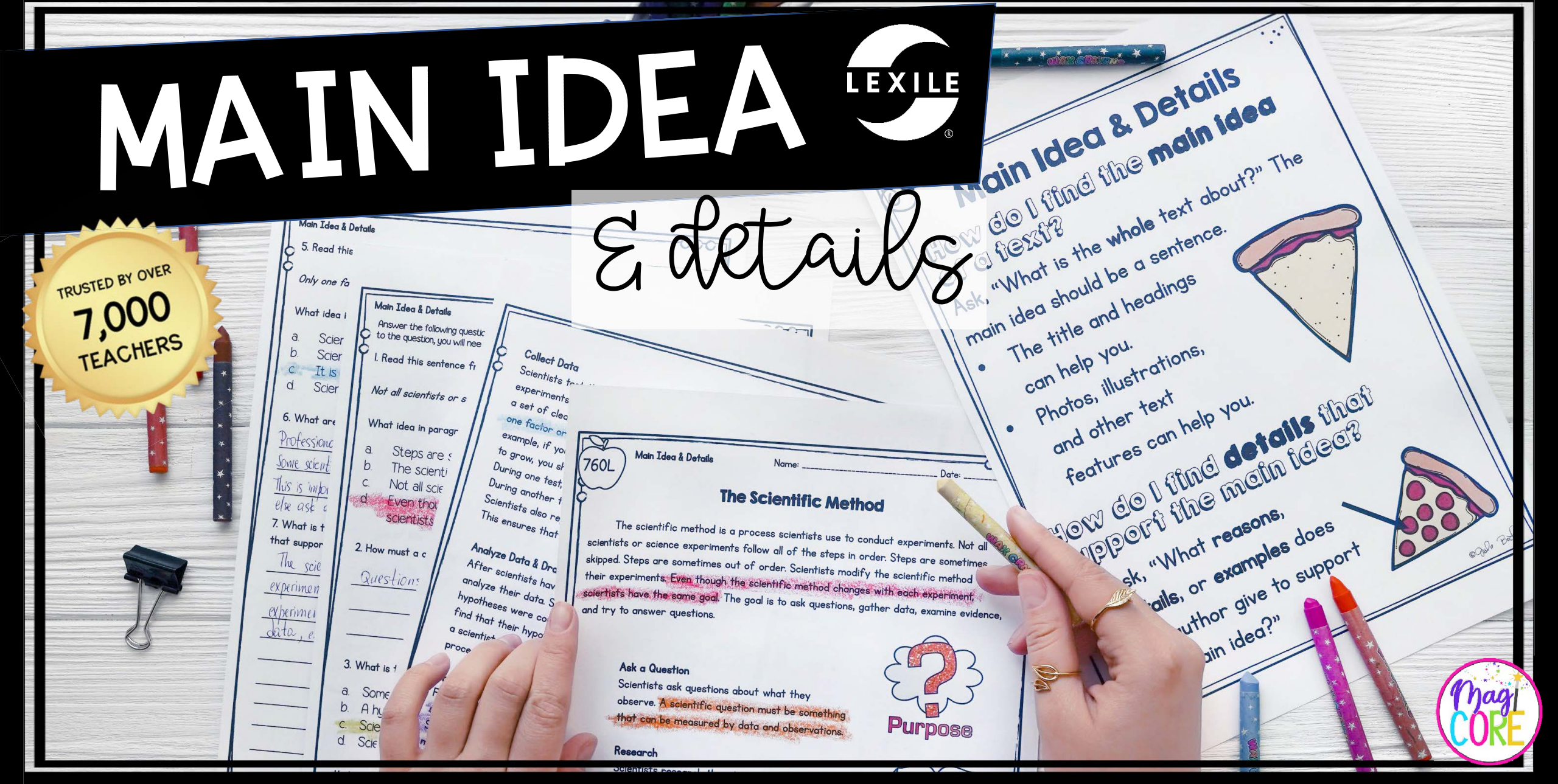
NONFICTION | 4TH & 5TH GRADE | RI.4.2 / 5.2

