

TEXT STRUCTURE



Understanding Text Structure

ort passage below. As you read, consider the purpose of each sentence. How tribute to the central idea of the paragraph? Consider the purpose of each does it contribute to the structure of the entire passage?

1100L

Text Structure

Name: _____

Are Cats Evil?

1. If your only experience of cats was through movies, you probably think that they were evil. The classic children's movie *Black Cat* is full of kind and honorable animals, but the cat tricks the hero (a thinking that nobody loves him just so that she can have the hero for herself). The cat in Disney's *Cinderella*, named Lucifer after the devil himself, seems determined to make the heroine's life miserable. The spy flick *Cats and Dogs* makes villains of the entire feline species. However, the scientific evidence indicates that cats are actually affectionate and social creatures.

2. **Those who view cats as self-serving complain that cats don't take orders from humans the way that dogs do.** The 2013 study published in the *Animal Cognition Journal* that while most cats perk up their ears when they hear their names, only 10% actually respond. If cats really cared about people, they would snap to attention every time we talk to them.

3. **The problem with this interpretation of kitty mistakes independence for indifference.** Cats are long-lived animals. Wildcat ancestors were required to hunt their own food. That doesn't mean that they don't care about their human companions. Researchers from Oregon State University tried giving cats a number of different types of food. They found that cats like goodies in the way that dogs do. Cats don't like to be with people.



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Text Structure

While writing, authors have to make decisions about how to fit their ideas together and organize information to create cohesive texts. The way authors organize their ideas in texts is called **text structure**. Authors may organize their ideas using the techniques outlined below:

TEXT STRUCTURE	MEANING
Description: 	-Describes details and characteristics of a topic and helps the reader visualize
Sequence/ Chronological: 	-Sequence of events in order -Steps in a procedure
Cause & Effect: 	-Explains why events occurred and the effects of those events
Compare & Contrast: 	-Discusses similarities and differences between things
Problem & Solution: 	-Describes a problem and how it was resolved

Text structure allows authors to present information clearly and logically. By understanding text structure, a reader can better understand how the parts of a text work together to convey information, make an argument, or explain something.

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TEXT STRUCTURE

6th grade

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*This product includes 12 Lexile[®] leveled stories in the 6th Grade Common Core Text Complexity Band (the range for 6th grade is 925L-1185L).

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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	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to 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."



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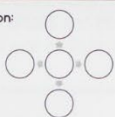
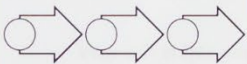
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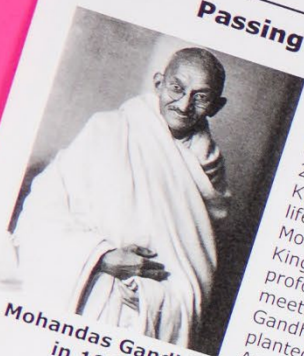
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950L

Text Structure

Name: _____

Passing the Torch: Gandhi



Mohandas Gandhi
in 1931

1. It started as a the end of the day, how most important civil right lasting mark on another 21-year-old seminary student King, Jr. attended a lecture and teachings of the Mohandas K. Gandhi. "I King said later, "[but his profound and electrifying meeting and bought a Gandhi's life and works planted. King went on to American history that role Gandhi played in 2. There was a s between the historical 1947. His challenge was to free a majority race from oppression of a majority race. "Gandhi was a big a little white mouse," said Malcolm X, another African-American leader. "King is a little black mouse sitting on top of a big white elephant." 3. Nevertheless, Gandhi and King both used the strategy of nonviolent resistance. There were many Indians in Gandhi's day who wanted to go to war against the British. Instead, Gandhi led nonviolent boycotts, strikes, and protest marches. For example, in 1930, he led 60,000 Indians to the country's coast in order to collect salt from the sea in defiance of British law. The Indians were beaten and arrested, but the protest attracted worldwide sympathy that helped to bring about cal independence. King resolved to take the same approach. Some of his marches, like

Martin Luther
King, Jr. in 1964

1100L

Text Structure

Name: _____

Date: _____

Are Cats Evil?

1. If your only experience of cats was through movies, you would probably think that they were evil. The classic children's movie *Babe* is full of kind and honorable animals, but the cat tricks the hero (a pig) into thinking that nobody loves him just so that she can have the house to herself. The cat in Disney's *Cinderella*, named Lucifer after the Devil, seems determined to make the heroine's life miserable. The 2001 spy flick *Cats and Dogs* makes villains of the entire feline species. This persistent anti-kitty bias in Hollywood reflects a common perception of cats as selfish creatures who are incapable of real love toward others. However, the scientific evidence indicates that cats are actually genuinely affectionate and social creatures.

