NONFICTION 7TH & 8TH GRADE RI. 7.5/8.5

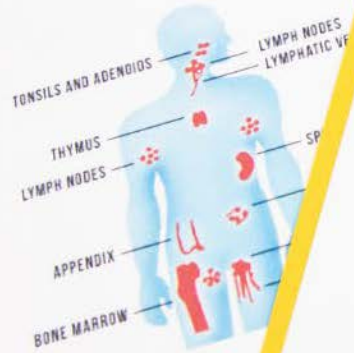
970L

Analyze Text Structure

Name: _____ Date: _____

Give Me Immunity

Our bodies are made of several systems that perform specific functions that keep us alive. One of those systems is the **immune system**. This system provides defense against infections in the body. It attacks germs, such as microscopic bacteria, viruses, and [illegible] that can cause disease. [illegible] three types of immunity. [illegible] born with this type [illegible]ion. The skin [illegible] to block germs [illegible]ody is an [illegible]mmunity. [illegible]elop this type of [illegible]ut our lives as [illegible] or get vaccines [illegible]. We borrow this type of [illegible]ther source, and



Organs of the I

1120L

Analyze Text Structure

Name: _____ Date: _____

Pearl Harbor

Japan launched a surprise attack on Pearl Harbor, on the island of Oahu in Hawaii on December 7, 1941. This event sparked a series of moves that led to the United States using atomic bombs in order to end World War II.

The Pearl Harbor attack had roots in the ambitions of Japan long before World War II began. In the late 1800s, Japan wanted to be like Western countries. Those countries had colonies in Asia and the Pacific for the purposes of securing natural resources and markets for their goods. This created competition between Japan and countries such as the United States over their interests in Asian resources. Tension continued to build as Japan acquired new territory in China and got involved with the Axis Powers of Germany and Italy in World War II. Japan sent [illegible] Indochina. In July of 1940, the United St[illegible] iron, steel, and aviation [illegible] participat[illegible]



The *USS Shaw* exploding during the Japanese attack on Pearl Harbor, 1941

1. What text structure is used to present information on the immune system?
   a. compare and contrast
   b. chronological order
   c. description
   d. problem and solution

2. text features are included to enhance the passage? Choose all that apply.
   [illegible]eled diagram
   [illegible]ssary

Which text structure did the author use to present the information in the passage?
compare and contrast
cause and effect
description

Part B: What other piece of information does the text feature in Part A g[illegible]
a. where parts of the immune system are located in the body
[illegible] with the immune system

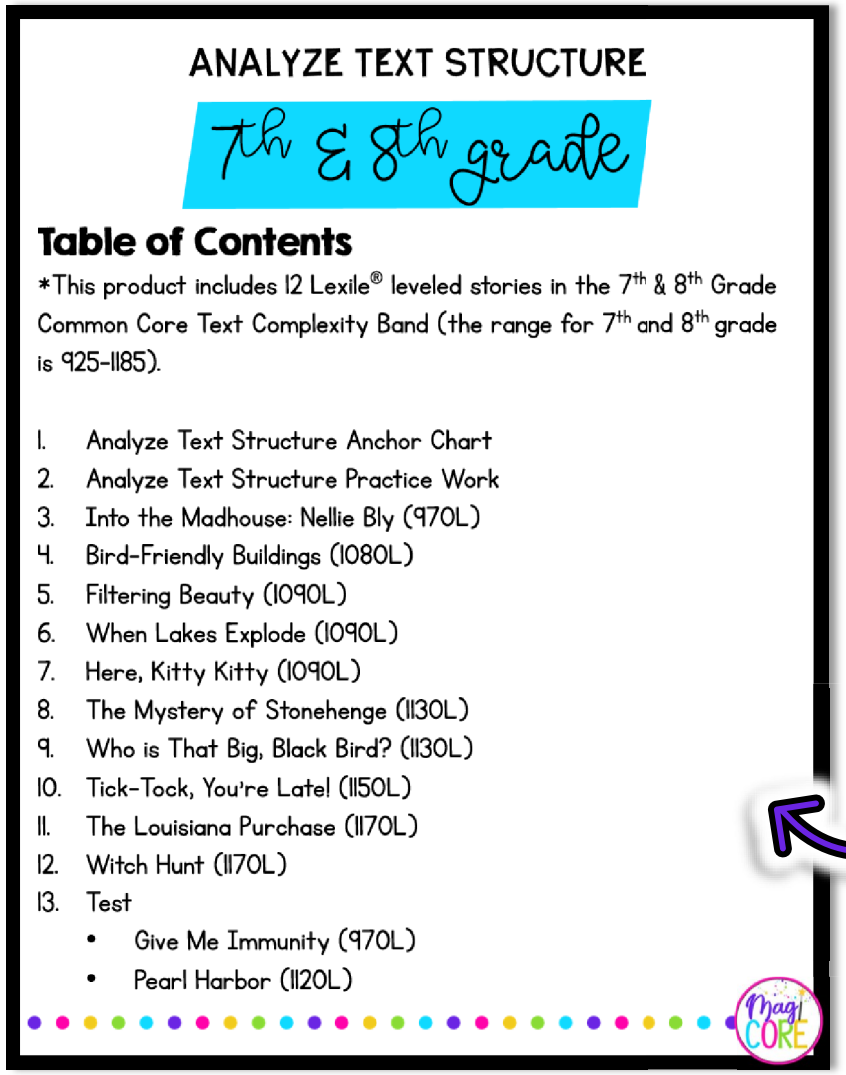
Analyze Text Structure
Name: _____ Date: _____
4. This question has two parts. First, answer Part A. Then, answer Part
Part A: What does the [illegible]ture on the second page show readers?
[illegible]e killed and wounded during the Pearl Ha
[illegible]ed and wounded during the Pearl Harbor
[illegible]raft and ships that were damaged in the
[illegible] planes that were deployed during the a
[illegible]n readers gather from the text feature
[illegible] involved in the attack
[illegible]r attack had on World War II
[illegible]Harbor attack
[illegible]d
[illegible]d explain its significance to the ove
[illegible]u have selected.
[illegible]ot the passage that discus
[illegible]hs on the Japanese a
[illegible]n August 1945.
[illegible]o the overall messa
[illegible]s the most

