

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

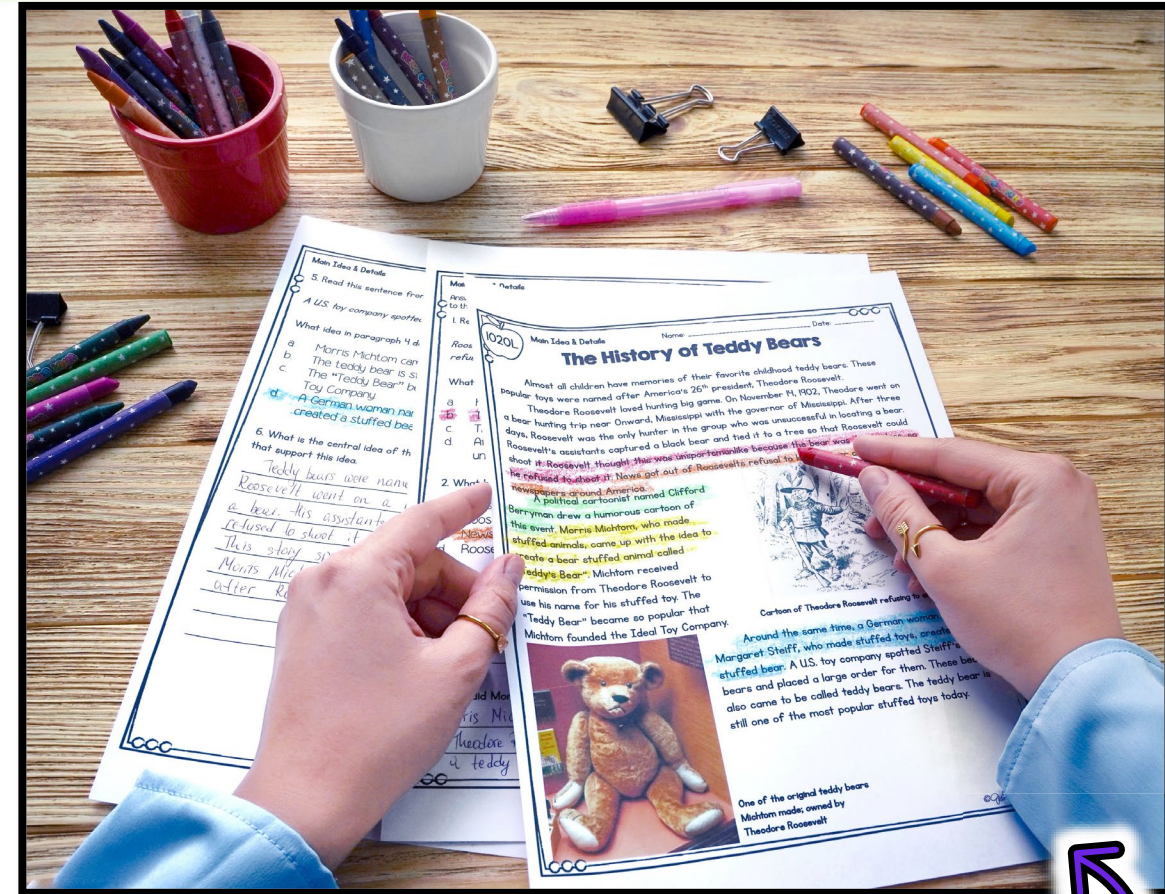
Printable and
Google
Slides Included



The image shows a tablet displaying a 'Table of Contents' and a printed anchor chart. The anchor chart is titled 'The Scientific Method' and includes sections for 'Ask a Question', 'Research', and 'Make a Hypothesis'. Each section is accompanied by a simple line drawing: a question mark for 'Ask a Question', an open book with glasses for 'Research', and a lightbulb for 'Make a Hypothesis'. The anchor chart also includes a 'Purpose' section with a question mark icon. The tablet screen shows a 'Table of Contents' with 12 items, including 'Types of Main Idea & Details Anchor Chart', 'The Blobfish- 740L', 'The Scientific Method- 760L', 'How to Resolve Conflict- 800L', 'The Three Branches of Government- 8f', 'America's Youngest Ambassador- 8f', 'The Sections of the Orchestra- 89', 'The History of Chewing Gum- 920', 'Downloading Digital Media- 960L', 'North American Plains Natives- 9', 'The History of Teddy Bears- 98', 'Test', 'Constellations- 750L', and 'Babe Ruth- 890L'. There is also a 'CLICK HERE TO' link and a note about needing help setting up.

