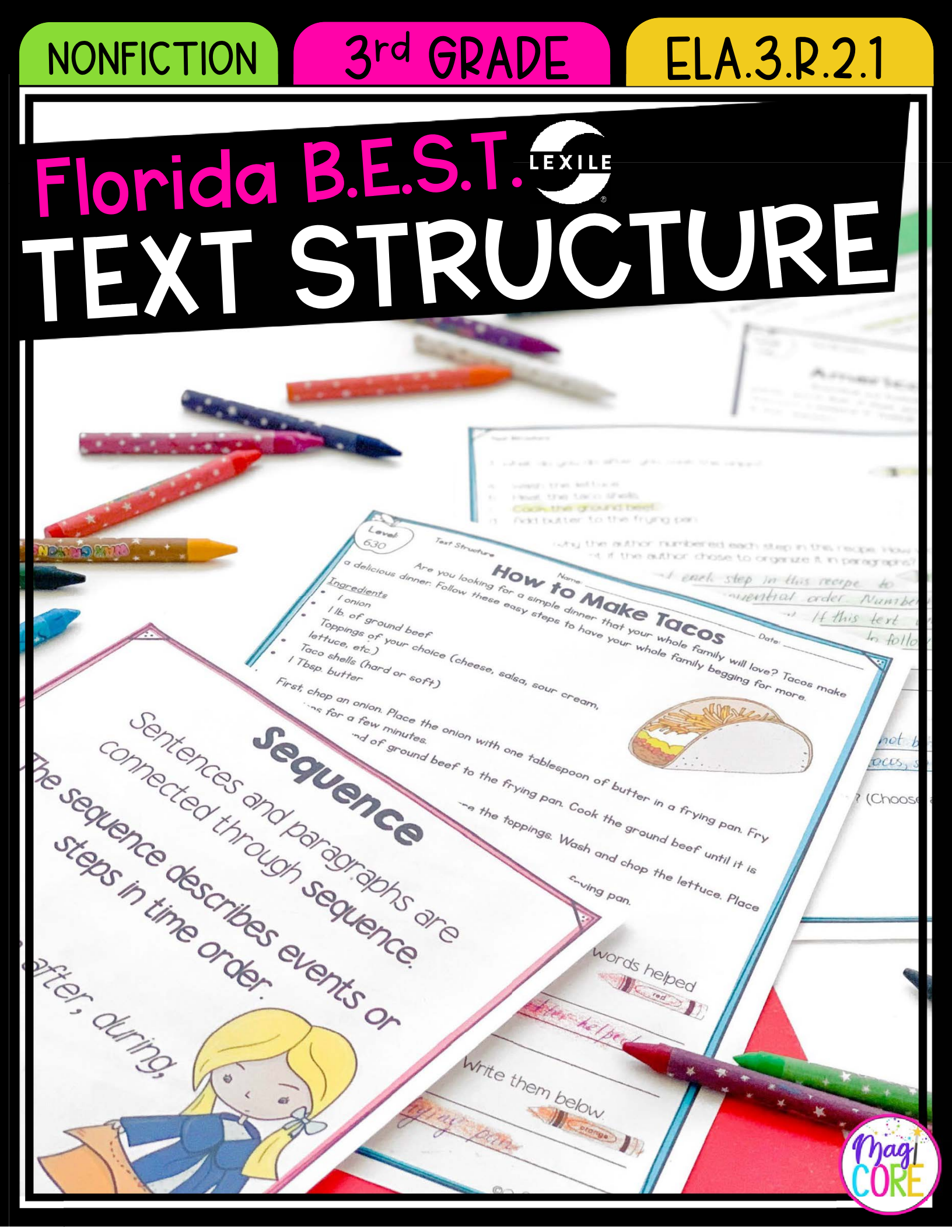
NONFICTION

3rd GRADE

ELA.3.R.2.1

Florida B.E.S.T. LEXILE TEXT STRUCTURE



Cause & Effect

Sentences and paragraphs can be connected through **cause** and **effect** relationships.

Cause: WHY something happens; something happens BECAUSE of something else

Effect: WHAT happens; the end result.



Clue words:

because, so, since, as a result, due to

Example:

The Civil War began **because** of the issue of slavery. After 4 year fighting, over 600,000 soldiers died. **As a result**, the Confederac collapsed, and slavery was abolished.