2. Those who view cats as self-serving complain that feline pets don't take orders from humans the way that dogs do. They point to a 2013 study published in the *Animal Cognition Journal* that found that while most cats perk up their ears when they hear their names called, only 10% actually respond. If cats really cared about people, the thinking goes, they would snap to attention every time we talk to them, just like dogs.

3. The problem with this interpretation of kitty behavior is that it mistakes independence for indifference. Cats are loners by nature. Their wildcat ancestors were required to hunt their own food from an early age. That doesn't mean that they don't care about their owners. In 2017, researchers from Oregon State University tried giving cats choices between food, catnip, toys, and human companionship. The largest number of cats ignored all of the goodies in order to spend time with people. Cats may not need people the way that dogs do, but that doesn't mean that they don't want to be with them.

4. Another common misunderstanding is the idea that cats regard humans as their own property. Have you ever seen a cat rub up against its owner's legs or head? Vox writer Joseph Stromberg



1030L

Text Structure

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come for an even more desir en were each given a small if he or she didn't eat the first o waited for the second treat ing. He also wanted to know a impacts on the children's lives. e first marshmallow test was co selected children between four co marshmallow, or a pretzel. The child e treats, or they would receive a s The reaction of the children varie to eat the first treat during the 15 ed tactics to help them manage their red their eyes, and some even went they were small puppies. ischel and his team tested 600 childre : the treat immediately; however, only ide it the full 15 minutes to earn anothe found that the older subjects were me long enough to earn the second treat.



Text Structure

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

1. Why did the passage describe a 2017 study in which cats had to choose between food and companionship?

1100L

Text Structure

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Text Structure

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

1. Why did the passage describe a 2017 study in which cats had to choose between food and companionship?

- a. to compare the choices of cats to the choices of dogs
- ☒ b. to make an argument that cats are more social than selfish
- c. to solve the problem of how to get cats to care about people
- d. to show the effect of human affection on cat behavior

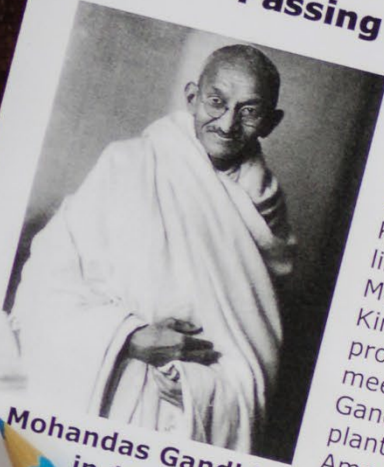
2. Why does the author bring up a 2013 study from the *Animal Cognition Journal*?

- a. to prove that a thesis statement is correct
- b. to define an important concept
- c. to provide evidence for a key idea
- ☒ d. to summarize an opposing argument

3. The author writes, "Head-to-head rubbing between cat and human is called bunting..." How does this statement help develop the author's main idea?

It provides a specific example of the author's main purpose of showing that cats are affectionate.

Passing the Torch: Gandhi to King

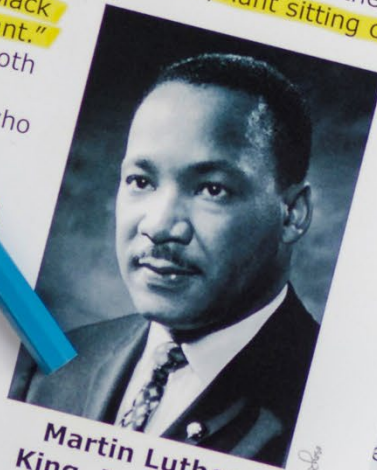


Mohandas Gandhi in 1931

1. It started as an average Sunday. By the end of the day, however, one of history's most important civil rights leaders had left a lasting mark on another. That morning in 1950, 21-year-old seminary student Martin Luther King, Jr. attended a lecture. It was about the life and teachings of the late Indian leader Mohandas K. Gandhi. "I had heard of Gandhi," King said later, "[but his] message was so profound and electrifying that I left the meeting and bought a half-dozen books on Gandhi's life and works." A seed had been planted. King went on to play a role in American history that was very similar to the role Gandhi played in Indian history.

