

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



HISTORICAL, SCIENTIFIC, & TECHNICAL

4th & 5th

Table of Contents

*This product includes 15 Lexile® leveled stories in the Complexity Band (the range for 4th-5th grade is 740L-930L)

1. Historical Text Anchor Chart/Journal Page
2. Plymouth Colony- 790L
3. The Irish Potato Famine- 870L
4. Wolfgang Amadeus Mozart- 970L
5. Orphan Trains- 930L
6. Scientific Text Anchor Chart/Journal Page
7. Tsunamis- 800L
8. Plant Adaptations- 840L
9. The Process of Digestion- 830L
10. Global Warming- 960L
11. Technical Text Anchor Chart/Journal Page
12. Potato Head Planter- 760L
13. How to Build a Lung Model- 890L
14. Building a Parallel Circuit- 870L
15. How to Write a Thank You Note- 870L
16. Test
 - A Cool Summer Treat- 930L
 - The 1960s- 880L
 - Food Chains- 740L

OO # The Google Slides are a copy. [CLICK HERE TO](#) * You MUST have a device to use the slides. If you need help setting up, please contact us.

870L Explain Historical Text

Name: _____ Date: _____

The Irish Potato Famine

In the mid-1800s, Ireland was a poor agricultural country of about 8 million people. Many people were uneducated, and the life expectancy was only 40 years old. People were treated very unfairly. Poor families rented land from rich landlords and had to pay the landlords. They became very dependent on potatoes for food and income since they were so cheap to grow.

In September 1845, the first signs of disease in potato plants appeared. Potato plant leaves turned black and rotted. This was the potato blight, or a fungus, that killed potato crops throughout Europe. The fungus quickly spread to potato plants across Ireland.

Some people in Ireland blamed the potato disease as punishment for the horrible way landlords in Ireland treated farmers. The people of Ireland hoped the crop of potatoes the following year would be successful, but the potato blight continued to affect potatoes for five more years.

People who depended on the potato for food starved. They had no money, and food was scarce. With no way to pay rent, many were left without homes. The winter of 1846 was harsh. There were numerous blizzards. People died from hunger and diseases such as typhus. Typhus, or "Black Fever", spread quickly across Ireland. During the famine, about one million people died, and another million left Ireland. This caused Ireland's population to drop to 20-25% of what it was before.

After the famine, the potato was still one of Ireland's most important crops. Ireland had the highest consumption of potatoes in the world. After the famine, the majority language changed from Irish to English due to the famine impacting the poor Irish-speaking districts most significantly. The potato famine changed Ireland's future for years to come.

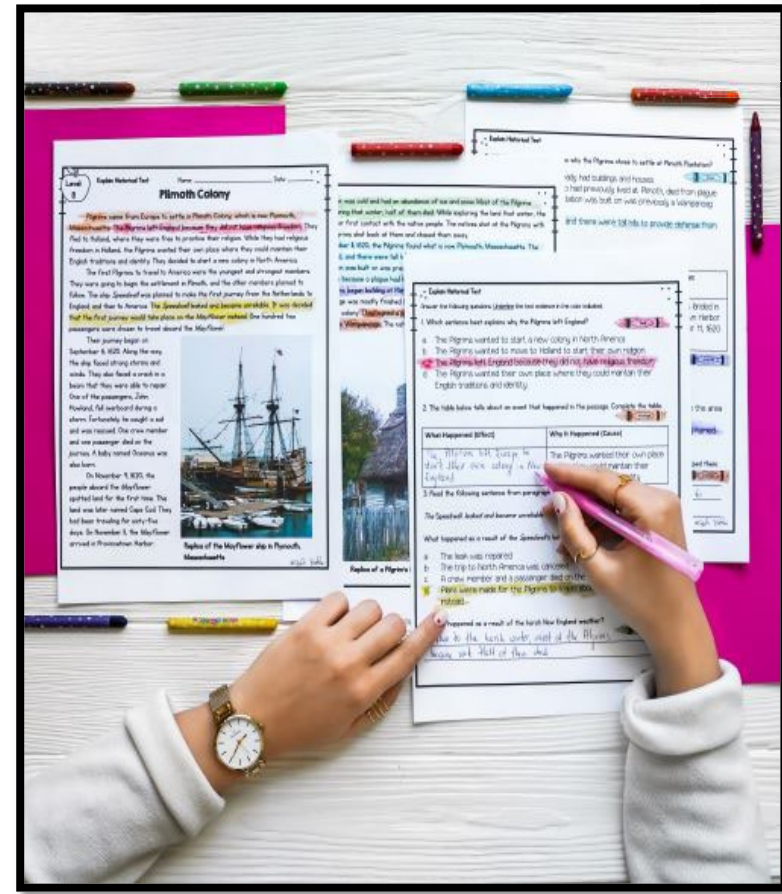
A black and white illustration showing a group of people, including men, women, and children, gathered around a large stone structure, possibly a well or a public house. The scene depicts the harsh conditions of the Irish Potato Famine.