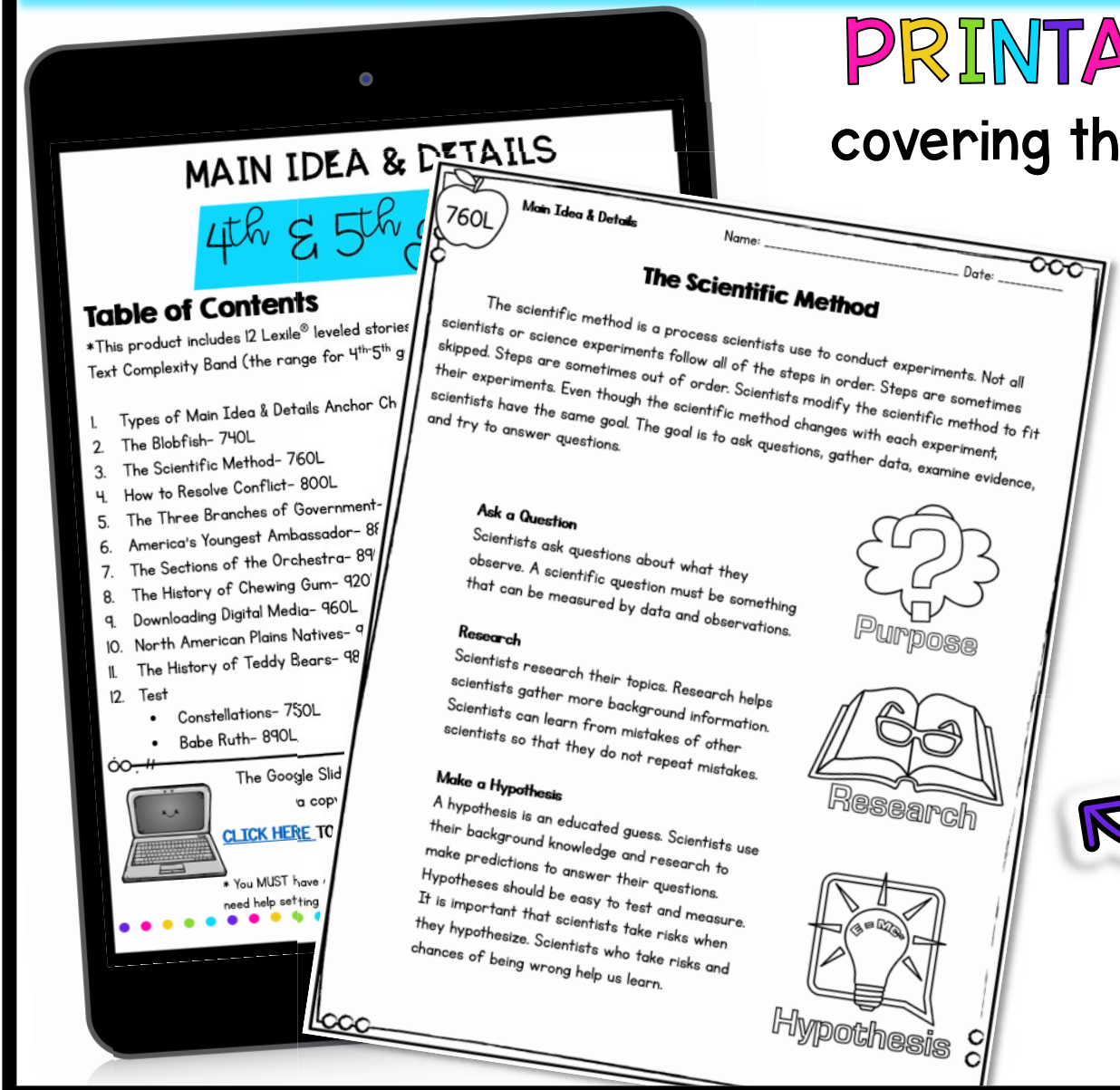
MAIN IDEA & details

LEXILE



Mag CORE

WHAT'S INSIDE?



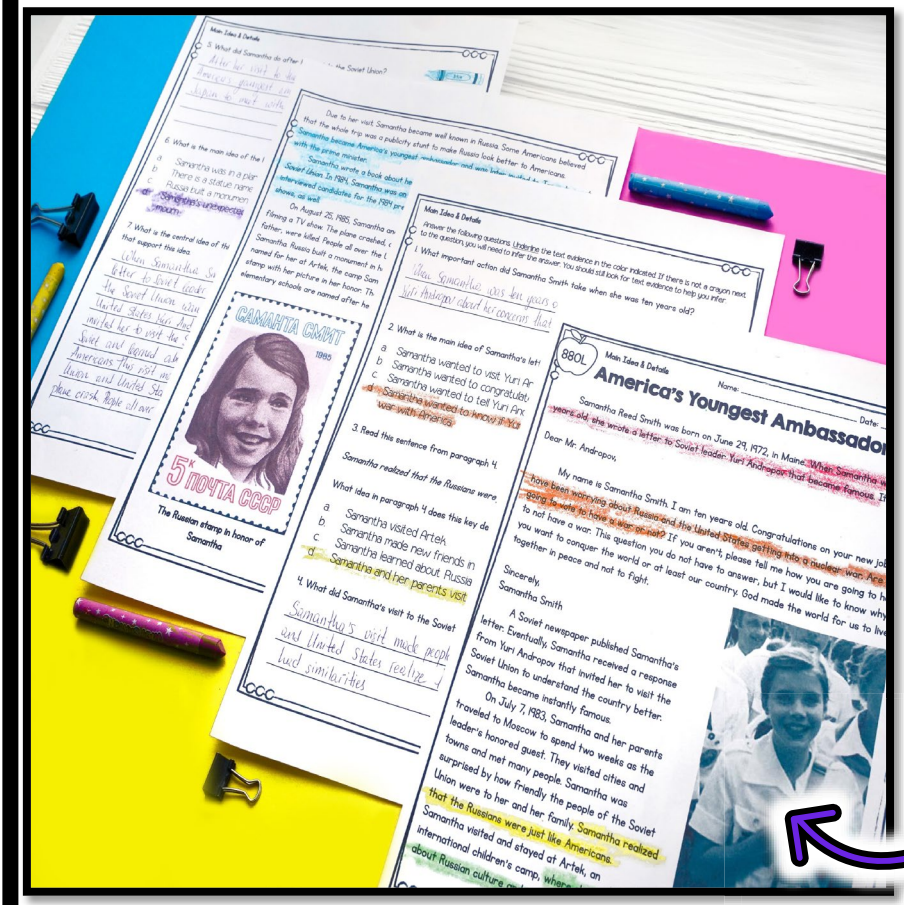
PRINTABLE PDFs and **DIGITAL** Google Slides covering the 4th and 5th grade text complexity band with Certified Lexile Levels.

