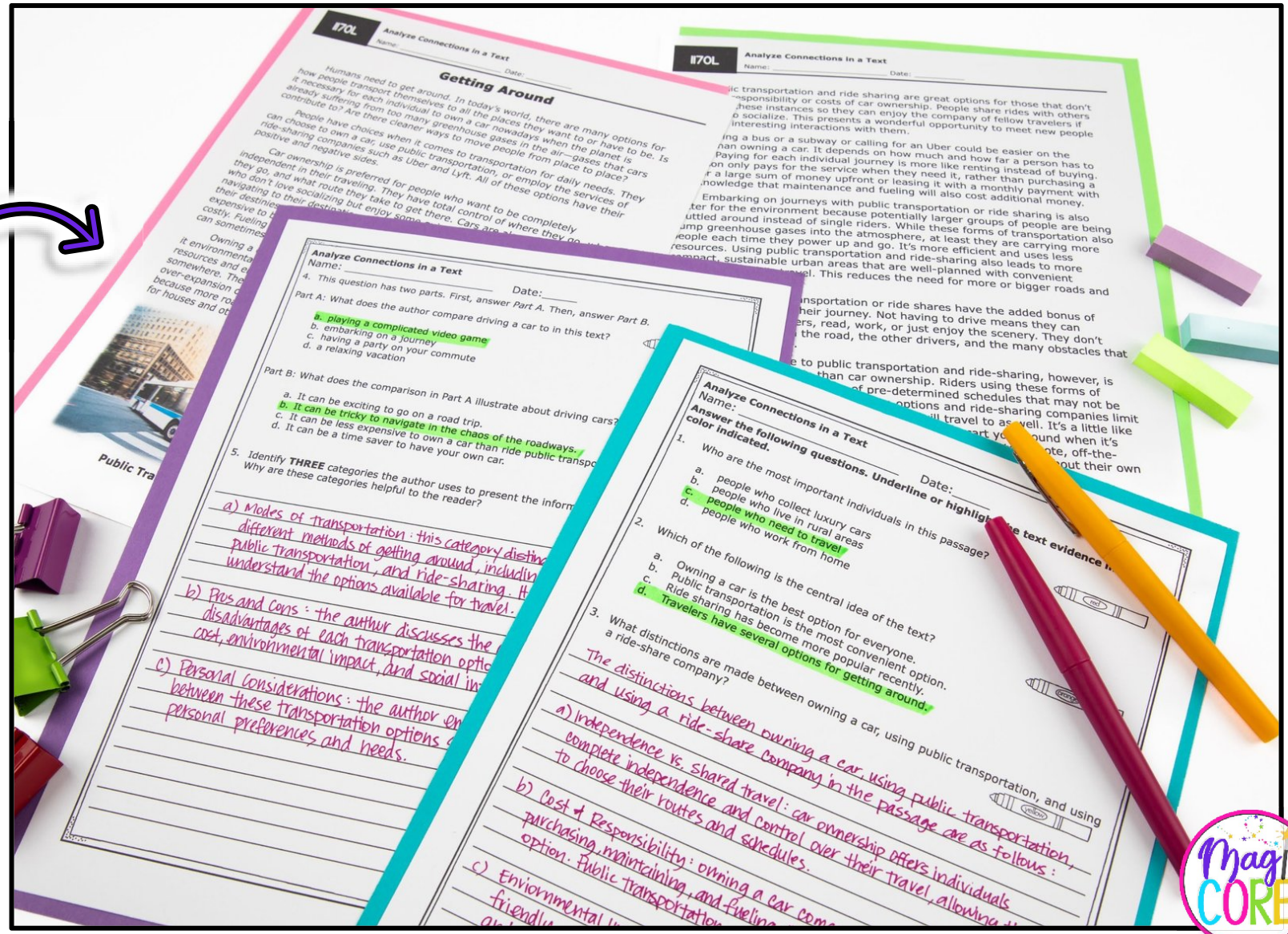
ANCHOR CHART

- Anchor chart breaking down how to analyze connections in a nonfiction text.
- Practice passage and warmup activity sheet
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference