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 technical texts.



QUESTIONS

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

Level: B Explain Historical Text Name: _____ Date: _____

Plimoth Colony

Pilgrims came from Europe to settle in Plimoth Colony, which is now Plymouth, England because they did not have religious freedom. They were free to practice their religion. While they had religious freedom in England, they decided to start a new colony in North America. The Pilgrims were the youngest and strongest members of the church in Plymouth, and the other members planned to make the first journey from the Netherlands to North America on the *Speedwell* but it leaked and became unreliable. It was decided to sail on the *Mayflower* instead. One hundred two Pilgrims sailed on the *Mayflower*.

The winter was cold and had a lot of snow. Most of the Pilgrims became sick. During that winter, half of them died. While exploring the land that winter, the Pilgrims had their first contact with the native people. The natives shot at the Pilgrims with arrows. The Pilgrims shot back at them and chased them away.

On December 11, 1620, the Pilgrims found what is now called the area of the Plimoth Plantation. The land was cleared, and there were tall hills to provide a natural defense. The Pilgrims began building at Plimoth Plantation. The village was mostly finished by February. The Pilgrims signed a peace treaty with the Wampanoag people. The natives helped the Pilgrims grow corn, fish, and hunt.

5. Which sentence best explains why the Pilgrims chose to settle at Plimoth Plantation?
a. Plimoth Plantation already had buildings and houses.
b. The Wampanoags, who had previously lived at Plimoth, died from plague.
c. The area Plimoth Plantation was built on was previously a Wampanoag village.
d. The land was cleared and there were tall hills to provide defense from the natives.

6. The chart below lists three events in the history of the pilgrims.

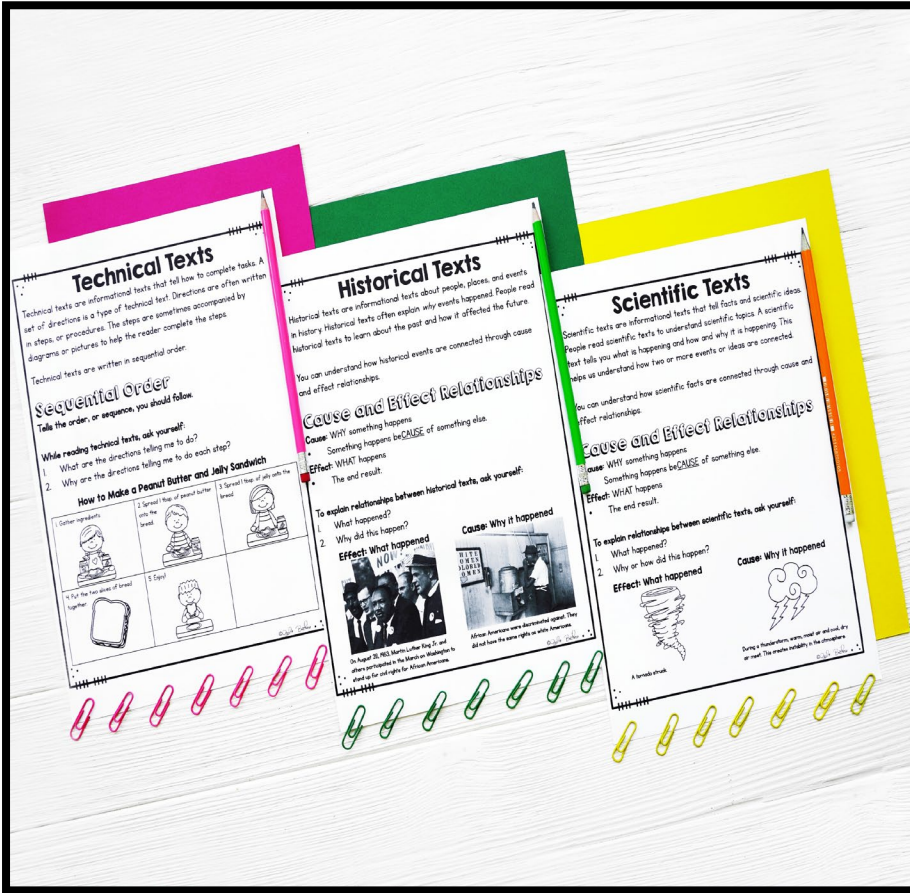
Event	Event	Event
The Pilgrims left England so they could have religious freedom.	The pilgrims traveled a difficult journey on the <i>Mayflower</i> .	The pilgrims landed in Provincetown Harbor on November 11, 1620.

