NONFICTION | 4TH GRADE | RI.4.5

TEXT STRUCTURE

LEXILE

TRUSTED BY OVER 2,000 TEACHERS

740L

Text Structure

Name: _____ Date: _____

A Day in My Life: India

My name is Diti, which is the name of the Earth goddess in my Hindu religion. I am eleven years old and I live in Dharavi, which is a busy and crowded slum outside of Mumbai. I live with my mother, my brother Abhi who is three, my aunt Hena, her two children, and my uncle Isha, who is like a father to me. We are poor and our home is a one-roomed, tin roof shack.



Every morning, I wake up at 4:30 a.m. to find water for my family. As I head out on the journey, I cover my face to avoid the strong sour smell from so many people living in unsanitary tight quarters. I walk a mile until I find a man who has made holes in a water pipe. He fills my bucket of water for five rupees, or ten cents, which is a lot to my family. Clean water is very hard to come by in the slums, so many women and girls spend their entire days searching for it. Maybe one day I will be like the rich woman in the high-rise and be able to turn water on from a faucet whenever I please.

By the time I return home, it is

...ructure

...ing questions. Underline the text evidence in the color indicated.

...ain idea of this passage? red

...sage is about what a day is like for Diti.
...ssage is about what life is like for all Indian children.
...assage is about the problems people face in slums.
...passage is about how life in India is different than life in America.

...does Diti start her day? orange

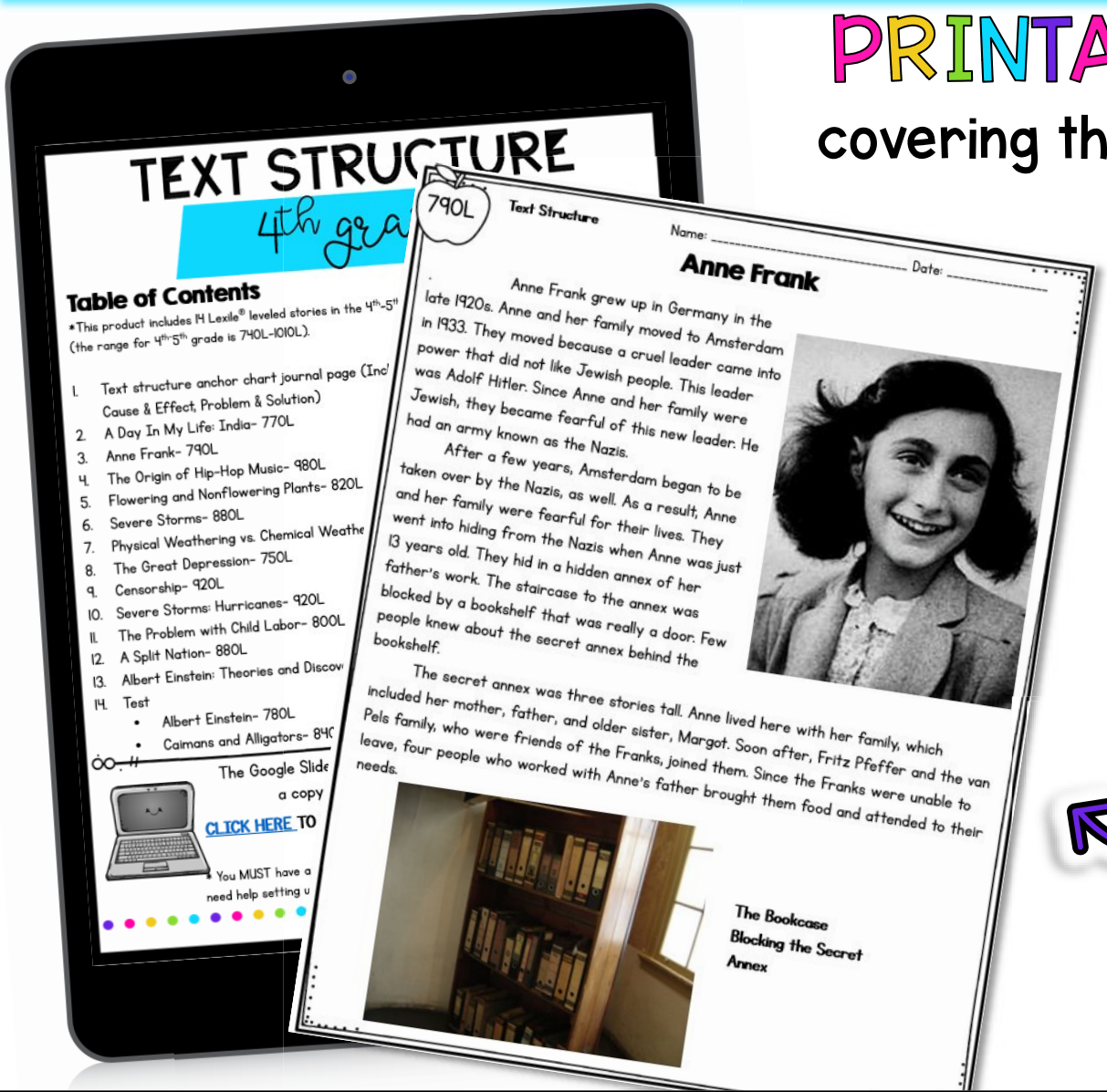
...iti eats breakfast.
Diti gets ready for school.
Diti takes a bath with a bucket of water.
Diti goes out in search of water at 4:30 a.m.

3. Why is school important to Diti? (Choose all that apply.) yellow

a. Education is the ticket to a better future.
b. Diti has time to talk to and play with her friends.
c. Diti hopes to become a computer coder when she grows up.
d. School is a change from the difficult work everyone in Diti's family does.

MagiCORE

WHAT'S INSIDE?



