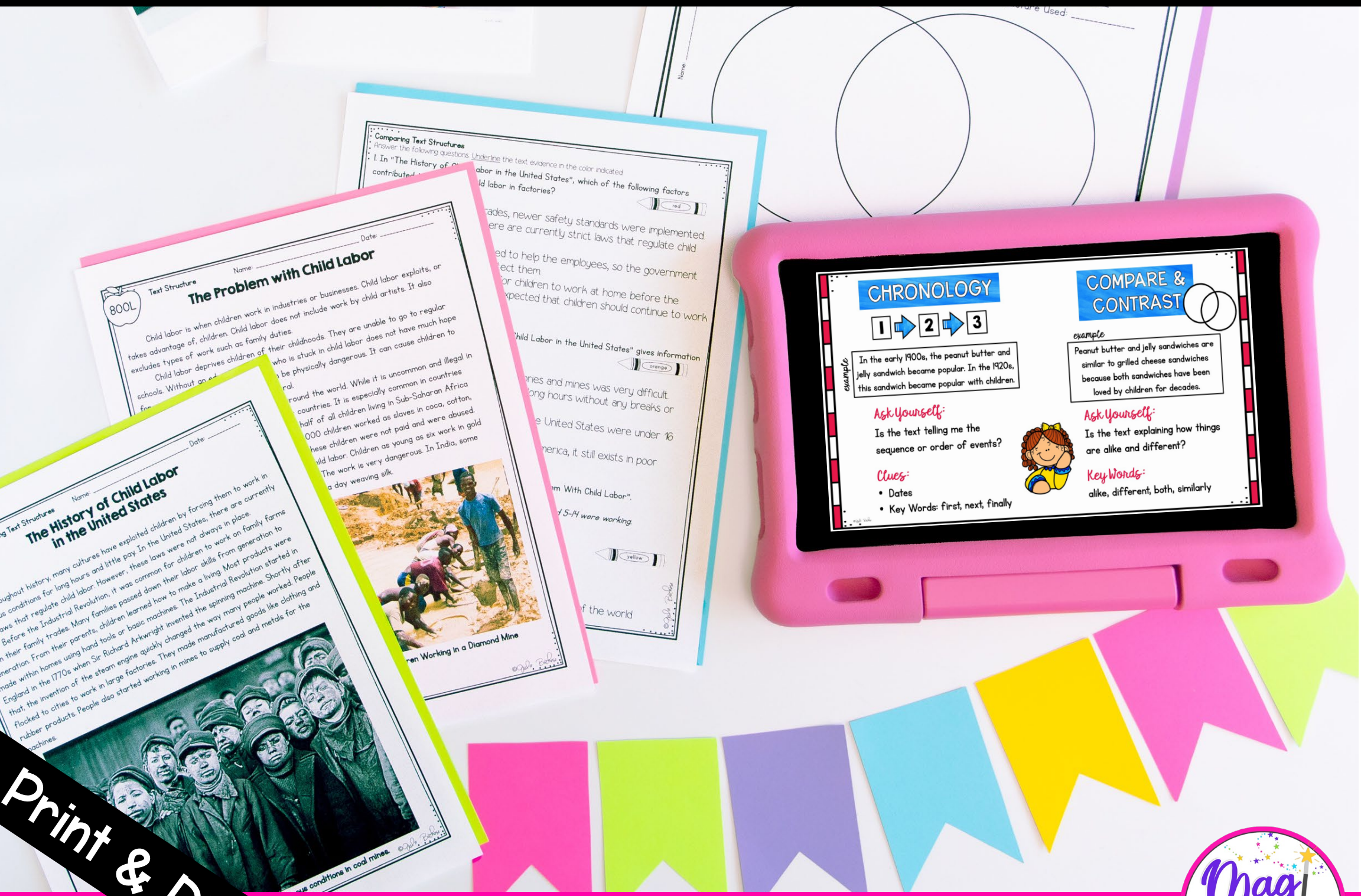
COMPARE TEXT STRUCTURE

~ Skill Pack ~



Print & Digital

5th Grade

LEXILE

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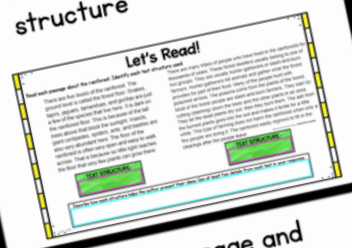
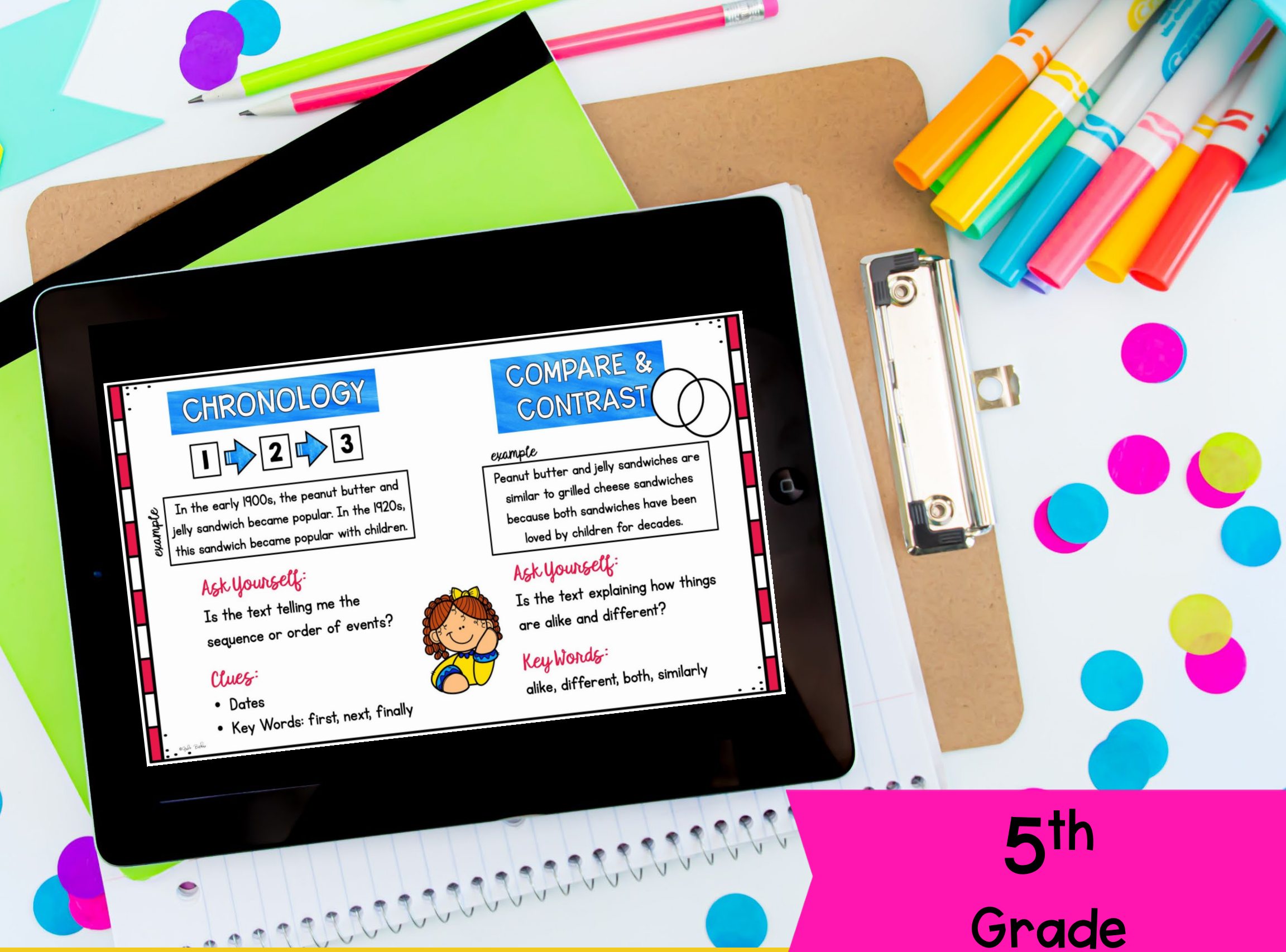
LESSON PLANS

5th Grade

COMPREHENSION SKILL: Compare and Contrast Text Structure

Week 1

	LESSON PRACTICE	GUIDED READING	CENTERS
MONDAY	Introduce "Comparing and Contrasting Text Structure" by watching the video. 	Guided Practice Whole Class • Model how to read a two different short texts to compare and contrast their text structure.	"Teen Entrepreneurs" and "YouTube Entrepreneurs" leveled guided readers. Meet with two groups and complete "pre-reading" activities."	Task Cards • Nonfiction Text Structure
TUESDAY	Guided Practice Whole Class • Read the mentor text. Work together to identify the text structure in each section 	Independent Reading • Choice text with a focus on identifying text structure.	Read "Teen Entrepreneurs" leveled guided readers. Complete "During Reading" discussions. 	
WEDNESDAY	Guided Practice Whole Class • Compare and contrast the passages based on text structure 	Independent Reading • Choice text with a focus on identifying text structure.	Read "YouTube Entrepreneurs" leveled guided readers. Complete "During Reading" discussions. 	
THURSDAY	• Read a passage and determine text structure. 	Independent Reading • Choice text with a focus on identifying text structure.	Reread the texts "Teen Entrepreneurs" and "YouTube Entrepreneurs." While students reread the story silently, begin assessing student fluency with running records. Students work together to retell events in sequential	