Which sentence best explains how these events are related?
a. Half of the pilgrims died of sickness during their first winter.
b. The pilgrims signed a peace treaty with the Massasoit of the Wampanoags.
c. Plague had killed the Wampanoag people who previously lived in the area the pilgrims settled in.
d. The pilgrims eventually settled and built a successful village they named Plimoth Plantation.

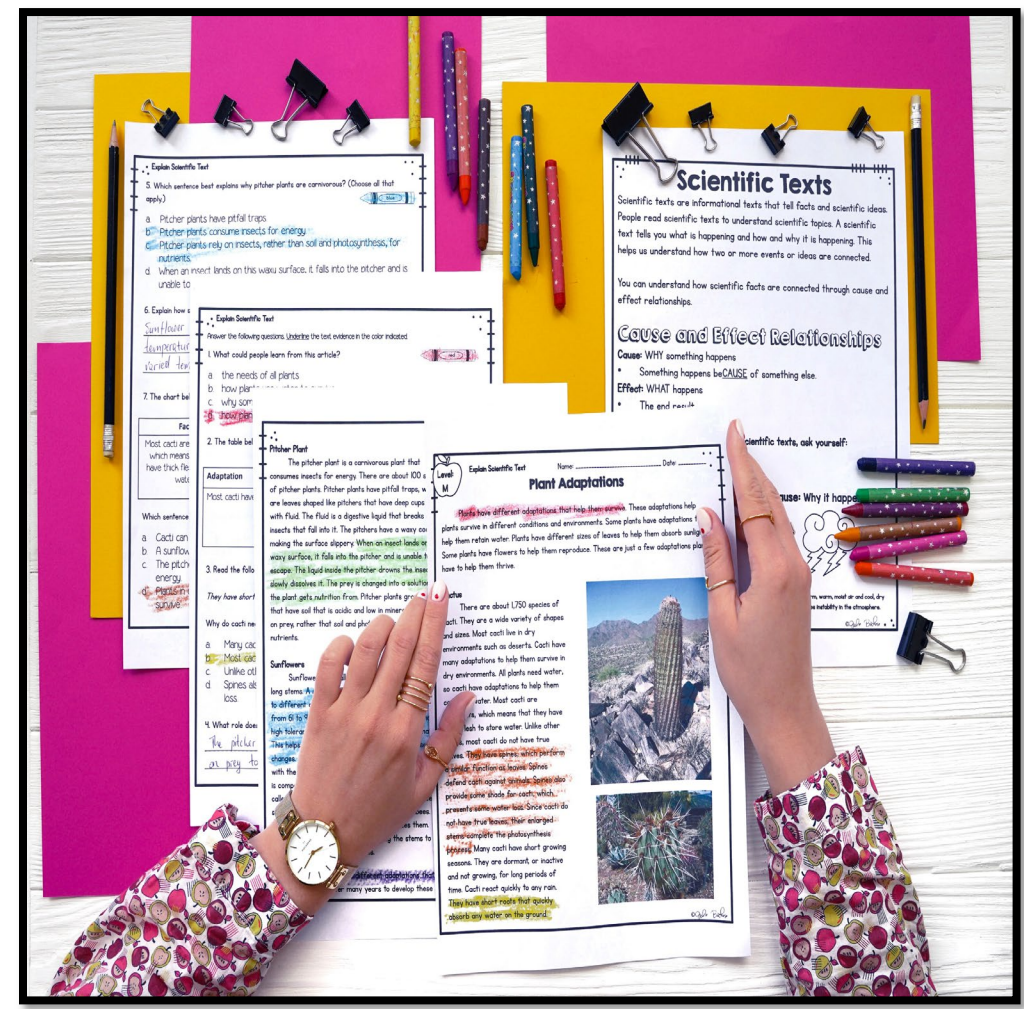
7. Explain how the Pilgrims' relationship with Massasoit of the Wampanoags helped them.
The Pilgrims relationship with Massasoit helped them because the natives helped teach the colonists how to grow corn, fish, and hunt.

