

NONFICTION

3RD GRADE

RI.3.8

TEXT STRUCTURE



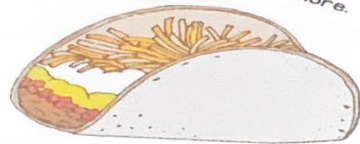
TRUSTED BY OVER
4,000
TEACHERS

Level
630

Text Structure

How to Make Tacos

- 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 for a few minutes.

Next, add ground beef to the frying pan. Cook the ground beef until it is browned.

Then, add the toppings. Wash and chop the lettuce. Place in a serving pan.

Sequence

Sentences and paragraphs are connected through sequence. The sequence describes events in time order.

Why the author numbered each step in this recipe. How would the text be different if the author chose to organize it in paragraphs?

→ Each step in this recipe is in sequential order. Numbering the steps helps the reader to follow the instructions.

not be heated. Some taco shells are pre-cooked, so this would not be a problem.

Which toppings would you like to use? (Choose all that apply)

blue
orange
purple



WHAT'S INSIDE?

PRINTABLE PDFs and **DIGITAL** Google Slides covering the 2nd and 3rd grade text complexity band with Certified Lexile Levels.

TEXT STRUCTURE
3rd grade

530L Text Structure Name: _____ Date: _____

Table of Contents

*This product includes 15 Lexile® leveled passages in the 2nd-3rd Grade for 2nd-3rd grade (420-820).

- How to Use this Resource, Unpacking the Skill, Scaffolding for Success
- Anchor Chart

1. Comparison

- Frogs and Toads- 530L
- The Sister Planets- 690L
- Political Parties- 720L
- Christmas and Hanukkah- 740L

2. Cause and Effect

- Fighting Colds- 550L
- Black Rhinoceroses- 600L
- The Great Depression- 640L
- Volcanoes- 700L

3. Sequence

- The Life Cycle of a Pumpkin- 510L
- How to Make Tacos- 590L
- Mae Jemison- 620L
- Directions to Magic Kingdom from Hill Country- 650L

The Google Slides of [CLICK HERE TO!](#)

* You MUST have a need help setting up

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 both amphibians. They begin life in the water as tadpoles. As they grow, they develop lungs and live on land. Frogs and toads can be found on every continent except Antarctica. Both frogs and toads eat insects, spiders, and small fish. They catch their prey with their sticky tongues.

Unlike toads, frogs live near water. Frogs have smooth skin that appears slimy. On the contrary, toads have rough, dry, and bumpy skin. Frogs' bodies are narrow, while toads' bodies are wide. Frogs' eyes are high and round. Unlike frogs, toads have lower eyes that are narrow. Frogs have long hind legs that help them jump high. Toads differ because they have shorter hind legs and take small hops. Frogs have teeth, whereas toads do not. Unlike toads, frogs have many predators. A toad's skin tastes bitter, and its smell burns a predator's eyes and nose.