2. There was a significant difference between the historical situations that faced the two nations. Gandhi's India was ruled by the British Empire from 1858 until 1947. His challenge was to free a majority race from the oppression of a minority race. In contrast, King sought to free a minority race from the oppression of a majority race. "Gandhi was a big dark elephant sitting on a little white mouse," said Malcolm X, another African-American leader. "King is a little black mouse sitting on top of a big white elephant."

3. Nevertheless, Gandhi and King both used the strategy of nonviolent resistance. There were many Indians in Gandhi's day who wanted to go to war against the British. Instead, Gandhi led nonviolent boycotts, strikes, and protest marches. For example, in 1930, he led 60,000 Indians to the sea in defiance of British law. The Indians were beaten and arrested, but the protest attracted worldwide sympathy that helped to bring about political independence. King resolved to take the same approach. Some of his marches, like



Martin Luther King, Jr. in 1964

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King speaks during the March on Washington in 1963



Gandhi collects salt during the Salt March in 1930

The Marshmallow Tests



1. What would you do if someone gave you a marshmallow? Would you eat it? What if he or she told you that you would be given another if you didn't eat it? What if it was a cookie? Could you resist?

2. A Stanford psychology professor named Walter Mischel set out to study the theory of delayed gratification, where people voluntarily choose to delay a

desired outcome for an even more desired outcome. He created a study where children were each given a small treat and promised a second small treat if he or she didn't eat the first treat for 15 minutes. He wanted to find out if there were psychological differences between the children who waited for the second treat and those who ate the first treat without waiting. He also wanted to know whether those differences had long-term impacts on the children's lives.

3. The first marshmallow test was conducted in 1970. The researchers selected children between four and six years old. The researcher offered the children each a treat of his or her choice – a cookie, a marshmallow, or a pretzel. The children were told that they could eat the treat or they would receive a second treat if they waited 15 minutes. The reaction of the children varied significantly. Some children ate the treats immediately. Others struggled through the waiting period, only to eat the first treat during the 15 minutes. Many of the children used tactics to help them manage their desire to eat the treats. Some covered their eyes, and some even went as far as petting the treats, like they were small puppies.

4. Mischel and his team tested more children. Only a small number of them ate the treat immediately; however, only about 200 of the 600 children made it the full 15 minutes to earn a second treat. The researchers found that the older subjects were more likely to defer gratification long enough to earn the second treat.

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Text Structure

Name: _____

5. Mischel continued to theorize about delayed gratification. In continued studies, he found a relationship between the results from the marshmallow tests and the general success of the children. He conducted a second study in 1990, which showed that the ability to delay gratification had an impact on SAT scores. Children who showed higher ability to delay gratification while waiting for a second treat had higher SAT scores than those who were unable or unwilling to wait for the second treat. Studies in the 2010s using brain imaging on the then middle-aged marshmallow test participants showed significant brain differences between those who delayed gratification and those who did not.

6. Other studies question the research, claiming that it is possible that many of the children who didn't wait for the second treat just didn't trust that the researchers would return with the second treat.