8. Why did the Pilgrims want to start a new colony in North America?
a. They wanted to start their own religion.
b. They did not have religious freedom in England.
c. They wanted a place where they could maintain their traditions and identity.

ANCHOR CHARTS



- 3 Anchor charts
 - Technical Texts
 - Historical Texts
 - Scientific Texts
- Use to introduce the skill
- Students reference throughout the unit

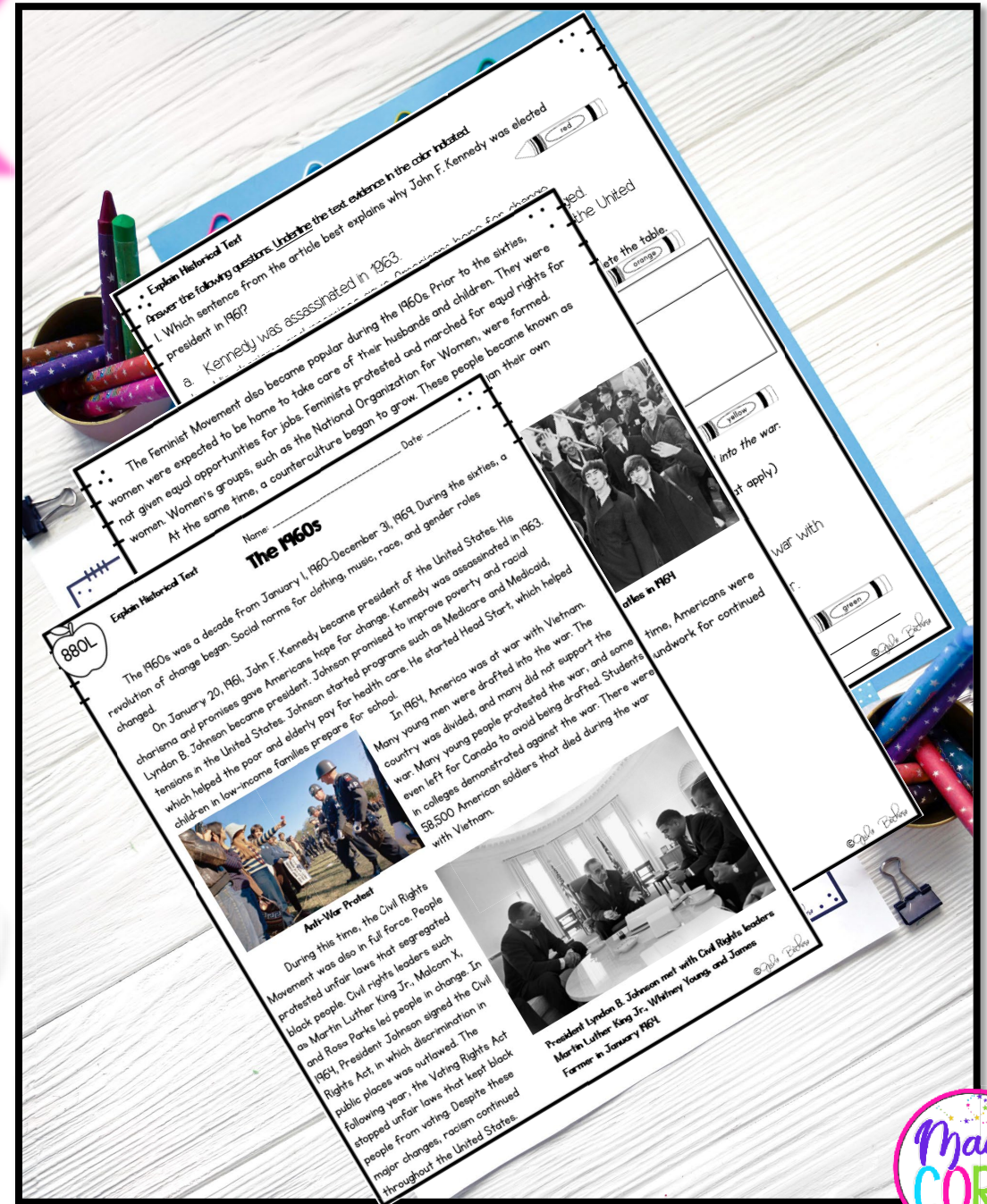


Your students can refer to the anchor charts throughout the unit.