5th Grade

Text Structure in Nonfiction

DIGITAL Mini lessons

Mag CORE

Let's Sort!
STRUCTURE
EXAMPLE
PURPOSE
CHRONOLOGY
Explains why something happened and gives the end result.
PROBLEM & SOLUTION

Text Structure

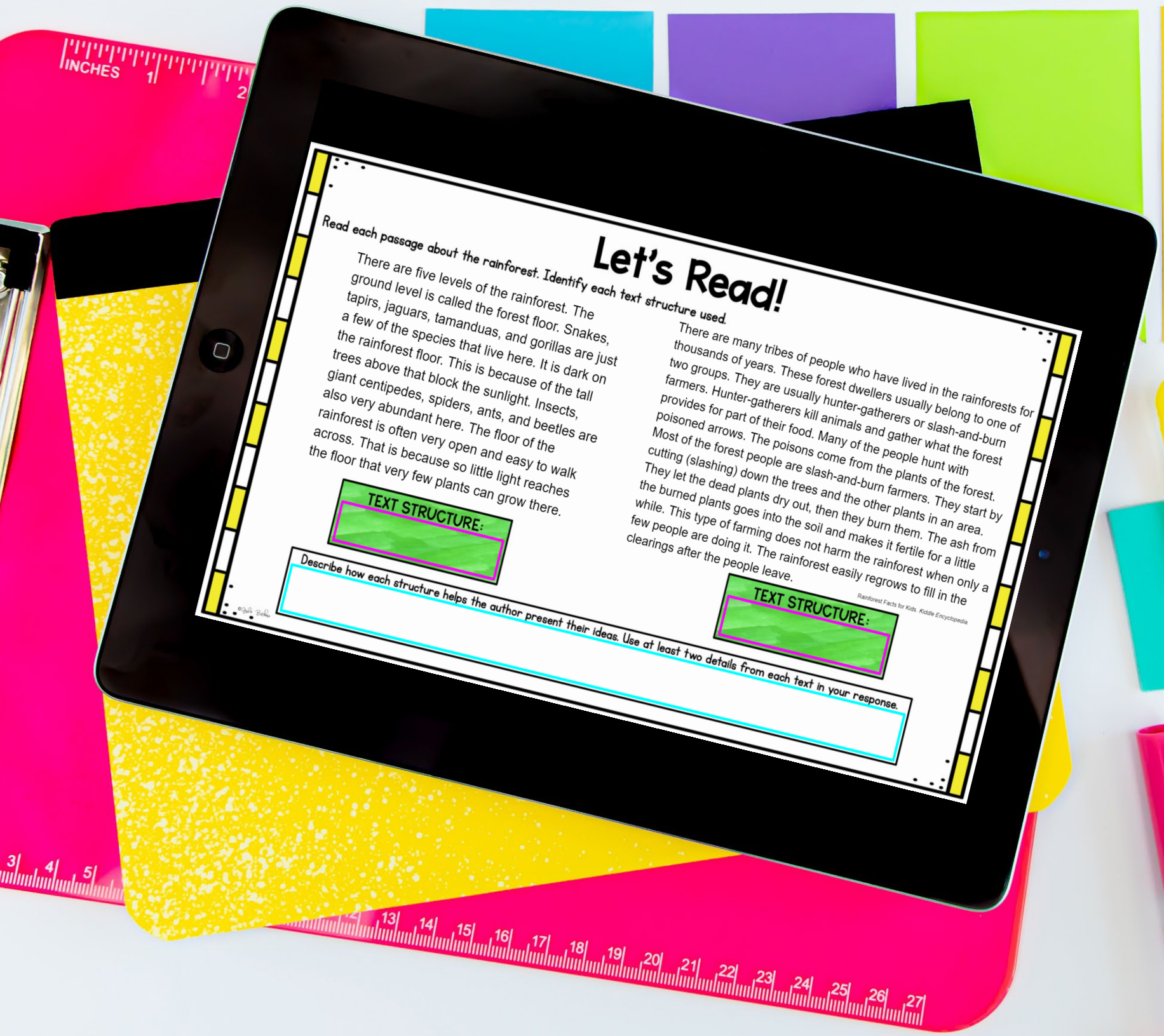
Watch the video to learn about how a nonfiction text can be set up or organized.

Let's Practice!

Listen to each section of the book *What Happens to a Hamburger?* and identify the text structure used.

COMPARE & CONTRAST

Describe how each structure helps the author present his ideas. Use at least two details from each text in your response.


Let's Read!
Read each passage about the rainforest. Identify each text structure used.
There are five levels of the rainforest. The ground level is called the forest floor. Snakes, tapirs, jaguars, tamanduas, and gorillas are just a few of the species that live here. It is dark on the rainforest floor. This is because of the tall trees above that block the sunlight. Insects, giant centipedes, spiders, ants, and beetles are also very abundant here. The floor of the rainforest is often very open and easy to walk across. That is because so little light reaches the floor that very few plants can grow there.
TEXT STRUCTURE:
There are many tribes of people who have lived in the rainforests for thousands of years. These forest dwellers usually belong to one of two groups. They are usually hunter-gatherers or slash-and-burn farmers. Hunter-gatherers kill animals and gather what the forest provides for part of their food. Many of the people hunt with poisoned arrows. The poisons come from the plants of the forest. Most of the forest people are slash-and-burn farmers. They start by cutting (slashing) down the trees and the other plants in an area. They let the dead plants dry out, then they burn them. The ash from the burned plants goes into the soil and makes it fertile for a little while. This type of farming does not harm the rainforest when only a few people are doing it. The rainforest easily regrows to fill in the clearings after the people leave.
Rainforest Facts for Kids, Kiddle Encyclopedia
TEXT STRUCTURE:
Describe how each structure helps the author present their ideas. Use at least two details from each text in your response.

GUIDED READERS

Printable & Digital

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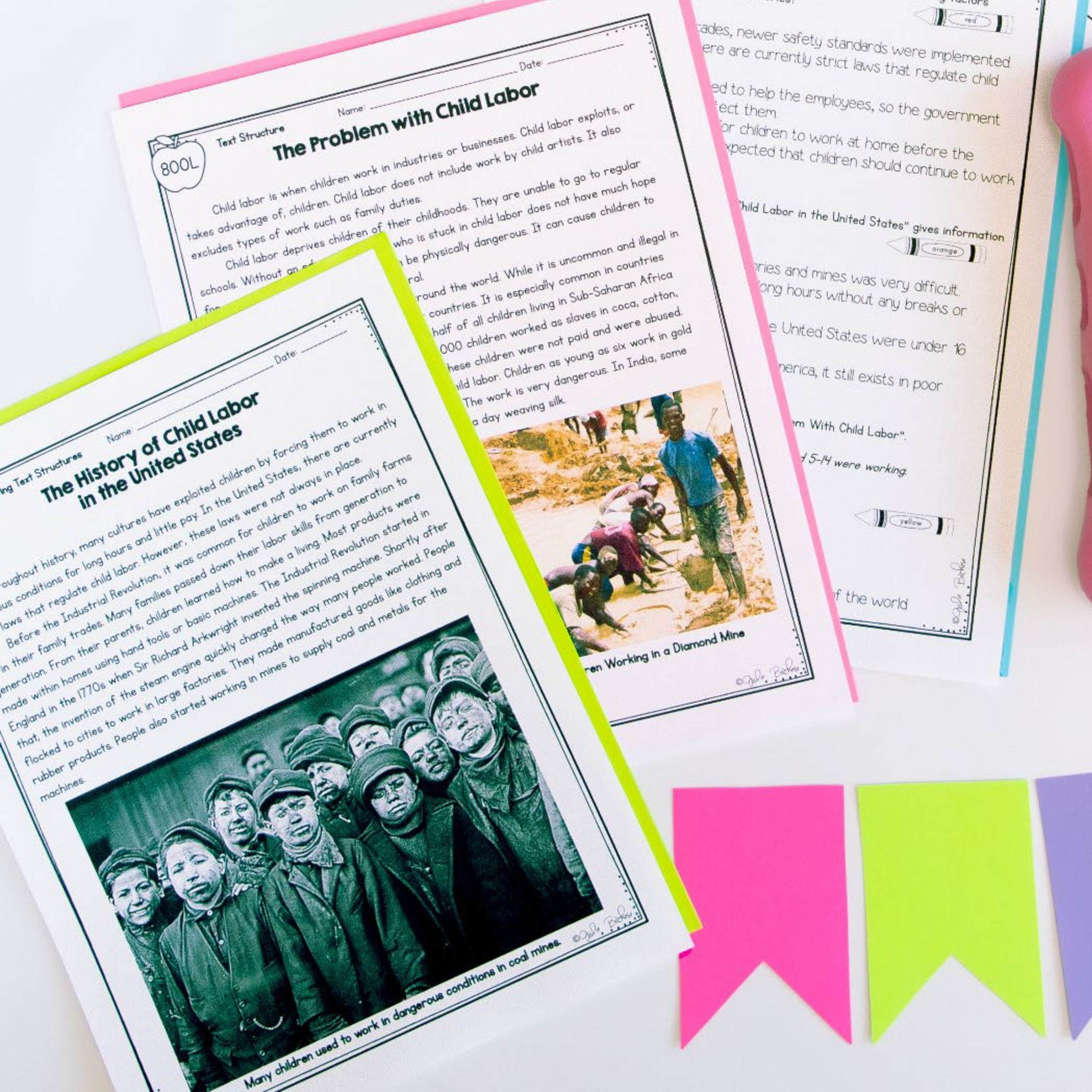
5th Grade