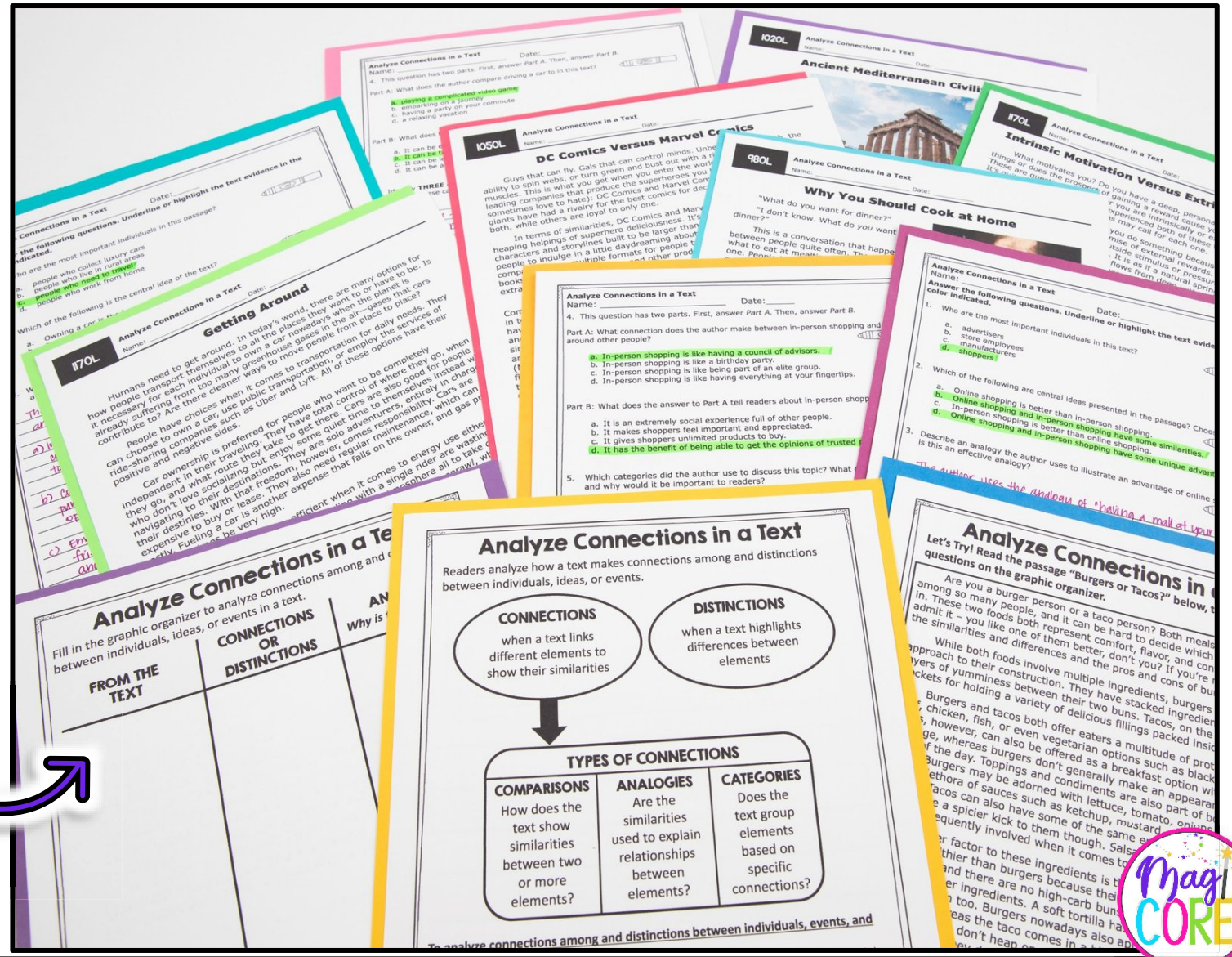
ASSESSMENTS

- 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 1,000 teachers... and counting!... To help students grow their reading skills



