

# TEXT STRUCTURE IN NONFICTION

## ~ Skill Pack ~

- Frogs and  
a. to co  
b. to in  
c. to ex  
d. to su
3. Which of  
a. Frog  
b. Late  
c. They  
d. You
4. Transitions  
On the oth  
How does t
5. Find on

Focus Skill:

Standard:

MON.

Pre-Reading

Build Schema: What do you think these texts are about?

Example: I think this text will be about frogs and toads because

- Picture Walk
- Oral Predictions
- Review vocabulary

NOTES

### 1. Text Structure

Have you ever looked up at the night sky and wondered why the stars twinkle? Light from a star is strong and steady, even though it might not look like that to us here on Earth. The light from the star travels to Earth and travels through cold layers of air. Because the light travels through the hot and cold air, the light is bent back and forth. The effect of bending light makes the stars look like they are twinkling.

How are the sentences in this paragraph connected?

- a. Sequence
- b. Cause and effect

### 2. Text Structure

Next time you call a spider an insect, you may want to think twice! A spider is an arachnid, not an insect. There are many differences

590L

Text Structure

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

### How to Make Tacos

Are you looking for a simple dinner that your whole family will love? Tacos are a delicious dinner. Follow these easy steps to have your whole family begging for more.

Ingredients

also, sour cream,



on with one tablespoon of butter in a fr

beef to the frying pan. Cook the ground b

prepare the toppings. Wash and chop th

separate bowls.

taco shells in a separate frying pan.

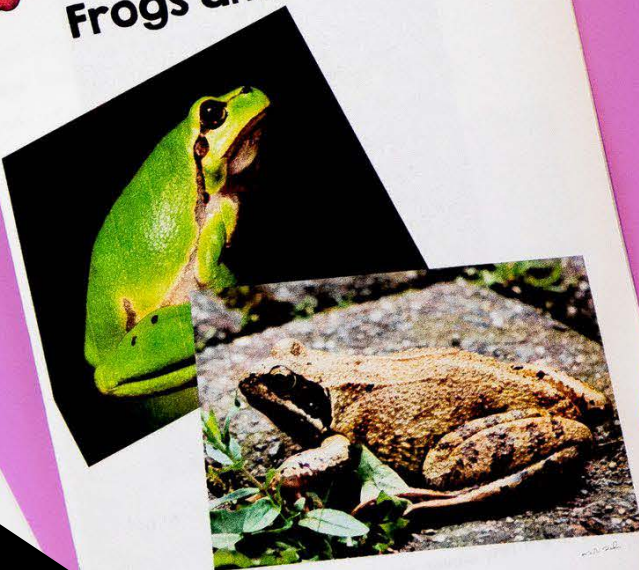
tacos!

text evidence in the color indicated.

message connected? What clue wo

this connection. Write them

### Text Structure Frogs and Toads



### SEQUENCE

Sequence is used to show events and steps in time order.



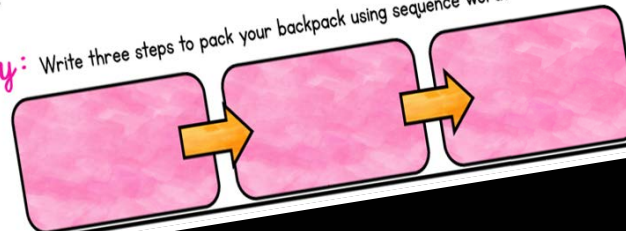
Ask yourself:

Is the text telling me the sequence or order of events?

Example:

First, the winds got very strong. Then, there were large claps of thunder. Finally, bolts of lightning streaked across the sky.

You Try: Write three steps to pack your backpack using sequence words:



Clue words:

First, next, then, after, during, finally, last

Print & Digital

3RD Grade



# LESSON PLANS

3rd GRADE

## COMPREHENSION SKILL: Text Structure

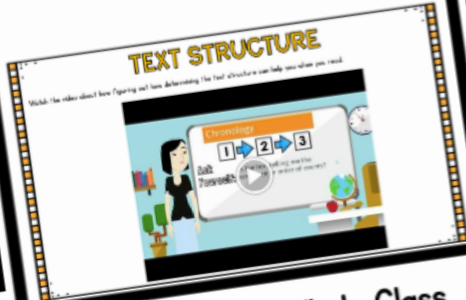


Week 1

MONDAY

### LESSON

- Introduce "text structure" by watching the video.