Mag CORE

ANALYZE TEXT STRUCTURE

CERTIFIED LEXILE PARTNER

WHAT'S INSIDE?



ANALYZE TEXT STRUCTURE

7th & 8th grade

Table of Contents

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

1. Analyze Text Structure Anchor Chart
2. Analyze Text Structure Practice Work
3. Into the Madhouse: Nellie Bly (970L)
4. Bird-Friendly Buildings (1080L)
5. Filtering Beauty (1090L)
6. When Lakes Explode (1090L)
7. Here, Kitty Kitty (1090L)
8. The Mystery of Stonehenge (1130L)
9. Who is That Big, Black Bird? (1130L)
10. Tick-Tock, You're Late! (1150L)
11. The Louisiana Purchase (1170L)
12. Witch Hunt (1170L)
13. Test
    - Give Me Immunity (970L)
    - Pearl Harbor (1120L)

PRINTABLE PDFs covering the 7th and 8th grade text complexity band with Certified Lexile Levels.

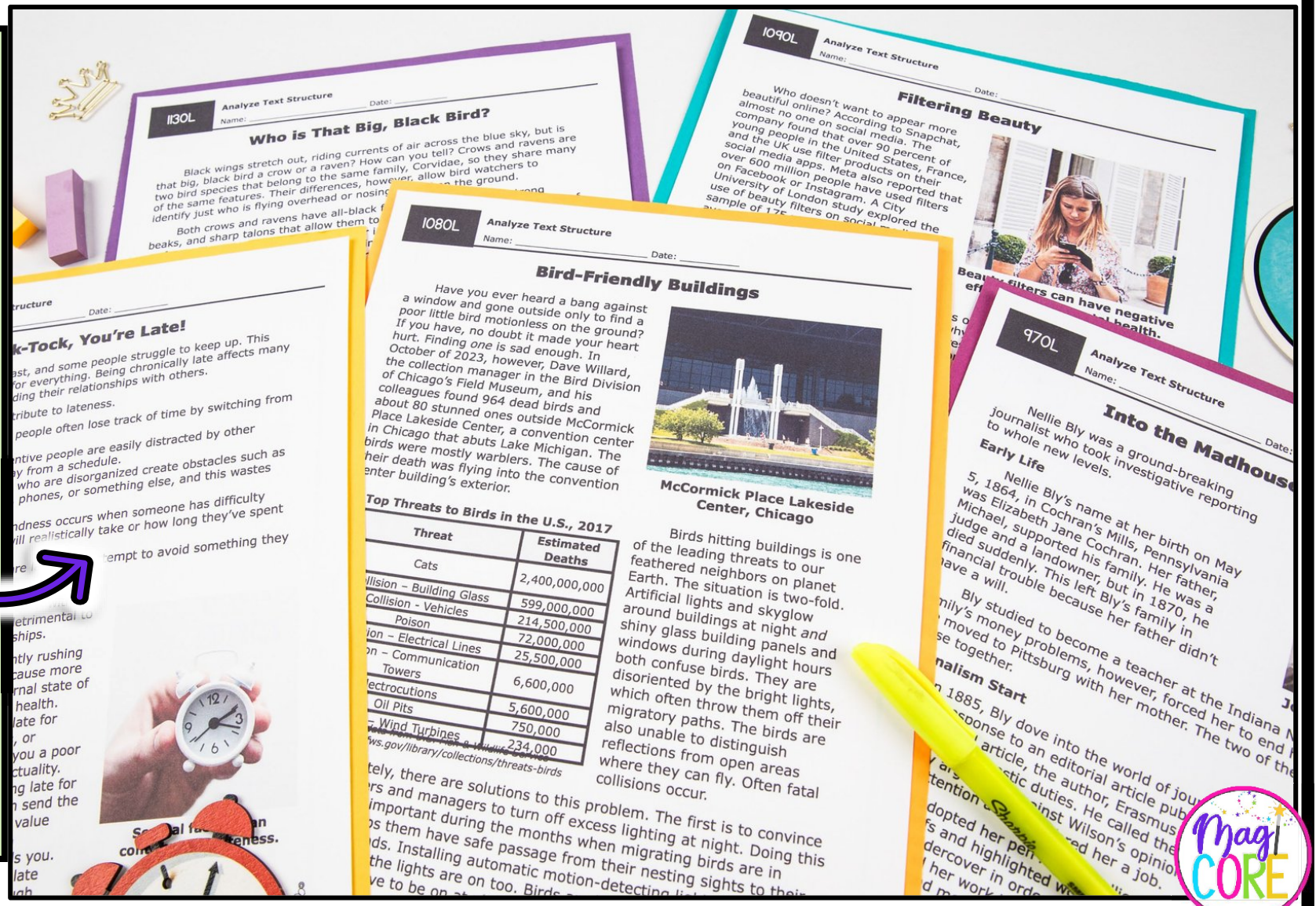
- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable Slides Included