Magi CORE

compare text structure

Compare Text Structure
YouTube Entrepreneurs
Compare Text Structure
Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.
Title:
Text Structure Used:
Title:
Text Structure Used:
Name:
Date:
Comparing Text Structures
Answer the following questions. Underline the text evidence in the color indicated
Name:
Date:
oblem with Child Labor
Buzzing By
Mikalia Ulmer was stung by a bee when she was four. She was afraid of bees, but she decided to learn more. She came to love them. She learned all about their impact on the ecosystem and found out they help humans. Ulmer also loved her Great Granny Helen's lemonade. So, she combined these two ideas. Ulmer created Me & the Bees Lemonade. She used her grandmother's recipe and honey from local honeybees. She has been so successful, she even started selling her lemonade in Whole Foods. She's made $11 million. Ulmer also donates 10% of profits to places that save the honeybees.
What do you want to be when you grow up? What will you do when you graduate? You've probably been asked these questions since you were a kid. But they may not get any easier to answer. You don't have to wait until you "grow up" to become who you want to be.
Today, more young people than ever are starting early. They're beginning their future before they even leave the classroom. Starting a business or creating an invention can be hard. Still, so many kids have shown they can do it. They balance being a student with running a business. These teens have pushed through to make a lasting impact.



Text Structure
Name:
Date:
800L
The Problem with Child Labor
Child labor is when children work in industries or businesses. Child labor exploits, or takes advantage of, children. Child labor does not include work by child artists. It also excludes types of work such as family duties.
Child labor deprives children of their childhoods. They are unable to go to regular schools. Without an ed
who is stuck in child labor does not have much hope
be physically dangerous. It can cause children to
ral.
round the world. While it is uncommon and illegal in
countries. It is especially common in countries
half of all children living in Sub-Saharan Africa
000 children worked as slaves in coca, cotton,
hese children were not paid and were abused.
ild labor. Children as young as six work in gold
The work is very dangerous. In India, some
a day weaving silk.
ren Working in a Diamond Mine
©Julie Bichen
ing Text Structures
Name:
Date:
The History of Child Labor in the United States
oughout history, many cultures have exploited children by forcing them to work in
us conditions for long hours and little pay. In the United States, there are currently
laws that regulate child labor. However, these laws were not always in place.
Before the Industrial Revolution, it was common for children to work on family farms
in their family trades. Many families passed down their labor skills from generation to
eneration. From their parents, children learned how to make a living. Most products were
made within homes using hand tools or basic machines. The Industrial Revolution started in
England in the 1770s when Sir Richard Arkwright invented the spinning machine. Shortly after
that, the invention of the steam engine quickly changed the way many people worked. People
flocked to cities to work in large factories. They made manufactured goods like clothing and
rubber products. People also started working in mines to supply coal and metals for the
machines.
Many children used to work in dangerous conditions in coal mines.
©Julie Bichen
cades, newer safety standards were implemented
ere are currently strict laws that regulate child
ed to help the employees, so the government
ect them
or children to work at home before the
xpected that children should continue to work
hild Labor in the United States" gives information
orange
ries and mines was very difficult.
ong hours without any breaks or
e United States were under 16
nerica, it still exists in poor
m With Child Labor".
5-14 were working.
yellow
f the world
©Julie Bichen

Compare Text Structure
Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.
Title:
Text Structure Used:
Title:
Text Structure Used:
Name
Date
Compare Text Structure
Compare Text Structure
1010L
Teen Entrepreneurs

NONFICTION

5TH GRADE

RI.5.5

TEXT STRUCTURE

LEXILE®

compare & contrast

Text Structure

Name: _____ Date: _____

920L

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.

The Damage After Hurricane Katrina in Louisiana, 2005

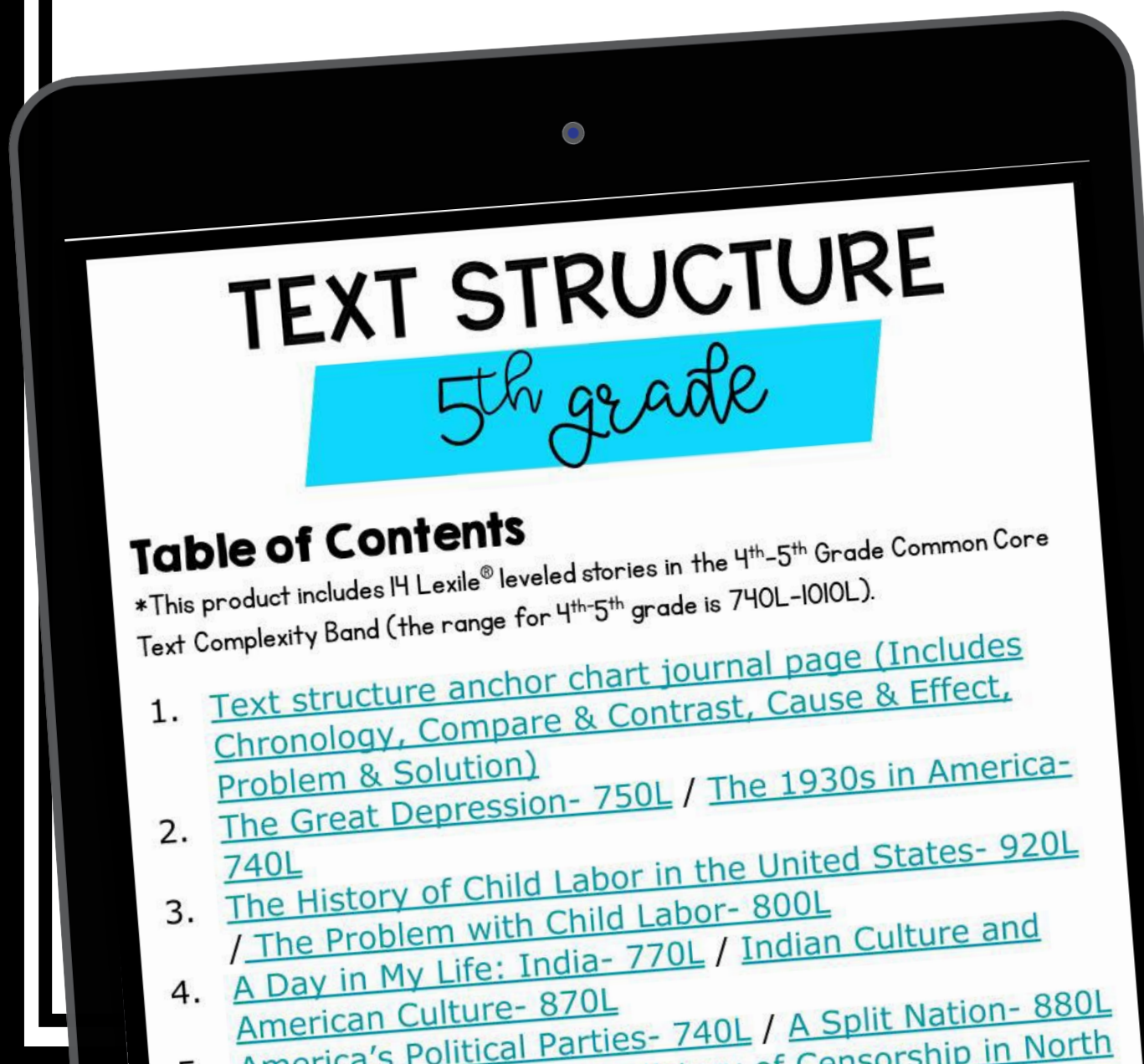
Print & Digital

MagiCORE

WHAT'S INCLUDED?

FOURTEEN 5th Grade DIGITAL and PRINTABLE PDF nonfiction passages & TWO assessments!

