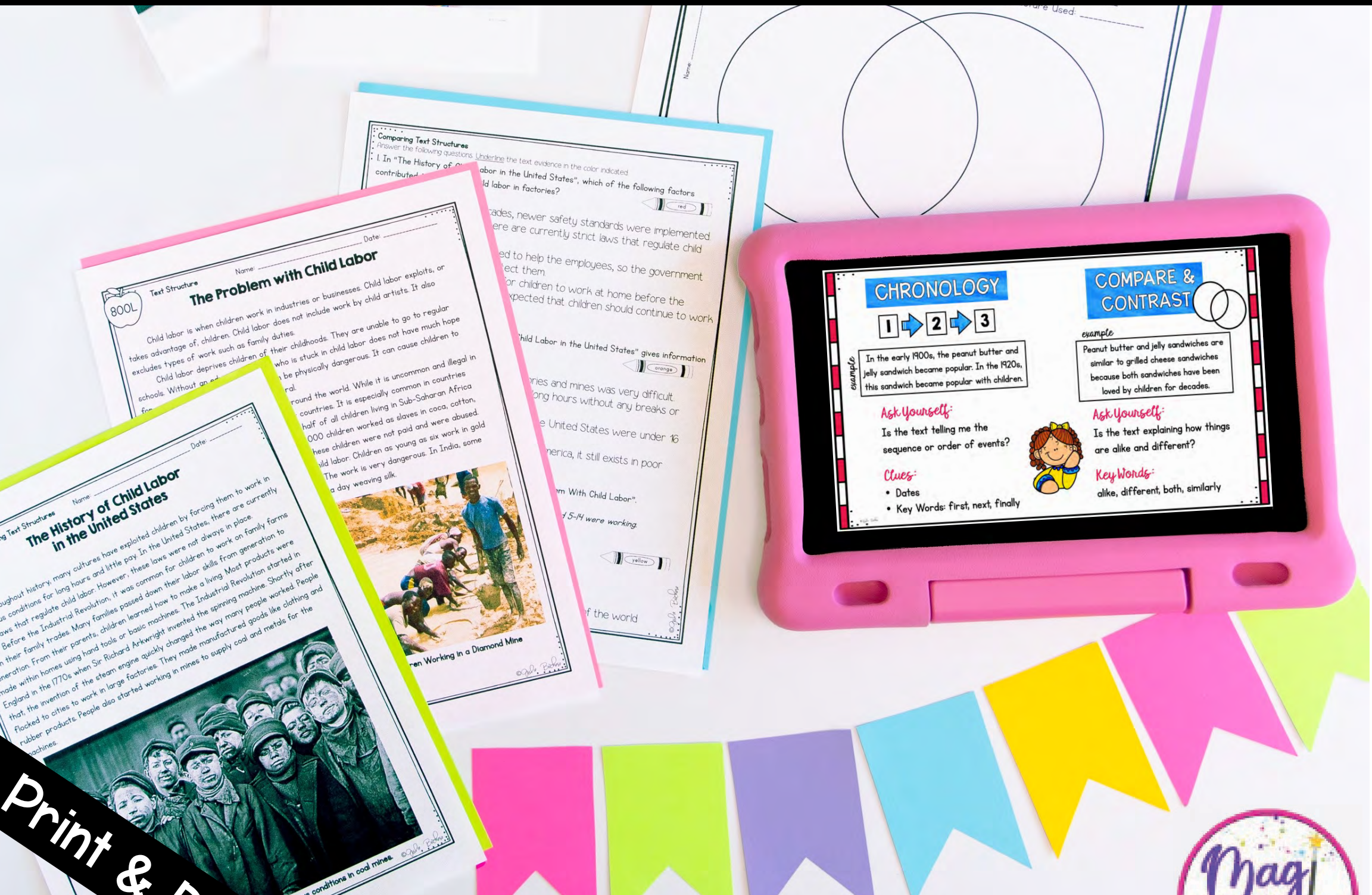


# COMPARE TEXT STRUCTURE

## ~ Skill Pack ~



Print & Digital

5th Grade








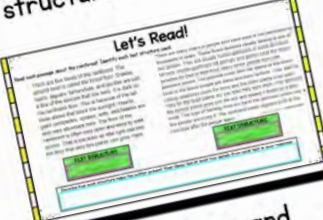


# LESSON PLANS

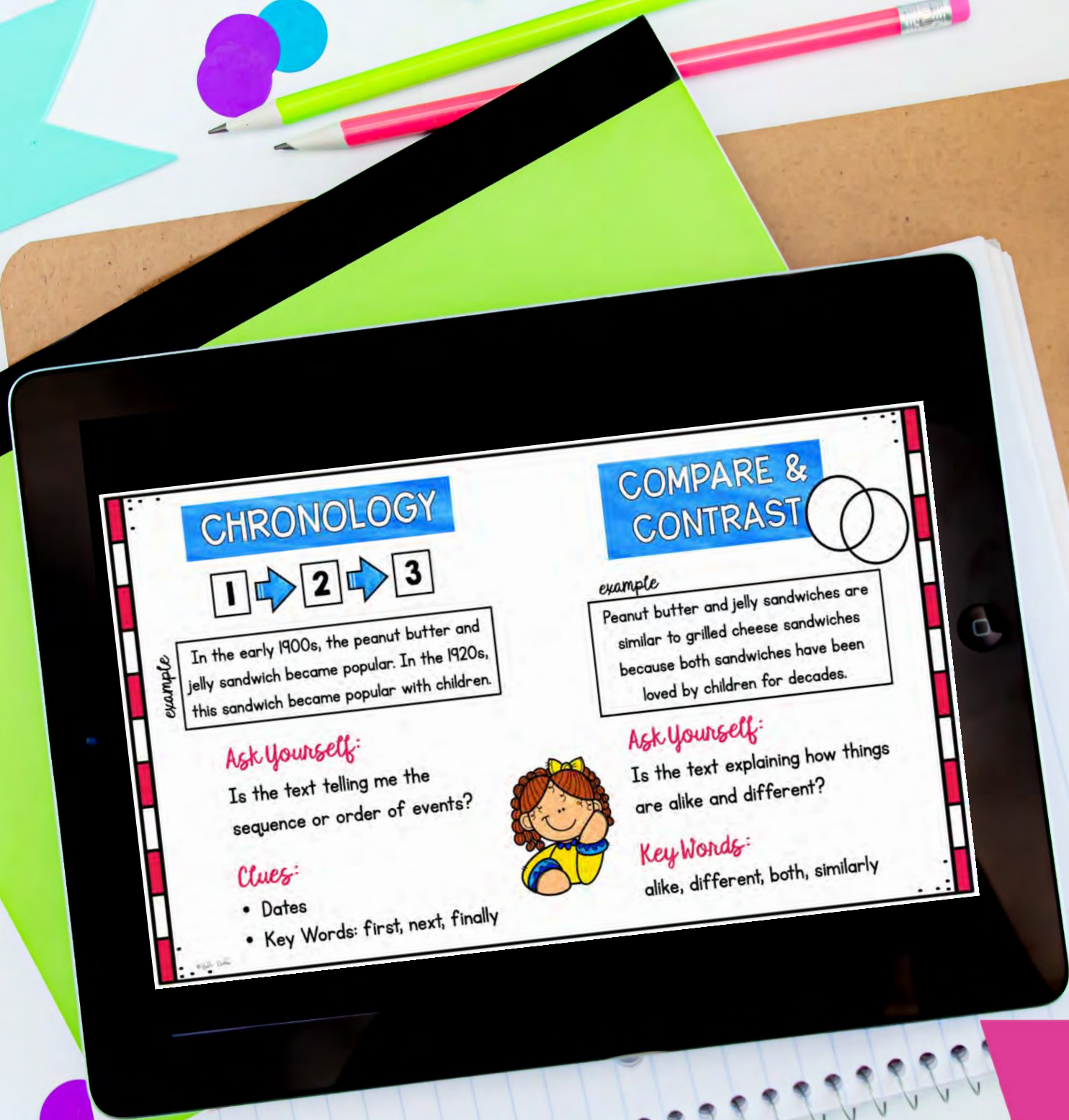
5th Grade

COMPREHENSION SKILL: Compare and Contrast Text Structure



Week 1

	LESSON	PRACTICE	GUIDED READING	CENTERS
MONDAY	<ul style="list-style-type: none"> <li>Introduce "Comparing and Contrasting Text Structure" by watching the video.</li> </ul> 	<p>Guided Practice Whole Class</p> <ul style="list-style-type: none"> <li>Model how to read a two different short texts to compare and contrast their text structure.</li> </ul>	<p>"Teen Entrepreneurs" and "YouTube Entrepreneurs" leveled guided readers.</p> <p>Meet with two groups and complete "pre-reading" activities."</p>	<p>Task Cards</p> <ul style="list-style-type: none"> <li>Nonfiction Text Structure</li> </ul>  
TUESDAY	<p>Guided Practice Whole Class</p> <ul style="list-style-type: none"> <li>Read the mentor text. Work together to identify the text structure in each section</li> </ul> 	<p>Independent Reading</p> <ul style="list-style-type: none"> <li>Choice text with a focus on identifying text structure.</li> </ul>	<p>Read "Teen Entrepreneurs" leveled guided readers. Complete "During Reading" discussions.</p> 	
WEDNESDAY	<p>Guided Practice Whole Class</p> <ul style="list-style-type: none"> <li>Compare and contrast the passages based on text structure</li> </ul> 	<p>Independent Reading</p> <ul style="list-style-type: none"> <li>Choice text with a focus on identifying text structure.</li> </ul>	<p>Read "YouTube Entrepreneurs" leveled guided readers. Complete "During Reading" discussions.</p> 	
THURSDAY	<p>Guided Practice Whole Class</p> <ul style="list-style-type: none"> <li>Read a passage and determine text structure.</li> </ul> 	<p>Independent Reading</p> <ul style="list-style-type: none"> <li>Choice text with a focus on identifying text structure.</li> </ul>	<p>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</p>	



