

TEXT STRUCTURE



compare & contrast

TRUSTED BY OVER 2,000 TEACHERS

Name: _____ Date: _____

Text Structure: _____

Severe Storms: Hurricanes

A hurricane is a large storm that forms over warm ocean waters in warm months. Winds rotate at high speeds. The hurricane winds reach 74 miles per hour at the least. Sometimes the winds can reach up to 200 miles per hour. Hurricanes are very large, reaching up to 600 miles across. They usually last for over a week, traveling between 10 and 12 miles per hour over the ocean before they reach land.

How Does a Hurricane Form?

Hurricanes only form over warm ocean waters when the water is 80 degrees Fahrenheit or warmer. This usually occurs in tropical zones. Another factor that contributes to a hurricane is that the air above the water must be cooler than the water itself. The winds must also be blowing in a certain direction and speed to continually lift the warmest air close to the water. Hurricane season is between June 1 and November 30, when the weather is the warmest.

A hurricane forms when warm, moist air moves across the surface of the water. This warm air rises and is replaced with colder air. Since the water is warm, it starts to warm up the colder air. When the air is warm enough, it starts to rise, too. This cycle of warm air rising, cold air replacing it, and that air getting warmed by the water causes a storm cloud to form. The winds will get faster and faster until a twister of wind appears.

HURRICANE STRUCTURE
IN THE NORTHERN HEMISPHERE

Outflow cirrus shield

Outflow

Are the Effects of a Hurricane?

Hurricanes have the potential to cause a lot of damage. Each hurricane is measured depending on its wind speed. Hurricanes are then given a category. For example, Category 1 hurricanes have winds between 74 and 95 miles per hour. Category 5 hurricanes have winds that are 157 miles per hour or higher.

When hurricanes strike land, strong winds can blow down trees, damage roads and cars, and knock down houses. Debris is carried in the winds and deposited all over the land. Often, the most devastating effect of a hurricane is the storm surge. A storm surge occurs when water gets pushed into the eye of the storm. The eye is the center where the winds are relatively slow and calm. Water piles up in the storm surge areas where the coastline is shallow.

The effect of hurricanes is coastal beach erosion. This can cause major flooding on beaches or sand dunes, wears away. Since hurricanes cause large waves, the shorelines get smaller.

It is dangerous and deadly storms, it is important to heed warnings and take these severe storms. If you take the proper precautions, you will likely be safe.



WHAT'S INSIDE?

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

TEXT STRUCTURE
5th grade
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.