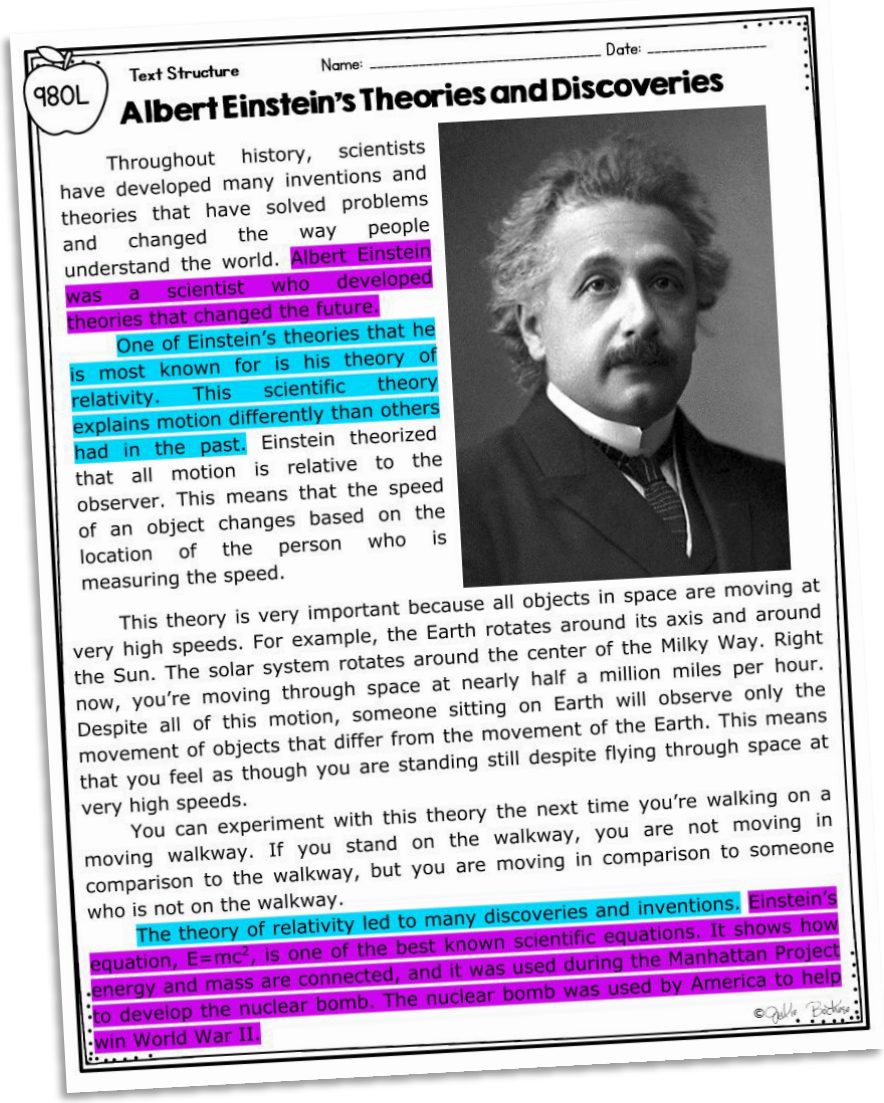
- Aligned with 5th Grade Lexile Levels
- Includes a Text Structure Anchor Chart and Journal Page
- Students can highlight the text for easy comprehension



Created with GOOGLE SLIDES

LEXILE®

NONFICTION PASSAGES



Text Structure Name: _____ Date: _____

980L

Albert Einstein's Theories and Discoveries

Throughout history, scientists have developed many inventions and theories that have solved problems and changed the way people understand the world. Albert Einstein was a scientist who developed theories that changed the future.

One of Einstein's theories that he is most known for is his theory of relativity. This scientific theory explains motion differently than others had in the past. Einstein theorized that all motion is relative to the observer. This means that the speed of an object changes based on the location of the person who is measuring the speed.

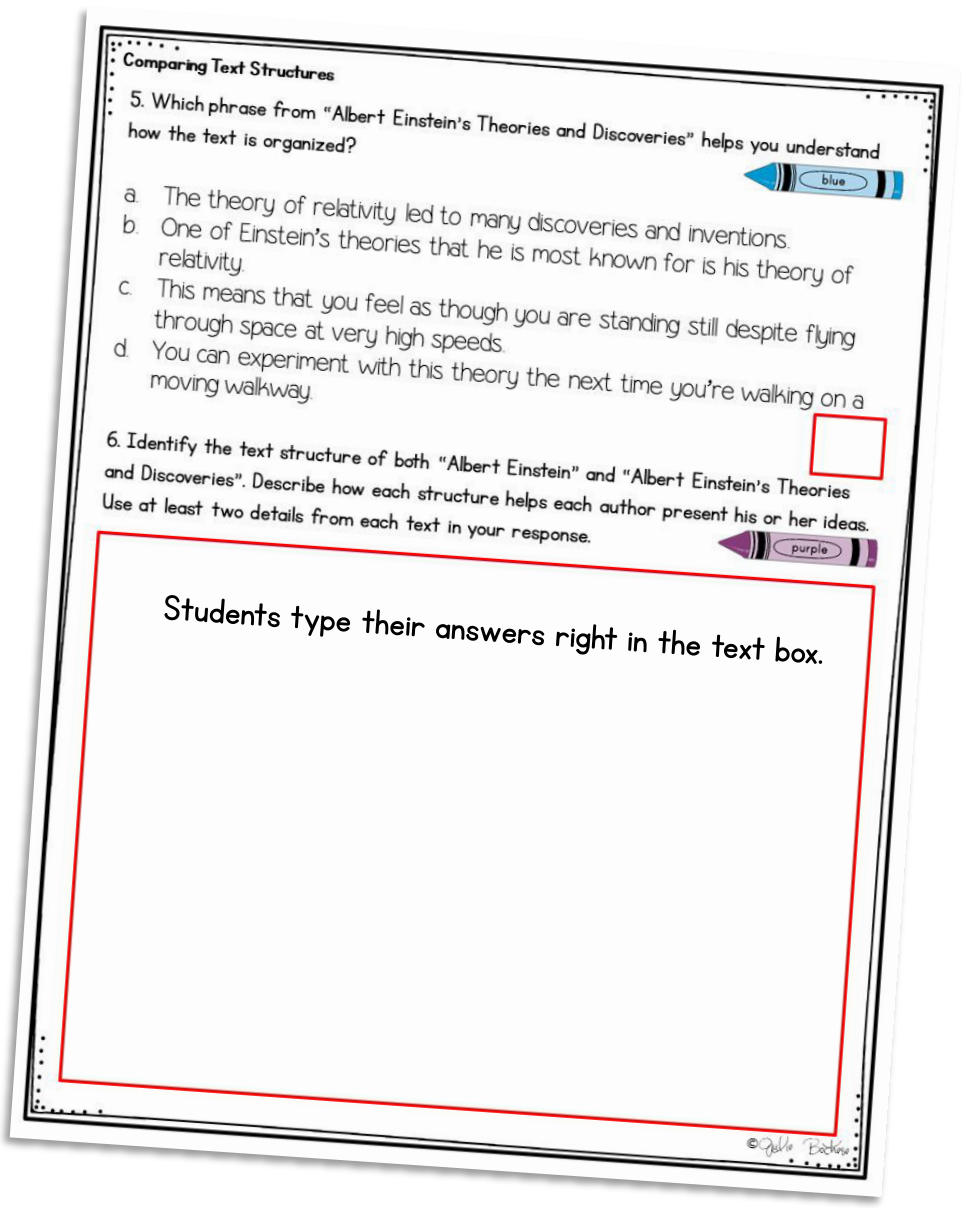
This theory is very important because all objects in space are moving at very high speeds. For example, the Earth rotates around its axis and around the Sun. The solar system rotates around the center of the Milky Way. Right now, you're moving through space at nearly half a million miles per hour. Despite all of this motion, someone sitting on Earth will observe only the movement of objects that differ from the movement of the Earth. This means that you feel as though you are standing still despite flying through space at very high speeds.

You can experiment with this theory the next time you're walking on a moving walkway. If you stand on the walkway, you are not moving in comparison to the walkway, but you are moving in comparison to someone who is not on the walkway.

The theory of relativity led to many discoveries and inventions. Einstein's equation, $E=mc^2$, is one of the best known scientific equations. It shows how energy and mass are connected, and it was used during the Manhattan Project to develop the nuclear bomb. The nuclear bomb was used by America to help win World War II.

©Jodie Bocking

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!



Comparing Text Structures

5. Which phrase from "Albert Einstein's Theories and Discoveries" helps you understand how the text is organized?

blue

a. The theory of relativity led to many discoveries and inventions.
b. One of Einstein's theories that he is most known for is his theory of relativity.
c. This means that you feel as though you are standing still despite flying through space at very high speeds.
d. You can experiment with this theory the next time you're walking on a moving walkway.

6. Identify the text structure of both "Albert Einstein" and "Albert Einstein's Theories and Discoveries". Describe how each structure helps each author present his or her ideas. Use at least two details from each text in your response.

purple

Students type their answers right in the text box.