5<sup>th</sup>  
Grade

# Text Structure in Nonfiction

# DIGITAL Mini lessons





# Let's Sort!

STRUCTURE

EXAMPLE

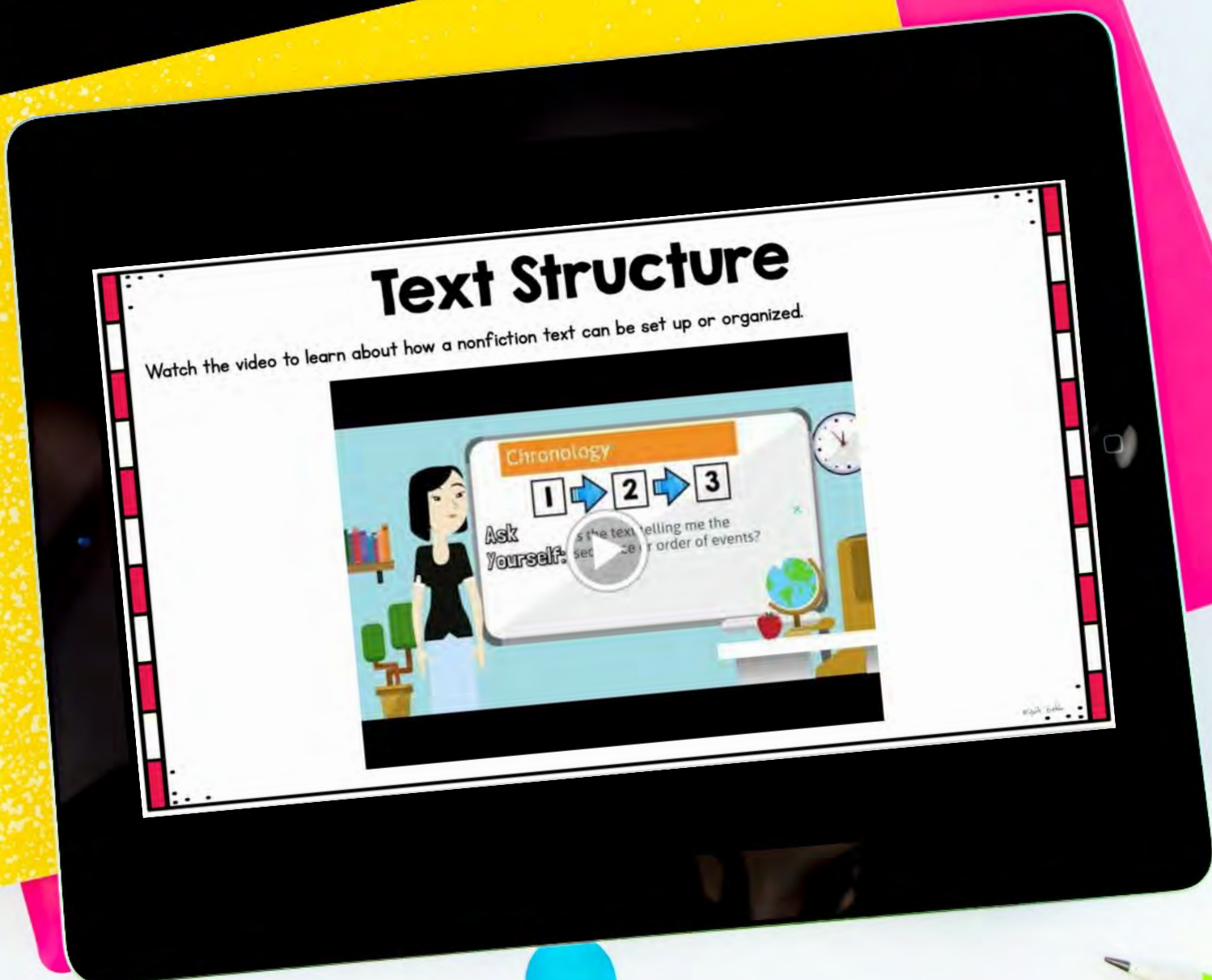
PURPOSE

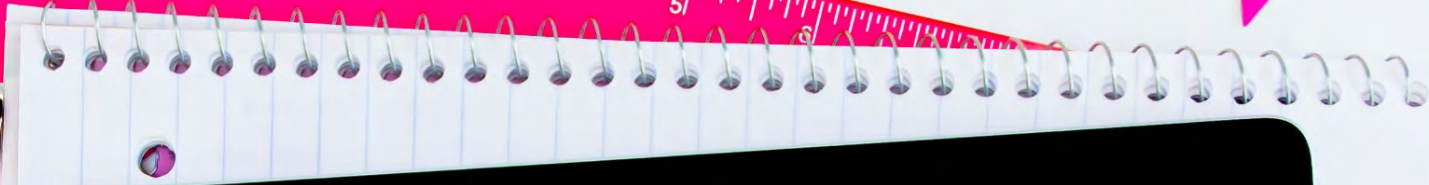
Explains why something happened and gives the end result.