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 3,000 teachers... and counting!... To help students grow their reading skill

The image displays a collection of educational materials on a wooden desk. At the top left, a pink notebook is open to a page titled "Historical Texts". The page defines historical texts and includes a section on "Cause and Effect Relationships" with a green pencil pointing to the text. Below this is a worksheet titled "Explain Historical Text" with multiple-choice questions and a table for recording answers. To the right, another worksheet titled "Plymouth Colony" features a paragraph of text and a small illustration of the Mayflower ship. A hand is visible at the bottom right, writing on a worksheet. The background is decorated with colorful paper clips and a pink pencil.

Historical Texts
Historical texts are informational texts about people, places, and events in history. Historical texts often explain why events happened. People read historical texts to learn about the past and how it affected the future.

You can understand how historical events are connected through cause and effect relationships.

Cause and Effect Relationships
Cause: WHY something happens
Effect: WHAT happens
• Something happens BECAUSE of something else.
• The end result.

To explain relationships between historical texts, or yourself:
1. What happened?
2. Why did this happen?
Effect: What happened
Cause: Why it happened

On August 28, 1963, Martin Luther King Jr. and others participated in the March on Washington to stand up for civil rights for African Americans. African Americans were discriminated against. They did not have the same rights as white Americans.

Explain Historical Text
Answer the following questions. Underline the text evidence!
1. Which sentence best explains why the Pilgrims left England?
a. The Pilgrims wanted to start a new colony.
b. The Pilgrims were sick.
c. The Pilgrims wanted religious freedom.
d. The Pilgrims were poor.

2. The table below lists three events in the history of the Pilgrims. Which sentence best explains how these events are related?
a. Plymouth Plantation already had buildings and houses.
b. The Wampanoags, who had previously lived at Plymouth, died from plague.
c. The area Plymouth Plantation was built on was previously a Wampanoag village.
d. The land was cleared and there were tall hills to provide defense from the natives.

Event	Event	Event
The pilgrims left England so they could have religious freedom.	The pilgrims traveled a difficult journey on the Mayflower.	The pilgrims landed in Provincetown Harbor on November 11, 1620.

3. Read the text below. Which sentence best explains how these events are related?
a. Half of the pilgrims died of sickness during their first winter.
b. The pilgrims signed a peace treaty with the Massasoit of the Wampanoags.
c. Plague had killed the Wampanoag people who previously lived in the area the pilgrims settled in.
d. The pilgrims eventually settled and built a successful village they named Plymouth Plantation.

4. What happened? Explain how the Pilgrims' relationship with Massasoit helped them survive. The natives helped teach the colonists how to grow corn, fish, and hunt.

Plymouth Colony
The Pilgrims left England because they did not have religious freedom. They wanted their own place where they could practice their religion. They decided to start a new colony in North America. The area Plymouth Plantation was built on was previously a Wampanoag village. The land was cleared and there were tall hills to provide defense from the natives. The Pilgrims eventually settled and built a successful village they named Plymouth Plantation. The Pilgrims' relationship with Massasoit helped them survive. The natives helped teach the colonists how to grow corn, fish, and hunt.

Illustration: Replicas of the Mayflower ship in Plymouth, Massachusetts.

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.

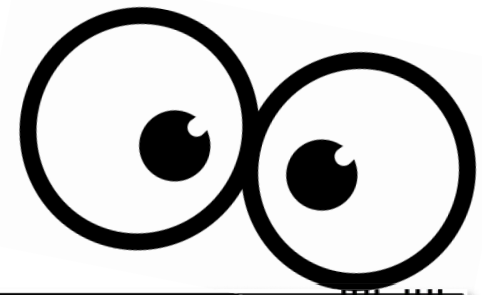
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for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



HISTORICAL, SCIENTIFIC, & TECHNICAL TEXT

4th & 5th grade

Table of Contents

*This product includes 15 Lexile® leveled stories in the 4th-5th Grade Common Core Text Complexity Band (the range for 4th-5th grade is 740L-1010L).