10 NONFICTION PASSAGES

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

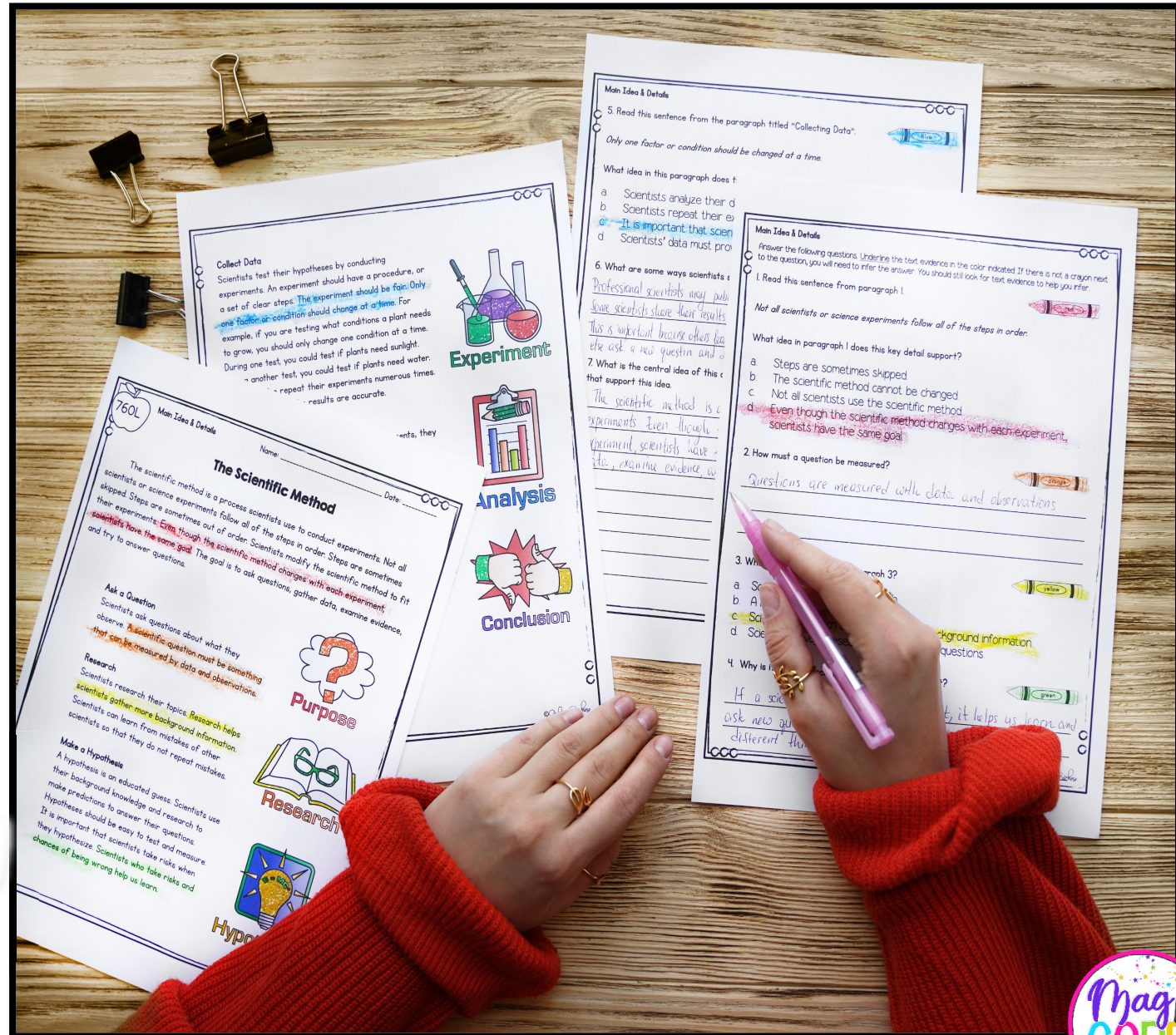


- Variety of text structures to spark comprehension AND curiosity.
- Dive into informational, scientific, and historical texts.