CHRONOLOGY

PROBLEM & SOLUTION







**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.

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.

**TEXT STRUCTURE:**

**TEXT STRUCTURE:**

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



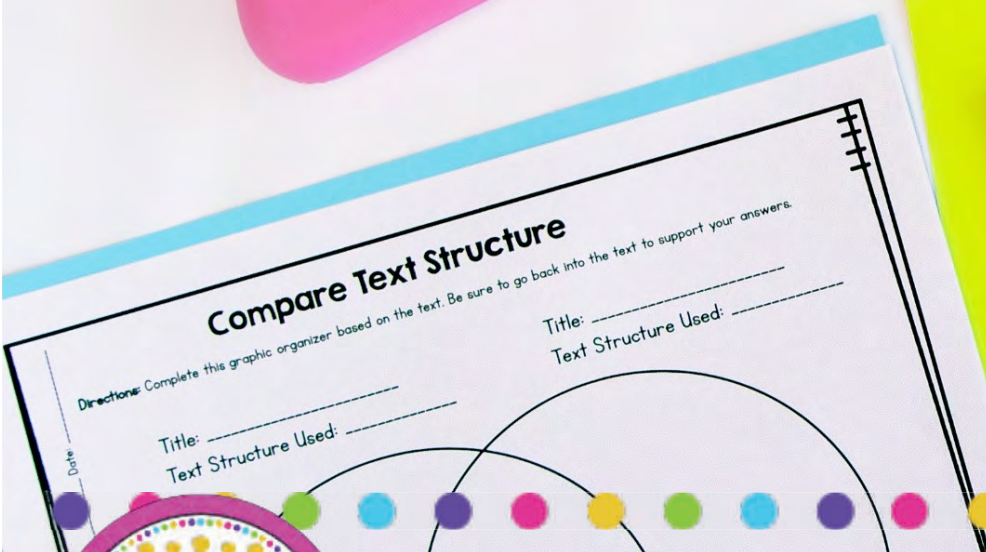
# GUIDED READERS

Printable & Digital



5<sup>th</sup>

Grade



compare text structure



800L

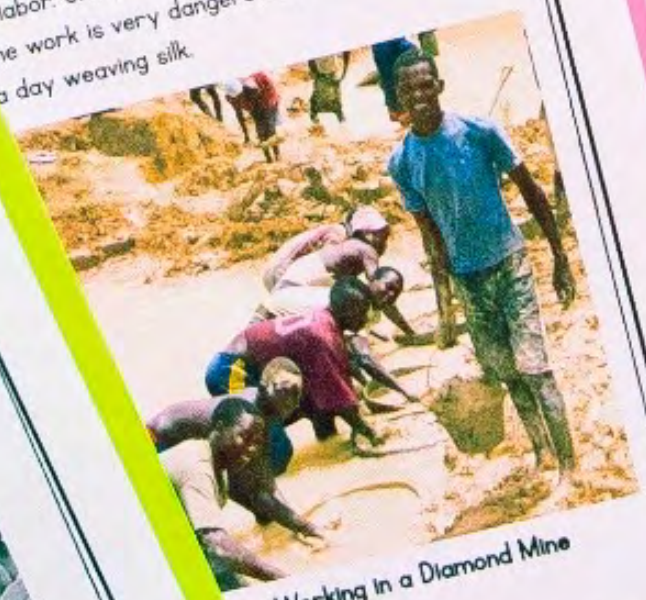
Text Structure

# 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 education, a child who is stuck in child labor does not have much hope for the future. Child labor can be physically dangerous. It can cause children to be injured or even die.

Child labor is common around the world. While it is uncommon and illegal in many countries, it is especially common in countries like Sub-Saharan Africa. In some areas, half of all children living in Sub-Saharan Africa work as slaves in coca, cotton, or gold mines. These children were not paid and were abused. Child labor. Children as young as six work in gold mines. The work is very dangerous. In India, some children work a day weaving silk.