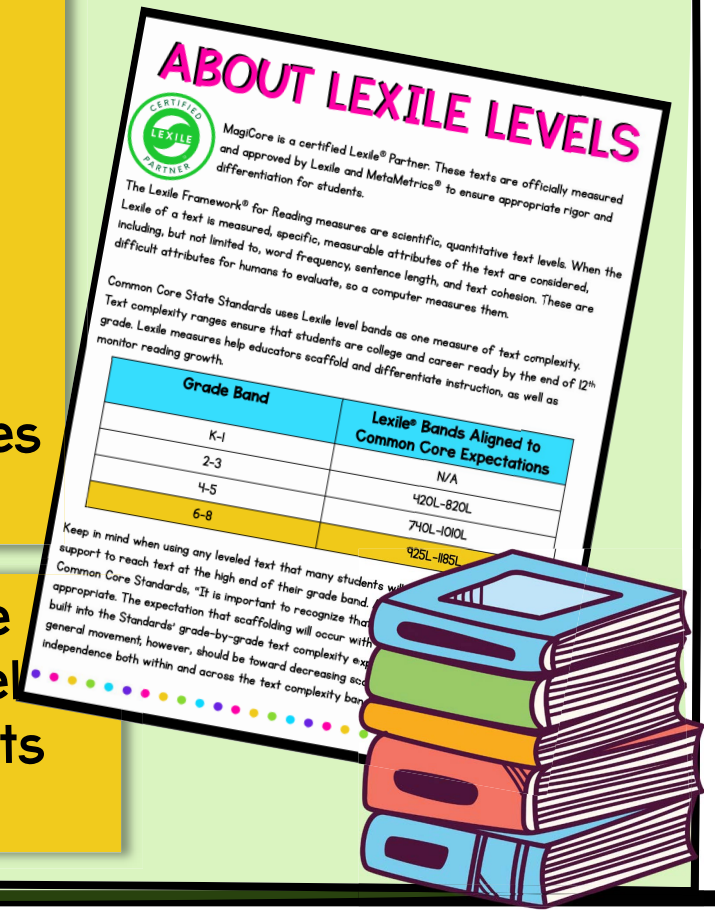
ALIGNS TO SCIENCE OF READING

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

Our passages provide that essential variety of fiction 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.

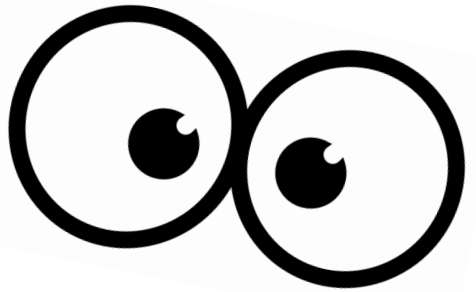
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



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



Analyze Connections in a Text

Readers analyze how a text makes connections among and distinctions between individuals, ideas, or events.

CONNECTIONS
when a text links different elements to show their similarities

DISTINCTIONS
when a text highlights differences between elements

TYPES OF CONNECTIONS

COMPARISONS	ANALOGIES	CATEGORIES
How does the text show similarities between two or more elements?	Are the similarities used to explain relationships between elements?	Does the text group elements based on specific connections?

To analyze connections among and distinctions between individuals, events, and ideas in a nonfiction text:

1. Carefully read the text and identify the key individuals, the important events, and the big ideas that are presented.
2. Determine what connections and distinctions are being made in the text.
3. Ask:
   - What types of connections are being made: comparisons, analogies, or categories? What distinctions are being made?
   - What is the purpose of the connections and/or distinctions?
   - How do the connections and/or distinctions enhance your understanding of the text?
4. Summarize your thoughts about how the text makes connections among and distinctions between individuals, ideas, or events.

©Deb Bachus

Analyze Connections in a Text

Let's Try! Read the passage "Burgers or Tacos?" below, then answer the questions on the graphic organizer.

Are you a burger person or a taco person? Both meals are favorites among so many people, and it can be hard to decide which camp you stand in. These two foods both represent comfort, flavor, and convenience, but admit it – you like one of them better, don't you? If you're not sure, explore the similarities and differences and the pros and cons of burgers and tacos.

While both foods involve multiple ingredients, burgers take a skyscraper approach to their construction. They have stacked ingredients, creating layers of yumminess between their two buns. Tacos, on the other hand, are pockets for holding a variety of delicious fillings packed inside.