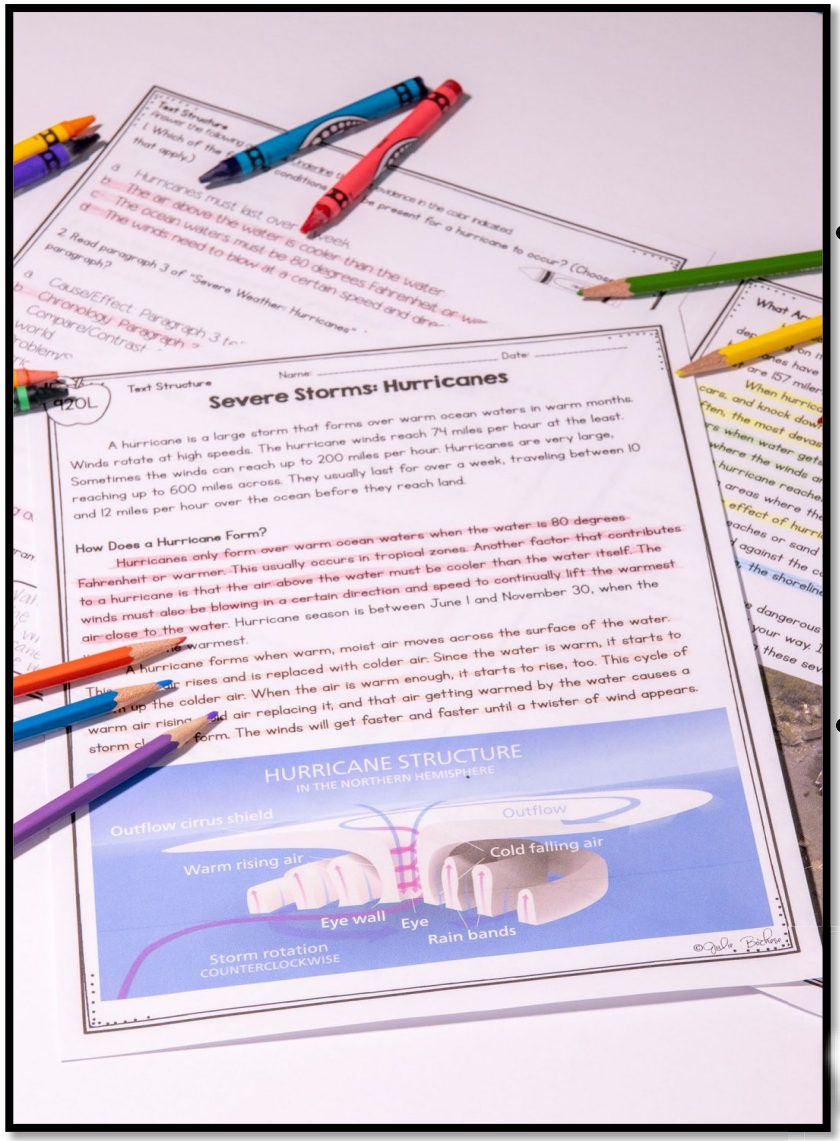
PRINTABLE PDFs and **DIGITAL** Google Slides covering the 4th and 5th grade text complexity band with Certified Lexile Levels.