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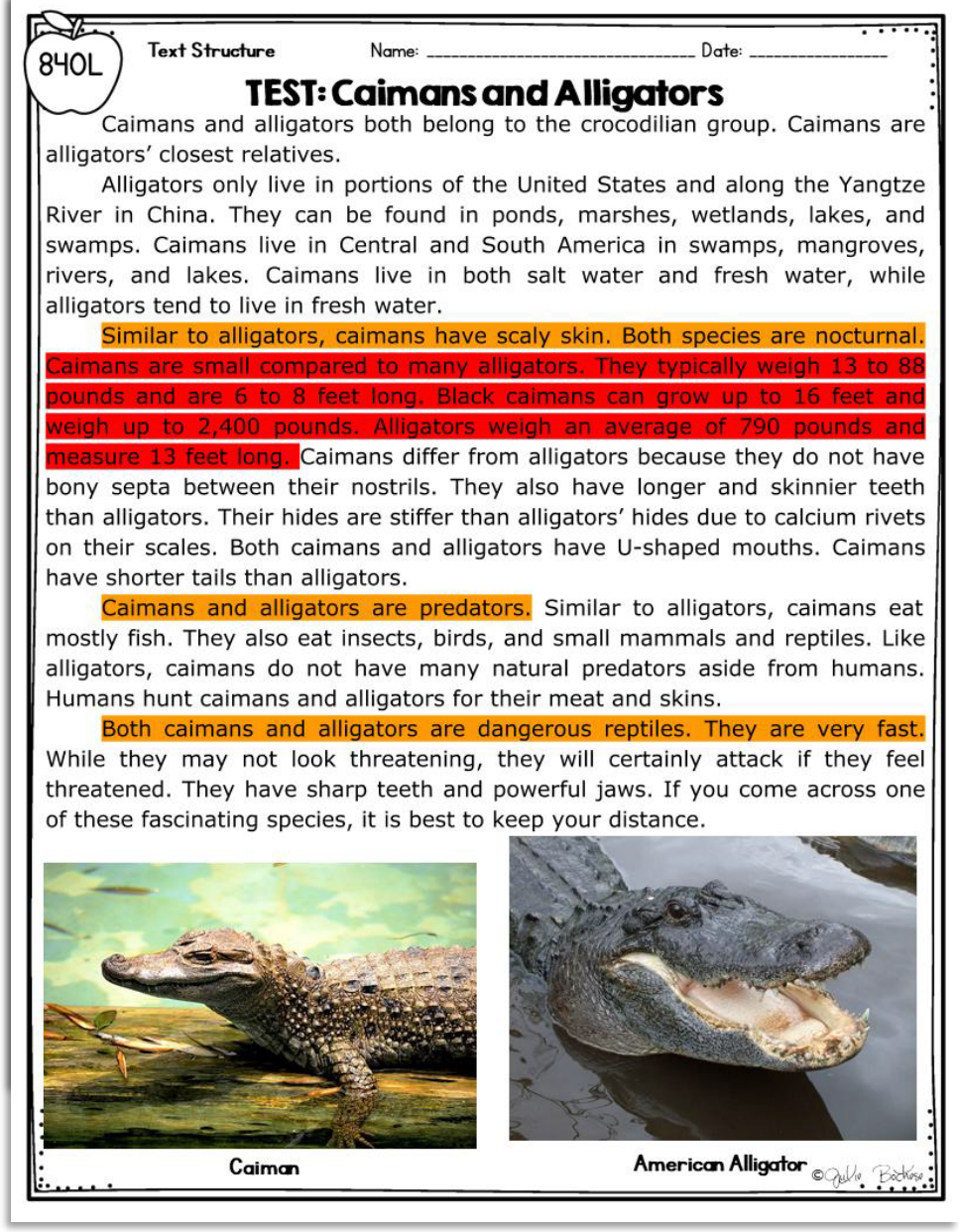
After reading, students type their answers in the text boxes using text evidence.

ASSESSMENTS

870L

Text Structure Name: _____ Date: _____

People vs. Alligators



840L

Text Structure Name: _____ Date: _____

TEST: Caimans and Alligators

Caimans and alligators both belong to the crocodilian group. Caimans are alligators' closest relatives.

Alligators only live in portions of the United States and along the Yangtze River in China. They can be found in ponds, marshes, wetlands, lakes, and swamps. Caimans live in Central and South America in swamps, mangroves, rivers, and lakes. Caimans live in both salt water and fresh water, while alligators tend to live in fresh water.

Similar to alligators, caimans have scaly skin. Both species are nocturnal. Caimans are small compared to many alligators. They typically weigh 13 to 88 pounds and are 6 to 8 feet long. Black caimans can grow up to 16 feet and weigh up to 2,400 pounds. Alligators weigh an average of 790 pounds and measure 13 feet long. Caimans differ from alligators because they do not have bony septa between their nostrils. They also have longer and skinnier teeth than alligators. Their hides are stiffer than alligators' hides due to calcium rivets on their scales. Both caimans and alligators have U-shaped mouths. Caimans have shorter tails than alligators.

Caimans and alligators are predators. Similar to alligators, caimans eat mostly fish. They also eat insects, birds, and small mammals and reptiles. Like alligators, caimans do not have many natural predators aside from humans. Humans hunt caimans and alligators for their meat and skins.

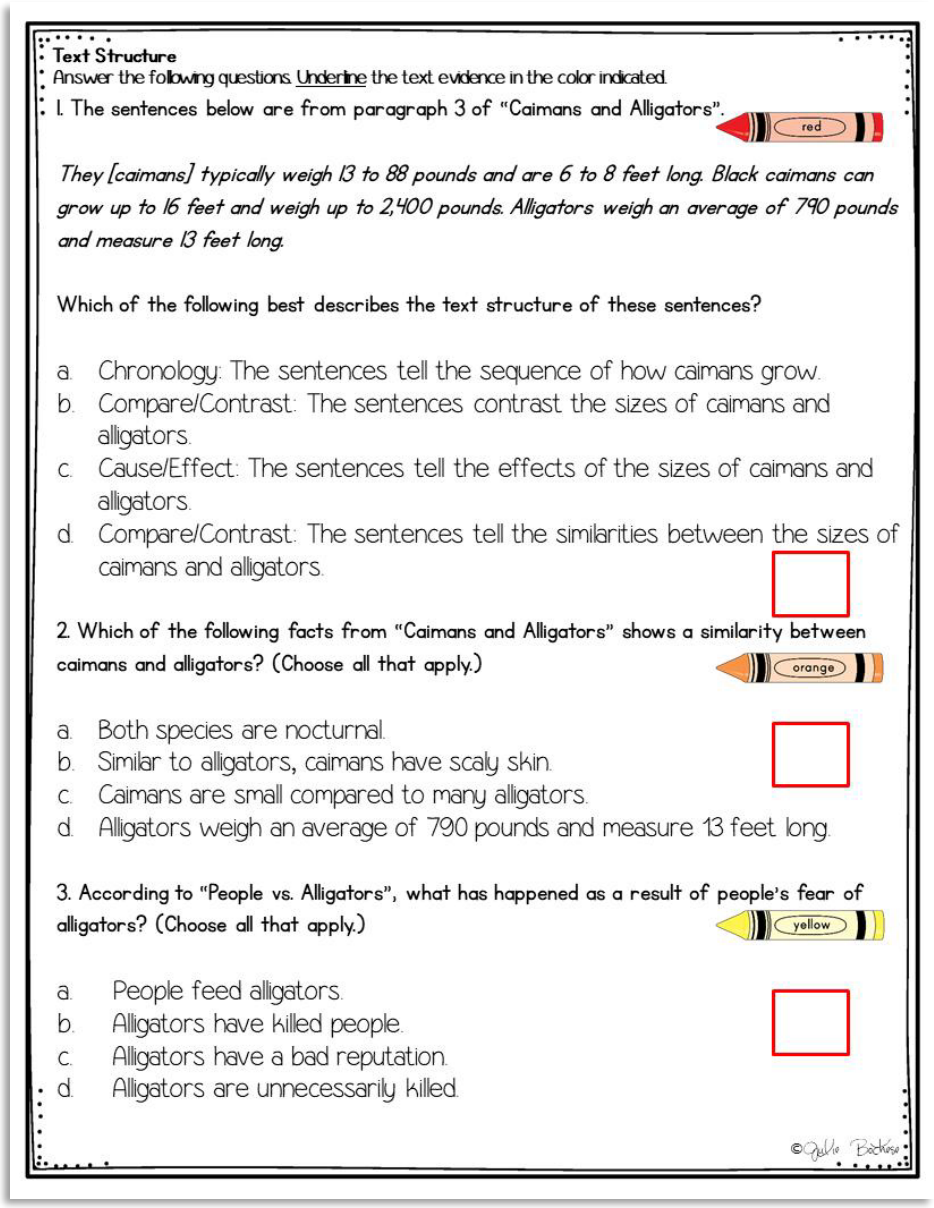
Both caimans and alligators are dangerous reptiles. They are very fast. While they may not look threatening, they will certainly attack if they feel threatened. They have sharp teeth and powerful jaws. If you come across one of these fascinating species, it is best to keep your distance.

Caiman

American Alligator

©Julie Bachose

Color coded highlighting can also be done on the assessments!



Text Structure

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

1. The sentences below are from paragraph 3 of "Caimans and Alligators". red

They [caimans] typically weigh 13 to 88 pounds and are 6 to 8 feet long. Black caimans can grow up to 16 feet and weigh up to 2,400 pounds. Alligators weigh an average of 790 pounds and measure 13 feet long.

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

a. Chronology: The sentences tell the sequence of how caimans grow.
b. Compare/Contrast: The sentences contrast the sizes of caimans and alligators.
c. Cause/Effect: The sentences tell the effects of the sizes of caimans and alligators.
d. Compare/Contrast: The sentences tell the similarities between the sizes of caimans and alligators.

2. Which of the following facts from "Caimans and Alligators" shows a similarity between caimans and alligators? (Choose all that apply.) orange

a. Both species are nocturnal.
b. Similar to alligators, caimans have scaly skin.
c. Caimans are small compared to many alligators.
d. Alligators weigh an average of 790 pounds and measure 13 feet long.

3. According to "People vs. Alligators", what has happened as a result of people's fear of alligators? (Choose all that apply.) yellow

a. People feed alligators.
b. Alligators have killed people.
c. Alligators have a bad reputation.
d. Alligators are unnecessarily killed.

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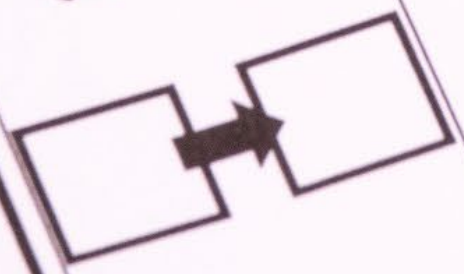
This resource also includes TWO tests with different Lexile Levels for student assessment.