Burgers and tacos both offer eaters a multitude of protein choices with beef, chicken, fish, or even vegetarian options such as black bean variations. Tacos, however, can also be offered as a breakfast option with eggs and sausage, whereas burgers don't generally make an appearance at the first meal of the day. Toppings and condiments are also part of both burgers and tacos. Burgers may be adorned with lettuce, tomato, onions, cheese, bacon, and a plethora of sauces such as ketchup, mustard, mayonnaise, and BBQ sauces. Tacos can also have some of the same embellishments. Their sauces often have a spicier kick to them though. Salsa, guacamole, and sour cream are also frequently involved when it comes to enjoying tacos.

Another factor to these ingredients is the health of them. Tacos tend to be a bit healthier than burgers because their sauces don't include mayonnaise and there are no high-carb buns. Their sauces are typically made of fresher ingredients. A soft tortilla has less trans fat than a hamburger bun too. Burgers nowadays also appear to be more super-sized than ever, whereas the taco comes in a bit more portion-controlled size. Normally people don't heap on an order of greasy, salty French fries with tacos either as they do with burgers.

Hungry yet?

Both burgers and tacos are casual and portable eating experiences that can be found in drive-throughs, restaurants, and food trucks. Tacos tend to be a little messier to eat. Fillings and sauces can drip out of the tortilla, but if you don't have a good stack going on your burger, the same might be true. Having napkins handy in both cases is advised.

Whether you choose to be a burger fan or a taco fan, your tastebuds will be happy with all the ways both can be personalized, and your belly will be full.

Analyze Connections in a Text

Fill in the graphic organizer to analyze connections among and distinctions between individuals, ideas, or events in a text.

FROM THE TEXT	CONNECTIONS OR DISTINCTIONS	ANALYSIS *Why is this important?*

Magi CORE

AND ANOTHER PEEK

1020L

Analyze Connections in a Text

Name: _____ Date: _____

Ancient Mediterranean Civilizations



The Parthenon in Greece

Ancient Greece and Ancient Rome are two of the most recognized civilizations of the past. The Greeks preceded the Romans and influenced much of the Roman culture. There are similarities and differences in the geography, society, government, economy, military, art, and religion of these civilizations.

Greece and Rome are both located in the Mediterranean, but their landscapes are different. The Greek city-states were coastal and separated by the hills of the countryside, making it challenging to maintain control of lands as a whole. Rome, however, was inland at the center of the Italian peninsula. Romans built roads connecting their lands, making it easy to unify their empire.

Both Greek and Roman societies consisted of several classes of people. These included freedmen, enslaved people, foreigners, and women. Women were considered property, belonging to their fathers and then husbands, in both civilizations. As the Roman Empire grew, however, women gained some freedoms including the right to own land, run businesses, and inherit wealth.

In terms of government, kings originally ruled both Ancient Greece and Ancient Rome. Greece morphed into an oligarchy, or ruled by a few, and then to a democracy where citizens voted. City-states formed, but they often came into conflict and weakened Greece overall. This divided Greece, so it became vulnerable later to outside attack. Rome got rid of its monarchy for a time as well. It shifted to a republic form of government that included parts of a democracy, oligarchy, and a monarchy. Then Rome became an empire, ruled by emperors until it split apart.

Analyze Connections in a Text

Name: _____ Date: _____

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

1. Who are the important individuals discussed in this text? Choose all that apply. (red)

   a. Ancient Romans
   b. historians
   c. Ancient Greeks
   d. archaeologists

2. Which of the following are events discussed in the passage? Choose all that apply. (orange)

   a. Women gained some freedoms in Ancient Rome.
   b. Rome became an empire.
   c. Greeks attacked the Romans.
   d. Greeks engaged in trading.

3. What distinction does the text make between Ancient Greek and Ancient Roman landscapes? According to the text, what effect does this distinction have on the two civilizations? (yellow)

Analyze Connections in a Text

Name: _____ Date: _____

4. This question has two parts. First, answer *Part A*. Then, answer *Part B*.

Part A: What analogy is made in the text to describe the Greeks' military strategy? (green)

   a. The Greeks were like separate tactical teams.
   b. The Greeks were like sculptures.
   c. The Greeks were like bricks.
   d. The Greeks were like paintings.