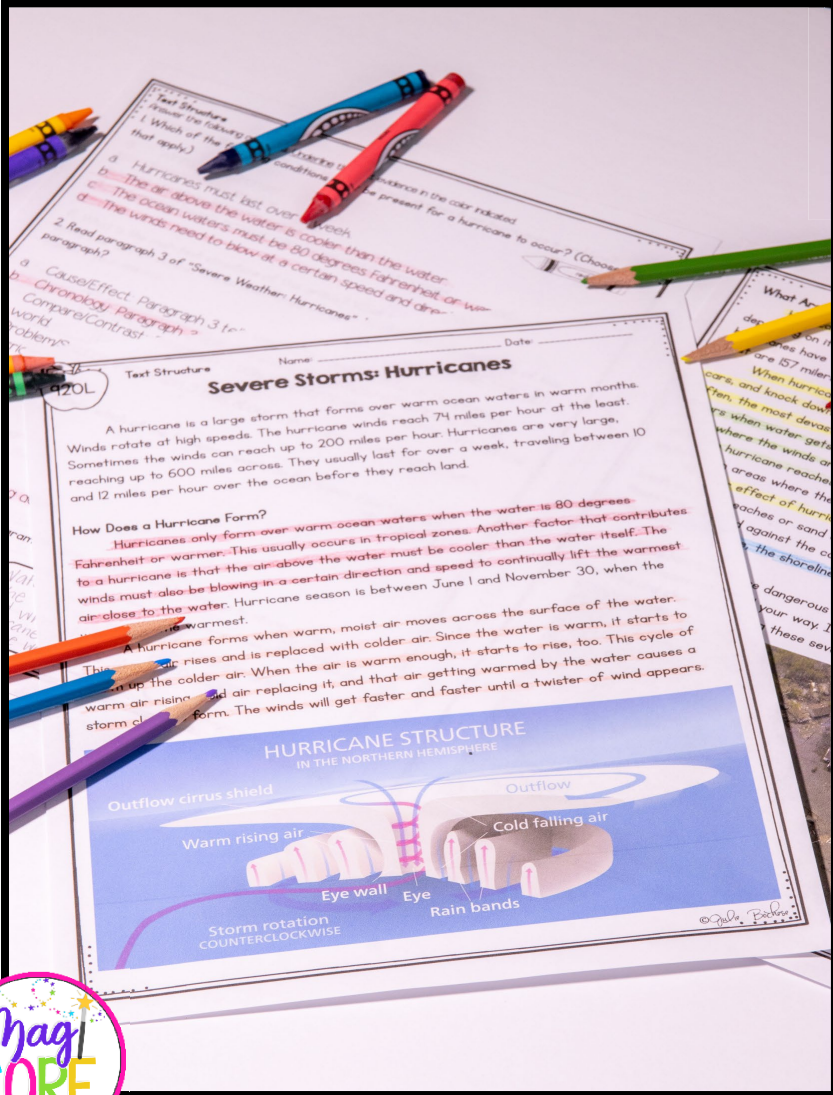
School in Alabama, 1935

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

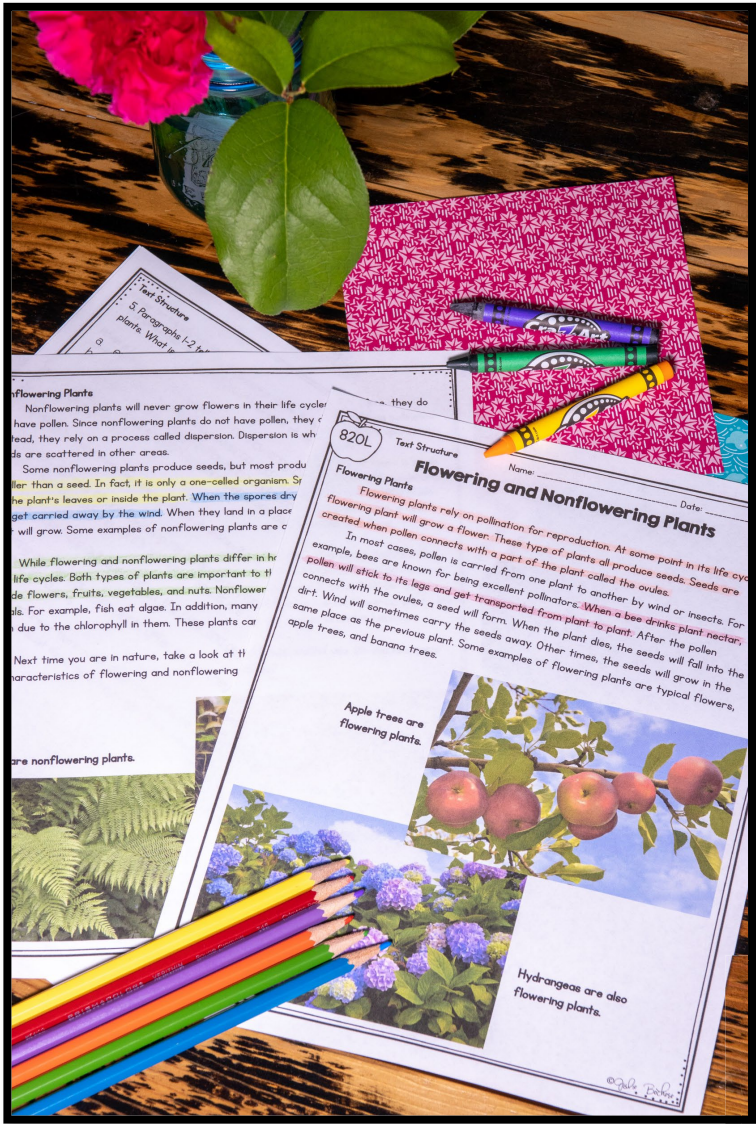
Printable and Google Slides Included



10 NONFICTION PASSAGES