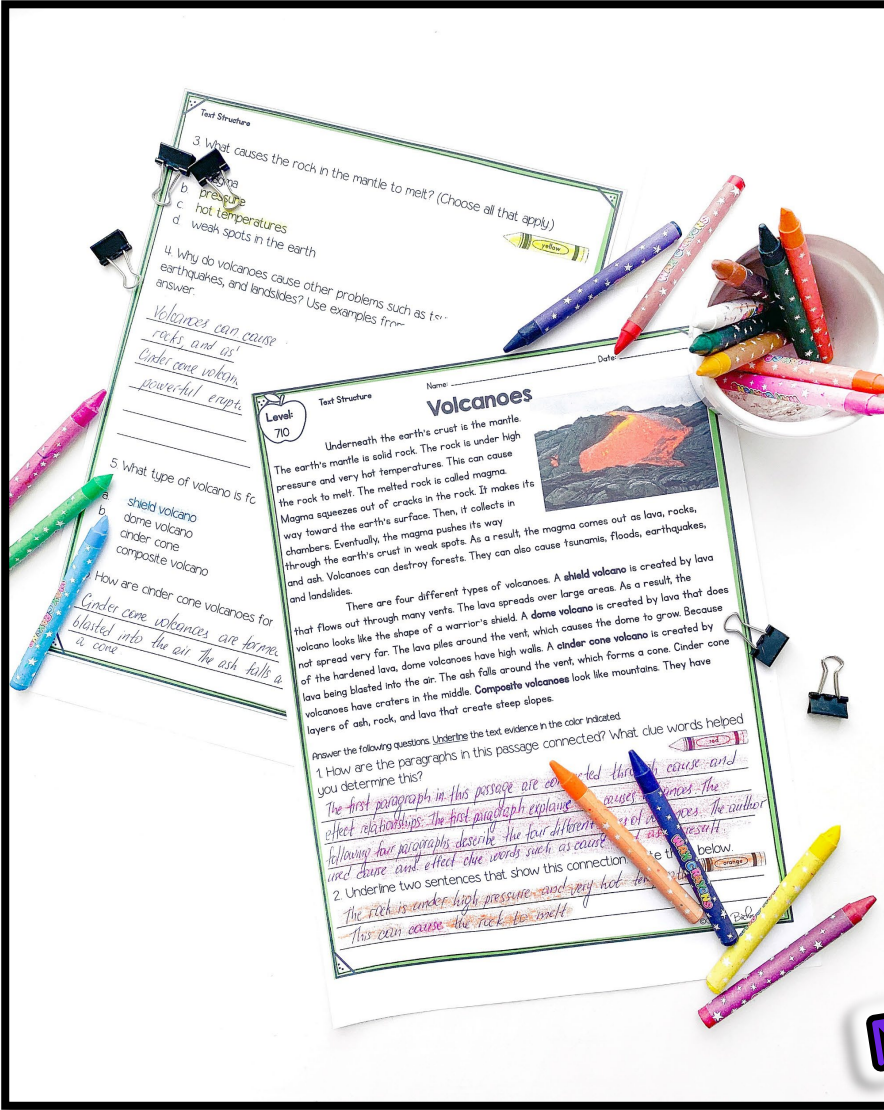
Frogs and toads are interesting amphibians. Next time you see one hopping outside, try to determine if it is a frog or a toad!

- 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



20 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.



TEXT STRUCTURES

Passages cover the following text structures:

- Description
- Sequence and Chronological
- Cause & Effect
- Compare & Contrast
- Problem & Solution



QUESTIONS

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

The collage features several educational worksheets and a person's hands writing on one of them. The worksheets include:

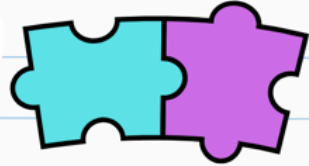
- Volcanoes:** A worksheet titled "Volcanoes" with a "Level 700" label. It includes a definition of volcanoes, a list of four types (cinder cone, shield, composite, and cinder cone), and a multiple-choice question: "What type of volcano is the most common?" with options a) shield volcano, b) cinder cone, and c) composite volcano.
- Frogs and Toads:** A worksheet titled "Frogs and Toads" with a "Level 750" label. It includes a short passage about the differences between frogs and toads, followed by multiple-choice questions and a short-answer question. A person's hands are shown writing the answer: "Frogs and toads are different because frogs have smooth skin that appears slimy, toads have rough, dry, and bumpy skin. Frogs' bodies are narrow, while toads' bodies are wide. Frogs' eyes are high and round, toads have lower eyes that are narrow."
- Cause & Effect:** A worksheet titled "Cause & Effect" with a "Level 700" label. It includes a definition of cause and effect relationships, a list of clue words (like, same, both, the same as, similar, in the same way, similarly, as, too, have in common, as well as), and an example: "Example: Honeybees are similar to colonies. Honeybees differ from ants whereas ants live in the ground."
- Compare:** A worksheet titled "Compare" with a "Level 700" label. It includes a definition of compare, a list of clue words (like, same, both, the same as, similar, in the same way, similarly, as, too, have in common, as well as), and an example: "Example: Honeybees are similar to colonies. Honeybees differ from ants whereas ants live in the ground."

A person's hands, wearing a red sweater, are shown writing on the "Frogs and Toads" worksheet. The background is a light green and yellow gradient.

ANCHOR CHARTS

Text Structure PROBLEM & SOLUTION

Sentences and paragraphs are connected through something that is wrong and a method to fix it.



A **problem** can be between people or an issue with the world.