©

Text Structure

3 What causes the rock in the mantle to melt? (Choose all that apply)

b pressure

c hot temperatures

d weak spots in the earth

4 Why do volcanoes cause other problems such as tsunamis, floods, earthquakes, and landslides? Use examples from the text to s answer.

Volcanoes can cause natural disasters + rocks, and ash that come out of Cinder cone volcanoes are one type powerful eruption.

5 What +

Text Structure

Level: 710

Name: Date:

Volcanoes



Underneath the earth's crust is the mantle. The earth's mantle is solid rock. The rock is under high pressure and very hot temperatures. This can cause the rock to melt. The melted rock is called magma. Magma pushes into cracks in the rock. It makes its way to the earth's surface. Then, it collects in a chamber. Finally, the magma pushes its way through the earth's crust in weak spots. As a result, the magma comes out as lava, rocks, ash. Volcanoes can destroy forests. They can also cause tsunamis, floods, earthquakes, landslides.

There are four different types of volcanoes. A **shield volcano** is created by lava that flows out through many vents. The lava spreads over large areas. As a result, the volcano looks like the shape of a warrior's shield. A **dome volcano** is created by lava that does not spread very far. The lava piles around the vent, which causes the dome to grow. Because of the hardened lava, dome volcanoes have high walls. A **cinder cone volcano** is created by lava being blasted into the air. The ash falls around the vent, which forms a cone. Cinder cone volcanoes have craters in the middle. **Composite volcanoes** look like mountains. They have layers of ash, rock, and lava that create steep slopes.

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

How are the paragraphs in this passage connected? What clue words helped determine this?

graph in this passage are connected through cause and
first paragraph explains the causes volcanoes. The
the four different types of volcanoes. The author
ugh as cause and as a result
connection. Write them below.
temperatures

Sequence

Sentences and paragraphs are connected through **sequence**.

The sequence describes events or steps in time order.



Clue Words:

first, next, then, after, during, finally, last

Example:

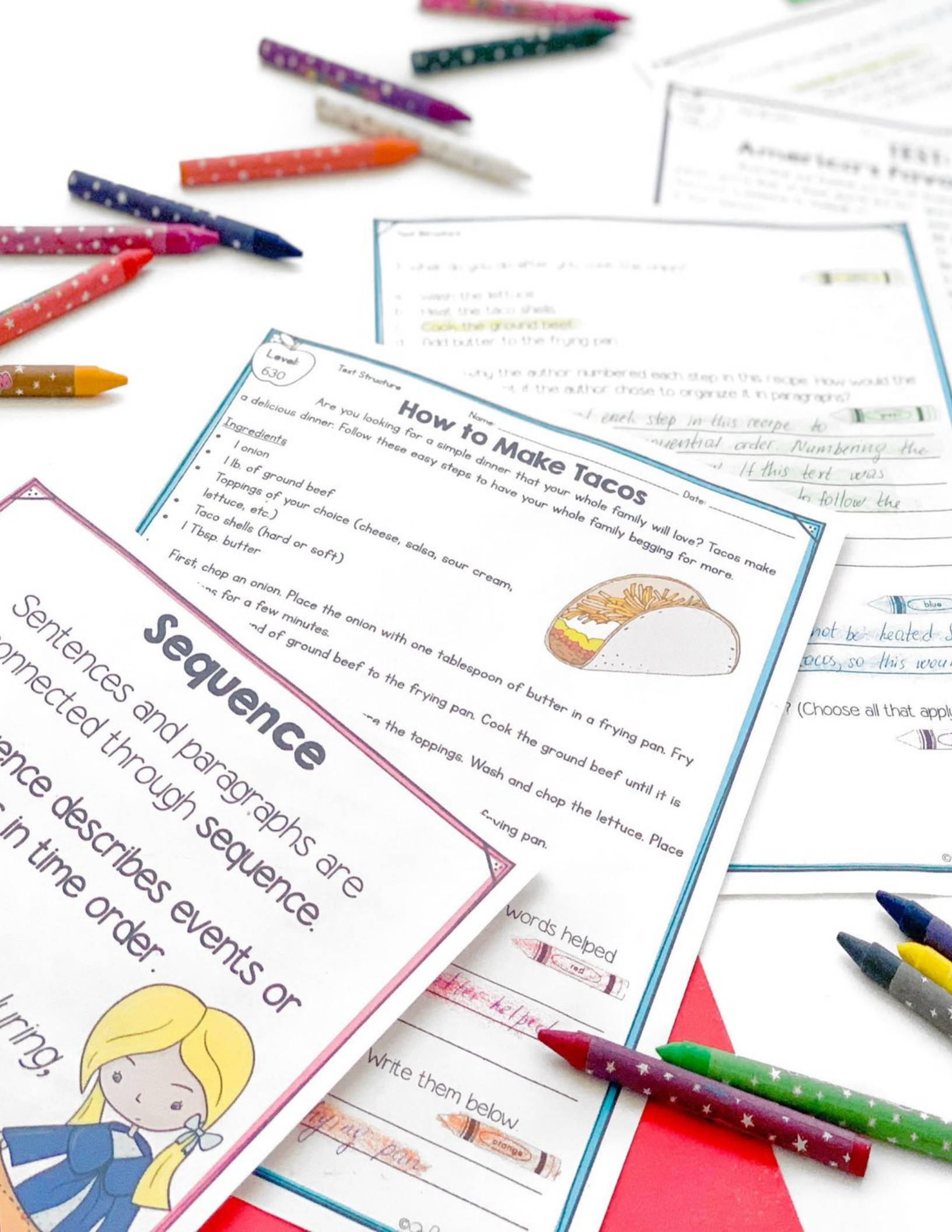
First, th winds got very strong. **Then,** there were large claps of th **nally**, bolts of lighting streaked across the sky.