1. Historical Text Anchor Chart/Journal Page
2. Plymouth Colony- 790L
3. The Irish Potato Famine- 870L
4. Wolfgang Amadeus Mozart- 970L
5. Orphan Trains- 930L
6. Scientific Text Anchor Chart/Journal Page
7. Tsunamis- 800L
8. Plant Adaptations- 840L
9. The Process of Digestion- 830L
10. Global Warming- 960L
11. Technical Text Anchor Chart/Journal Page
12. Potato Head Planter- 760L
13. How to Build a Lung Model- 890L
14. Building a Parallel Circuit- 870L
15. How to Write a Thank You Note- 870L
16. Test
 - A Cool Summer Treat- 930L
 - The 1960s- 880L
 - Food Chains- 740L



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



[CLICK HERE](#) TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.

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

ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

Technical Texts

Technical texts are informational texts that tell how to complete tasks. A set of directions is a type of technical text. Directions are often written in steps, or procedures. The steps are sometimes accompanied by diagrams or pictures to help the reader complete the steps.

Technical texts are written in sequential order.






Sequential Order

Tells the order, or sequence, you should follow.

While reading technical texts, ask yourself:

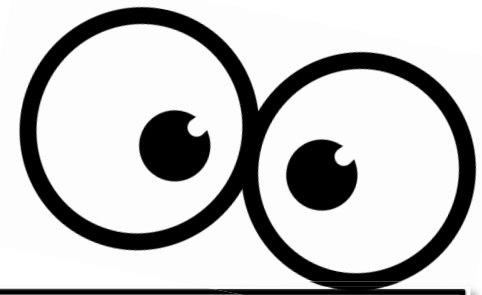
1. What are the directions telling me to do?
2. Why are the directions telling me to do each step?

How to Make a Peanut Butter and Jelly Sandwich

1. Gather ingredients 	2. Spread 1 tbsp. of peanut butter onto the bread. 	3. Spread 1 tbsp. of jelly onto the bread. 
4. Put the two slices of bread together. 	5. Enjoy! 	



AND ANOTHER PEEK



890L

Explain Technical Text

Name: _____ Date: _____

How to Build a Lung Model

Your lungs are some of the largest organs in your body. They are vital organs that take in fresh air when you inhale and get rid of stale air when you exhale. Your lungs even help you talk! Follow these simple steps to build your own model of a lung so that you can observe how your lungs function.

Materials

- two balloons
- water bottle
- clay
- straw
- rubber band
- scissors
- pencil

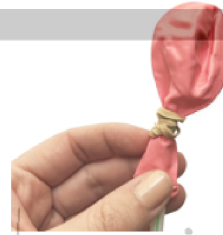
Directions

1. First, cut the neck off of one balloon and cut the bottom off the water bottle.
2. Stretch the cut balloon around the end of the water bottle. The stretched balloon represents a diaphragm. The diaphragm is a large muscle that is shaped like a dome that contracts when you inhale, which creates a vacuum and pulls air into the lungs. When you exhale, the diaphragm relaxes and returns to its dome shape as air leaves the lungs.



©Julie Becker

3. Put the straw inside the second balloon, and wrap a rubber band tightly around it. The balloon will represent the lung, and the straw will represent the windpipe. The windpipe is a hollow tube that allows air to pass to the lungs.



4. Poke the pencil through the ball of clay. Then, place the ball of clay around the top of the straw with the balloon.



5. Feed the balloon with the straw into the water bottle.



6. Seal the top of the water bottle with the clay.

7. Gently pull the diaphragm balloon down to simulate breathing.

This model of a lung will demonstrate how a lung functions and simulate what breathing looks like.

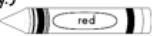
©Julie Becker

Explain Technical Text

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

1. What could people learn from these directions? (Choose all that apply.)

- a. how your lungs work
- b. how to build a lung model
- c. why your lungs are important
- d. why lungs are like water bottles



2. The materials list lists a pencil. Is a pencil necessary for this procedure? If you do not have a pencil, what could you do?



3. In "How to Build a Lung Model", which of the following best describes the purpose of the pictures? (Choose all that apply.)

- a. The pictures show you what each step should look like.
- b. The pictures show what the finished model lung should look like.
- c. The pictures show you how to seal the top of the water bottle with clay.
- d. The pictures show you that when you exhale, the diaphragm relaxes and returns to its dome shape as air leaves the lungs.