ASK YOURSELF:



1. What is the problem the author rises?
2. What solution/s does the author present to solve the problem?

CLUE WORDS

- answer
- as a result
- because
- consequently
- in order to
- leads to
- reason for
- problem
- solution
- so that
- therefore

EXAMPLE:

Toms shoe company wanted to improve the lives of people in poverty. Therefore, they developed a new type of business model for selling shoes, while helping. For each pair of shoes a consumer bought, Toms committed to donating a pair of shoes to a person living in poverty.

Underline the problem



Underline the solution



- Anchor charts
 - Overview of all text structures
 - 5 Individual anchor charts for each text structure

- Use to introduce the skill

- Students reference throughout the unit

Text Structure COMPARE & CONTRAST

Compare How people, places, 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



Contrast How people, places, and things are DIFFERENT.

CLUE WORDS although, however, differ, unlike, even though, yet, but, instead, on the contrary, whereas, while, unless, on the other hand



The balls are similar because both are round. Similarly, they are the same size.

The balls are different because one is red and one is blue.



Anchor Charts for each text structure



MODEL PASSAGES & TEACHER DIRECTIONS

Unpacking Text Structure

Standard RL3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Unpacking the connections between particular sentences helps students learn to identify the connections.

Grade 3: In sentences, identify the connections between particular sentences and paragraphs in a text.

Scaffold Instruction With This Resource

Scaffolding instruction is a highly effective approach in supporting students' reading comprehension and skill development. Research has consistently demonstrated the positive impact of scaffolding techniques on students' learning outcomes. By providing targeted support and guidance and gradually decreasing assistance, scaffolding enables students to tackle challenging tasks and achieve higher levels of understanding.

- 1. Familiarize Yourself with the Resource:** Review the resource thoroughly, which includes passages demonstrating logical connections such as comparison, cause/effect, and sequence between sentences and paragraphs. Understand the range of genres, topics, and text complexity levels covered to tailor instruction effectively.
- 2. Introduce the Skill with Anchor Charts:** Utilize the anchor charts provided in the resource to introduce and explain different types of logical connections like cause and effect, comparison, and sequencing. Display these charts prominently in the classroom and use them during read-alouds and content lessons to reinforce learning. Ensure students have access to copies of these charts in their reading journals.
- 3. Model and Think Aloud:** Select a passage that clearly illustrates logical connections between sentences or paragraphs, such as a cause leading to an effect or a series of events in sequence. Read it aloud to the class while thinking aloud to demonstrate how to identify these connections. Discuss the purpose of each connection and how it aids in understanding the overall text structure.
- 4. Guided Practice:** Assign small groups or pairs of students specific passages from the resource. Encourage them to use the anchor charts as a reference to identify and discuss the logical connections within the passage. Guide them to articulate how these connections help build the structure and flow of the text.
- 5. Collaborative Discussions:** Facilitate discussions where students can share how they identified the logical connections between parts of their texts. Encourage them to explain their process and how understanding these connections enhances their comprehension.
- 6. Independent Practice:** Gradually transition students to working independently with different passages. Encourage them to rely on strategies they've practiced to identify and understand the logical connections between sentences and paragraphs effectively.
- 7. Differentiation:** Adapt instruction to meet diverse learning needs. Provide additional support to students who struggle with understanding text structure through targeted interventions or simplified practice passages. Challenge advanced students with texts that have more subtle or complex connections.
- 8. Assessment:** Use the assessments provided in the resource to evaluate students' ability to effectively identify and explain logical connections in texts. These assessments should help gauge both understanding and application of these skills in varied contexts.
- 9. Review and Reteach:** Analyze assessment outcomes to determine areas where students need additional support. Provide targeted practice opportunities for students who struggle with identifying and explaining logical connections in texts.

- Unpack the standard
- Prerequisite skills
- How to use this resource.




530L 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 both amphibians. They begin life in the water as tadpoles. As they grow, they develop lungs and live on land. Frogs and toads can be found on every continent except Antarctica. Both frogs and toads eat insects, spiders, and small fish. They catch their prey with their sticky tongues.



Tree Frog

Unlike toads, frogs live near water. Frogs have smooth skin that appears slimy. On the contrary, toads have rough, dry, and bumpy skin. Frogs' bodies are narrow, while toads' bodies are wide. Frogs' eyes are high and round. Unlike frogs, toads have lower eyes that are narrow. Frogs have long hind legs that help them jump high. Toads differ because they have shorter hind legs and take small hops. Frogs have teeth, whereas toads do not. Unlike toads, frogs have many predators. A toad's skin tastes bitter, and its smell burns a predator's eyes and nose.