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

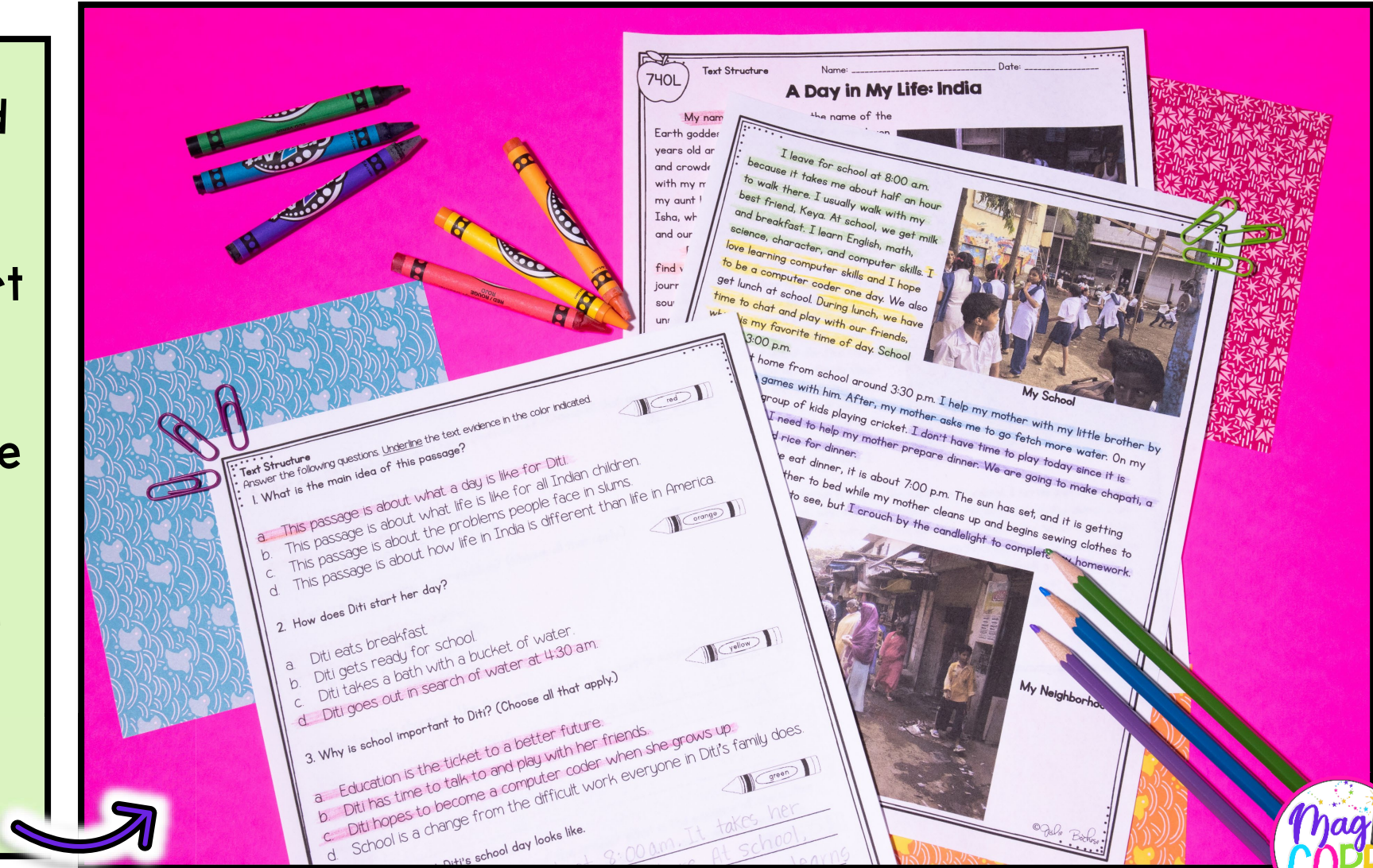


- Variety of text structures to spark comprehension AND curiosity.
- Dive into informational, historical, scientific, and biographical texts.