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

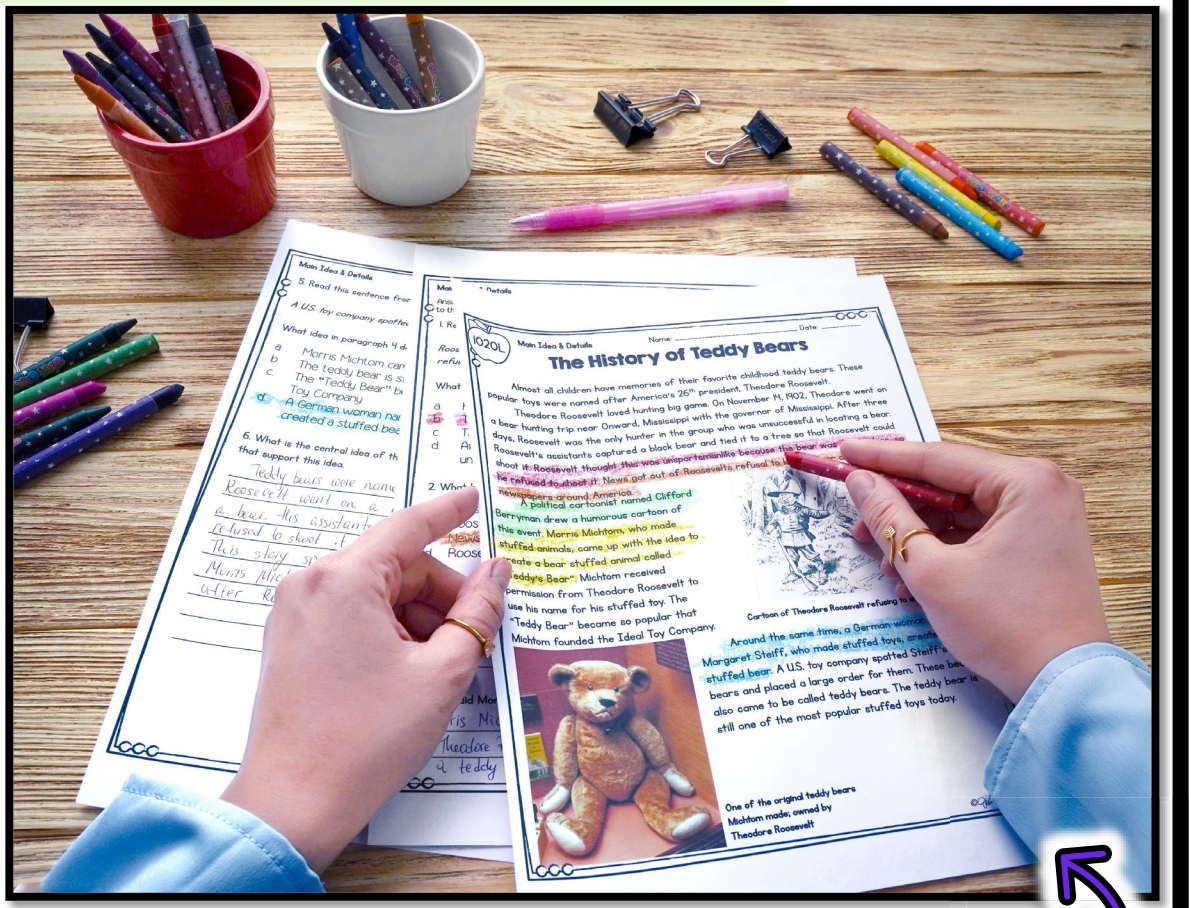
Printable and Google Slides Included

LEXILE®

10 NONFICTION PASSAGES



- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.