LEXILE®

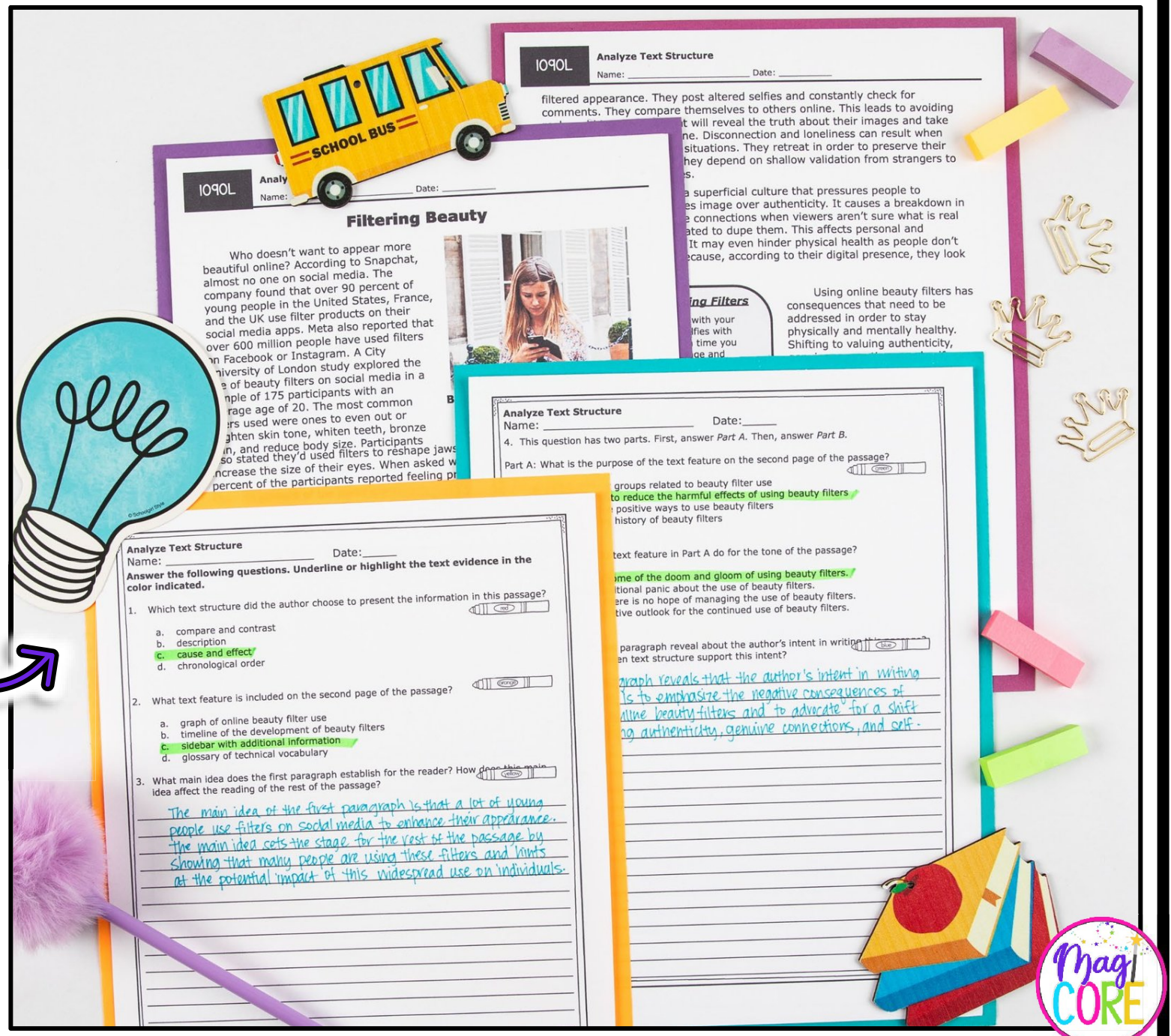
12 NONFICTION PASSAGES

- 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.