Toad

Frogs and toads are interesting amphibians. Next time you see one hopping outside, try to determine if it is a frog or a toad!

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Model text and questions



ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



Text Structure

3. How are football and basketball similar?

- Football and basketball are team sports.
- Football and basketball are Olympic sports.
- Football and basketball are played outdoors.
- Football and basketball have eleven players on the field/court.

4. How are football and basketball different? Write your answer.

5. The text states that in basketball, teamwork is essential. How does teamwork help a team win?


- In football, players score points by getting a touchdown in the other team's end zone.
- In football, players score points by getting the ball down the field.
- In football, players score points by getting the ball into the other team's end zone.
- In football, players score points by getting the ball down the field.

750L


Text Structure Name: _____ Date: _____

TEST: America's Favorite Sports

Basketball and football are two of America's most popular sports. Both of these sports are team sports. Teamwork is essential. In football, players must pass the football to their teammates to move the ball down the field. Similarly, players pass a basketball down the basketball court.



While basketball and football have similarities, they also have many differences. Football is considered a fall sport. On the contrary, basketball is a winter sport. Professional football can be played indoors or outdoors, while professional basketball is always played indoors. Eleven players from each team play football at a time. Basketball has five players playing from each team. In the game of football, players score points by getting a touchdown in the other team's end zone. In basketball, a player scores points by shooting the ball in the other team's hoop. Football is not an Olympic sport. This is unlike basketball, which is an Olympic sport.



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

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

2. Underline two sentences that show this connection. Write them below.

© Julie Beck

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 4,000 teachers... and counting!

The collage features several educational items:

- Text Structure Worksheet:** A worksheet with a green border containing two reading questions. Question 3 asks what causes the rock in the mantle to melt, with options: a. pressure, b. hot temperatures, and c. weak spots in the earth. Question 4 asks why volcanoes cause other problems like tsunamis, earthquakes, and landslides, and asks for examples from the text. Handwritten answers include: "Volcanoes can cause natural disasters + rocks, and ash that come out of powerful eruption." and "Cinder cone volcanoes are one type".
- Volcanoes Reading Passage:** A passage titled "Volcanoes" with a level of 710. It describes the earth's crust and mantle, magma, and different types of volcanoes (shield, dome, cinder cone). A small illustration of a volcano is included. Handwritten notes at the bottom of the page answer questions about how volcanoes are connected through cause and effect, listing "hot temperatures" and "ash" as causes and "eruption" as a result.
- Cause & Effect Worksheet:** A worksheet with a blue border explaining cause and effect relationships. It defines "Cause" as WHY something happens and "Effect" as WHAT happens. It lists clue words: "because, so, since, as a result, due to". An example sentence is provided: "The Civil War began because of the issue of slavery. After 4 years of fighting, over 600,000 soldiers died. As a result, the Confederacy collapsed, and slavery was abolished." A cartoon character of a girl with a yellow hat and a flashlight is also present.

ALIGNS TO SCIENCE OF READING

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

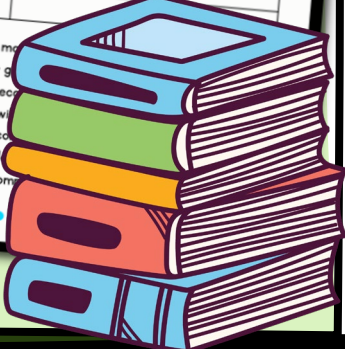
Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed 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.



ABOUT LEXILE LEVELS

CERTIFIED LEXILE PARTNER

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.

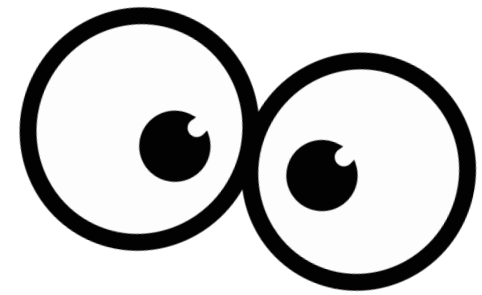
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for 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 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	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	

Keep in mind when using any leveled text that may not provide the support to reach text at the high end of their grade level. Common Core Standards, "It is important to reach students at their appropriate level. The expectation that scaffolding will be built into the Standards' grade-by-grade text complexity ranges, however, should be toward independence both within and across the text complexity bands."