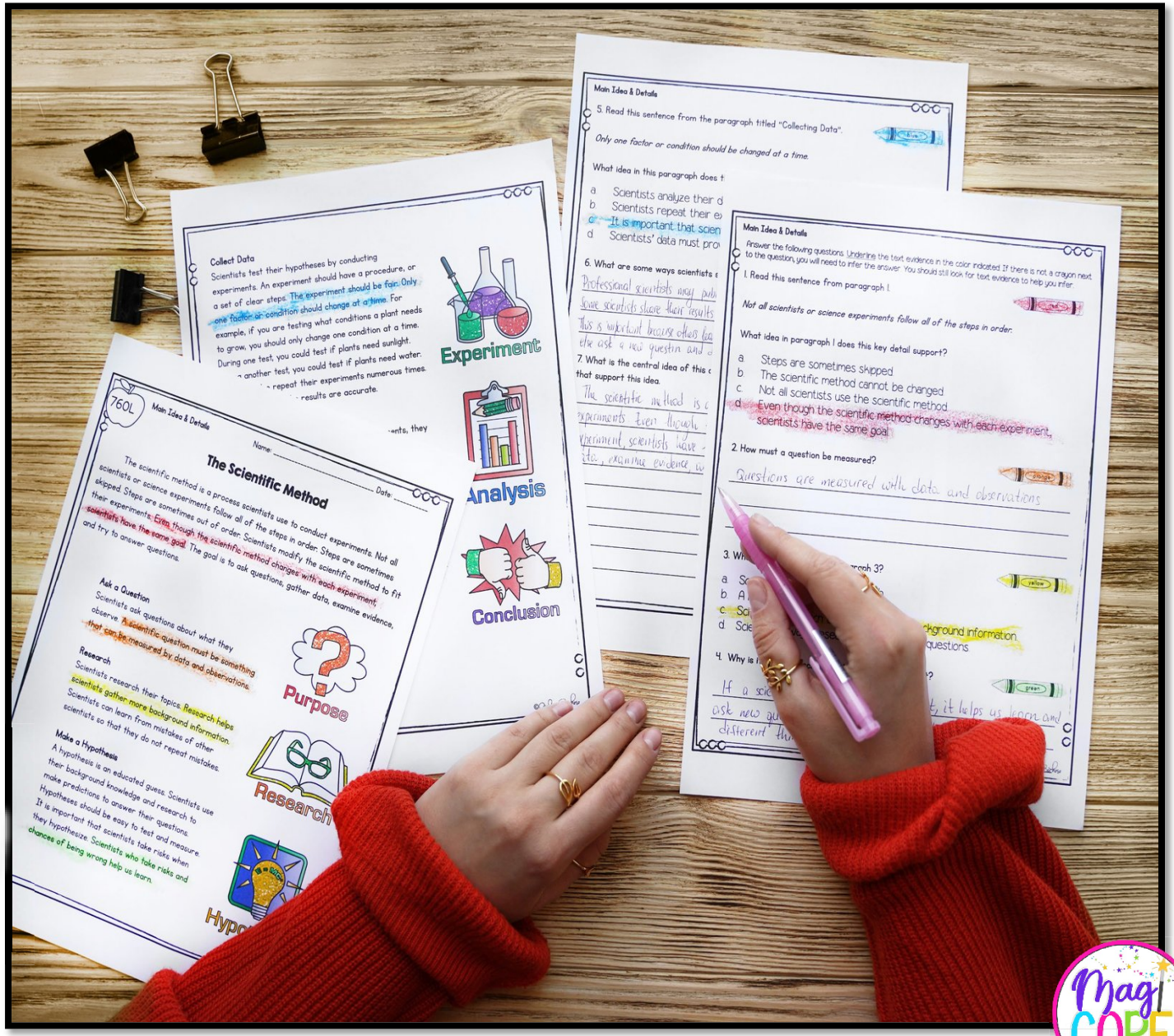


- Variety of text structures to spark comprehension AND curiosity.
- Dive into informational, scientific, and historical texts.