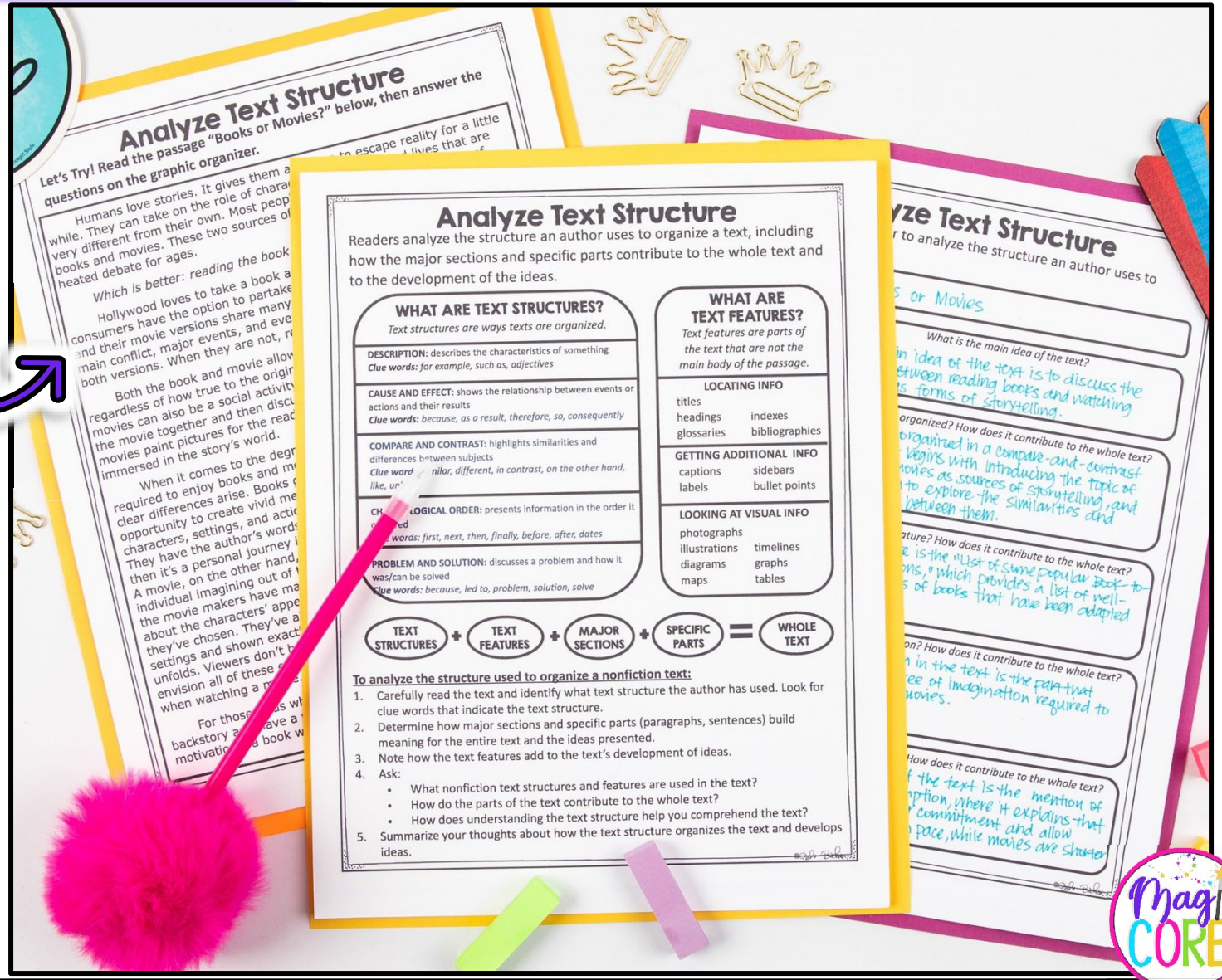
QUESTIONS

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



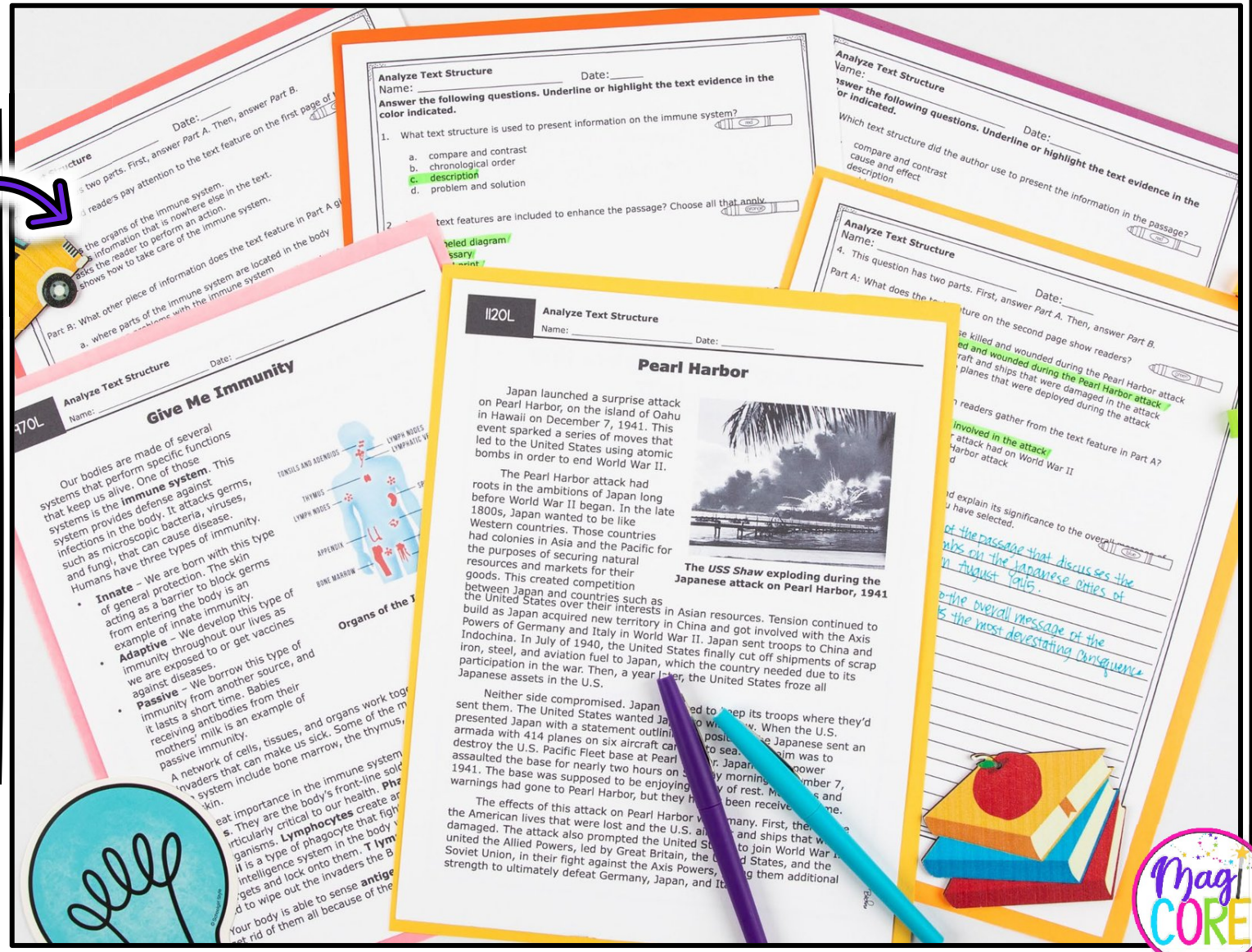
ANCHOR CHART

- Anchor chart breaking down how to analyze text structure
- 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