Children Working in a Diamond Mine

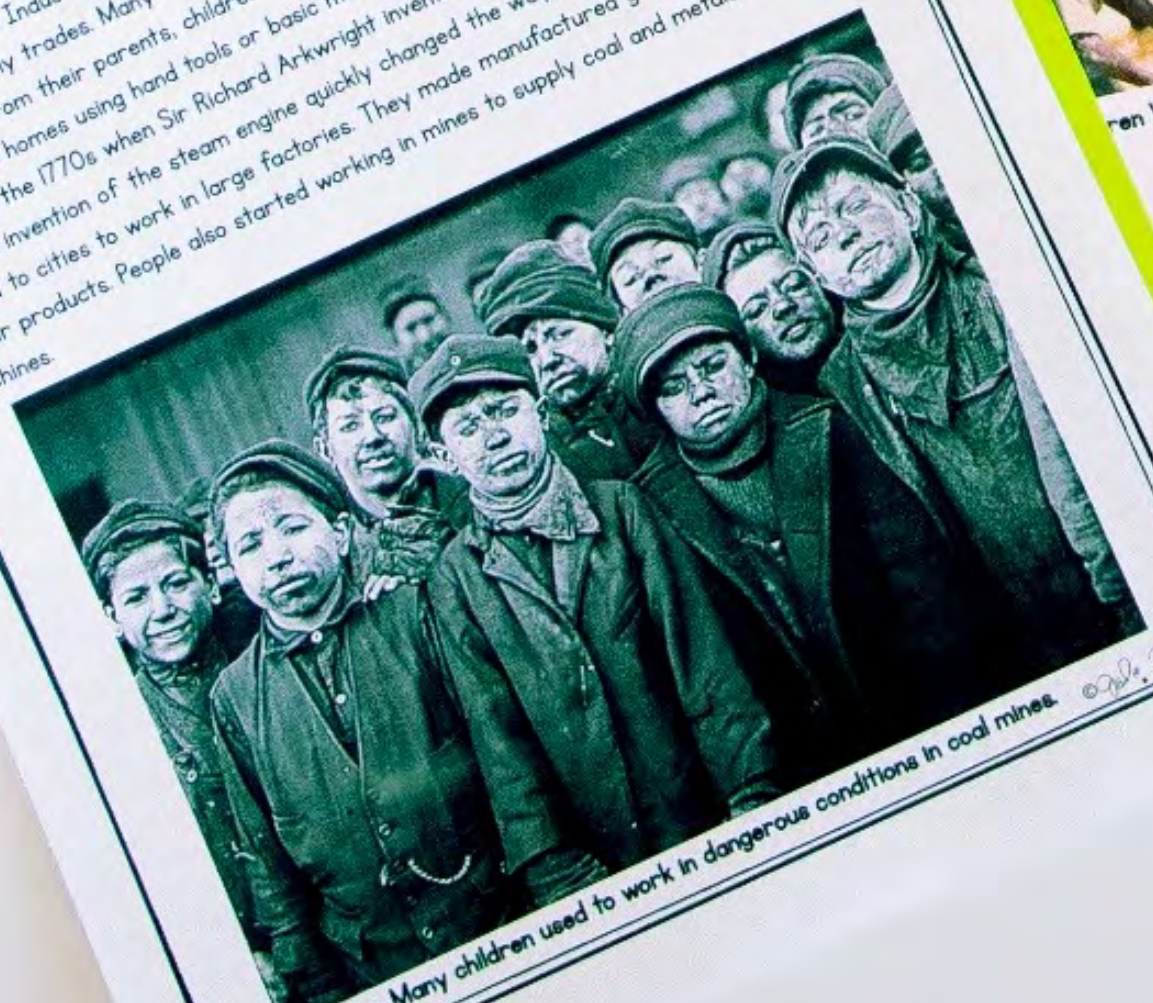
© Julie Becker

ing Text Structures

# The History of Child Labor in the United States

Throughout history, many cultures have exploited children by forcing them to work in dangerous 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 generation. 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 Becker

Over the decades, newer safety standards were implemented. There are currently strict laws that regulate child labor. These laws are designed to help the employees, so the government has to protect them.

Before these laws, children were expected to work at home before the laws. It was expected that children should continue to work in dangerous conditions.

"Child Labor in the United States" gives information

Working in coal mines and mines was very difficult. Children worked long hours without any breaks or pay. In the United States, children were under 16 years old. In other parts of the world, like America, it still exists in poor countries.

"The Problem With Child Labor".  
 15-14 were working.

of the world



What do you want to be when you grow up? Do you want to be a teacher, a doctor, or an athlete? Who is your favorite player or toy reviewer? That answer is different.

## 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: \_\_\_\_\_



Date: \_\_\_\_\_

Name: \_\_\_\_\_

Compare Text Structure

## Compare Text Structure

# Teen Entrepreneurs



# CONTEXT CLUES



## Context Clues

5. Paragraph 4 states, "Colonies can be from a few bats to hundreds of bats." Explain what the word *colonies* means as it is used in the passage. Support your definition with two context clues from the passage.

Colonies are groups  
I know this because  
a few bats to hundreds  
of females, their young

6. What does the word *scarce* mean as it is used in the passage?

- a. limited
- b. plentiful
- c. generous
- d. challenging

7. Read this sentence from paragraph 2 of the text.

A common vampire bat has a thick, dark, liquid-like saliva.

In your own words, write a sentence that helped you define the word *saliva*.

Saliva means the liquid that comes out of the mouth. This tells me that saliva is a liquid.

## Context Clues

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

1. What does the word *sanguivorous* mean as it is used in the passage?

- a. similar
- b. species
- c. different
- d. feeding on blood

2. Read this sentence from paragraph 2 of the text.

They use their sharp front teeth to puncture the skin of their prey.

What is the meaning of *puncture* as it is used in the text?

- a. eat
- b. jump
- c. feed
- d. break

3. What does the word *dwell* mean as it is used in the passage?

- a. live
- b. dark
- c. hunt
- d. countries

4. Paragraph 3 says, "They live in arid, humid, tropical, and subtropical environments." What is the meaning of *arid* as it is used in the text?