MagiCORE

QUESTIONS

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



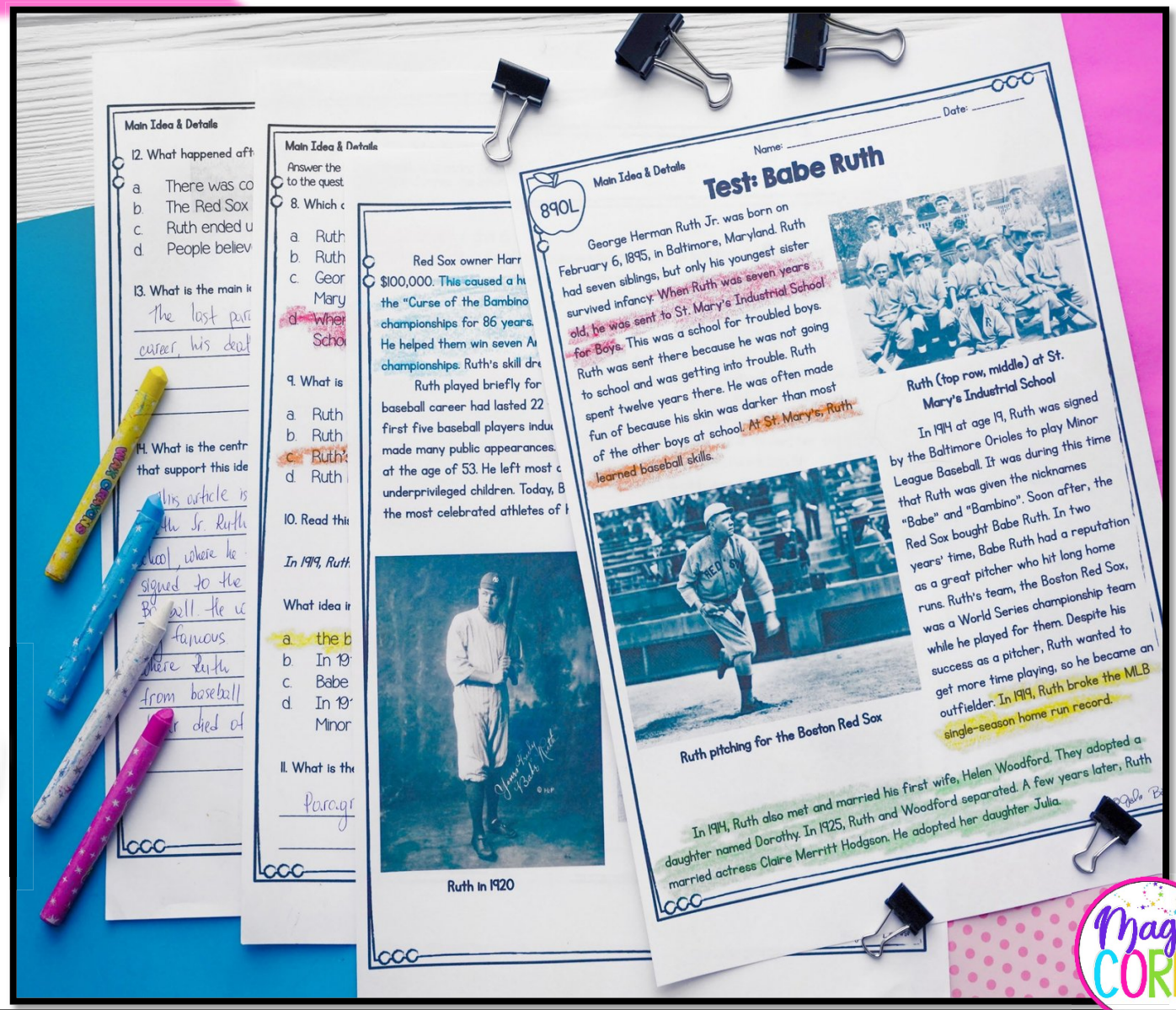
ANCHOR CHART

- Anchor chart
- Use to introduce the skill
- Students reference throughout the unit