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

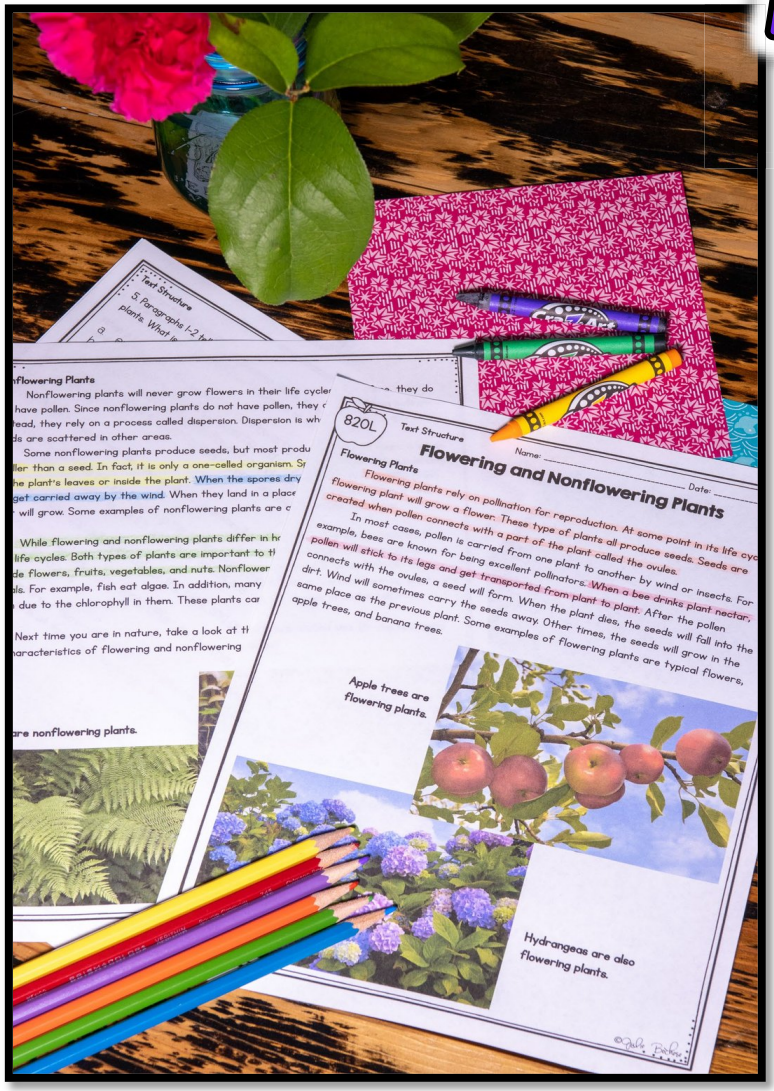
Printable and Google Slides Included

LEXILE®

10 NONFICTION PASSAGES



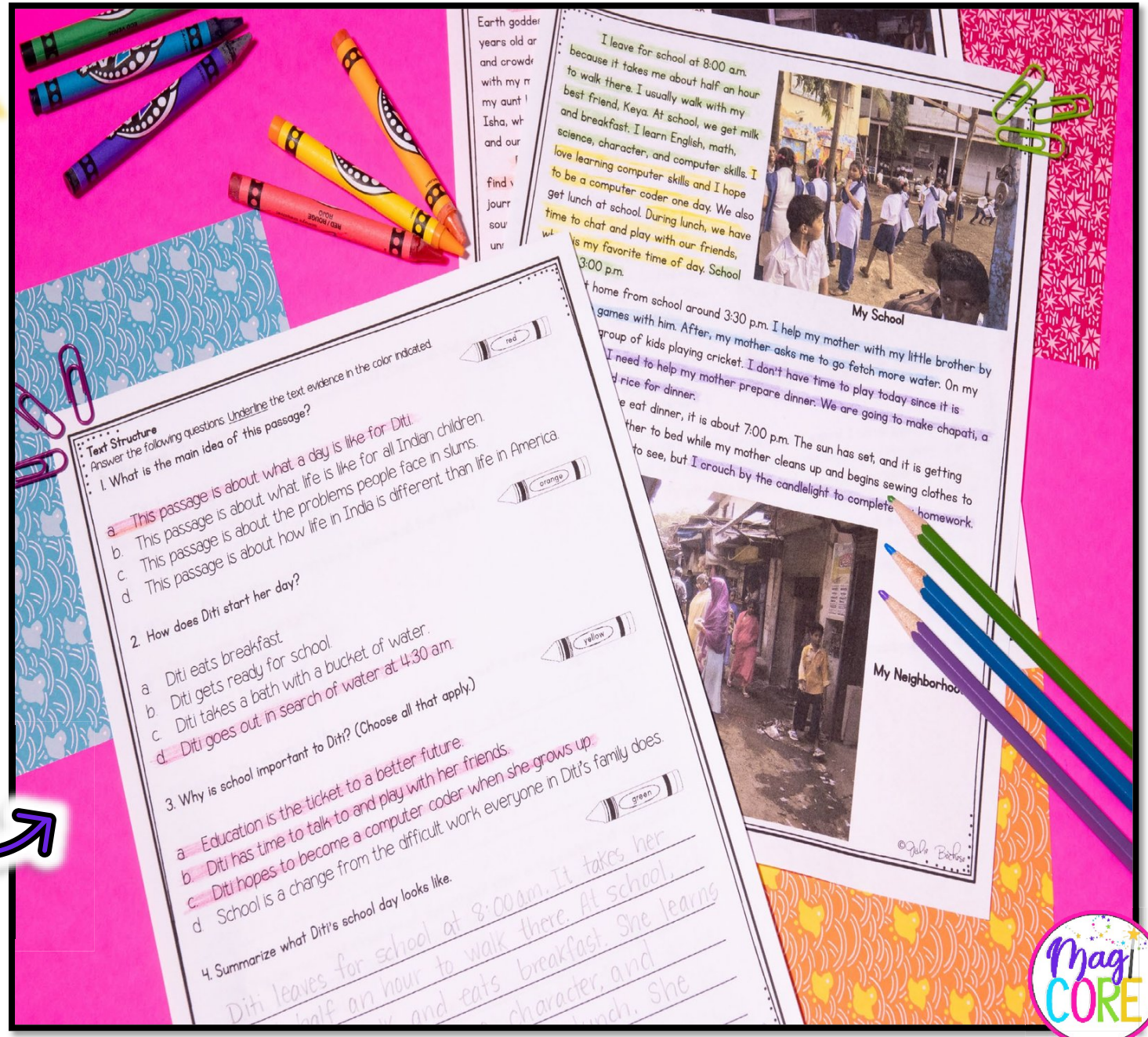
- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.



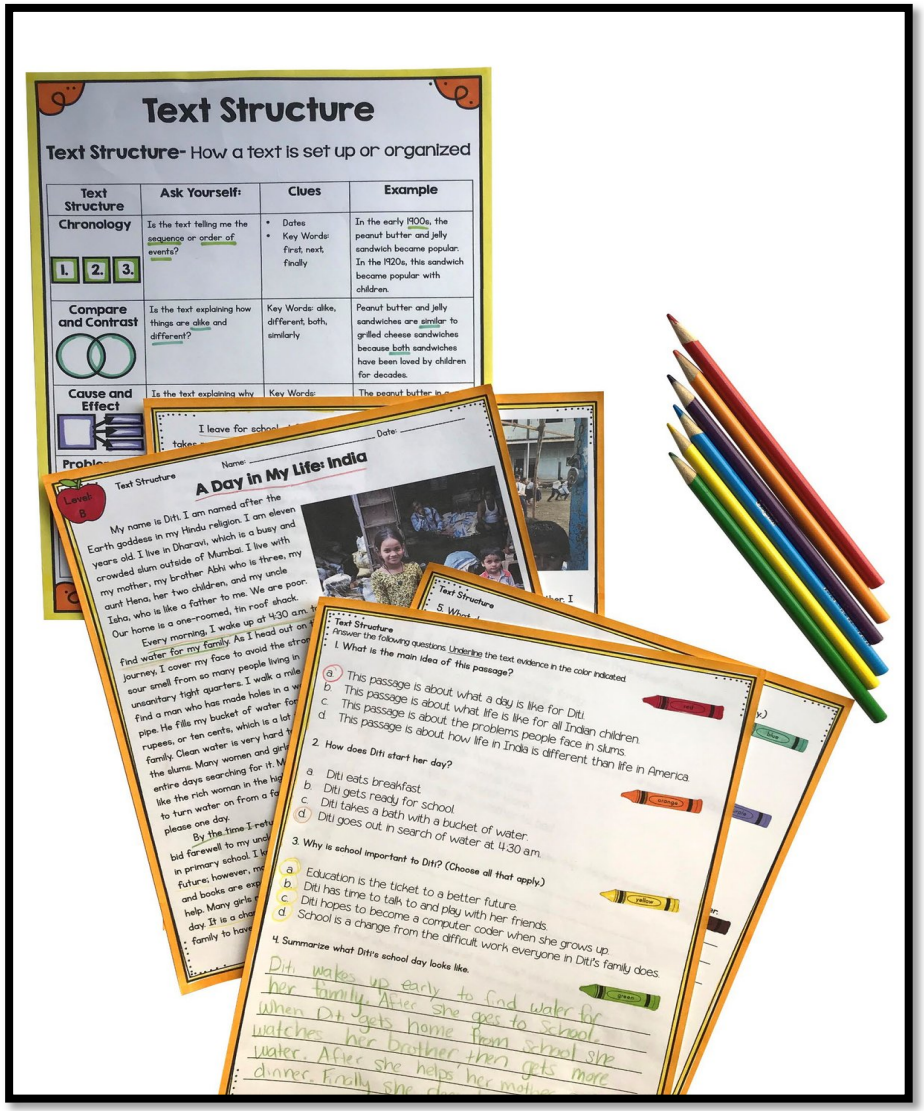
- Variety of text structures to spark comprehension AND curiosity.
- Dive into informational, historical, scientific, and biographical texts