TAKE A PEEK



TEXT STRUCTURE

3rd grade

Table of Contents

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

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- Anchor Chart

1. Comparison

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- The Sister Planets- 690L
- Political Parties- 720L
- Christmas and Hanukkah- 740L

2. Cause and Effect

- Fighting Colds- 550L
- Black Rhinoceroses- 600L
- The Great Depression- 640L
- Volcanoes- 700L

3. Sequence

- The Life Cycle of a Pumpkin- 510L
- How to Make Tacos- 590L
- Mae Jemison- 620L
- Directions to Magic Kingdom from Hilton Hotel- 690L

4. Description

- Madame Monet and Her Son- 470L
- Holi Festival of Colors- 590L
- What is Inside a Volcano?- 610L
- A Dragon in France- 770L

5. Problem & Solution

- M&M's Candy- 470L
- Phobias- 590L
- Saving the Hawaiian Language- 610L
- Winter the Dolphin- 770L

4. Assessment on each area

- Sequence: Benjamin Franklin- 670L
- Comparison: America's Favorite Sports- 750L
- Cause and Effect: Forest Fires- 750L

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.



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K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

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 COMPARE & CONTRAST

Compare How people, places, 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



Contrast How people, places, and things are DIFFERENT.

CLUE WORDS although, however, differ, unlike, even though, yet, but, instead, on the contrary, whereas, while, unless, on the other hand

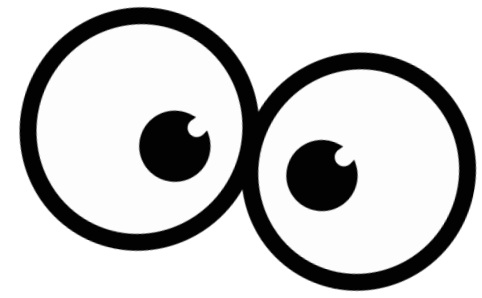


The balls are similar because both are round. Similarly, they are the same size.

The balls are different because one is red and one is blue.




AND ANOTHER PEEK



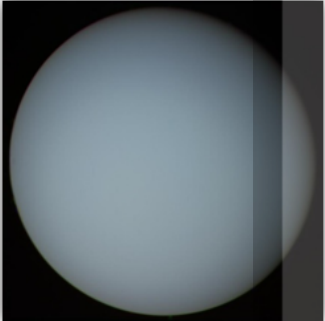
690L Text Structure Name: _____ Date: _____

The Sister Planets

Neptune and Uranus are sister planets. They have many similarities. Neptune and Uranus are similar in size. Both planets have the same composition. They are made up of the same materials. Neptune and Uranus have solid rock cores. Each core is about the size of Earth. Liquid water that is thousands of miles deep surrounds the core. Above the liquid water is a layer of liquid metallic hydrogen. The atmospheres of Uranus and Neptune are made up of hydrogen, helium, and methane. The temperatures are very similar. Also, Uranus and Neptune both have rings.



Neptune




Uranus


Neptune and Uranus also have differences. While both planets have rings, the rings around Uranus are large and thick. On the contrary, Neptune's rings are hard to see. Unlike Uranus, Neptune has many storms. The winds on Neptune are the fastest in the solar system. Neptune rotates counterclockwise, unlike Uranus, which rotates on its side. Uranus has 27 moons, while Neptune has 13 moons.

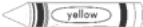
© MagiCare

Text Structure


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


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

2. Underline two sentences that show this connection. Write them below. 

3. How are Neptune and Uranus similar? (Choose all that apply.) 

- a. Neptune and Uranus have rings.
- b. Neptune and Uranus have storms.
- c. Neptune and Uranus have solid rock cores.
- d. Neptune and Uranus rotate counterclockwise.

4. How are Neptune and Uranus different? Use three examples from the text to support your answer. 

5. The text states that Neptune and Uranus have similar compositions. Explain what this means. Use evidence from the text. 


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740L Text Structure Name: _____ Date: _____

Political Parties

Political parties are groups of people who have common goals when it comes to politics. The Democratic and Republican Parties are the two largest political parties in the United States. These two parties have different viewpoints on topics.