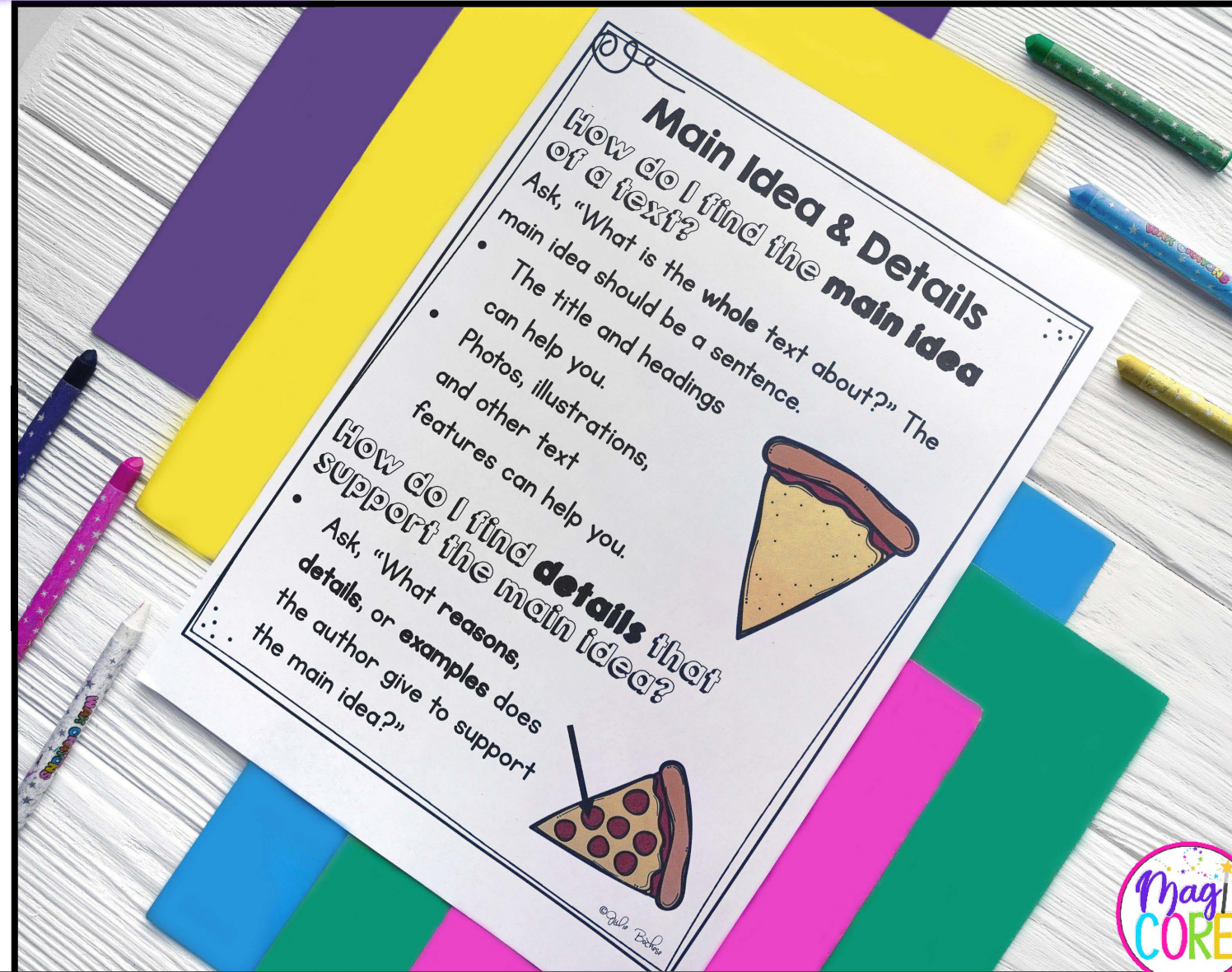
QUESTIONS

- 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

890L

Test: Babe Ruth

Name: _____ Date: _____

George Herman Ruth Jr. was born on February 6, 1895, in Baltimore, Maryland. Ruth had seven siblings, but only his youngest sister survived infancy. When Ruth was seven years old, he was sent to St. Mary's Industrial School for Boys. This was a school for troubled boys. Ruth was sent there because he was not going to school and was getting into trouble. Ruth spent twelve years there. He was often made fun of because his skin was darker than most of the other boys at school. At St. Mary's, Ruth learned baseball skills.