y: Write three steps to pack your backpack using signal ds.

_____

_____

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Level 630
Text Structure
Name
How to Make Tacos
Date
Are you looking for a simple dinner that your whole family will love? Tacos make a delicious dinner. Follow these easy steps to have your whole family begging for more.
Ingredients
1 onion
1 lb. of ground beef
Toppings of your choice (cheese, salsa, sour cream, lettuce, etc.)
Taco shells (hard or soft)
1 Tbsp. butter
First, chop an onion. Place the onion with one tablespoon of butter in a frying pan. Fry
ns for a few minutes.
nd of ground beef to the frying pan. Cook the ground beef until it is
a the toppings. Wash and chop the lettuce. Place
ying pan.
Sequence
Sentences and paragraphs are
nnected through sequence.
ence describes events or
in time order.
ring,
words helped
red
Write them below
orange
(Choose all that apply
blue

Level: 710

Text Structure

Name _____ Date _____

Volcanoes

Underneath the earth's crust is the mantle. The earth's mantle is solid rock. The rock is under high pressure and very hot temperatures. This can cause the rock to melt. The melted rock is called magma. Magma squeezes out of cracks in the rock. It makes its way toward the earth's surface. Then, it collects in chambers. Eventually, the magma pushes its way through the earth's crust in weak spots. As a result, the magma comes out and ash. Volcanoes can destroy forests. They can also cause tsunamis, flood landslides.

There are four different types of volcanoes. A **shield volcano** is created by lava lows out through many vents. The lava spreads over large areas. As a result, the looks like the shape of a warrior's shield. A **dome volcano** is created by lava that does very far. The lava piles around the vent, which causes the dome to grow. Because ened lava, dome volcanoes have high walls. A **cinder cone volcano** is created by ted into the air. The ash falls around the vent, which forms a cone. Cinder cone craters in the middle. **Composite volcanoes** look like mountains. They have k, and lava that create steep slopes.

estions. Underline the text evidence in the color indicated.

agraphs in this passage connected? What clue words helped

hat show this connection. Write them

Level: 750

Text Structure

Name _____ Date _____

Frogs and Toads

Many people confuse frogs and toads. While frogs and toads have some similarities, they also have many differences.

Frogs and toads are b
the water as tadpoles. As they gro
land. Frogs and toads can be found
Antarctica. Both frogs and toads eat
They catch their prey with their stic

Unlike toads, frogs live ne
skin that appears slimy. On the contra
bumpy skin. Frogs' bodies are narrow,
Frogs' eyes are high and round. Unlike
that are narrow. Frogs have long hind le
Toads differ because they have shorter
Frogs have teeth, whereas toads do not.
many predators. A toad's skin tastes bitt
predator's eyes and nose.