QUESTIONS

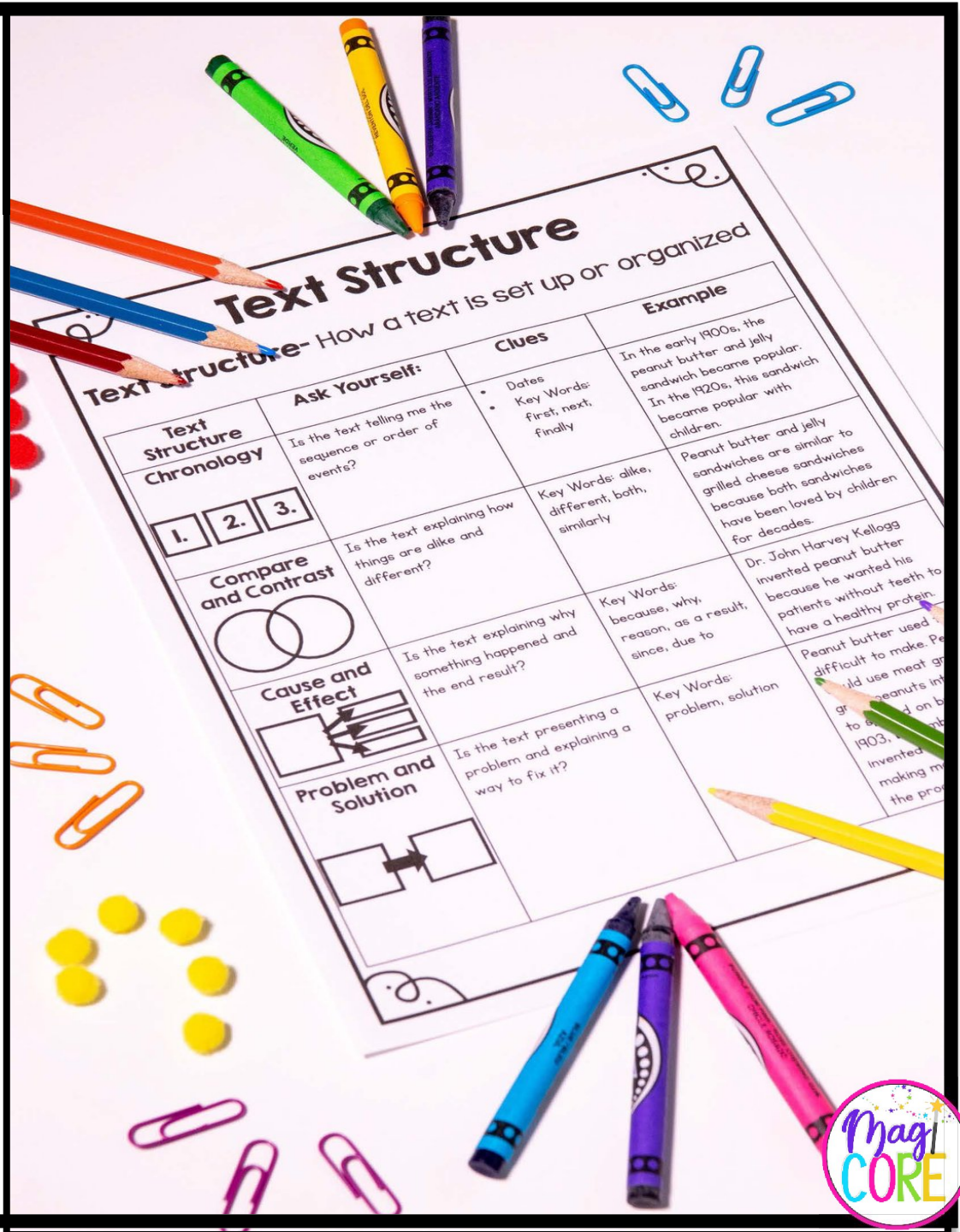
- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning