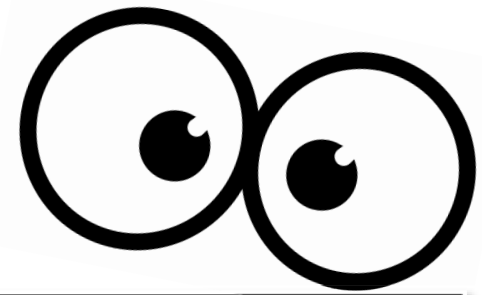
4. What should you do before you stretch the cut balloon around the end of the water bottle? (Choose all that apply.)

- a. Make a diaphragm.
- b. Cut the neck off of the balloon.
- c. Put the straw inside the balloon.
- d. Cut the bottom off of the water bottle.



©Julie Becker

CHECK THIS OUT TOO!



960L Explain Scientific Text Name: _____ Date: _____

Global Warming

Global warming is the increase in the average temperature on the earth. Scientific data shows that the climate's temperature is increasing. Changes in the climate have been tracked since the 1950s. Sixteen of the seventeen warmest years recorded have occurred since the turn of the century. Most scientists agree that this change is due to the impact of humans on the environment.

Humans have greatly impacted global warming through the emission of greenhouse gases. Greenhouse gases include carbon dioxide, methane, and nitrous oxide. The increase of these gases has resulted in increases in the earth's temperature. This, along with fossil fuel burning, deforestation, population growth, and other factors, has contributed to the problem.

Climate change will differ at different locations around the world. It is expected that global warming will rise sea levels, which will then change precipitation patterns. Deserts may expand. It is expected that temperatures will increase more over land than over oceans. Effects may be greatest in the Arctic. In the Arctic, climate change will cause glaciers and sea ice to melt.

Global warming can also cause extreme weather. Heat waves, droughts, rain, floods, and snowfall will increase. Severe storms such as hurricanes, tornadoes, and tsunamis can increase due to global warming.

© Julie Becker

Changing temperatures

- cause the earth's plants and animals to be impacted. Crops can be affected due to temperature changes, which impacts both humans and animals. Animal populations can be greatly impacted by climate change, and it may even cause some species to become extinct. For example, polar bears that live on melting ice caps and glaciers in the Arctic are losing their habitats. This is causing their population to decrease significantly and could eventually cause their extinction.

Glaciers in the Arctic

Greenhouse gases will remain in the atmosphere for long periods of time. Effects from pollution today will still be evident in thousands of years. In order to reduce the effects of global warming, humans need to take immediate action and change their habits and behaviors. We need to reduce greenhouse gas emissions. We can do this by becoming more energy efficient and using renewable energy sources such as wind and solar energy. We can prevent deforestation by restoring and recreating forests that have been impacted by human deforestation. Decisions you make each day could impact our world for years to come.

Wind Turbines

© Julie Becker

Explain Scientific Text

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

1. What could people learn from this article? (Choose all that apply.)

- all about the earth
- how to save polar bears
- the causes of global warming
- the effects of global warming

2. The chart below shows the causes of global warming. Complete the empty boxes.

3. Read the following sentence from paragraph 3.

It is expected that global warming will rise sea levels...

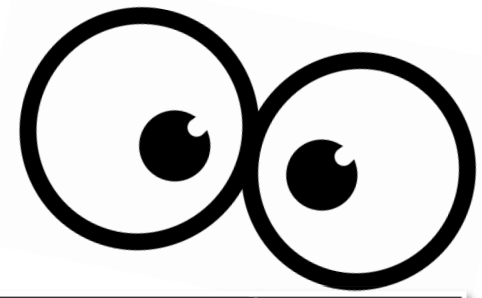
According to the article, what will likely happen due to rising sea levels? (Choose all that apply.)

- Glaciers will melt.
- Deserts will expand.
- Temperatures will increase.
- Precipitation patterns will change.

4. According to paragraph 4, what is another effect of global warming?

© Julie Becker

UPGRADE THEIR SKILLS!



930L

Explain Technical Text

Name: _____ Date: _____

Test: A Cool Summer Treat

On a hot summer day, the best treat is a scoop of delectable ice cream to cool down. If you don't have ice cream in your freezer, it is simple, enjoyable, and quick to make this delicious treat yourself!