Frogs and toads are inter
outside, try to determine if it is a

Answer the f questions

1 Hov
you

Text Structure

3 How are frogs and toads similar? (Choose all that apply)

a Frogs and toads are amphibians
b Frogs and toads live near water
c Frogs and toads have sticky tongues
d Frogs and toads live on every continent except Antarctica

4 How are frogs and toads different? Use three exa s the text to support your answer.

Frogs and toads are different because
have smooth skin that appears slimy Toads
rough, dry, and bumpy skin Frogs bodies
narrow, while toads bodies are wide Frog
are high and round Toads have lower eye
that are narrow

5 The text states that frogs have many predators. How d
differ from toads?

a Toads have many predators, too
b Toads have different predators than frogs
c Frogs have more predators because they live by the
d Toads do not have many predators because they have
burning smell

Compare

How people, places, events, and things are similar

Clue words:
like, same, both, the same as, similar, in the same way, similarly, as, too, have in common, as well as



How

Clu
althc
even
the cor
unless, o

Example: Honeybees are **similar** to
colonies. Honeybees **differ** from ants
whereas ants live in the ground.

Cause & Effect

Sentences and paragraphs can be connec
through **cause** and **effect** relationship

Cause: WHY something happens; someth
happens BECAUSE of something else

Effect: WHAT happens; the end res

Clue words:
because, so, since, as a result, due to

Example:
The Civil War began **because**
fighting, over 600,000 sol
collapsed, and slavery wa

TEXT STRUCTURE

3rd grade

Table of Contents

*This product includes 15 Lexile® leveled passages in the 2nd-3rd Grade Florida B.E.S.T. Text Complexity Band (the range for 2nd-3rd grade is 420-820).

1. ***Comparison***
   - Mentor Text: Bees vs. Ants- 540L
   - Frogs and Toads- 530L
   - The Sister Planets- 690L
   - Political Parties- 720L
   - Christmas and Hanukkah- 740L

2. ***Cause and Effect***
   - Mentor Text: Amelia Earhart- 680L
   - Fighting Colds- 550L
   - Black Rhinoceroses- 600L
   - The Great Depression- 640L
   - Volcanoes- 700L

3. ***Sequence***
   - Mentor Text: How to Bathe a Dog- 580L
   - The Life Cycle of a Pumpkin- 510L
   - How to Make Tacos- 590L
   - Mae Jemison- 620L
   - Directions to Magic Kingdom from Hilton Hotel- 690L

4. ***Assessment on each area***
   - Sequence: Benjamin Franklin- 670L
   - Comparison: America's Favorite Sports- 750L
   - Cause and Effect: Forest Fires- 750L

ABOUT LEXILE LEVELS

MagiCore 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.

Florida B.E.S.T. State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure 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.

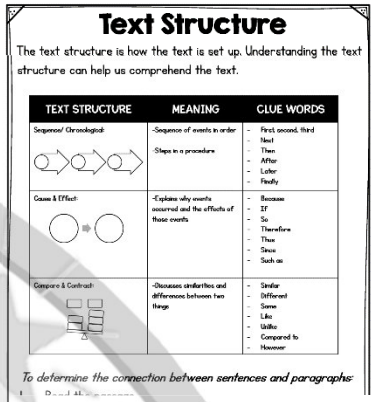
Grade Band	Lexile® Bands Aligned to Florida B.E.S.T. Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

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 research, "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."

How to Use This Resource

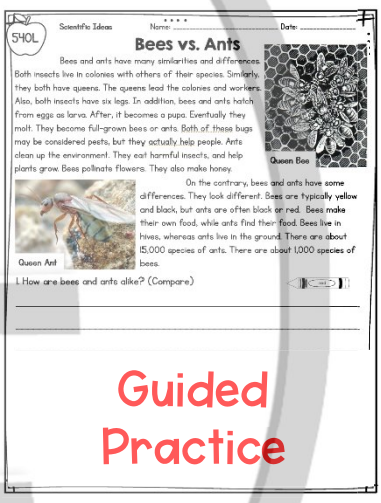
This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

Anchor Charts: These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.



Anchor Chart

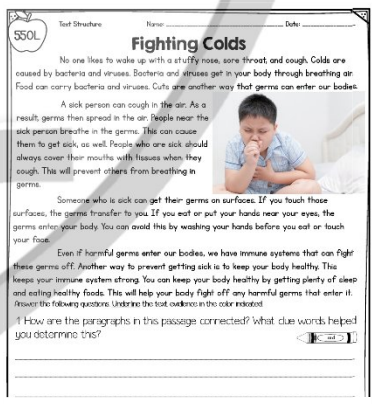
Guided Practice: The context clues practice page includes three examples of context clues. This can be used for modeling and guided practice.