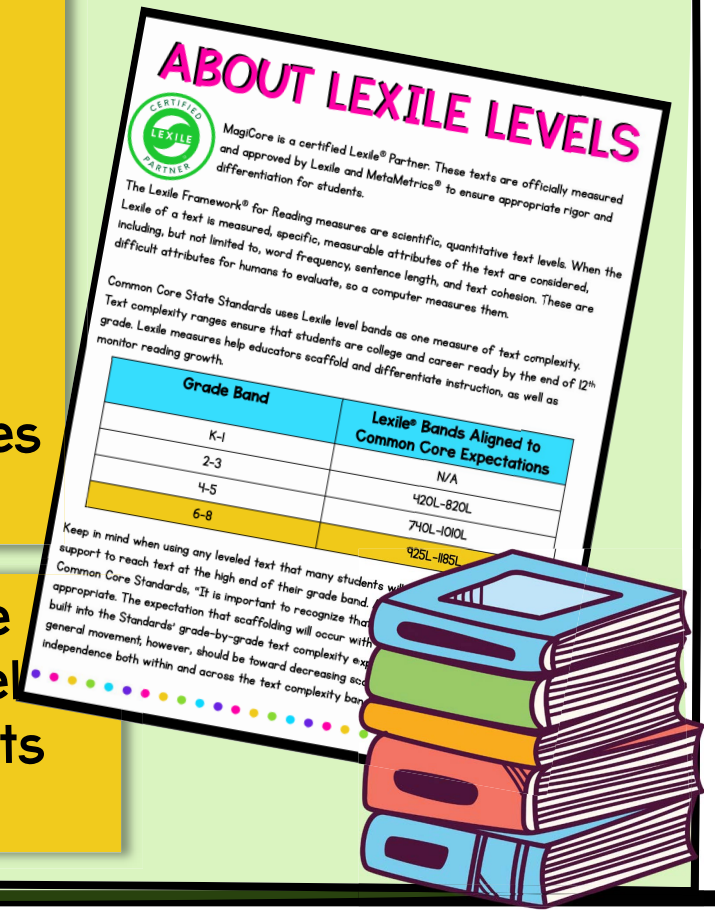
ALIGNS TO SCIENCE OF READING

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.

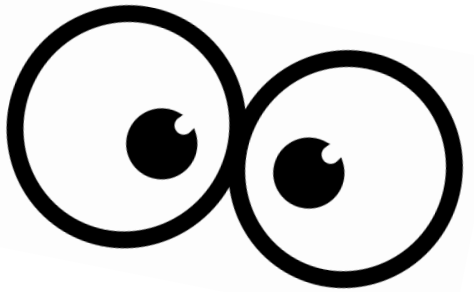
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



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 Text Structure

Readers analyze the structure an author uses to organize a text, including how the major sections and specific parts contribute to the whole text and to the development of the ideas.

WHAT ARE TEXT STRUCTURES?

Text structures are ways texts are organized.

DESCRIPTION: describes the characteristics of something
Clue words: *for example, such as, adjectives*

CAUSE AND EFFECT: shows the relationship between events or actions and their results
Clue words: *because, as a result, therefore, so, consequently*

COMPARE AND CONTRAST: highlights similarities and differences between subjects
Clue words: *similar, different, in contrast, on the other hand, like, unlike*

CHRONOLOGICAL ORDER: presents information in the order it occurred
Clue words: first, next, then, finally, before, after, dates

PROBLEM AND SOLUTION: discusses a problem and how it was/can be solved
Clue words: *because, led to, problem, solution, solve*

WHAT ARE TEXT FEATURES?

Text features are parts of the text that are not the main body of the passage.

LOCATING INFO
titles, headings, glossaries, indexes, bibliographies, resources

GETTING ADDITIONAL INFO
captions, labels, sidebars, bullet points

LOOKING AT VISUAL INFO
photographs, illustrations, diagrams, maps, timelines, graphs, tables, special text

TEXT STRUCTURES + TEXT FEATURES + MAJOR SECTIONS + SPECIFIC PARTS = WHOLE TEXT

To analyze the structure used to organize a nonfiction text:

1. Carefully read the text and identify what text structure the author has used. Look for clue words that indicate the text structure.
2. Determine how major sections and specific parts (paragraphs, sentences) build meaning for the entire text and the ideas presented.
3. Note how the text features add to the text's development of ideas.
4. Ask:
   - What nonfiction text structures and features are used in the text?
   - How do the parts of the text contribute to the whole text?
   - How does understanding the text structure help you comprehend the text?
5. Summarize your thoughts about how the text structure organizes the text and develops ideas.