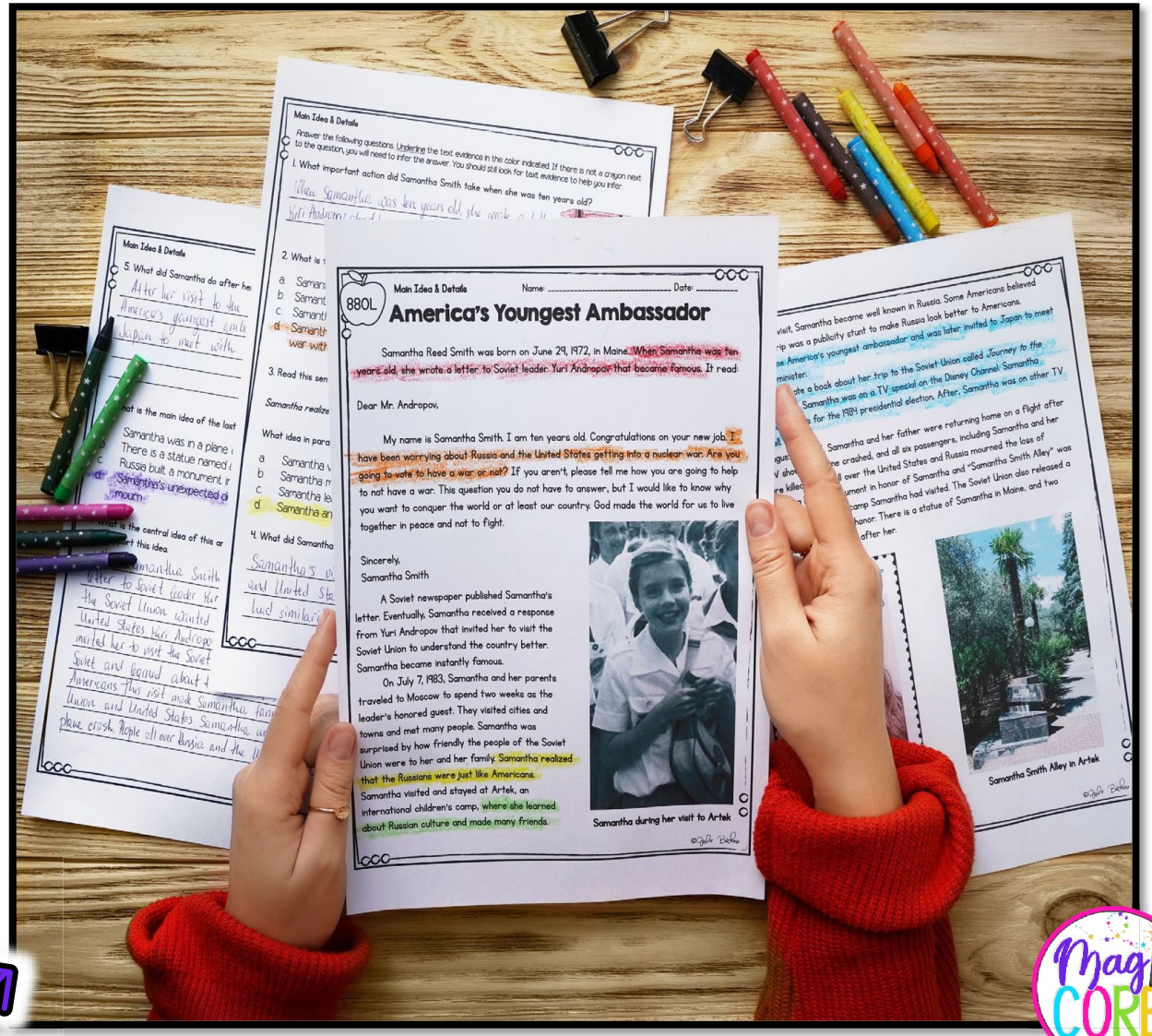
ASSESSMENTS

- 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 7,000 teachers... and counting!



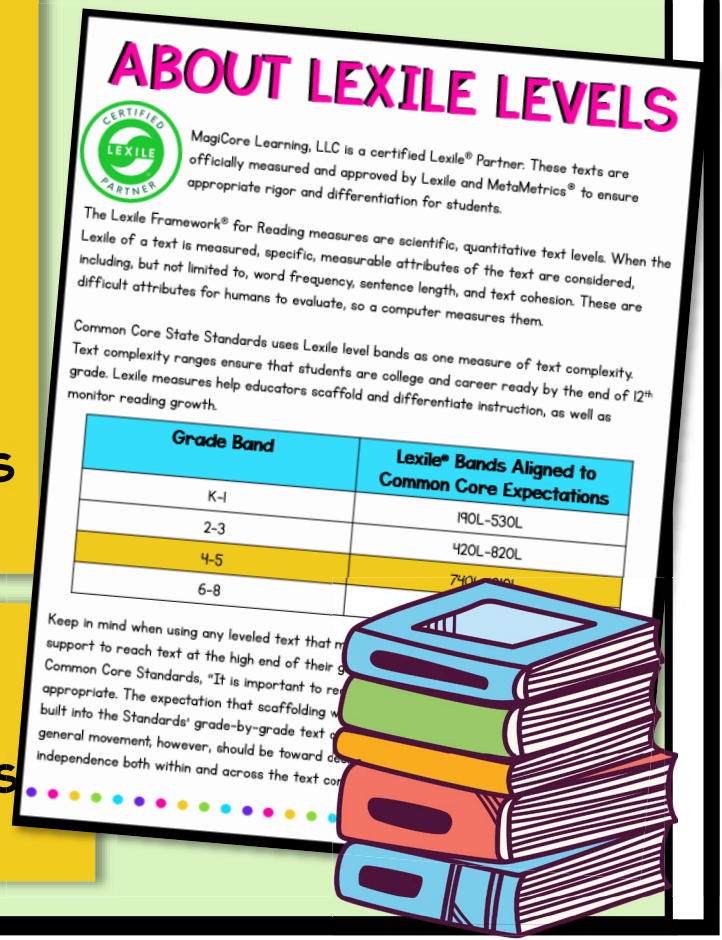
ALIGNS TO SCIENCE OF READING

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

Our passages provide that essential variety of nonfiction 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.

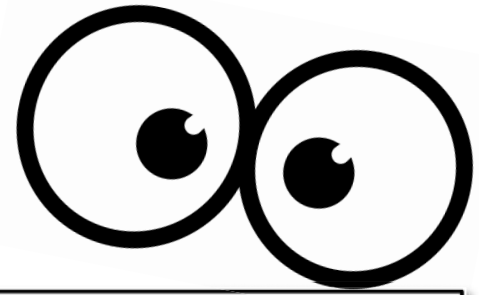
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



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



MAIN IDEA & DETAILS

4th & 5th grade

Table of Contents

*This product includes 12 Lexile® leveled stories in the 4th-5th Grade Common Core Text Complexity Band (the range for 4th-5th grade is 740L-1010L).

1. Types of Main Idea & Details Anchor Chart/ Journal Page
2. The Blobfish- 740L
3. The Scientific Method- 760L
4. How to Resolve Conflict- 800L
5. The Three Branches of Government- 880L
6. America's Youngest Ambassador- 880L
7. The Sections of the Orchestra- 890L
8. The History of Chewing Gum- 920L
9. Downloading Digital Media- 960L
10. North American Plains Natives- 970L
11. The History of Teddy Bears- 980L
12. Test
    - Constellations- 750L
    - Babe Ruth- 890L



The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

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ABOUT LEXILE LEVELS

MagiCore Learning, LLC 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.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that 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 Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

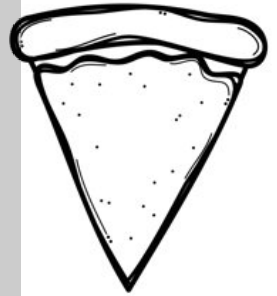
Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding 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."

Main Idea & Details

How do I find the **main idea** of a text?