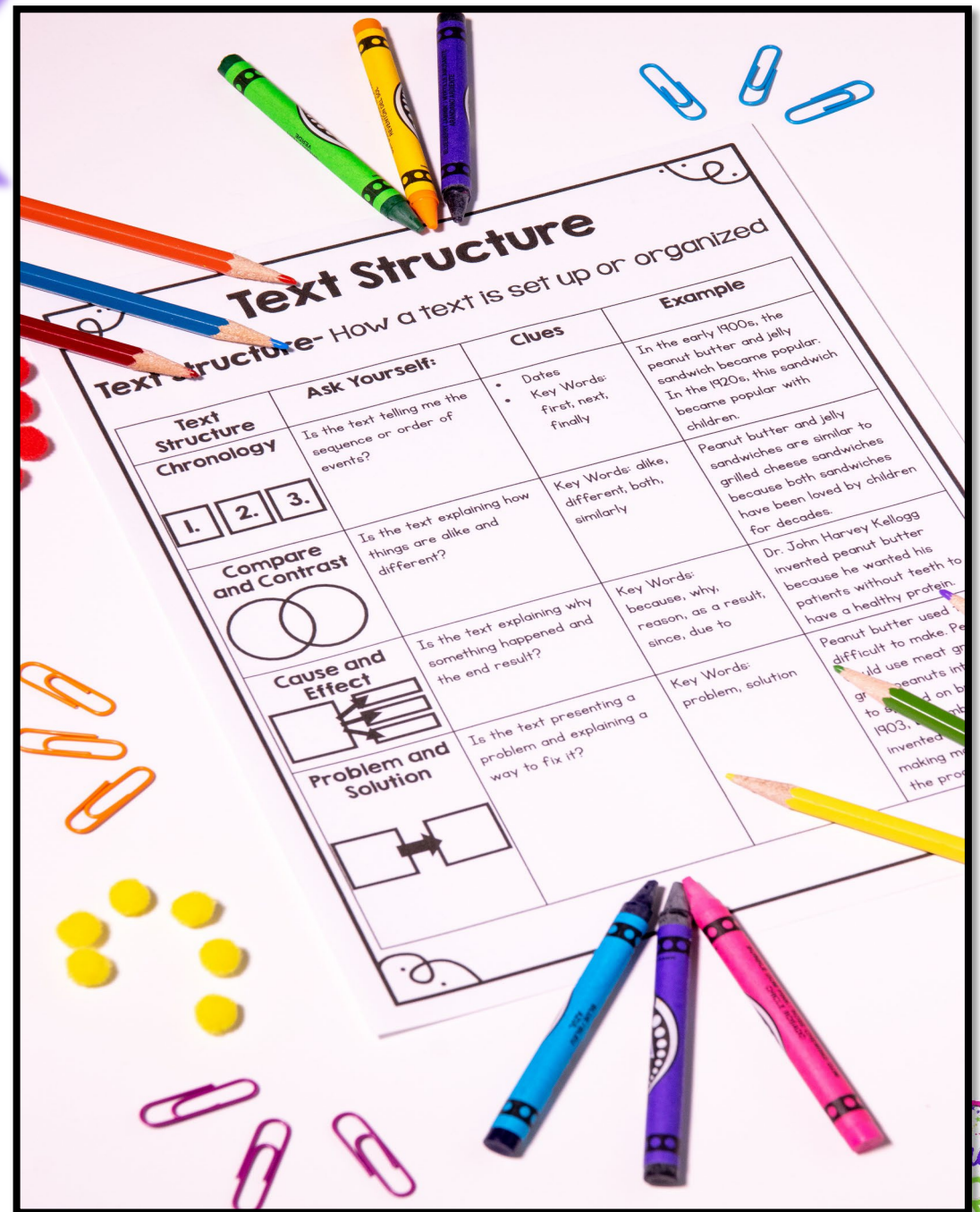
QUESTIONS

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



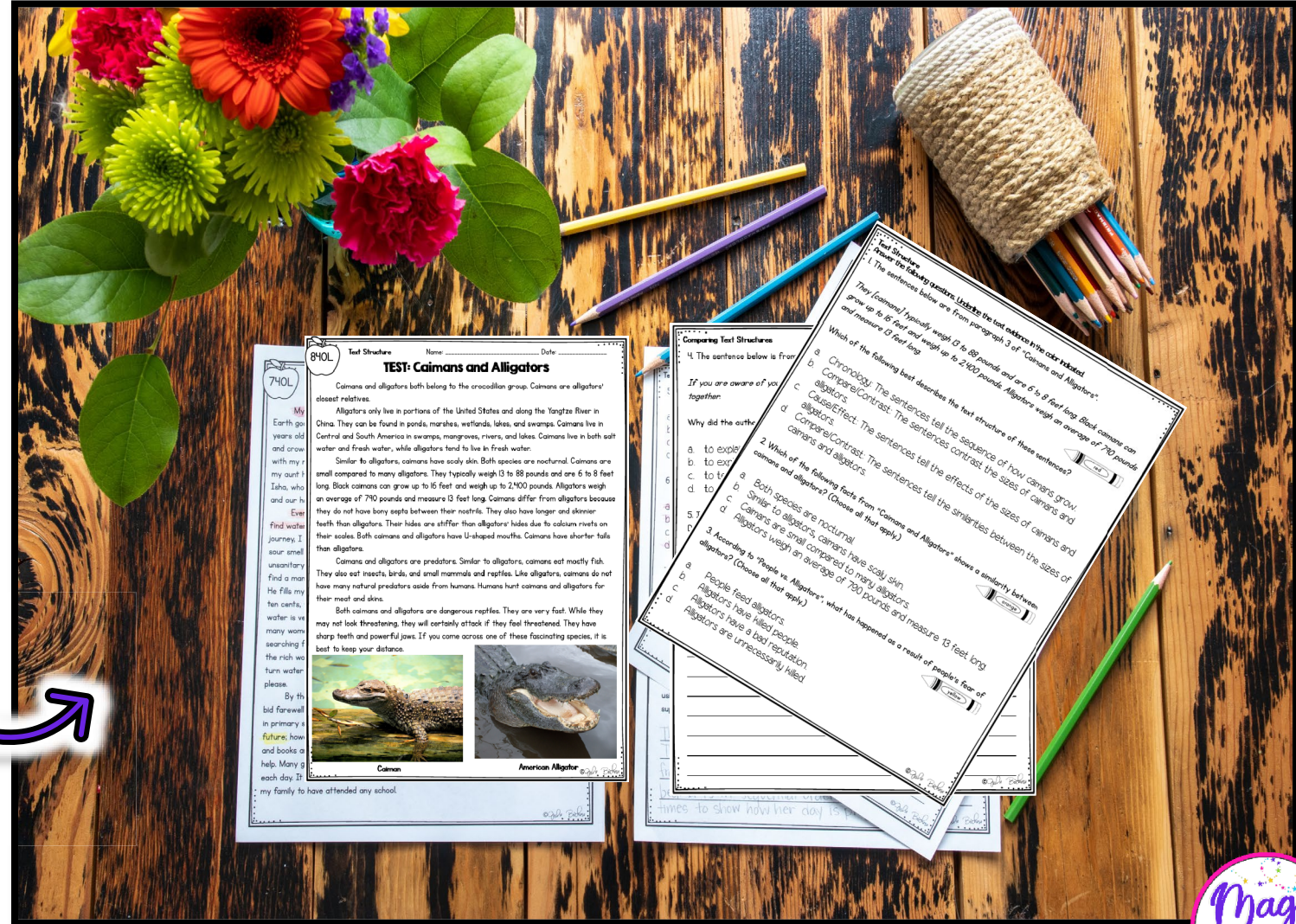
ANCHOR CHARTS

- Use anchor charts to introduce the skill
- Students reference throughout the unit



ASSESSMENTS

- Same format as practice
- Three 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!

The collage features several educational components:

- Worksheet:** A worksheet titled "Flowering and Nonflowering Plants" with a "Text Structure" section. It includes a "Text Structure" box with "5. Paragraph plants" and a "Nonflowering Plants" section. The text explains that nonflowering plants do not have pollen and rely on spores for reproduction. It also discusses the life cycles of both types of plants and their environmental importance.
- Handwritten Notes:** A student's handwritten notes on a separate sheet, discussing the main contrast between flowering and nonflowering plants. The notes state: "The main contrast between flowering and nonflowering plants is that both plants have life cycles important to the environment." It also mentions that flowering plants provide food for animals and that nonflowering plants are important for the environment.
- Images:** Two photographs of plants are included. One shows a branch with several red apples, captioned "Apple trees are flowering plants." The other shows a cluster of purple hydrangea flowers, captioned "Hydrangeas are flowering plants."
- Decorative Elements:** The collage is decorated with colorful patterned paper scraps (red, blue, and green) and several colored pencils (yellow, green, blue, purple, red, orange, yellow, green) arranged diagonally on the right side.