ANCHOR CHART

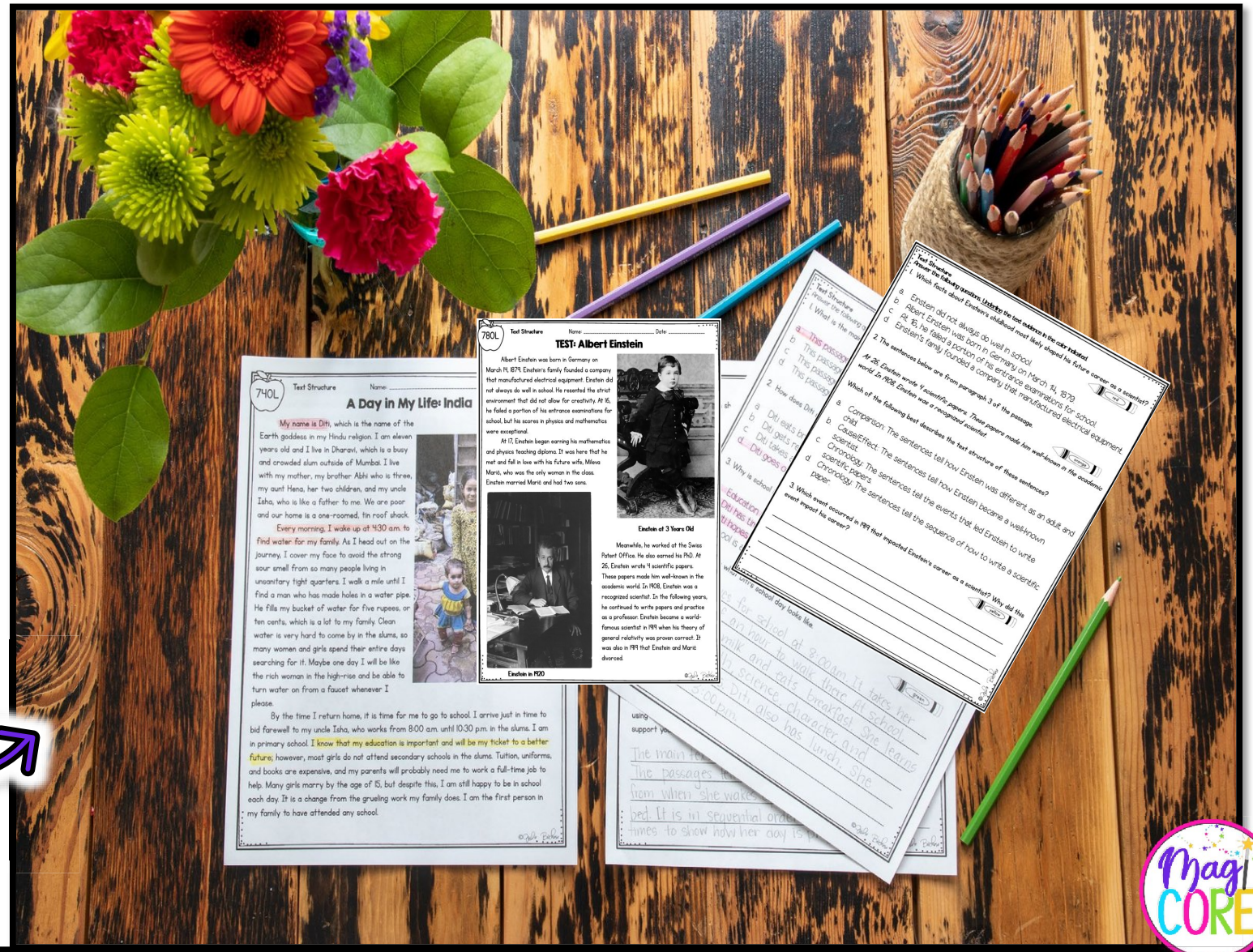


- Anchor chart
- Use to introduce the skill
- Students reference throughout the unit



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 2,000 teachers... and counting!



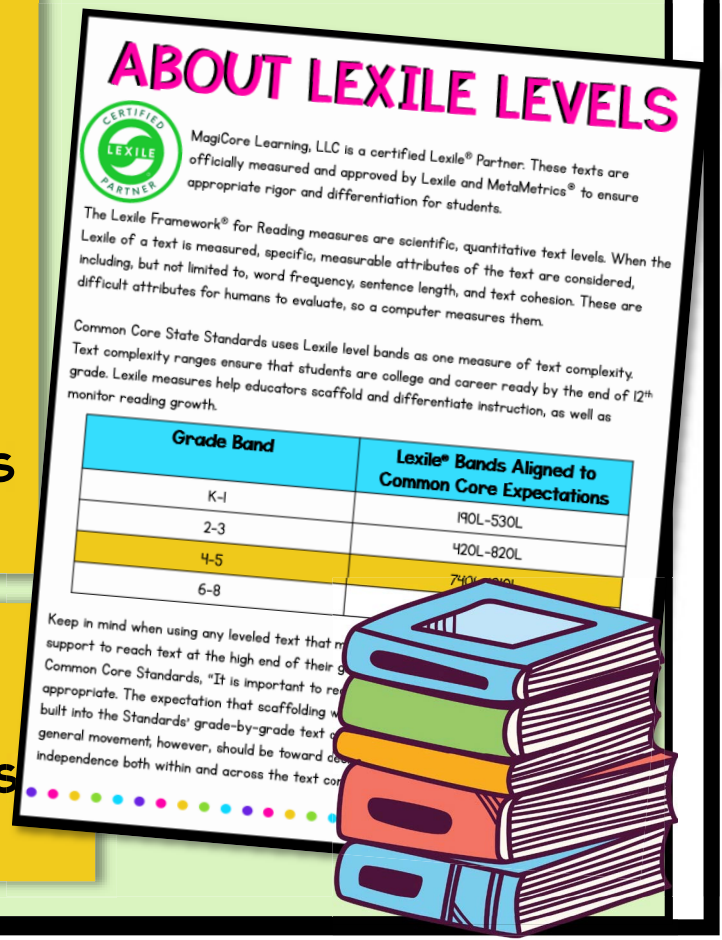
ALIGNS TO SCIENCE OF READING

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.