Ruth (top row, middle) at St. Mary's Industrial School

In 1914 at age 19, Ruth was signed by the Baltimore Orioles to play Minor League Baseball. It was during this time that Ruth was given the nicknames "Babe" and "Bambino". Soon after, the Red Sox bought Babe Ruth. In two years' time, Babe Ruth had a reputation as a great pitcher who hit long home runs. Ruth's team, the Boston Red Sox, won a World Series championship team while he played for them. Despite his success as a pitcher, Ruth wanted to get more time playing, so he became an outfielder. In 1919, Ruth broke the MLB single-season home run record.

Ruth pitching for the Boston Red Sox

In 1914, Ruth also met and married his first wife, Helen Woodford. They adopted a daughter named Dorothy. In 1925, Ruth and Woodford separated. A few years later, Ruth married actress Claire Merritt Hodgson. He adopted her daughter Julia.

Ruth in 1920

Main Idea & Details
Answer the questions to the quest

8. Which c

a. Ruth
b. Ruth
c. Geor
Mary
d. When
School

9. What is

a. Ruth
b. Ruth
c. Ruth
d. Ruth

10. Read this

In 1919, Ruth

What idea it

a. the b
b. In 19
c. Babe
d. In 19
Minor

11. What is the

Paragr

12. What happened aft

a. There was co
b. The Red Sox
c. Ruth ended u
d. People belie

13. What is the main i

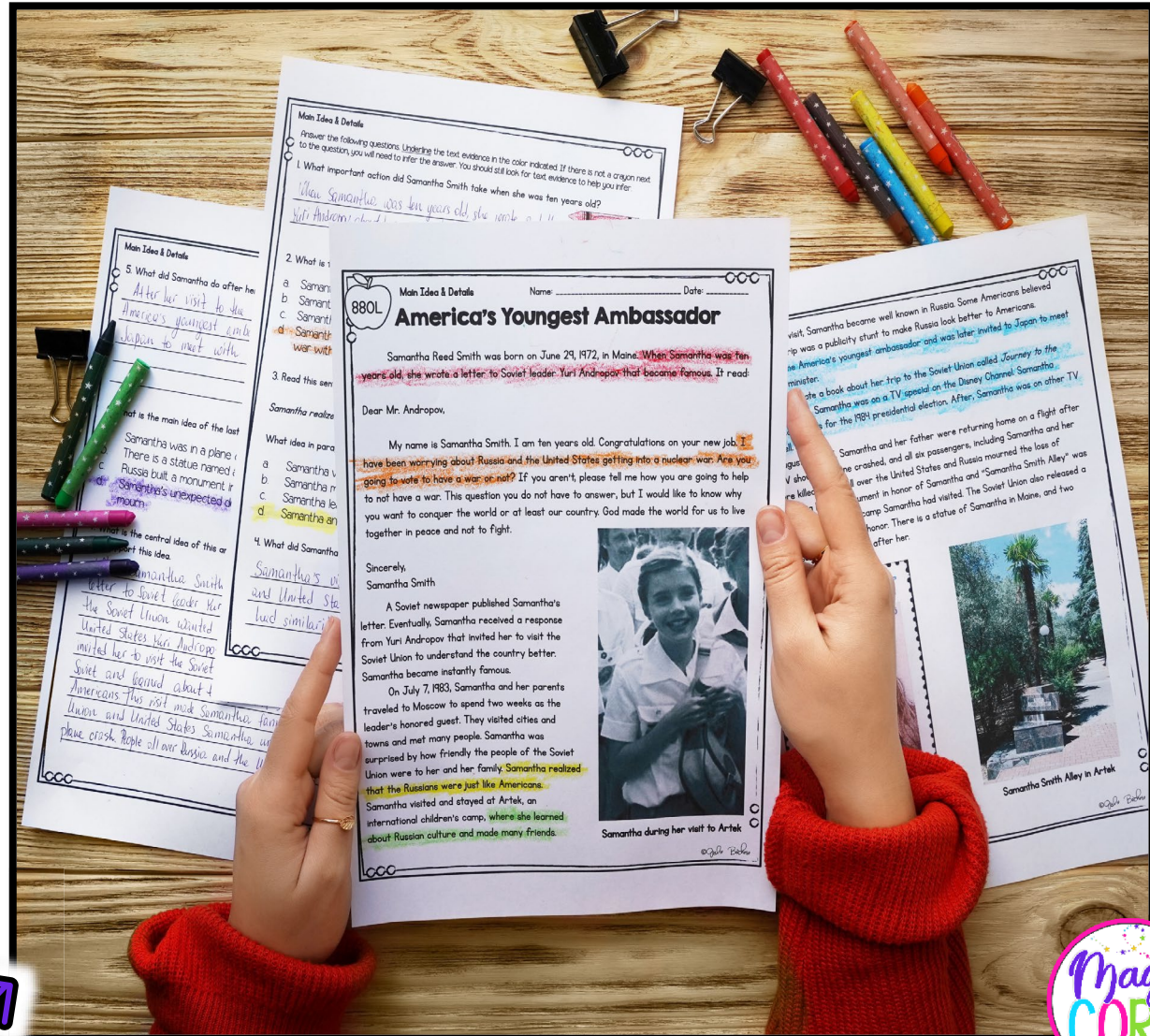
The last part
career, his death

14. What is the centr
that support this ide

This article is
the Sr. Ruth
school, where he
signed to the
Baseball. He is
famous
where Ruth
from baseball
he died of

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 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.

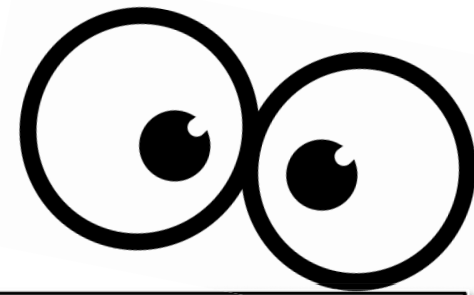
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for 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 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-1140L
6-8	1060L-1460L