Democrats are considered to be the more liberal party. This means that they are open to new ideas and opinions. They usually support equal rights. Democrats want to ensure that all citizens are cared for, even if they are unable to contribute to society. Democrats usually support helping needy people. This often means increasing taxes for everyone else. They also support laws that help the environment. They believe that the government should make laws to better society.



Donkeys represent the Democratic Party.

Contrary to Democrats, Republicans are considered to be the more conservative party. This means that Republicans have traditional values. Unlike Democrats, Republicans are usually less open to changing traditions such as marriage and religion. They support the rights of businesses. Republicans believe that the government should not make major decisions for people. Republicans support lower taxes. They believe that lower taxes make people spend more money. This makes the economy stronger.

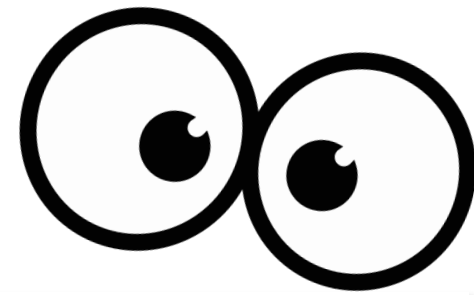


Elephants represent the Republican Party.

Democrats and Republicans have different viewpoints. Despite these differences, we all want what is best for our country.

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CHECK THIS OUT TOO!




600L Text Structure Name: _____ Date: _____

Black Rhinoceroses

Black rhinoceroses live in the eastern and central parts of Africa. They are critically endangered. This means that they have a very high risk of becoming extinct.



In the early 1900s, people settled in Africa from Europe. These people killed black rhinos for food. They sometimes killed them for fun. Today, hunters continue to kill black rhinos. Hunters kill black rhinos for their horns. The horns are made of ivory. Ivory is valuable. These horns sell for \$30,000 per pound. From 1970 to 1992, 96% of the black rhinos in Africa were killed for their horns. Many of the countries these animals live in are at war. This makes it difficult for black rhinos to be protected.



Population of Black Rhinoceroses









Map Key

- Native
- Reintroduced
- Introduced
- Possibly extinct
- Extinct

There are about 5,000 black rhinos left today. It is important that we save black rhinos. Without them, the ecosystem will change. Black rhinos eat plants. If they go extinct, this will affect the plant population. This will cause other animal species to be impacted.

© MagiCare

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

- How are the paragraphs in this passage connected? What clue words helped you? 
- Underline two sentences that show this connection. Write them below. 
- What is the main reason black rhinos are hunted today? 
 - war
 - fun
 - food
 - ivory
- What are two causes of black rhinos being critically endangered? Use examples from the text to support your answer. 
- Why is it difficult to protect black rhinos? 
 - People kill them for fun.
 - Other animals prey on them.
 - Black rhinos don't have enough food.
 - The countries they live in are at war.
- What will happen if black rhinos go extinct? 

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640L Text Structure Name: _____ Date: _____

The Great Depression

The decade of the 1920s was a time of wealth. Many Americans moved to cities in hopes of finding jobs. This made cities in America thrive. While the cities were doing very well, rural areas began to struggle. Farmers were very poor. As a result, stock market prices dropped on September 4, 1929. 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.



A Crowd Outside of a Bank After Its Failure



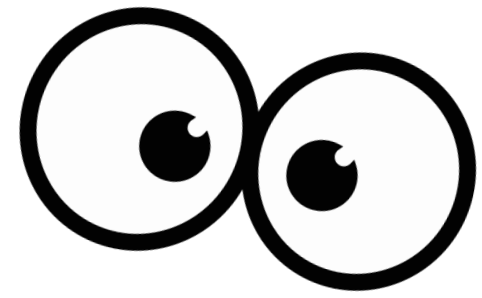
School in Alabama in 1935

On October 29, 1929, the stock market crashed. Due to the stock market crash, many people lost a lot of money. Some people lost everything they owned. Many companies went out of business. This 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 the Great Depression. Most countries did not recover from the Great Depression until after World War II.



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UPGRADE THEIR SKILLS!




670L

Text Structure Name: _____ Date: _____

TEST: Benjamin Franklin

Benjamin Franklin was born in Boston, Massachusetts in 1706. He had 16 siblings. Benjamin stopped going to school when he was only ten. He continued to learn by reading. When Benjamin was 12, he worked with his brother as a printer.