©Deb Barkow

Analyze Text Structure

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

Humans love stories. It gives them a chance to escape reality for a little while. They can take on the role of characters who often lead lives that are very different from their own. Most people consume stories in the form of books and movies. These two sources of storytelling have been the topic of a heated debate for ages.

Which is better: reading the book or watching the movie?

Hollywood loves to take a book and turn it into a movie so story consumers have the option to partake in one or both forms. Ideally, books and their movie versions share many similarities. The characters, basic plot, main conflict, major events, and eventual resolution are typically the same in both versions. When they are not, readers and viewers tend to get cranky.

Both the book and movie allow people to enjoy a complete story, regardless of how true to the original text the movie is. Enjoying books and movies can also be a social activity. Friends might read the same book or see the movie together and then discuss it. Both authors of books and directors of movies paint pictures for the readers and viewers so they can feel totally immersed in the story's world.

When it comes to the degree of imagination required to enjoy books and movies, however, clear differences arise. Books give readers the opportunity to create vivid mental images of characters, settings, and action on their own. They have the author's words to guide them, but then it's a personal journey into how things look. A movie, on the other hand, takes much of that individual imagining out of the equation because the movie makers have made all the decisions about the characters' appearances in the actors they've chosen. They've also presented the settings and shown exactly how the action unfolds. Viewers don't have the chance to envision all of these elements for themselves when watching a movie.



Books offer readers the chance to use their imaginations.

For those of us who love to get a deep dive into a character's backstory and have a window into their innermost thoughts, feelings, and motivations, a book will be the right choice. Authors have pages and pages

Analyze Text Structure

Fill in the graphic organizer to analyze the structure an author uses to organize a text.

TITLE OF THE TEXT

CENTRAL IDEA
What is the main idea of the text?

TEXT STRUCTURE
How is the text organized? How does it contribute to the whole text?

TEXT FEATURE
What is one text feature? How does it contribute to the whole text?

MAJOR SECTION
What is one major section? How does it contribute to the whole text?

SPECIFIC PART
What is one specific part? How does it contribute to the whole text?

Preview

AND ANOTHER PEEK

1090L

Analyze Text Structure

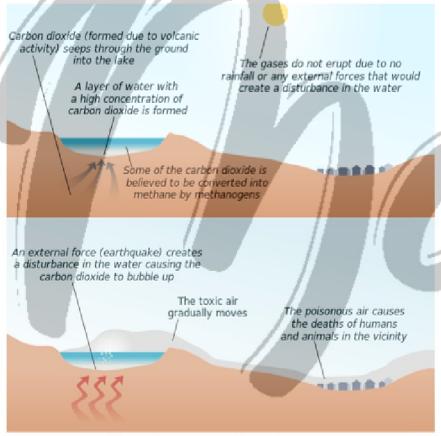
Name: _____ Date: _____

When Lakes Explode

Have you ever opened a can of soda only to have its contents erupt out of the can and fly all over the place? It can surprise you when this happens. It's also potentially a big mess to clean up, but it's not deadly. Not like when a similar phenomenon happens in a lake and creates toxic air capable of suffocating humans and animals.

Limnic eruptions, also known as lake overturns, are a rare natural disaster with catastrophic consequences. Fortunately, they don't happen in all lakes. They only occur in lakes that have an excess of dissolved gases, primarily carbon dioxide. The carbon dioxide is typically from decomposed plant or animal matter on the lake's floor. The lake also has to have a cool lake bottom and different carbon dioxide saturation in its upper and lower thermal layers. Lakes susceptible to limnic eruptions are near volcanoes. All of these conditions create a stable lake . . . until something happens to shake things up.

The main cause of limnic eruptions is volcanic activity. This churns up magma in underground chambers and emits gases like carbon dioxide and sulfur dioxide. These gases percolate into the groundwater and eventually reach the lake. When the concentration of dissolved carbon dioxide in the lower layers of the lake reaches a critical point, a triggering event such as an earthquake, a volcanic tremor, or a rapid temperature change causes the carbon dioxide to violently erupt from deep lake waters.



A limnic eruption is a rare natural disaster.