- a. hot
- b. dry
- c. wet
- d. humid

## Family Structure

Vampire bats living in colonies together have strong ties. Vampire bats have developed an adaptation to share food. Vampire bats can only live two days without food. Since food can be scarce, a hungry bat will often beg another bat for food. A donor bat regurgitates some of the blood it consumed for the hungry bat. This ensures that the colony survives. Donor bats will also offer food to starving bats.



Vampire bats drink blood to quickly digest the blood so they can urinate two minutes after they have finished feeding. They have 20-30% of their body weight in blood. They return to their roosts to rest.

Vampire bats are the only mammals that can fly. They survive.

## Food

Vampire bats feed only on the blood of mammals. They hunt in complete darkness. The blood from mammals is rich in iron, which is why vampire bats are called "iron vampires."

## Context Clues

Vampire bats are *sanguivorous*. They only consume blood. There are three species of vampire bats. These are the common vampire bat, the hairy-legged vampire bat, and the white-winged vampire bat. The three species of vampire bats are similar to each other. This tells us that they once evolved from a common ancestor.

## Anatomy

Unlike other bats, vampire bats have short muzzles. They also have naked nose pads. Common vampire bats have thermoreceptors on their noses. This helps them locate where blood flows on their prey. Vampire bats also use infrared radiation to find blood hotspots on their prey. Part of their brains is called the inferior colliculus. This helps them detect breathing of the sleeping animals they prey on. They use their sharp front teeth to puncture the skin of their prey. Unlike most other bats, vampire bats can walk, run, and fly.



## Habitat

Vampire bats live in dark places like caves, hollow trees, and buildings. They dwell between Central to South America and the Caribbean. They live in arid, humid, tropical, and subtropical environments. Colonies can range from a few bats to hundreds of bats. A colony consists of females, young, and a few adult males. There are "resident males" and "nonresident males" in a colony.

# TEXT STRUCTURE



Text Structure

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## 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.



compare & contrast

When hurricanes reach the eye of the storm, the eye is the center of the storm where the winds are relatively slow and calm. Water piles up in the center of the storm, creating a storm surge. A storm surge is a rise in sea level caused by the effect of hurricanes is coastal beach erosion. This is when land around the beach or sand dunes, wears away. Since hurricanes cause large waves, the shorelines get smaller. This results in sand and rocks being dragged out into the ocean.

The Damage After Hurricane Katrina in Louisiana, 2005

Print & Digital



# WHAT'S INCLUDED?

FOURTEEN 5<sup>th</sup> Grade **DIGITAL** and **PRINTABLE** PDF nonfiction passages & **TWO** assessments!

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

Created with  
**GOOGLE  
SLIDES**

## TEXT STRUCTURE

5<sup>th</sup> grade

### Table of Contents

\*This product includes 14 Lexile<sup>®</sup> leveled stories in the 4<sup>th</sup>-5<sup>th</sup> Grade Common Core Text Complexity Band (the range for 4<sup>th</sup>-5<sup>th</sup> 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

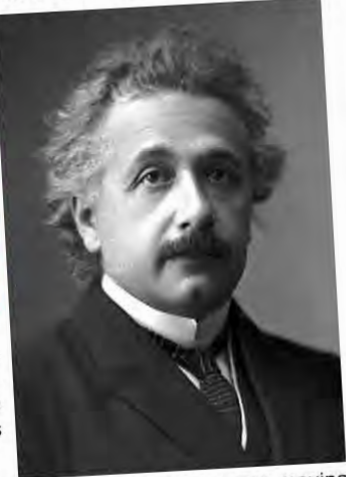


# NONFICTION PASSAGES

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

980L Text Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_

## 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.**

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

### Comparing Text Structures

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

- 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.

Students type their answers right in the text box.

# ASSESSMENTS

Color coded highlighting can also be done on the 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 crocodylian 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 ©Jella Eckner


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". 


*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.

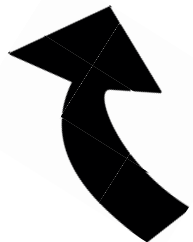
2. Which of the following facts from "Caimans and Alligators" shows a similarity between caimans and alligators? (Choose all that apply.) 

- 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.) 

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

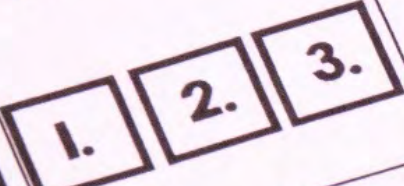
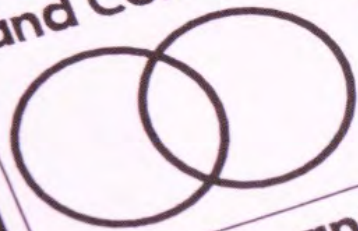

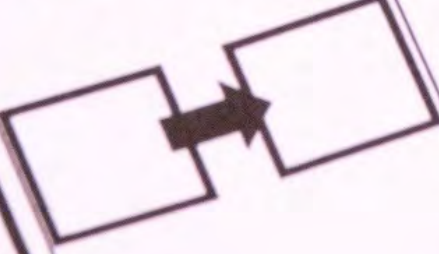
©Jella Eckner



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
<b>Chronology</b> 	Is the text telling me the sequence or order of events?	<ul style="list-style-type: none"> <li>Dates</li> <li>Key Words: first, next, finally</li> </ul>	In the early 1900s, the peanut butter and jelly sandwich became popular. In the 1920s, this sandwich became popular with children.
<b>Compare and Contrast</b> 	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.
<b>Cause and Effect</b> 	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.
<b>Problem and Solution</b> 	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 ground with peanuts instead. In 1903, a man named Peter G. Debenedictis invented a way to make peanut butter by making it from peanuts. The process...