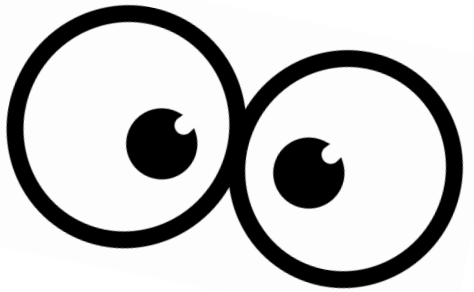
Part B: How does the analogy in Part A get further developed in the text?

   a. The author states the bricks form a wall to defend and attack.
   b. The author states the teams could spread out and be more versatile.
   c. The author states the soldiers represent different colors in the painting.
   d. The author states the sculptures acted as decoys to trick enemies.

5. What categories does the author use to compare and contrast Ancient Greek and Roman civilizations? Why are these categories good choices? (blue)

MagiCORE

CHECK THIS OUT TOO!



IIIOL

Analyze Connections in a Text

Name: _____ Date: _____

A Tale of Two Sports

Two popular sports are soccer and American football. While in some parts of the world, soccer is also called football, these sports have both similarities *and* differences.

Both of these sports require the use of a ball, and possession of the ball is key. The only way to score in soccer and American football is with the ball. The fields used in both sports have a similar length of about 120 yards long. The area of play in both sports is also limited by the field. Play is interrupted in soccer and American football if the ball goes out of the boundaries set up by the fields in each sport. The number of players on the field during play in both sports is eleven per team.

When we talk about tactics, American football and soccer stray from each other. American football is very much like going to battle with players (troops) and coaches (generals) employing specific strategies and using planned formations in order to win. Moves are specifically choreographed with the hopes of specific outcomes after the moves have been made. Soccer, on the other hand, is a bit more improvisational in its play. Players in soccer often make moves on the fly in response to what's happening on the field.

In soccer, players are focused on scoring *goals*. They aim to get the ball in the net and that is the only way to score. In American football, however, players' jobs are to score *points*, and they have a few options on how to accomplish that. They can get a touchdown for six points with the possibility to score an extra point from a kick attempt. They can also try for two extra points by crossing the goal line again.



Soccer

In soccer, the two teams each try to score goals, and all the players can attack and defend while the game is in play. American football, on the other hand, has teams that take turns attacking and defending. When the offense has the ball, they attempt to advance toward the goal line to score, while the defense tries to prevent the opposing offense from reaching that goal line.

American football and soccer are different in the amount of contact allowed and the protective equipment worn. Players on an American football team are like knights in full armor with helmets to protect themselves from the full contact that is allowed during play. In contrast, soccer players have limited contact and far less protective gear with no helmets required. Furthermore, the

©Tyler Packer

Analyze Connections in a Text

Name: _____ Date: _____

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

1. What is the central idea discussed in this passage? (red)

   a. Soccer has more fans than American football.
   b. Soccer and American football are popular sports with similarities and differences.
   c. American football brings people from all over the globe together to enjoy the sport.
   d. American football and soccer have very little in common.

2. Who are the most important individuals in this text? (orange)

   a. soccer and American football players
   b. news reporters
   c. cheerleaders
   d. sports equipment manufacturers

3. What categories can be applied to the similarities the author discusses among soccer and American football? (yellow)

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Analyze Connections in a Text

Name: _____ Date: _____

4. This question has two parts. First, answer *Part A*. Then, answer *Part B*.

Part A: What connection is made between American football players and the equipment they wear? (green)

   a. Players are like vulnerable victims.
   b. Players are like stunt doubles in movies.
   c. Players are like actors in a play.
   d. Players are like knights in full armor.

Part B: What does the answer to Part A say about American football as compared to soccer?

   a. American football puts on a more spectacular show than soccer.
   b. American football is far more dangerous than soccer and players need better protection.
   c. American football is staged to better entertain spectators, but soccer is realistic.
   d. American football is a battle between teams, but soccer is less intense.

5. Discuss a distinction made in the passage between American football and soccer that may affect whether or not someone wants to play the sport. (blue)

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UPGRADE THEIR SKILLS!

The THEME AND CENTRAL IDEA Unit Contains:

- 12 Printable Lexile Leveled Reading Comprehension Passages
- Anchor Charts
- Rigorous comprehension questions for each passage
- Assessment Passages and Question
- Prepares students to determine a theme or central idea of a text

Love this unit but want to focus on Literary Skills? Try the THEME & CENTRAL IDEA unit!