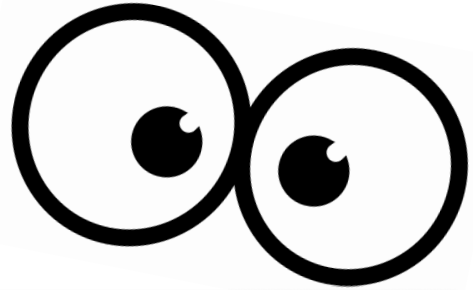
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



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



TEXT STRUCTURE

4th grade

Table of Contents

*This product includes 14 Lexile® leveled stories in the 4th-5th Grade Common Core Text Complexity Band (the range for 4th-5th grade is 740L-1010L).

1. Text structure anchor chart journal page (Includes Chronology, Compare & Contrast, Cause & Effect, Problem & Solution)
2. A Day In My Life: India- 770L
3. Anne Frank- 790L
4. The Origin of Hip-Hop Music- 980L
5. Flowering and Nonflowering Plants- 820L
6. Severe Storms- 880L
7. Physical Weathering vs. Chemical Weathering- 940L
8. The Great Depression- 750L
9. Censorship- 920L
10. Severe Storms: Hurricanes- 920L
11. The Problem with Child Labor- 800L
12. A Split Nation- 880L
13. Albert Einstein: Theories and Discoveries- 980L
14. Test
    - Albert Einstein- 780L
    - Caimans and Alligators- 840L



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

CLICK HERE TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.

* You MUST have a Google account in order to access this resource. Click HERE if you need help setting up a Google account.

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."

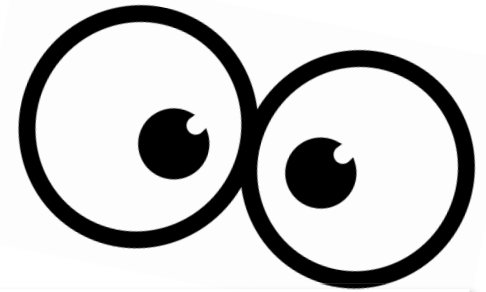
Text Structure

Text Structure- How a text is set up or organized

Text Structure	Ask Yourself:	Clues	Example
Chronology 	Is the text telling me the sequence or order of events?	• Dates • Key Words: first, next, finally	In the early 1900s, the peanut butter and jelly sandwich became popular. In the 1920s, this sandwich became popular with children.
Compare and Contrast 	Is the text explaining how things are alike and different?	Key Words: alike, different, both, similarly	Peanut butter and jelly sandwiches are similar to grilled cheese sandwiches because both sandwiches have been loved by children for decades.
Cause and Effect 	Is the text explaining why something happened and the end result?	Key Words: because, why, reason, as a result, since, due to	Dr. John Harvey Kellogg invented peanut butter because he wanted his patients without teeth to have a healthy protein.
Problem and Solution 	Is the text presenting a problem and explaining a way to fix it?	Key Words: problem, solution	Peanut butter used to be difficult to make. People would use meat grinders to grind peanuts into a paste to spread on bread. In 1903, Dr. Ambrose Straub invented a peanut butter making machine to make the process easier.

©MagiCore

AND ANOTHER PEEK



980L

Text Structure Name: _____ Date: _____

The Origin of Hip-Hop Music

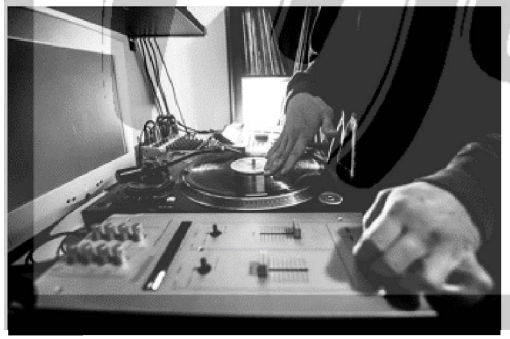
When hip-hop music began in the 1970s, it sounded significantly different from the music we refer to as hip-hop today. Hip-hop also was not nearly as well-known as it currently is.

Clive Campbell, better known as Kool Herc, was one of the founders of hip-hop music. He arrived in the South Bronx in 1967 from Jamaica. After arriving, Kool Herc became known as a "deejay", which meant the "master of the music" in Jamaica.

Shortly after Kool Herc's arrival to the United States, the construction of hip-hop began by young African-American and Latino teens. Block parties were becoming increasingly popular in the South Bronx. In order to prevent a break in the music between songs, the teens who were deejaying these parties started using turntables to have the music flow from one song to the next. The deejay at the party would ask a friend to be the emcee. Initially, the emcee was responsible for introducing the deejay. The emcee also got the crowd excited. Some emcees were creative and made rhymes that went with the beats of the music that was being played. This was the beginning of what we now call rapping.

As rapping expanded, more deejays and emcees began collaborating to make music. The deejays worked with new methods, such as scratching. The emcees began making their rhymes more complicated. Initially, hip-hop music was only enjoyed live. In 1979, the first hip-hop song, "Rapper's Delight" by the Sugarhill Gang, was released.

Originally, hip-hop songs were written mostly about having a good time. In 1982, Grandmaster Flash and the Furious Five changed that. They released a single entitled "The Message". This was one of the first samples of socially-conscious hip-hop. This song depicted the stressful life of living in inner-city poverty.



©Jake Bechese

Text Structure

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

1. Read paragraph 1 from the text. Which of the following best describes the text structure of this paragraph? (red)

a. Chronology: Paragraph 1 tells how hip-hop originate in the 1970s.
b. Cause/Effect: Paragraph 1 tells how hip-hop in the 1970s impacted modern hip-hop.
c. Compare/Contrast: Paragraph 1 tells about the differences between hip-hop in the 1970s and hip-hop today.
d. Compare/Contrast: Paragraph 1 tells about the similarities between hip-hop in the 1970s and hip-hop today.