Passing the Torch: Gandhi to King



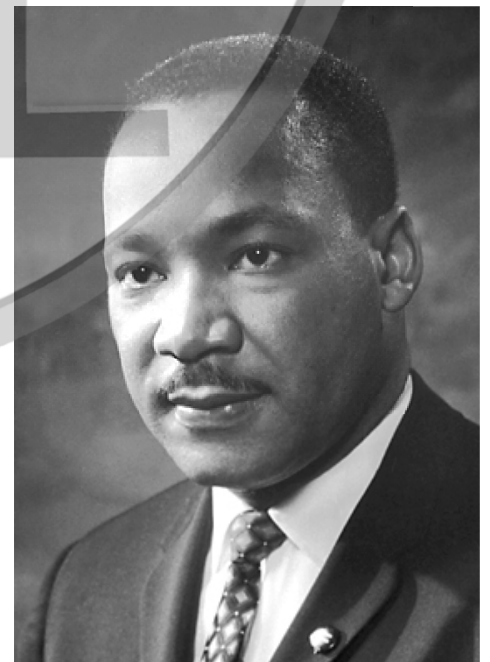
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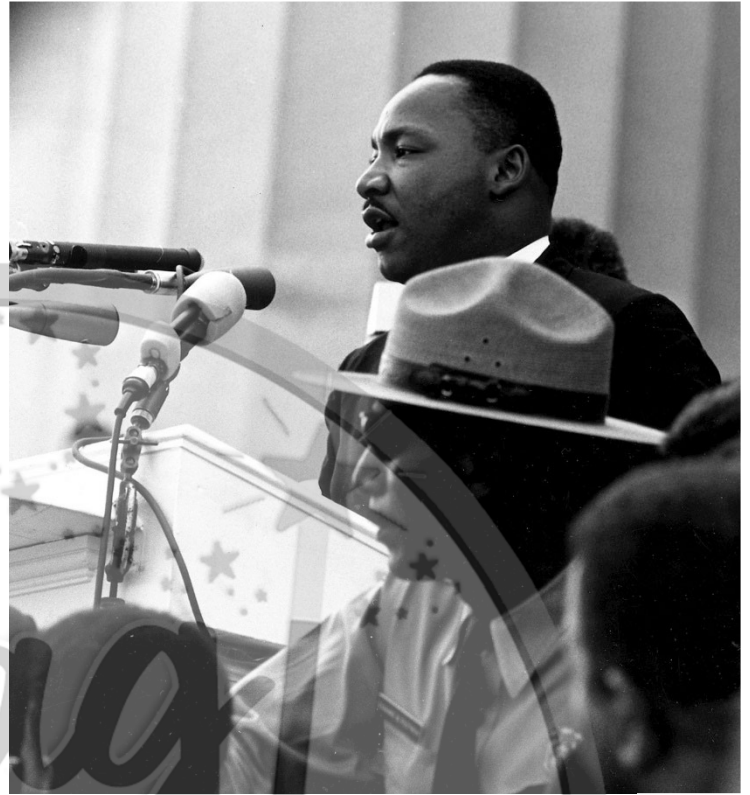


**Martin Luther
King, Jr. in 1964**

the one in Selma, Alabama in 1965, resulted in brutal treatment from local white governments. King and his followers “turned the other cheek”, as Jesus taught. Both King and Gandhi believed that hatred could only be defeated by love.

4. Sadly, both leaders lost their lives standing up for their beliefs. On January 30, 1948, Gandhi was shot and killed. The assassin was a Hindu nationalist who believed that Gandhi had been too willing to negotiate with Muslims. A little over 20 years later on April 3, 1968, King seemed to predict his own death from the pulpit. “I’ve seen the Promised Land,” he preached. “I may not get there with you. But I want you to know tonight, that we, as a people, will get to the Promised Land.” The next day, he was assassinated.

5. That Sunday lecture in 1950 was in some ways a passing of the torch from the leader of the Indian cause to the leader of the African-American cause. Gandhi had died only two years before. By then, he had secured self-government for the Indian people. It was almost as though Gandhi’s spirit spoke to King that Sunday morning, inspiring him to use nonviolence to bring an end to many discriminatory practices in the United States.



King speaks during the March on Washington in 1963.

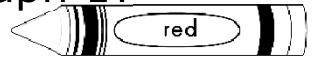


Gandhi collects salt during the Salt March.

Text Structure

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

1. What is the purpose of the final sentence of Paragraph 1?



"King went on to play a role in American history that was very similar to the role Gandhi played in Indian history."

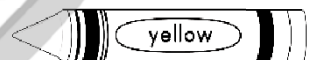
- a. It sets up a chronological history of civil rights movements around the world.
- b. It sets up an argument about which civil rights leader played the most important role.
- c. It sets up a comparison between the lives and approaches of two civil rights leaders.
- d. It sets up a discussion of possible solutions for civil rights tensions between races.

2. Paragraph 3 begins with "Nevertheless" in order to transition from what?



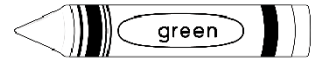
- a. violence to nonviolence
- b. differences to similarities
- c. history to strategy
- d. oppression to freedom

3. How does the quote from Malcolm X in paragraph 2 contribute to the development of the author's ideas?



Text Structure

4. The author uses Gandhi's march in 1930 and King's march in 1965 as which of the following?



- a. examples of common strategies used by both leaders
- b. evidence that both leaders lost their lives for their beliefs
- c. details in the lives of both leaders that are presented in order
- d. flashbacks to earlier periods in the histories of both leaders

5. How does the author connect the ideas in the last paragraph to the ideas in the first paragraph? Use evidence from the text to support your answer.



Lined area for writing the answer to question 5.

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Good to Go



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