Franklin's Birthplace, Milk Street


At age 17, Benjamin ran away to Philadelphia, Pennsylvania. In 1728, Benjamin became the publisher of a newspaper. Benjamin used the newspaper to write about his opinions.

In addition to being an author, Benjamin was an inventor. One of Benjamin's most famous inventions was the lightning rod. The lightning rod was the beginning of his studies of electricity.

Benjamin also holds historical importance in the development of our country. In 1776, Benjamin was chosen to be one of five people to develop the Declaration of Independence. Benjamin also became an abolitionist. An abolitionist believes in freeing slaves.




As Benjamin grew older, he had many health problems due to his obesity. On April 17, 1790, Benjamin died. About 20,000 people went to his funeral. Benjamin Franklin had a large impact on our world. He will always be remembered for being a Founding Father of the United States. His inventions have also impacted how we live.





© MagiCare

Text Structure

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

1. How are the paragraphs in this passage connected? What clue words helped you? 

2. Underline two sentences that show this connection. Write them below. 

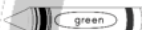
3. What did Benjamin Franklin do right after he went to school? 


a. Benjamin became a Founding Father.


b. Benjamin became an author.

c. Benjamin became an inventor.

d. Benjamin worked as a printer.

4. Identify three of Benjamin Franklin's major accomplishments in the order that they occurred. 

5. What happened to Benjamin Franklin at the end of his life? 

6. How did Benjamin help America? (Choose all that apply.) 

a. He became a printer.

b. He ran away from home.

c. He became an abolitionist.

d. He signed the Declaration of Independence.

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Text Structure Name: _____ Date: _____

TEST: America's Favorite Sports

Basketball and football are two of America's most popular sports. Both of these sports are team sports. Teamwork is essential. In football, players must pass the football to their teammates to move the ball down the field. Similarly, players pass a basketball down the basketball court.



While basketball and football have similarities, they also have many differences. Football is considered a fall sport. On the contrary, basketball is a winter sport. Professional football can be played indoors or outdoors, while professional basketball is always played indoors. Eleven players from each team play football at a time. Basketball has five players playing from each team. In the game of football, players score points by getting a touchdown in the other team's end zone. In basketball, a player scores points by shooting the ball in the other team's hoop. Football is not an Olympic sport. This is unlike basketball, which is an Olympic sport.

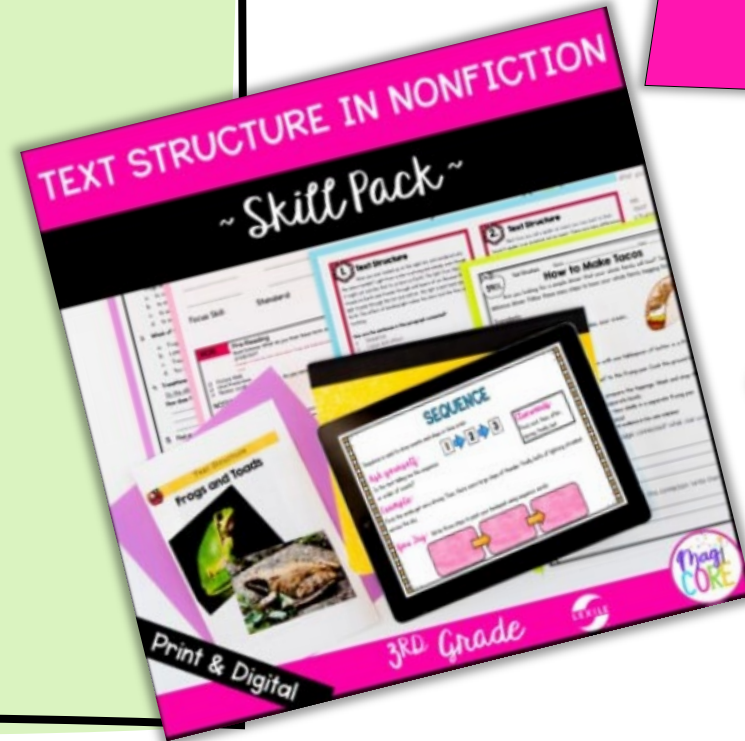


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