Materials

- 5 cups of ice cubes
- 1 cup of half and half
- ½ cup of rock salt
- 2 tbsp. of sugar
- ½ tsp. vanilla extract
- 1 pint-size sealable bag
- 1 gallon-size sealable bag
- Fruit, nuts, or candy to add flavor (optional)

Directions

1. Put the half and half, sugar, and vanilla extract inside the pint-size bag. Be sure to seal the bag tightly so that there are no leaks.
2. Next, add the ice cubes to the gallon-size bag until the bag is about half full. Disperse the rock salt over the ice cubes.
3. Place the pint-size bag inside the gallon-size bag. Be sure to seal the gallon-size bag tightly to avoid leaks. If a leak occurs, you can place the gallon-size bag inside another gallon-size bag.
4. Shake the bag for ten to fifteen minutes or until the mixture begins to harden and turn into the consistency of ice cream.
5. Finally, scoop the ice cream into a bowl, and add any toppings you desire.



©Julie Becker

Explain Technical Text

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

1. What could people learn from these directions?



- a. how to make ice cream
- b. how to cool off on a summer day
- c. why ice cream is the perfect summer treat
- d. why homemade ice cream is better than store bought ice cream

2. The materials list lists fruit, nuts, or candy as optional. Why are these ingredients optional?



3. In "A Cool Summer Treat", which of the following best describes the purpose of the pictures? (Choose all that apply.)



- a. The pictures show you what each step should look like.
- b. The pictures show you what finished ice cream should look like.
- c. The pictures show you the materials you need to make ice cream.
- d. The pictures show you how to put the pint-size bag inside the gallon-size bag.

4. What should you do before you pour rock salt over the ice cubes?

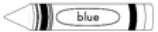


- a. Seal the gallon-size bag tightly.
- b. Shake the bag for ten to fifteen minutes.
- c. Place the pint-size bag inside the gallon-size bag.
- d. Add the ice cubes to the gallon-size bag until the bag is about half full.

©Julie Becker

Explain Technical Text

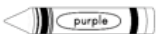
5. Read this sentence from step 3.



Be sure to seal the gallon-size bag tightly to avoid leaks.

What should you do if the bag leaks?

6. Step 4 states:



Shake the bag for ten to fifteen minutes or until the mixture begins to harden and turn into the consistency of ice cream.

Why might the time you need to shake the bag vary?

7. This technical text is organized in sequential order. What might happen if you do not follow these steps in order? (Choose all that apply.)



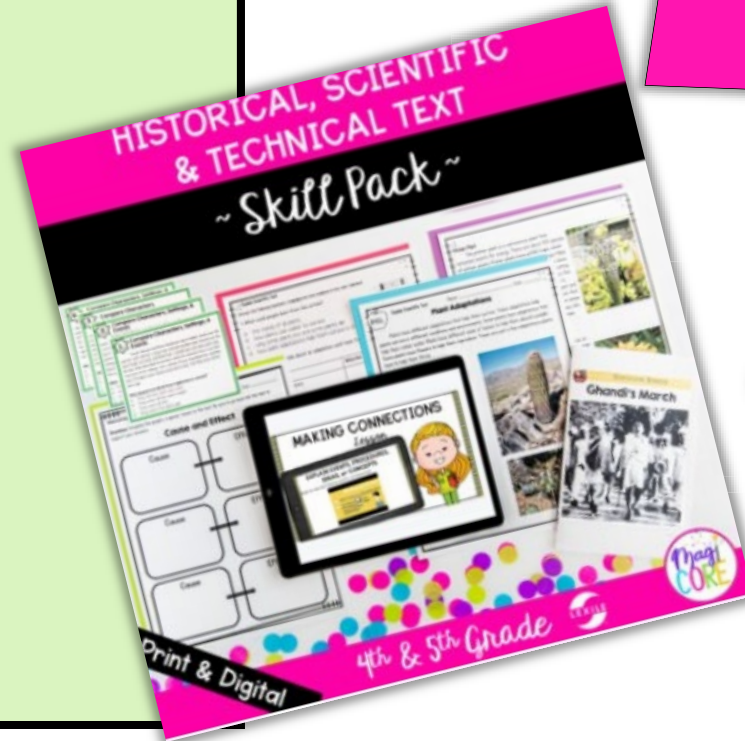
- a. Your ice cream might melt.
- b. You might not make ice cream.
- c. Your ice cream might taste funny.
- d. Your ice cream might leak out of the bag.

©Julie Becker

UPGRADE THEIR SKILLS!

The HISTORICAL, SCIENTIFIC & TECHNICAL TEXT SKILL PACK Contains:

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



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



FULL YEAR BUNDLES AVAILABLE

3rd Grade Reading Comprehension Mega Bundle

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



2nd Grade Reading Comprehension Mega Bundle

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