Text Structure

Text Structure- How a text is set up or organized

Text Structure	Ask Yourself:	Clues	Example
Chronology 1. 2. 3.	Is the text telling me the sequence or order of events?	• 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. In 1903, [illegible] invented a machine making mass production of the product

740L

Text Structure Name: _____ Date: _____

A Day in My Life: India

My name is Diti, which is the name of the Earth goddess in my Hindu religion. I am eleven years old and I live in Dharavi, which is a busy and crowded slum outside of Mumbai. I live with my mother, my brother Abhi who is three, my aunt Hena, her two children, and my uncle Isha, who is like a father to me. We are poor and our home is a one-roomed, tin roof shack.

Every morning, I wake up at 4:30 a.m. to find water for my family. As I head out on the journey, I cover my face to avoid the strong sour smell from so many people living in unsanitary tight quarters. I walk a mile until I find a man who has made holes in a water pipe. He fills my bucket of water for five rupees, or ten cents, which is a lot to my family. Clean water is very hard to come by in the slums, so many women and girls spend their entire days searching for it. Maybe one day I will be like the rich woman in the high-rise and be able to turn water on from a faucet whenever I please.

By the time I return home, it is time for me to go to school. I arrive just in time to bid farewell to my uncle Isha, who works from 8:00 a.m. until 10:30 p.m. in the slums. I am in primary school. I know that my education is important and will be my ticket to a better future; however, most girls do not attend secondary schools in the slums. Tuition, uniforms, and books are expensive, and my parents will probably need me to work a full-time job to help. Many girls marry by the age of 15, but despite this, I am still happy to be in school each day. It is a change from the grueling work my family does. I am the first person in my family to have attended any school.

©Julie Bachose

Text Structure

5. What does Diti do when sh

a. Diti helps her mor
b. Diti finds water
c. Diti watches h
d. Diti plays cri

6. What are D

a. Diti d
b. Diti
c. D
d.

using

support yo

Text Structure

Answer the following questions. Unde

1. What is the main idea of this

a. This passage is about what
b. This passage is about what li
c. This passage is about the prob
d. This passage is about how life in

2. How does Diti start her day?

a. Diti eats breakfast
b. Diti gets ready for school
c. Diti takes a bath with a bucket of water
d. Diti goes out in search of water at 4:30 a.m.

3. Why is school important to Diti? (Choose all that apply.)

a. Education is the ticket to a better future.
b. Diti has time to talk to and play with her friends.
c. Diti hopes to become a computer coder when she gro
d. School is a change from the difficult work everyone in D

4. Summarize what Diti's school day looks like.

Diti leaves for school at 8:00 a.m. It takes about half an hour to walk there. At schoo she drinks milk and eats breakfast. She lea English, math, science, character, and computer skills. Diti also has lunch. She leaves at 3:00 p.m.

The main fea
The passages fe
from when she wakes
bed. It is in sequential orde
times to show how her day is p

©Julie Bachose

740L

Text Structure

Name: _____ Date: _____

A Day in My Life: India

the name of the

My nam
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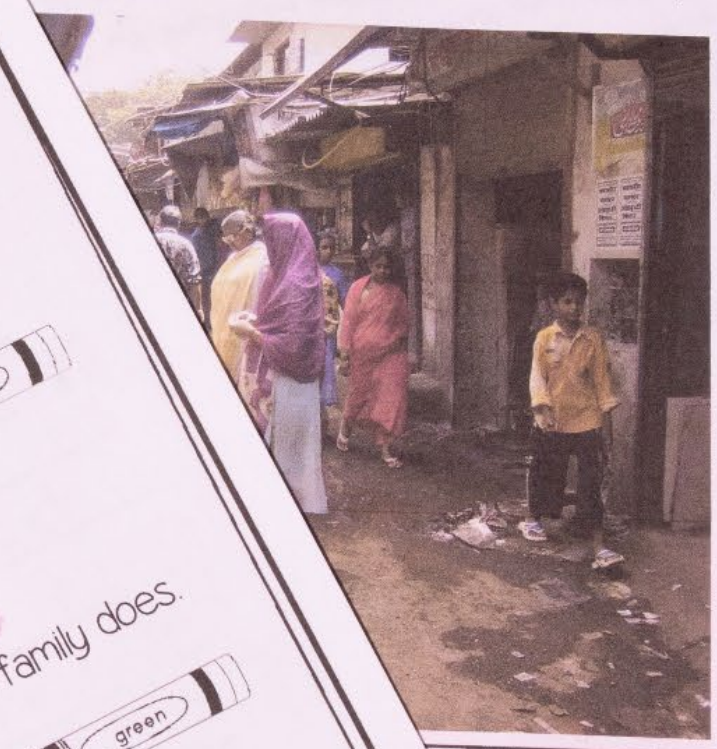
I leave for school at 8:00 a.m. because it takes me about half an hour to walk there. I usually walk with my best friend, Keya. At school, we get milk and breakfast. I learn English, math, science, character, and computer skills. I love learning computer skills and I hope to be a computer coder one day. We also get lunch at school. During lunch, we have time to chat and play with our friends, wh is my favorite time of day. School 3:00 p.m.

My School

t home from school around 3:30 p.m. I help my mother with my little brother games with him. After, my mother asks me to go fetch more water. On my group of kids playing cricket. I don't have time to play today since it is I need to help my mother prepare dinner. We are going to make chapati d rice for dinner.

e eat dinner, it is about 7:00 p.m. The sun has set, and it is getting ther to bed while my mother cleans up and begins sewing clothes to to see, but I crouch by the candlelight to complete my homework



My Neighborho

©Julie

owing questions. Underline the text evidence in the color indicated.

red

the main idea of this passage?

is passage is about what a day is like for Diti.
This passage is about what life is like for all Indian children.
This passage is about the problems people face in slums.
This passage is about how life in India is different than life in America.

orange

2. How does Diti start her day?

a. Diti eats breakfast
b. Diti gets ready for school.
c. Diti takes a bath with a bucket of water.
d. Diti goes out in search of water at 4:30 a.m.

yellow

tant to Diti? (Choose all that apply.)

a better future.
with her friends.
er when she grows up.
veryone in Diti's family does.

green

Name: _____ Date: _____

Text Structure

920L

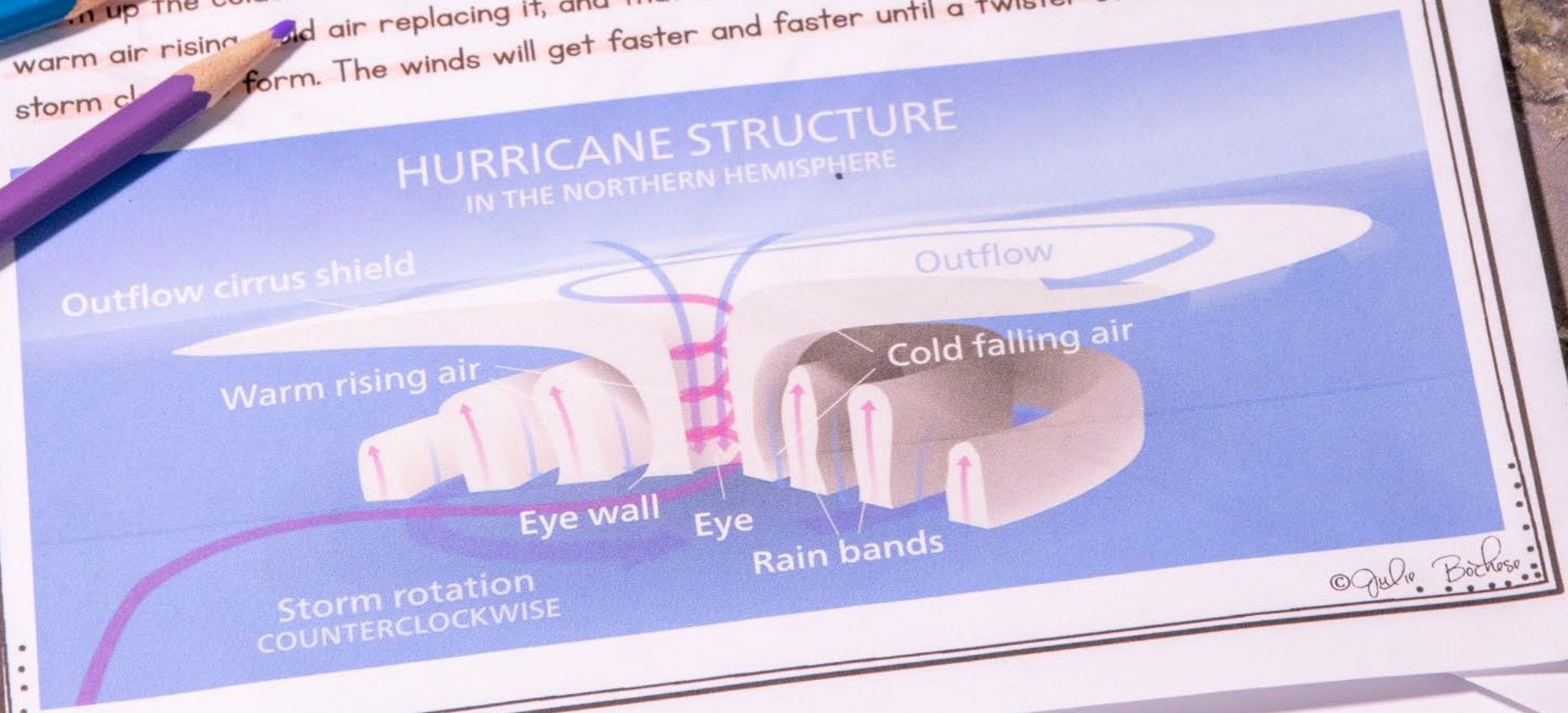
Severe Storms: Hurricanes

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 ...e warmest.