2. What role did block parties in the South Bronx have on the evolution of hip-hop music? (Choose all that apply.) (orange)

a. Deejay means "master of music" in Jamaica.
b. Deejays at these parties started having emcees.
c. Deejays began working on techniques such as scratching.
d. Emcees started creating rhymes to go with the beats in breaks of the music.

3. What occurred as rapping became more popular? (Choose all that apply.) (yellow)

a. Deejays and emcees worked together.
b. Emcees made their raps more complex.
c. Hip-hop music was only heard live.
d. "Rappers Delight" by the Sugarhill Gang was released.

4. How did hip-hop music change with the release of Grandmaster Flash and the Furious Five's single "The Message"? (green)

_____

_____

©Jake Bechese

Text Structure

5. How did hip-hop music advance in the 1990s? (Choose all that apply.) (blue)

a. Hardcore rap emerged from New York.
b. Gangsta rap and g-funk came out of Los Angeles.
c. Outkast, Ludacris, and Three 6 Mafia all came from the South.
d. Marshall Mathers and Kanye West came from the midwestern cities of Detroit and Chicago.

6. What artist does the author of the article believe had one of the largest impacts on hip-hop music in the 2000s? (purple)

a. Kanye West
b. Kendrick Lamar
c. Marshall Mathers
d. Chance the Rapper

7. According to the article, how are newer hip-hop artists gaining popularity today? (brown)

a. Artists today gain exposure through social media.
b. Artists today gain exposure by producing their own music.
c. Artists today gain exposure through friends in the industry.
d. Artists today gain exposure through releasing underground rap.

8. What is the main text structure of this article? What is the evidence of the author using this text structure? Use at least three words or phrases from the passage to support your answer. (black)

_____

_____

_____

_____

©Jake Bechese

Chag COPE

CHECK THIS OUT TOO!

750L

Text Structure Name: _____ Date: _____

The Great Depression

The decade of the 1920s was a time of wealth. Many Americans moved to cities hoping to find jobs, which made cities in America thrive. While the cities were doing very well, rural areas began to struggle. Farmers were very poor. As a result, on September 4, 1929, stock market prices dropped. The stock market is a place where ownership in companies is bought and sold. People began to distrust the stock market. Many sold their stocks.

Due to people selling their stocks, the stock market crashed on October 29, 1929. Because of the stock market crash, many people lost a lot of money. Some people lost everything they owned. Many companies went out of business, which caused many people to lose their jobs. People were unable to find jobs, so they became homeless. About half of the children in the United States did not have enough food or shelter. Many people became very sick. Because of the crash, trading with other countries decreased. Other countries were soon affected by this time that became known as the Great Depression. Most countries did not recover from the Great Depression until after World War II.



School in Alabama, 1935



©Josh Bachus

Text Structure

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

1. What is the author's main point of "The Great Depression"? (red)

a. People were wealthy in the 1920s.
b. People lost money in the stock market crash.
c. Other countries were affected by the Great Depression.
d. The Great Depression was caused by the stock market crash.

2. What was a major cause of the Great Depression? (orange)

a. Children were hungry.
b. People were homeless.
c. The stock market crashed.
d. Trading with other countries decreased.

3. The diagram below lists one cause and one effect that were described in the article. Complete the diagram by writing one more cause and one more effect that were described in the article. (yellow)

Causes	Effects
People in rural areas were poor.	Stock market prices dropped.

4. What caused people to become homeless? (Choose all that apply.) (green)

a. People became sick.
b. People lost their jobs.
c. Companies went out of business.
d. Children did not have food or shelter.

©Josh Bachus

Text Structure

5. Why were other countries impacted by the Great Depression? (blue)

a. People were homeless.
b. People sold their stocks.
c. Children didn't have food or shelter.
d. Trading with other countries decreased.

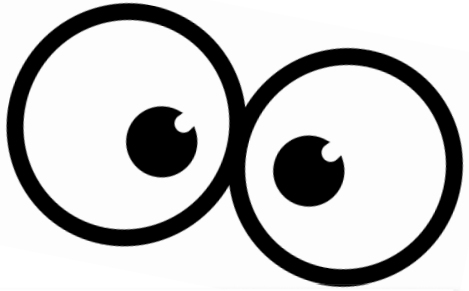
6. Why did the Great Depression cause children to become hungry and homeless? (purple)

7. What is the main text structure of this article? What is the evidence of the author using this text structure? Use at least three words or phrases from the passage to support your answer. (brown)

©Josh Bachus

magiCORE

UPGRADE THEIR SKILLS!



840L

Text Structure Name: _____ Date: _____

TEST: Caimans and Alligators

Caimans and alligators both belong to the crocodilian group. Caimans are alligators' closest relatives.

Alligators only live in portions of the United States and along the Yangtze River in China. They can be found in ponds, marshes, wetlands, lakes, and swamps. Caimans live in Central and South America in swamps, mangroves, rivers, and lakes. Caimans live in both salt water and fresh water, while alligators tend to live in fresh water.

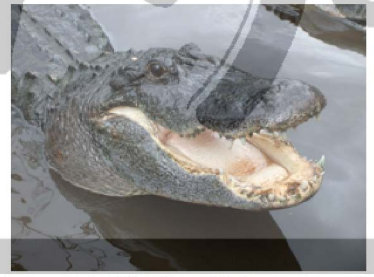
Similar to alligators, caimans have scaly skin. Both species are nocturnal. Caimans are small compared to many alligators. They typically weigh 13 to 88 pounds and are 6 to 8 feet long. Black caimans can grow up to 16 feet and weigh up to 2,400 pounds. Alligators weigh an average of 790 pounds and measure 13 feet long. Caimans differ from alligators because they do not have bony septa between their nostrils. They also have longer and skinnier teeth than alligators. Their hides are stiffer than alligators' hides due to calcium rivets on their scales. Both caimans and alligators have U-shaped mouths. Caimans have shorter tails than alligators.