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.

©Jale Bachor

Text Structure

5. What does Diti do when she

- a. Diti helps her mother
- b. Diti finds water
- c. Diti watches her brother
- d. Diti plays cricket

6. What are Diti's

- a. Diti's friends
- b. Diti's hopes
- c. Diti's dreams
- d. Diti's goals

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 grows up.
- d. School is a change from the difficult work everyone in Dharavi does.

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 school she drinks milk and eats breakfast. She learns English, math, science, character, and computer skills. Diti also has lunch. She leaves at 3:00 p.m.

using \_\_\_\_\_ support you \_\_\_\_\_

The main text \_\_\_\_\_  
 The passages tell \_\_\_\_\_  
 from when she wakes \_\_\_\_\_  
 bed. It is in sequential order \_\_\_\_\_  
 times to show how her day is \_\_\_\_\_

©Jale Bachor

Date: \_\_\_\_\_

Name: \_\_\_\_\_

# A Day in My Life: India

740L

Text Structure

My name is Diti. I am 10 years old and I live in a crowded slum with my mother and my aunt. My best friend is Isha, who lives in a house and our family is very poor. I find it very difficult to go to school every day. My school is very far from my house. It is my favorite time of day. School starts at 8:00 a.m. and ends at 3:00 p.m.

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, which is my favorite time of day. School ends at 3:00 p.m.



My School

I get home from school around 3:30 p.m. I help my mother with my little brother and play games with him. After, my mother asks me to go fetch more water. On my way, I see a group of kids playing cricket. I don't have time to play today since it is raining. I need to help my mother prepare dinner. We are going to make chapati and rice for dinner. After we eat dinner, it is about 7:00 p.m. The sun has set, and it is getting dark. I go to bed while my mother cleans up and begins sewing clothes to sell. I don't have time to see, but I crouch by the candlelight to complete my homework.



My Neighborhood



Answer the following questions. Underline the text evidence in the color indicated. Write the main idea of this passage?

- This 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.

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.

What is most important to Diti? (Choose all that apply.)

- to have a better future.
- to play with her friends.
- to go to school when she grows up.
- to see everyone in Diti's family does.



920L

Text Structure

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# 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 water is the warmest.

A hurricane forms when warm, moist air moves across the surface of the water. This 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 and 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



©Julio Barchese

# COMPARE TEXT STRUCTURE

task cards

5<sup>TH</sup> GRADE

## Compare & Contrast Nonfiction Text Structure



### I. Compare Text Structure

There were many important events that occurred during the beginning of World War II. On September 1, 1939, Adolf Hitler, the leader of Germany, invaded Poland. During the following year, Hitler enacted a series of strikes against different areas of Europe while attempting to seize power. On September 22, 1940, the Axis alliance was created. This was an agreement to unite made by Germany, Italy, and Japan, among whose primary opponents were Russia and the United States.

World War II lasted for six terrible years, and the last year of the war resulted in a significant loss of life. On December 16, 1944, Germany lost the infamous "Battle of the Bulge," which resulted in Germany's ultimate defeat in the war. On May 7, 1945, Germany surrendered to the Allies, the countries that were united against Adolf Hitler. Just three months later, the United States dropped an atomic bomb on the Japanese cities of Hiroshima and Nagasaki, killing thousands.

How is the structure of the passages similar?

- a Both compare two sides of a conflict.
- b Both explain the reasons behind an event.
- c Both describe a cause and effect.
- d Both list events in chronological order.

- b Passage 1 describes a cause and effect.
- c Passage 1 discusses one topic, while Passage 2 discusses two topics.
- d Passage 1 is more general, while Passage 2 is more specific.

- c Passage 1 compares two topics, while Passage 2 discusses one topic.
- d Both passages describe a cause and its effect.

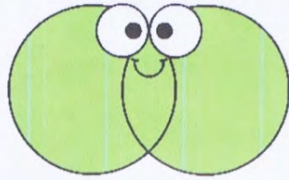
and effect.  
in and solution  
are and contrast  
and effect.

the iPhone app  
download applicat  
and other tools. The  
ne iPhone interface was created b  
is prefer the Android interface. Wh

Common  
CORE  
Kingdom

# Compare & Contrast

## Nonfiction Text Structure



1. Compare Text Structure

2. Compare Text Structure

There are many endangered species that need our help to

3. Compare Text Structure

4. Compare Text Structure

5. Compare Text Structure

6. Compare Text Structure

Many people complain that homemade pizza doesn't

7. Compare Text Structure

8. Compare Text Structure

It is estimated that dinosaurs first came into existence

9. Compare Text Structure

10. Compare Text Structure

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

11. Compare Text Structure

12. Compare Text Structure

13. Compare Text Structure

14. Compare Text Structure

15. Compare Text Structure

16. Compare Text Structure

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 job.