The effects of limnic eruptions are fatal. The erupting gas, made up of mostly carbon dioxide, storms to the surface of the lake. It displaces the oxygen-rich surface water. A colorless and odorless gas cloud rises, hugs the ground, and spreads out in all directions. Formerly breathable air becomes full of carbon dioxide. This causes humans and animals to asphyxiate, or not get enough oxygen into their bodies, as they

©Gabi Bucks

Analyze Text Structure

Name: _____ Date: _____

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

1. What text structure is used to present information about limnic eruptions? (red)

   a. cause and effect
   b. description
   c. problem and solution
   d. chronological order

2. What text features are included in this passage? Choose all that apply. (orange)

   a. map of where limnic eruptions occur
   b. graph of casualties from limnic eruptions
   c. sidebar with bullets of additional information
   d. labeled diagram of how limnic eruptions occur

3. How does the text feature on the first page of the passage assist readers in their comprehension of limnic eruptions? How does it complement the text structure? (yellow)

©Gabi Bucks

Analyze Text Structure

Name: _____ Date: _____

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

Part A: Which sentence is the most significant in paragraph 4? (green)

   a. The effects of limnic eruptions are fatal.
   b. The erupting gas, made up of mostly carbon dioxide, storms to the surface of the lake.
   c. It displaces the oxygen-rich surface water.
   d. Formerly breathable air becomes full of carbon dioxide.

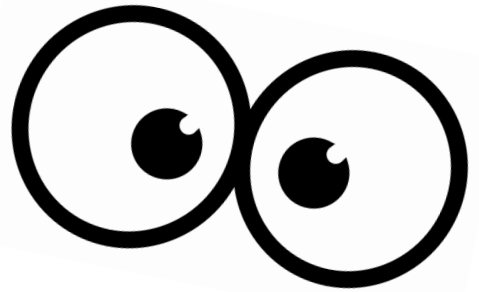
Part B: Why is the answer to Part A the most significant sentence?

   a. because it includes a shocking fact
   b. because it presents a solution to limnic eruptions
   c. because it states the main idea of the paragraph
   d. because it describes the text feature on the page

5. Discuss the purpose of the first and last paragraphs of the passage. What do they do for the reader? (blue)

MagiCORE

CHECK THIS OUT TOO!



1130L

Analyze Text Structure

Name: _____ Date: _____

Who is That Big, Black Bird?

Black wings stretch out, riding currents of air across the blue sky, but is that big, black bird a crow or a raven? How can you tell? Crows and ravens are two bird species that belong to the same family, Corvidae, so they share many of the same features. Their differences, however, allow bird watchers to identify just who is flying overhead or nosing around on the ground.

Both crows and ravens have all-black feathers, stout bodies, strong beaks, and sharp talons that allow them to grip food and perch on a medley of surfaces. These birds are known for their intelligence and are capable of using tools, solving complex problems, and being self-aware. Both species are opportunistic eaters, feasting on a wide range of food items. They are omnivores that will eat insects, small mammals, fruits, seeds, carrion, and that French fry you dropped in the parking lot on your way out of your favorite fast-food restaurant. Crows and ravens also have many vocalizations they use for communication and social interaction.



The difference between these two birds is how you can tell them apart. Ravens are much larger than crows with lengths of around 24-27 inches from head to tail and wingspans that can reach up to 4 feet. They are about the size of red-tailed hawks and weigh about 40 ounces. Crows, on the other hand, are about 17 inches long with a wingspan of up to 2.5 feet. Their size is more comparable to pigeons, and they weigh only about half as much as ravens.

Crows have feathers with iridescent purple and blue as do ravens, but ravens' plumage has an oily or wet sheen to it that crows' feathers do not. The most distinctive feather difference is in the tails of these two birds. Ravens have wedge-shaped tails with longer feathers in the center, giving the area a

©Robin Bashaw

Analyze Text Structure

Name: _____ Date: _____

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

1. Which text structure did the author select to present information in this passage?

   a. cause and effect
   b. compare and contrast
   c. problem and solution
   d. description

2. What text feature is included on the first page of this passage?

   a. map of crow and raven habitats
   b. glossary of bird-related vocabulary
   c. graph comparing the number of ravens and crows
   d. diagram with labels of crow and raven features

3. What headings could be included in this passage to assist readers when reading the content? How would these headings be helpful?

©Robin Bashaw

Analyze Text Structure

Name: _____ Date: _____

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

Part A: What does the first text feature help readers understand?

   a. the similarities between crow and raven tail and wing feathers
   b. the differences between crow and raven tail and wing feathers
   c. the functions of crow and raven tail and wing feathers
   d. the way crows and ravens use their tail and wing feathers

Part B: What does the second text feature require readers to do?

   a. review the material presented to properly identify the pictured bird
   b. compare the pictured bird to other birds found on Earth
   c. blindly guess which bird is pictured
   d. develop ways to save crows and ravens from extinction

5. What is the author's purpose in writing this passage? How does the chosen text structure support that purpose?

MagiCORE

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!