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.

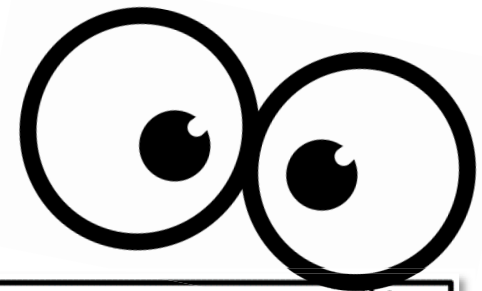
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for 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 re-examine the expectation that scaffolding built into the Standards' grade-by-grade text complexity movement, however, should be toward student independence both within and across the text complexity bands."

TAKE A PEEK



TEXT STRUCTURE

5th 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. The Great Depression- 750L / The 1930s in America- 740L
3. The History of Child Labor in the United States- 920L / The Problem with Child Labor- 800L
4. A Day in My Life: India- 770L / Indian Culture and American Culture- 870L
5. America's Political Parties- 740L / A Split Nation- 880L
6. Censorship- 920L / The History of Censorship in North Korea- 880L
7. Albert Einstein- 780L / Albert Einstein's Theories and Discoveries- 980L
8. Severe Storms: Hurricanes- 920L / Severe Storms- 880L
9. Test
 - Caimans and Alligators- 840L
 - People vs. Alligators- 870L

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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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."

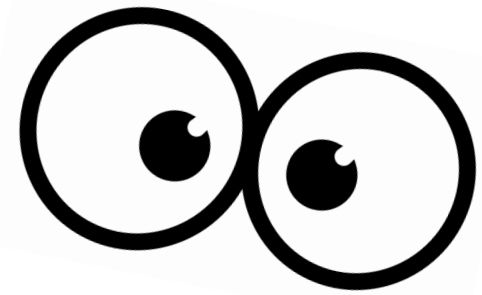


Text Structure

Text Structure- How a text is set up or organized

Text Structure	Ask Yourself:	Clues	Example
Chronology 	Is the text telling me a sequence or the order of events?	<ul style="list-style-type: none"> • 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.

CHECK THIS OUT TOO!



880L

Text Structure

Name: _____ Date: _____

Severe Storms

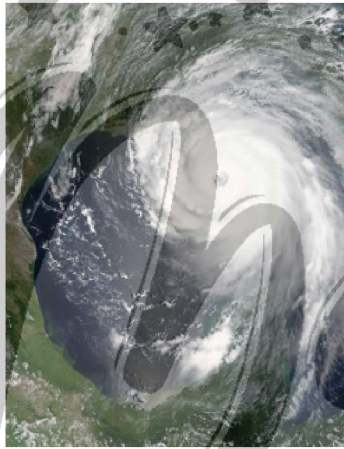
Some storms are strong, and other storms are weak. Some storms cause damage and destruction, while others do not. Some storms are enjoyable to watch, and others are terrifying phenomena. Hurricanes and tsunamis are two types of storms that are strong and can cause incredible damage and destruction. Both storm systems can be large and quite impactful for humans. However, a hurricane will generally cause more damage and deaths than a tsunami. Hurricanes also last longer than tsunamis.

Hurricane

A hurricane is a storm that forms over warm ocean waters during hot months. Hurricanes form near the Equator in oceans around the world. Depending on where the hurricane forms, it will be called by different names. The term hurricane is used in the Atlantic and Northeast Pacific. They are called typhoons in the Western Pacific Ocean. They are called cyclones in the Indian Ocean.

As a hurricane is forming, powerful strong winds will spin around the center of the storm. The center of the storm is called the eye. A hurricane can be around 400 to 500 miles in diameter. They can last for weeks and might not arrive to shore for quite some time after forming. A category 1 hurricane has winds of at least 74 miles per hour. A Category 5 hurricane has winds above 156 miles per hour. These winds can be very damaging to anything on land, and the winds can last for several hours.

During a hurricane, the sea level near the storm rises due to low pressure, strong winds, and high waves as the hurricane makes landfall. This is called a storm surge. The flooding due to a storm surge is one of the major causes of hurricane damage. In the most extreme hurricanes, storm surges can be as high as 25 feet above normal sea levels.