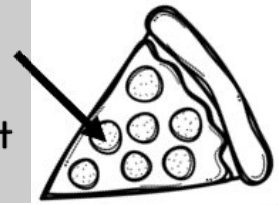
Ask, "What is the **whole** text about?" The main idea should be a sentence.

- The title and headings can help you.
- Photos, illustrations, and other text features can help you.



How do I find **details** that support the main idea?

- Ask, "What **reasons**, **details**, or **examples** does the author give to support the main idea?"



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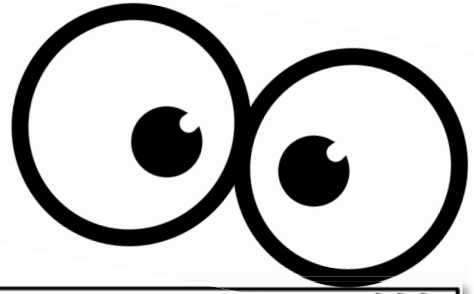
AND ANOTHER PEEK



920L

Main Idea & Details Name: _____ Date: _____

The History of Chewing Gum

Chomping on chewing gum is tasty and entertaining. People have been chomping on chewing gum for centuries. Nine thousand years ago, people in Northern Europe were chewing birch bark tar. They chewed on birch bark tar for fun and to help toothaches. The Mayans chewed on chicle, which came from the sapodilla tree. This helped them when they were thirsty or hungry. The Aztecs also used chicle. Have you ever gotten in trouble for chewing gum? The Aztecs had strict rules about chewing. Kids and unmarried women were the only people allowed to chew in public. Anyone else who chewed needed to do so in secret.

Natives in North America chewed on resin from the sap of spruce trees. When Europeans came to North America, they followed this popular practice. In 1840, a man named John Curtis made the first gum for sale from the spruce tree. Curtis had so much success with his chewing gum that he opened the first chewing gum factory in the 1850s. Curtis and other producers tried other materials, such as wax, to make chewing gum.



John Curtis

An inventor from New York named Thomas Adams got chicle from Mexican President Antonio Lopez de Santa Anna. The Mexican president wanted to turn chicle into rubber. Thomas Adams was not successful with turning chicle into rubber, but he did discover a way to make chewing gum. Adams formed a company to make gum, and he sold his gum across the United States. He made flavors including sour orange and licorice. Chicle continued to be the main ingredient in gum until it was replaced in the mid-1900s.



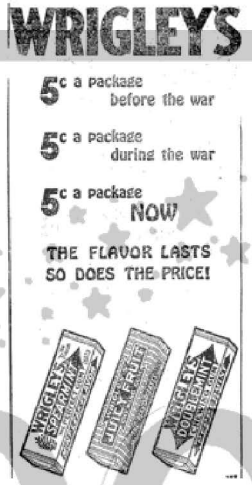
The sapodilla tree where chicle comes from

©Julie Bachus

One of the most well-known chewing gum companies is Wrigley's. William Wrigley Jr. was a soap salesman. Wrigley gave stores free packs of chewing gum with his product orders. His gum was a huge hit. In 1891, Wrigley opened two gum brands called Juicy Fruit and Wrigley's Spearmint. Wrigley spent a lot of money on advertising. He sent free gum to people. He even sent sticks of gum to children when they turned two years old.

Soon after, a man named Walter Diemer began working on gum that could blow bubbles. After years of work, he finally made the first successful bubble gum and named it Double Bubble in 1928.

In 1951, bubble gum became even more popular when it was put in baseball card packages. Around the same time, sugarless gum also became popular. Sugarless gum was "dentist approved".



An old Wrigley's advertisement

Nowadays, gum takes on many flavors, colors, and shapes. It is made of ingredients such as gum base, sweeteners, plasticizers, and flavors. Children and adults love to chew gum for fun and flavor. Next time you pop a piece of gum in your mouth, think about the amazing history of this popular treat.



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Main Idea & Details

Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What is the main idea of paragraph 1? red

a. The early uses of chewing gum
b. The Aztecs had strict rules about chewing.
c. People used to chew gum for fun and to help their teeth.
d. The Mayans chewed on chicle, which came from the sapodilla tree

2. Read this sentence from paragraph 2. orange

In 1840, a man named John Curtis made the first gum for sale from the spruce tree.

What idea does this key detail support?

a. how bubble gum was invented
b. how chewing gum was developed in North America
c. Natives in North America chewed on resin from the sap of spruce trees.
d. Curtis had so much success with his chewing gum that he opened the first chewing gum factory in the 1850s.

3. What is the main idea of the third paragraph? yellow

a. Thomas Adams evolved chewing gum.
b. There are different flavors of chewing gum.
c. Chicle is the main ingredient in chewing gum.
d. The Mexican president helped develop chewing gum.

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CHECK THIS OUT TOO!

960L

Main Idea & Details Name: _____ Date: _____

Downloading Digital Media

In today's world, people are constantly downloading the most recent music, movies, and media. Digital media is convenient. The most recent songs and entertainment can be at your fingertips within a matter of seconds. While people love the convenience, it is essential to ensure that you are following important laws regarding digital media.