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

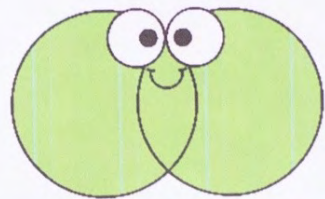
In the past, most people had just a few dishes that they

★ Compare Text Structure  
Challenge

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

# Compare & Contrast

## Nonfiction Text Structure



### 1. Compare Text Structure

There were many important events that occurred during the beginning of World War II. On September 1, 1939, Adolf Hitler, the leader of Germany, invaded Poland. During the following year, Hitler enacted a series of strikes against different areas of Europe while attempting to seize power. On September 22, 1940, the Axis alliance was created. This was an agreement to unite made by Germany, Italy, and Japan, among whose primary opponents were Russia and the United States.

World War II lasted for six terrible years, and the last year of the war resulted in a significant loss of life. On December 16, 1944, Germany lost the infamous "Battle of the Bulge," which resulted in Germany's ultimate defeat in the war. On May 7, 1945, Germany surrendered to the Allies, the countries that were united against Adolf Hitler. Just three months later, the United States dropped an atomic bomb on the Japanese cities of Hiroshima and Nagasaki, killing thousands.

How is the structure of the passages similar?

- a. Both compare two sides of a conflict.
  - b. Both explain the reasons behind an event.
  - c. Both describe a cause and effect.
  - d. Both list events in chronological order.
- b. Passage 1 describes a cause and effect.
- c. Passage 1 discusses one topic, while Passage 2 discusses two topics.
- d. Passage 1 is more general, while Passage 2 is more specific.

and effect.  
and solution.  
and contrast.  
and effect.

the iPhone and the  
download applications,  
and other tools. The Android  
system that was created by  
the iPhone interface is easier to  
use than the Android interface. What  
do you prefer the Android interface. What  
is the reason?

# COMPARE & CONTRAST

## Digital Task Cards

30 Cards  
Includes an  
audio reading of  
each passage.

### Compare Text Structure

There were many important events that occurred during the beginning of World War II. On September 1, 1939, Adolf Hitler, the leader of Germany, invaded Poland. During the following year, Hitler enacted a series of strikes against different areas of Europe while attempting to seize power. On September 22, 1940, the Axis alliance was created. This was an agreement to unite made by Germany, Italy, and Japan, among whose primary opponents were Russia and the United States.

World War II lasted for six terrible years, and the last year of the war resulted in a significant loss of life. On December 16, 1944, Germany lost the infamous "Battle of the Bulge," which resulted in Germany's ultimate defeat in the war. On May 7, 1945, Germany surrendered to the Allies, the countries that were united against Adolf Hitler. Just three months later, the United States dropped an atomic bomb on the Japanese cities of Hiroshima and Nagasaki, killing thousands.

How is the structure of the passages similar?

Both compare two sides of a conflict.

Both explain the reasons behind an event.

Both describe a cause and effect.

Both list events in chronological order.

© Julie Buckner



Hosted at

**boom**learning

# Boom Cards

# COMPARE TEXT STRUCTURE BOOM CARDS



## Compare Text Structure

There were many important events that occurred during the beginning of World War II. On September 1, 1939, Adolf Hitler, the leader of Germany, invaded Poland. During the following year, Hitler enacted a series of strikes against different areas of Europe while attempting to seize power. On September 22, 1940, the Axis alliance was created. This was an agreement to unite made by Germany, Italy, and Japan, among whose primary opponents were Russia and the United States.

World War II lasted for six terrible years, and the last year of the war resulted in a significant loss of life. On December 16, 1944, Germany lost the infamous "Battle of the Bulge," which resulted in Germany's ultimate defeat in the war. On May 7, 1945, Germany surrendered to the Allies, the countries that were united against Adolf Hitler. Just three months later, the United States dropped an atomic bomb on the Japanese cities of Hiroshima and Nagasaki, killing thousands.

How is the structure of the passages similar?

© Jodie Eckman

Both compare two sides of a conflict.

Both explain the reasons behind an event.

Both describe a cause and effect.

Both list events in chronological order.

Click Here  
for a  
Playable  
Preview!

- Digital & Interactive
- Self Grading Multiple-Choice Questions
- Includes Audio

You may be eligible for a free trial from Boom Learning. Read here for details: <http://bit.ly/BoomTrial>. If you choose not to stay on a premium account after your free trial, you will still be able to assign all your Boom Cards to as many students as you see fit using Fast Play pins (which give instant feedback for decks that are self-grading).

# 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.

© Julie Bochosac

### 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.