View from Above Hurricane Katrina in the North Atlantic in 2005

Tsunamis

The word "tsunami" originated from the Japanese language. "Tsu" means harbor, and "nami" means wave. Therefore, tsunami means harbor wave. A tsunami occurs when an exceptionally large wave or series of waves crashes onto shore. Tsunamis usually form in the Pacific Ocean.


A tsunami occurs when rocks or tectonic plates move under the ocean's surface. This movement could be caused by an underwater landslide, a volcanic explosion, or an earthquake. This results in a large wave or series of waves forming. The waves eventually make their way to shore. They can sometimes be more than a hundred miles long. Since the waves are so powerful and large, they can cause significant damage to the buildings close to shore. In some cases, tsunamis are so large that buildings farther inland are also flooded. The danger of a tsunami's wave can last for a few hours.

Hurricanes and tsunamis are different in many ways, such as the way they form and how long they last. That being said, both storms can cause a lot of damage when they reach land. Therefore, it is important to listen to the authorities when they give warnings about hurricanes and tsunamis that might be nearby.

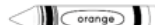


Comparing Text Structures

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

1. Read paragraph 3 of "Severe Weather: Hurricanes". What is the text structure of this paragraph? 

- a. Cause/Effect: Paragraph 3 tells the causes and effects of hurricanes.
- b. Chronology: Paragraph 3 tells the sequence of how a hurricane forms.
- c. Compare/Contrast: Paragraph 3 tells how hurricanes are similar around the world.
- d. Problem/Solution: Paragraph 3 tells about the problems associated with hurricanes.

2. According to "Severe Storms: Hurricanes", which of the following impacts do hurricanes have? (Choose all that apply.) 

- a. tsunamis
- b. storm surges
- c. wind damage
- d. danger from flying debris

3. The sentences below are from paragraph 4 of "Severe Storms".

During a hurricane, the sea level near the storm rises due to low pressure, strong winds, and high waves as the hurricane makes landfall. This is called a storm surge... a storm surge is one of the major causes of hurricane damage.

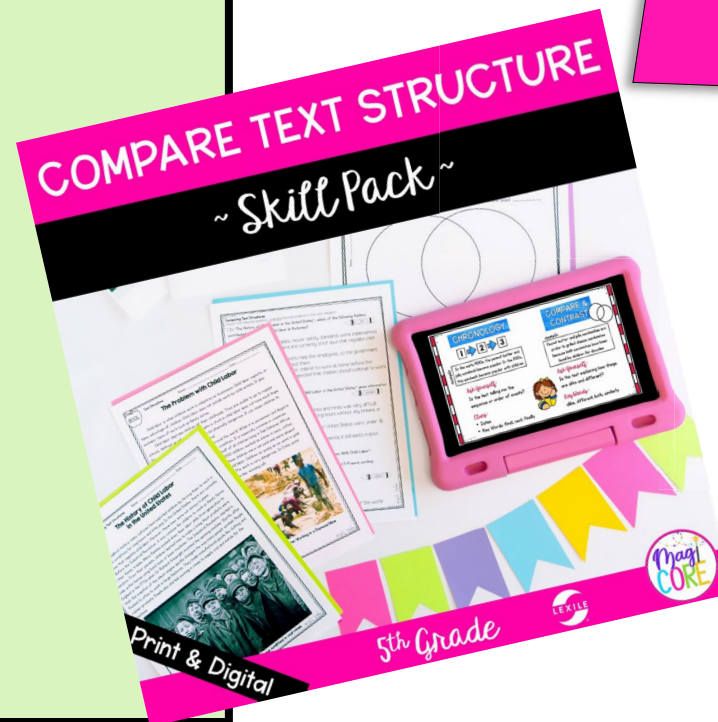
Which of the following best describes the text structure of these sentences? 

- a. Comparison: The sentences compare hurricanes and storm surges.
- b. Chronology: The sentences tell the sequence of how a storm surge occurs.
- c. Cause/Effect: The sentences tell the causes and effects of a storm surge.
- d. Comparison: The sentences compare and contrast hurricanes and tsunamis.

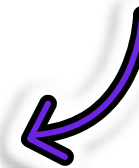
UPGRADE THEIR SKILLS!

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- Guided Reading Packet
- Printable Task Cards
- Boom Learning Task Cards



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- ★ Anchor charts
- ★ Questions focused on skills for each standard



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