When music or movies are made, everyone who helps create the final product has a right to earn money from the final product. There are artists, producers, advertisers, and more. They have a right to a piece of the product's sales. Copyright law protects These songs and movies. It cannot be copied or resold without the permission of those who created and own the final product. Imagine if you were an artist who wrote a song. You invested your time and money to write and record the song. How would you feel if someone stole the song from you?

Through the Internet, it is possible to download media from websites for free. Not only is the person who posts the media breaking the law, but the person who downloads the media is also violating copyright laws. This is committing a crime.

Two major groups monitor the illegal downloading of music and movies. They monitor websites and downloads that violate copyright. If someone is caught violating copyright laws, they can go to jail for up to 5 years and be charged up to $150,000 per file that was downloaded illegally!



To ensure that you are following copyright laws with digital media, always purchase your digital music and movies from a trusted website or application. Some people pay for each file they download. Other people pay subscriptions to download music and movies. While having digital media available to you at the press of a button is convenient, it is essential to understand how to download safely and legally.

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Main Idea & Details

Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to Infer the answer. You should still look for text evidence to help you Infer.

1. Read this sentence from paragraph 2. red

When music or movies are made, everyone who helps create the final product has a right to earn money from the final product.

What idea in paragraph 2 does this key detail support?

a. Downloading digital media is illegal.
b. People love the convenience of digital media.
c. People would rather download digital media for free than to pay for it.
d. Copyright laws protect the rights of the people who created the digital media to earn money from sales.

2. When it comes to downloading illegal media, who is breaking the law? (Choose all that apply.) orange

a. the person who posts the media
b. the person who created the media
c. the person who downloads the media
d. the person who buys the media from a trusted website

3. What is the main idea of paragraph 4? yellow

_____

_____

_____

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Main Idea & Details

4. What might happen if someone is caught violating digital copyright laws? green

_____

_____

_____

5. Read these sentences from paragraph 5. blue

Some people pay for each file they download. Other people pay subscriptions to download music and movies.

What idea in paragraph 5 does this key detail support?

a. Downloading digital media is risky.
b. You should never download media from the Internet.
c. People should try to download digital media for free before they waste their money.
d. Digital media is convenient, but it is important to know how to download media safely and legally.

6. What is the central idea of this article? Write a paragraph explaining the key points that support this idea.

_____

_____

_____

_____

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_____

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UPGRADE THEIR SKILLS!

750L

Main Idea & Details Name: _____ Date: _____

Test: Constellations

A constellation is a group of stars that make a recognizable pattern. Constellation patterns include mythological creatures, animals, humans, and objects. The Greek astronomer Ptolemy came up with 48 constellations. In 1922, the sky was split into 88 constellations, which included Ptolemy's original constellations.

You cannot see all the constellations from any one spot on earth. Some constellations are visible from different places. Seasons also affect what constellations you can see. The patterns of constellations help people recognize stars. Long ago, constellations helped people keep track of the calendar. The changes in the sky helped people know when seasons were changing so they could plant and harvest crops. Constellations were also used to guide ships. Navigators could determine their locations based on the position of the stars.

While there are 88 constellations, some of the most popular and recognizable are:

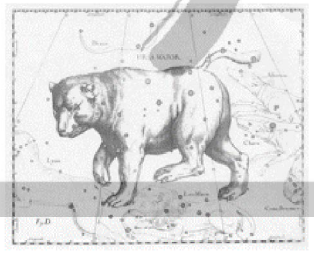
Orion

Orion is named after a giant hunter from Greek mythology. Orion is one of the most visible constellations. It can be seen at many places around the world.



Ursa Major

Ursa Major means "Larger Bear". The Big Dipper is part of this constellation. The Big Dipper is used to help people find the direction north.



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Ursa Minor

Ursa Minor means "Smaller Bear". It is close to Ursa Major. The Little Dipper is part of Ursa Minor. The North Star is in this constellation. The North Star was used by sailors to navigate.

Draco

Draco means "Dragon". Draco is named after the dragon Hercules killed. The Draco constellation is visible in the Northern Hemisphere.

Pegasus

This constellation looks like the flying horse Pegasus from Greek mythology. The Pegasus constellation is visible from the northern sky.



Pegasus Constellation



Ursa Minor and Draco Constellations

The constellations have been used to help people track the seasons and directions. Nowadays, the constellations help people recognize the stars. Next time you are outside at night, see if you can recognize any of the common constellations.

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Main Idea & Details

Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. Read this sentence from paragraph 1. red

Constellation patterns include mythological creatures, animals, humans, and objects.

What idea in paragraph 1 does this key detail support?

a. There are 88 constellations.
b. The constellations are beautiful to look at.
c. The Greek astronomer Ptolemy came up with 48 constellations.
d. A constellation is a group of stars that make a recognizable pattern.

2. What is the main idea of paragraph 2? orange

a. There are 88 constellations.
b. Seasons affect what constellations you can see.
c. Constellation patterns and changes in the sky help people.
d. Navigators used the constellations to help determine their locations.

3. How did people use constellations long ago? yellow

4. What does the constellation Orion depict? green

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