Guided Practice

Practice Passages: These passages are Lexile leveled and include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.

Assessment: Two assessment passages are included. Both are intended to be used to form a complete assessment; however, some teachers choose to use the assessment passages separately in order to differentiate assessments.



Practice Page

How to Use This Resource

Here is the recommended lesson layout and schedule for this resource:

Day 1: Introduce the text structure anchor chart. Review the comparison text structure anchor chart. Tell students that they will be studying how different texts are organized. Model finding the text structure of mentor text #1: "Bees vs. Ants." Have students work with a partner to complete another comparison text structure passage. Review student work. Review the comparison text structure anchor chart.

Day 2: Review the text structure anchor chart. Review the cause-and-effect text structure anchor chart. Model finding the text structure of mentor text #2: "Amelia Earhart." Have students work with a partner to complete another cause-and-effect text structure passage. Review student work. Review the cause-and-effect text structure anchor chart.

Day 3: Review the text structure anchor chart. Review the sequence text structure anchor chart. Model finding the text structure of mentor text #3: "How to Bathe a Dog." Have students work with a partner to complete another sequence text structure passage. Review student work. Review the sequence text structure anchor chart.

Day 4: Students complete a passage at the low range of the text complexity band independently. Be sure to review student work. If students did not get answers correct, ensure you make time to review with students independently or in small groups.

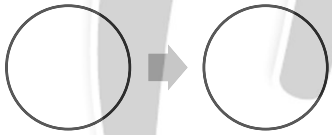
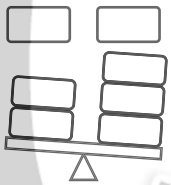
Day 5-6: Continue to assign increasingly more complex passages. Be sure to assign a variety of text structure passages. Continue to assess and review work.

Day 7: By the end of the unit, most of your class should be showing mastery of the passages. This is the time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

**Follow your students' lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*

Text Structure

The text structure is how the text is set up. Understanding the text structure can help us comprehend the text.

TEXT STRUCTURE	MEANING	CLUE WORDS
Sequence/ Chronological: 	-Sequence of events in order -Steps in a procedure	- First, second, third - Next - Then - After - Later - Finally
Cause & Effect: 	-Explains why events occurred and the effects of those events	- Because - If - So - Therefore - Thus - Since - Such as
Compare & Contrast: 	-Discusses similarities and differences between two things	- Similar - Different - Same - Like - Unlike - Compared to - However

To determine the connection between sentences and paragraphs:

1. Read the passage.
2. Circle clue words.
3. Determine the text structure.

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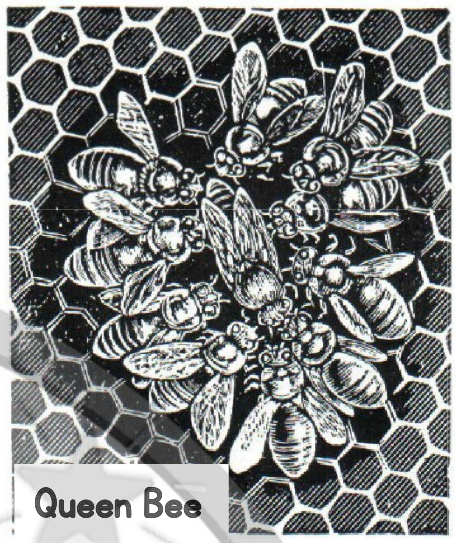
Mentor Text #1

540L

Scientific Ideas

Name: _____ Date: _____

Bees vs. Ants



Queen Bee

Bees and ants have many similarities and differences. Both insects live in colonies with others of their species. Similarly, they both have queens. The queens lead the colonies and workers. Also, both insects have six legs. In addition, bees and ants hatch from eggs as larva. After, it becomes a pupa. Eventually they molt. They become full-grown bees or ants. Both of these bugs may be considered pests, but they actually help people. Ants clean up the environment. They eat harmful insects, and help plants grow. Bees pollinate flowers. They also make honey.



Queen Ant

On the contrary, bees and ants have some differences. They look different. Bees are typically yellow and black, but ants are often black or red. Bees make their own food, while ants find their food. Bees live in hives, whereas ants live in the ground. There are about 15,000 species of ants. There are about 1,000 species of bees.

1. How are bees and ants alike? (Compare)



2. How are bees and ants different? (Contrast)



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