Caimans and alligators are predators. Similar to alligators, caimans eat mostly fish. They also eat insects, birds, and small mammals and reptiles. Like alligators, caimans do not have many natural predators aside from humans. Humans hunt caimans and alligators for their meat and skins.

Both caimans and alligators are dangerous reptiles. They are very fast. While they may not look threatening, they will certainly attack if they feel threatened. They have sharp teeth and powerful jaws. If you come across one of these fascinating species, it is best to keep your distance.



Caiman



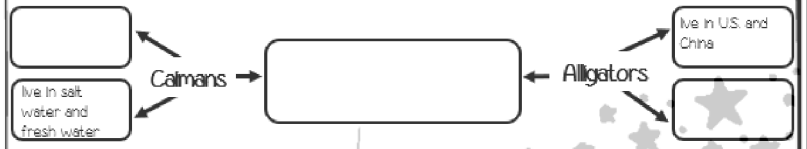
American Alligator

©Jake Bechtel

Text Structure

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

8. Use paragraph 2 to help you complete the diagram to show the similarities between the habitats of caimans and alligators. (red)



9. The sentences below are from paragraph 3 of the passage. (orange)

They (caimans) typically weigh 13 to 88 pounds and are 6 to 8 feet long. Black caiman can grow up to 16 feet and weigh up to 2,400 pounds. Alligators weigh an average of 790 pounds and measure 13 feet long.

Which of the following best describes the text structure of these sentences?

a. Chronology: The sentences tell the sequence of how caimans grow.
b. Compare/Contrast: The sentences contrast the size of caimans and alligators.
c. Cause/Effect: The sentences tell the effects of the size of caimans and alligators.
d. Compare/Contrast: The sentences tell the similarities between the sizes of caimans and alligators.

10. Which of the following facts from the article shows a similarity between caimans and alligators? (Choose all that apply.) (yellow)

a. Both species are nocturnal.
b. Similar to alligators, caimans have scaly skin.
c. Caimans are small compared to many alligators.
d. Alligators weigh an average of 790 pounds and measure 13 feet long.

©Jake Bechtel

Text Structure

11. The sentences below are from paragraph 3 of the passage. (green)

Their hides are stiffer than alligators' hides due to calcium rivets on their scales.

Which of the following best describes the text structure of these sentences?

a. Cause/Effect: The sentence tells why alligators have stiffer hides.
b. Cause/Effect: The sentence tells why alligators and caimans are the same.
c. Comparison: The sentence compares the skin of alligators and caimans.
d. Problem/Solution: The sentence tells the problems associated with a caiman's skin.

12. Which sentence from the passage shows how caimans and alligators differ? (Choose all that apply.) (blue)

a. Caimans and alligators are predators.
b. Caimans have shorter tails than alligators.
c. Similar to alligators, caimans eat mostly fish.
d. Caimans live in both salt water and fresh water, while alligators tend to live in fresh water.

13. What is the main text structure of this article? What is the evidence of the author using this text structure? Use at least three words or phrases from the passage to support your answer. (purple)

_____

_____

_____

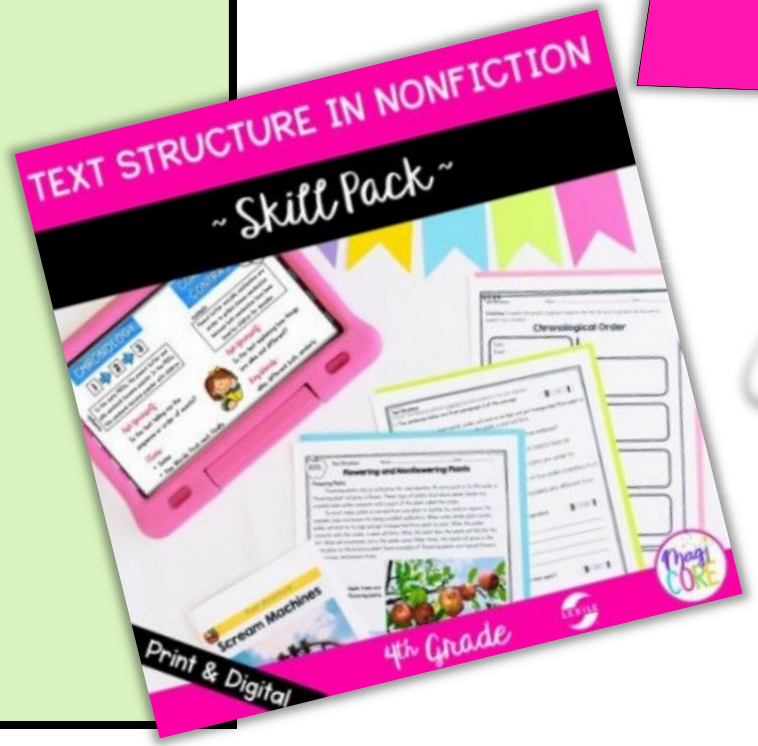
_____

©Jake Bechtel

UPGRADE THEIR SKILLS!

The TEXT STRUCTURE IN NONFICTION SKILL PACK Contains:

- Reading Comprehension Passage Unit
- Skill Focused Lesson Plans
- Digital Mini-Lessons
- Guided Reading Packet
- Printable Task Cards
- Boom Learning Task Cards



Love this unit but need something more comprehensive? Try the SKILL PACK!

FULL YEAR BUNDLES AVAILABLE

3rd Grade Reading Comprehension Mega Bundle

- 23 Reading Passages
- More than 250 Lexile-leveled passages
- Anchor charts
- Questions focused on skills for each standard



2nd Grade Reading Comprehension Mega Bundle

- 21 reading passages
- more than 250 Lexile-leveled passages
- anchor charts
- questions focused on skills for each standard

MagiCORE