Keep in mind when using any leveled text that must support to reach text at the high end of their grade level. Common Core Standards, "It is important to reach students at an appropriate. The expectation that scaffolding will be built into the Standards' grade-by-grade text complexity general movement, however, should be toward student independence both within and across the text complexity bands."

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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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."

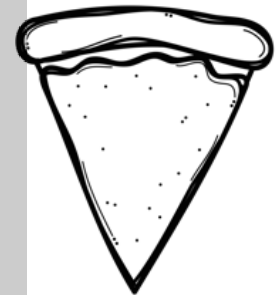


Main Idea & Details

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.



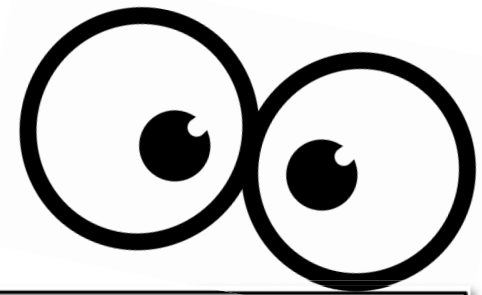
How do I find **details** that support the main idea?

- 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 Barber

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".

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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WRIGLEY'S

5¢ a package before the war

5¢ a package during the war

5¢ a package NOW

THE FLAVOR LASTS SO DOES THE PRICE!

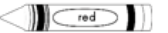


An old Wrigley's advertisement

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?



- 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.

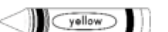


In 1840, a man named John Curtis made the first gum for sale from the spruce tree.

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.

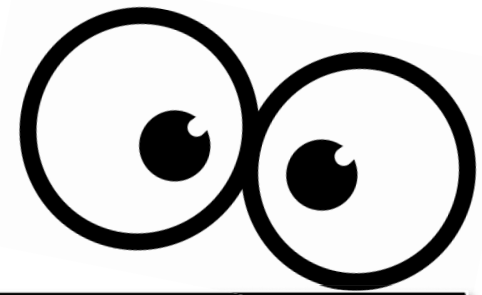
3. What is the main idea of the third paragraph?



- 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. 


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?

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

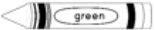
2. When it comes to downloading illegal media, who is breaking the law? (Choose all that apply.) 