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



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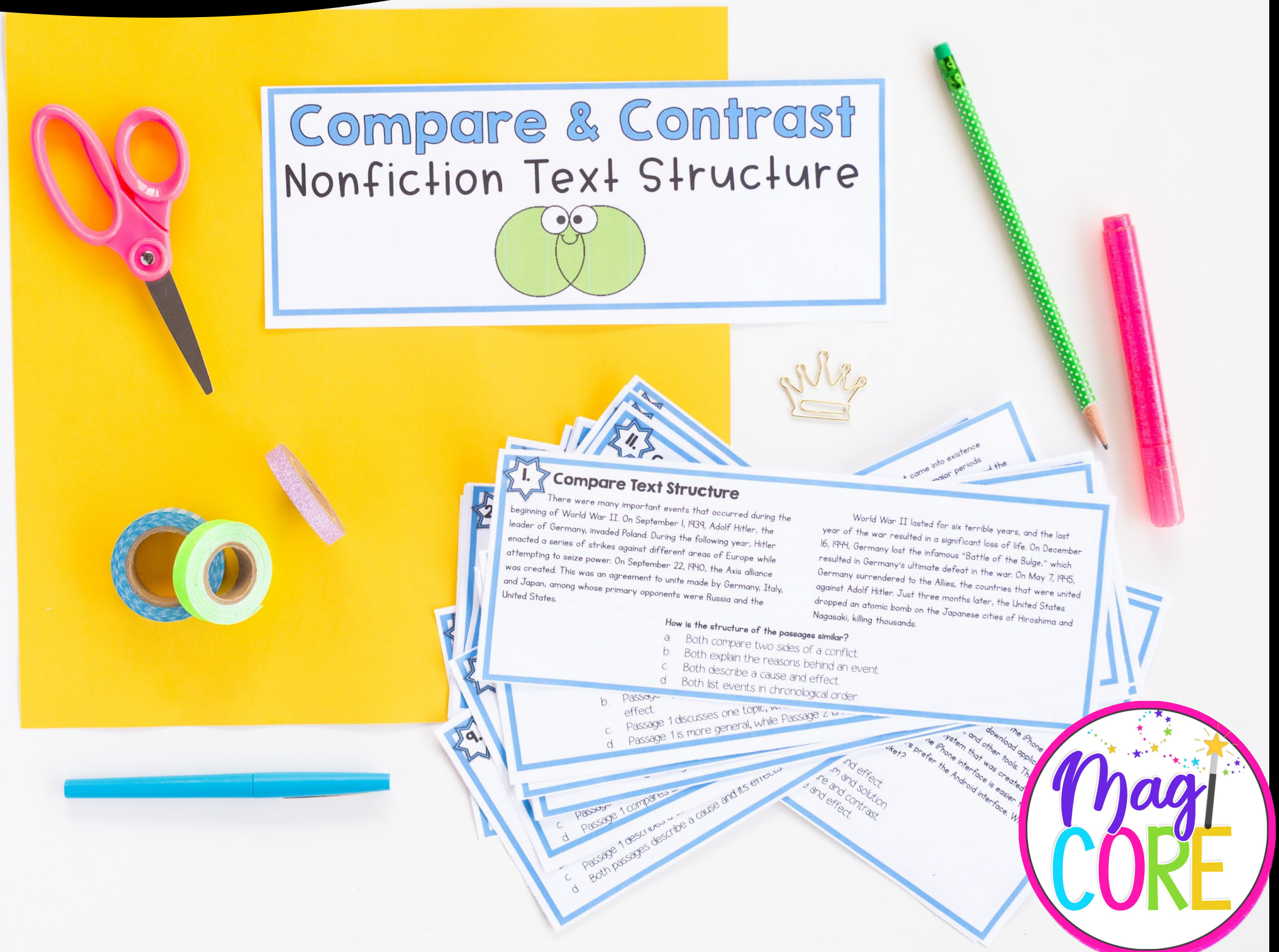
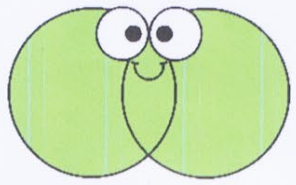
COMPARE TEXT STRUCTURE *task cards*

5TH GRADE



Compare & Contrast
Nonfiction Text Structure



Compare Text Structure

Compare Text Structure

There are many endangered species that need our help to

Compare Text Structure

Compare Text Structure

Compare Text Structure

Compare Text Structure

Many people complain that homemade pizza doesn't

Compare Text Structure

Compare Text Structure

It is estimated that dinosaurs first came into existence

Compare Text Structure

Compare Text Structure

Flooding can be a serious issue when there is a lot of

Compare Text Structure

Compare Text Structure

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The primary diet of common deer species is plants. While they eat many different species of plants, their favorites are juniper, dogwood, holly, and rose. When the deer population in an area gets out of control, many of the local plant species suffer, and there is a danger of them dying out. One way to deal with this is to hunt the deer to control population growth.

Deforestation is the act of cutting down trees – but not just a few trees – entire forests! Farmers clear the land for growing crops and sometimes destroy groups of trees that have been around for decades. It is estimated that at the current rate of deforestation, there will no longer be any forests remaining in one hundred years.

Which passage(s) use(s) cause and effect?

a. Both passages
b. Only Passage 1
c. Only Passage 2
d. Neither passage

17. Compare Text Structure

18. Compare Text Structure

19. Compare Text Structure

20. Compare Text Structure

21. Compare Text Structure

Working at a computer all day can seem like an easy gig.

22. Compare Text Structure

23. Compare Text Structure

24. Compare Text Structure

Some people call the repairman as soon as they have a

25. Compare Text Structure

The Renaissance was known as a time of great cultural

26. Compare Text Structure

27. Compare Text Structure

28. Compare Text Structure

We all know what a wolf is, but what is a wolverine? The

29. Compare Text Structure

Are you sick and tired of eating breakfast cereal in the

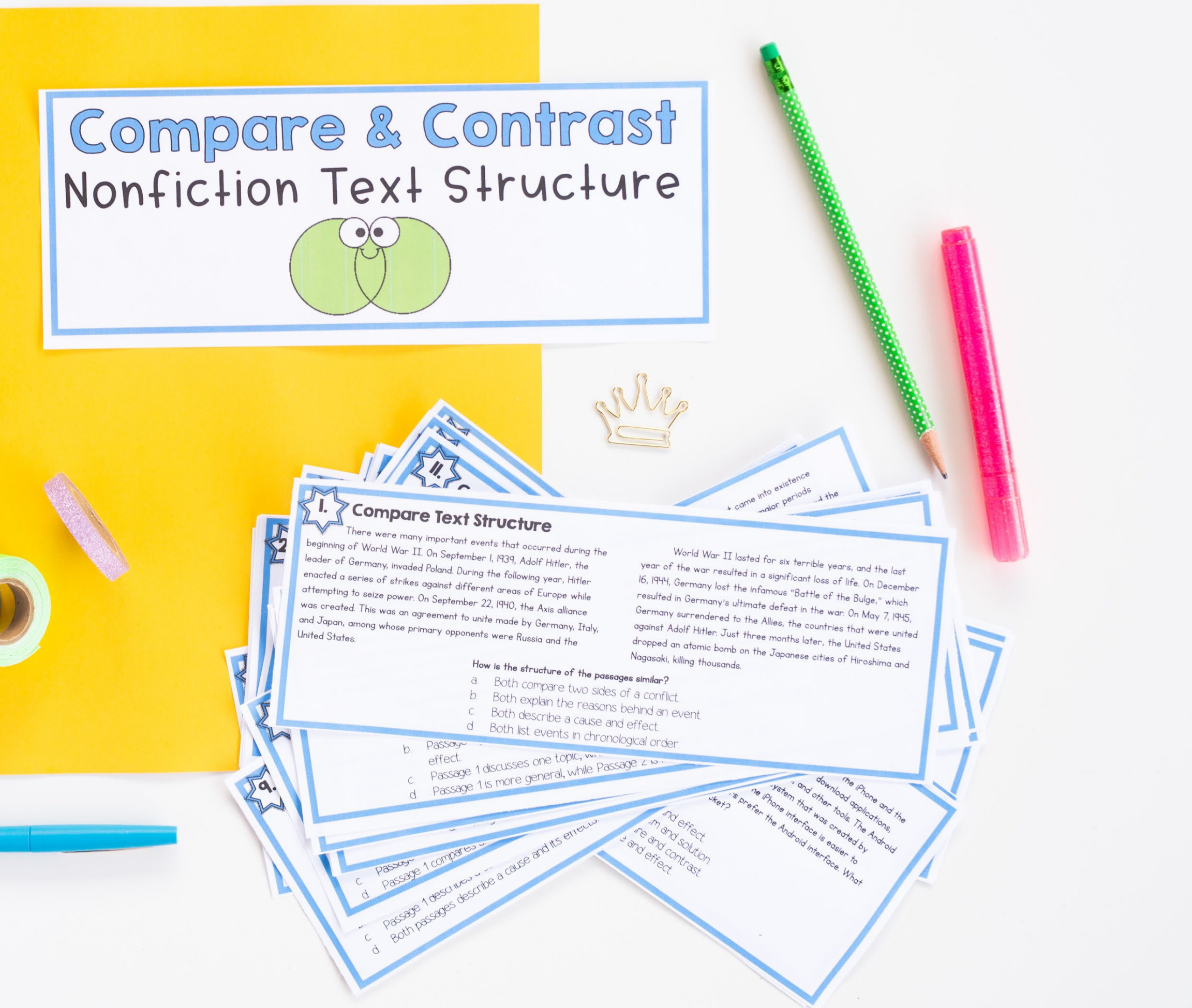
30. Compare Text Structure

In the past, most people had just a few dishes that they

Compare Text Structure Challenge

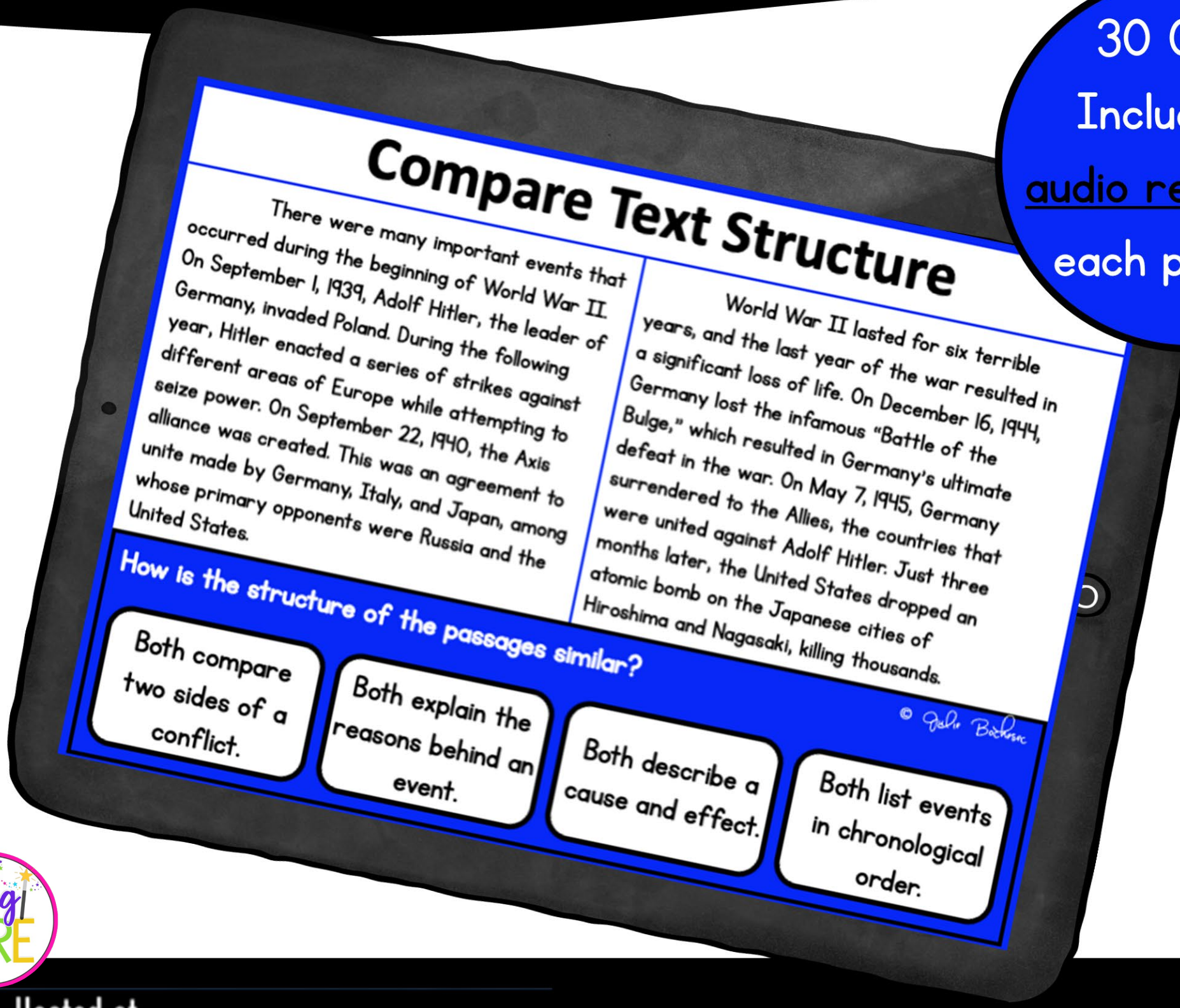
Underline the key words that tell you the text structure of each passage.

Compare & Contrast
Nonfiction Text Structure



COMPARE & CONTRAST
Digital Task Cards

30 Cards
Includes an audio reading of each passage.



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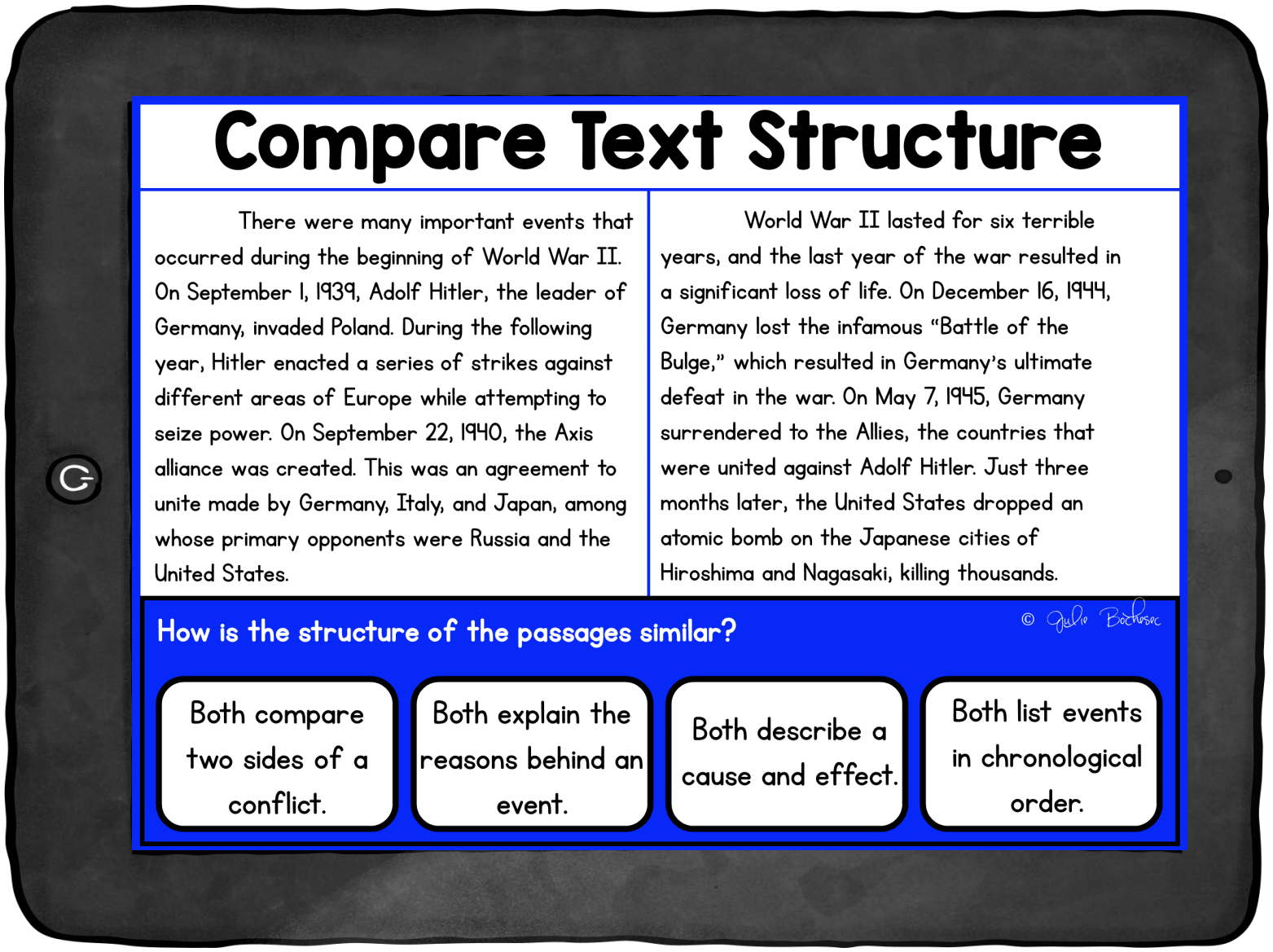
COMPARE TEXT STRUCTURE BOOM CARDS



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COMPARE TEXT STRUCTURE BOOM CARDS

Compare Text Structure

The Amur leopard can run up to 35 miles per hour. Its fur is white or cream colored, with black spots. Its tail can grow up to 89 centimeters! It eats mostly deer, hares, boar, and other small animals. Amur leopards can thrive in both hot and cold climates and are found in Eastern Russia.

There are many endangered species that need our help to survive. Among them is the Amur leopard. Poachers hunt and kill this rare leopard due to its valuable coat, which can be sold for close to a thousand dollars. Additionally, one of the leopard's main sources of prey, the sika deer, has been overhunted by humans, and there is less food for the species to consume. As a result, the number of Amur leopards in the world is dwindling.

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How are the passages different?

- Passage 1 gives a problem and solution, while Passage 2 gives descriptive information.
- Passage 1 gives descriptive information, while Passage 2 explains a cause and effect.
- Passage 1 discusses one topic, while Passage 2 compares two ideas.
- Passage 1 is more general, while Passage 2 is more specific.