- the person who posts the media
- the person who created the media
- the person who downloads the media
- the person who buys the media from a trusted website

3. What is the main idea of paragraph 4? 

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Main Idea & Details

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

5. Read these sentences from paragraph 5. 

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

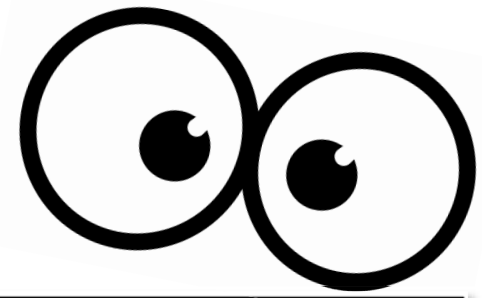
What idea in paragraph 5 does this key detail support?

- Downloading digital media is risky.
- You should never download media from the Internet.
- People should try to download digital media for free before they waste their money.
- 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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UPGRADE THEIR SKILLS!



750L Main Idea & Details Name: _____ Date: _____

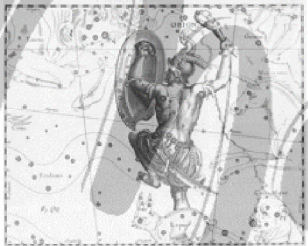
Test: Constellations

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.

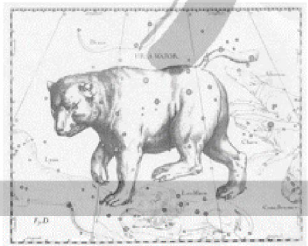
You cannot see all the constellations from any one spot on earth. Some constellations are visible from different places. Seasons also affect what constellations you can see. The patterns of constellations help people recognize stars. Long ago, constellations helped people keep track of the calendar. 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.




© Julie Baker

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.

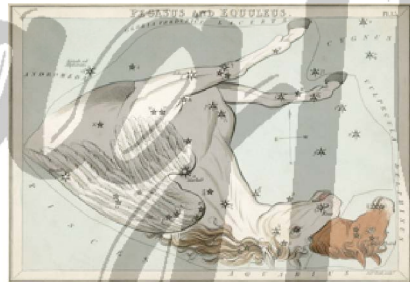
Draco
Draco means "Dragon". Draco is named after the dragon Hercules killed. The Draco constellation is visible in the Northern Hemisphere.

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



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.




Pegasus Constellation

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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. 


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? 

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? 

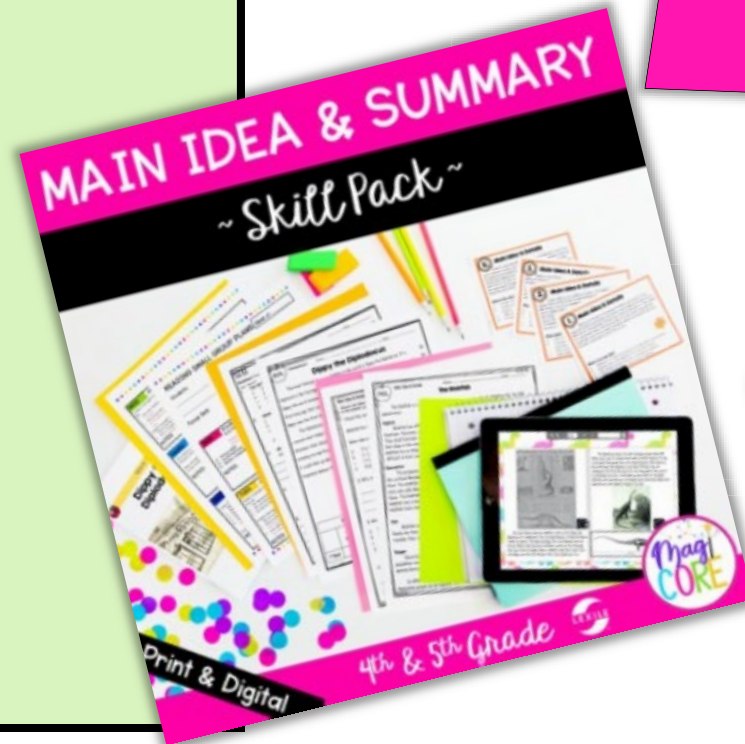
4. What does the constellation Orion depict? 

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