### PRACTICE

- Model how to determine what text structure is being used.



### GUIDED READING

"Frogs and Toads" leveled guided readers.

Meet with two groups and complete "pre-reading" activities."

### CENTERS

Task Cards

- Text structure



TUESDAY

Guided Practice Whole Class

- Practice determining text structure.

Independent Reading

- Choice text to read independently and practice finding the text structure.

Read pages 1-4 of "Frogs and Toads" leveled guided readers. Complete "During Reading" discussions.



WEDNESDAY

Guided Practice Whole Class

- Practice determining text structure.

Independent Reading

- Choice text to read independently and practice finding the text structure.

Read pages 5-6 of "Frogs and Toads" leveled guided readers. Complete "During Reading" discussions.

... "Frogs and

## SEQUENCE

Sequence is used to show events and steps in time order.



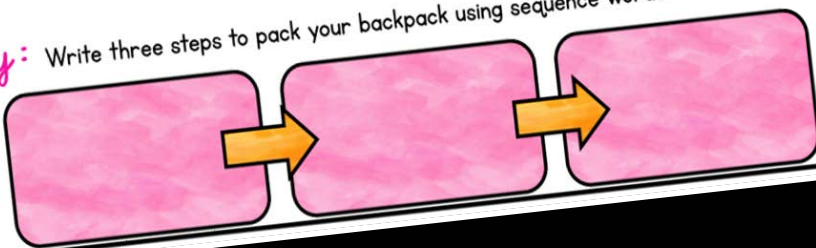
*Ask yourself:*

Is the text telling me the sequence or order of events?

*Example:*

First, the winds got very strong. Then, there were large claps of thunder. Finally, bolts of lightning streaked across the sky.

*You Try:* Write three steps to pack your backpack using sequence words:



*Clue words:*

First, next, then, after, during, finally, last

3rd  
Grade

Text Structure

DIGITAL Mini lessons





**Let's Try!**

After reading "Penguins" by Seymour Simon, study the text by filling out the chart:

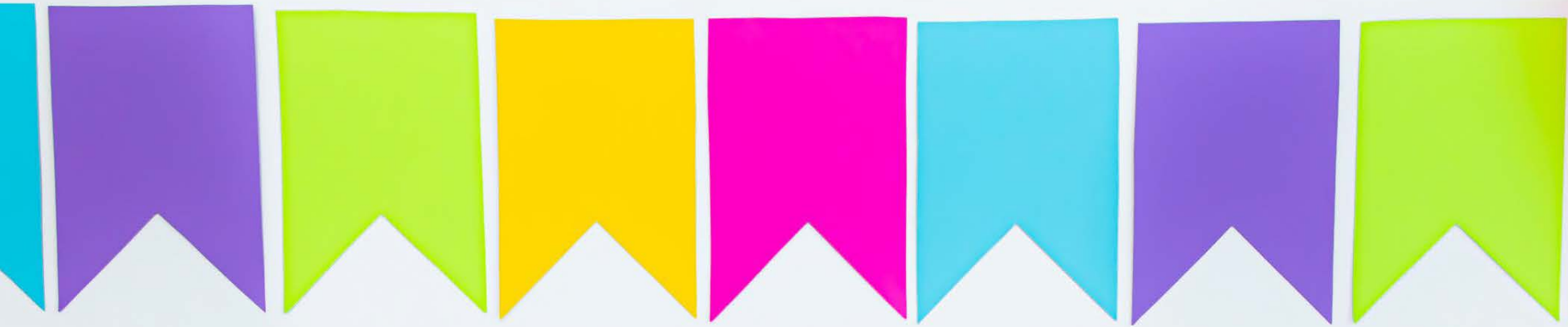


### DESCRIPTION

What is being described? <input type="text"/>	Detail: <input type="text"/>
	Detail: <input type="text"/>
	Detail: <input type="text"/>
	Detail: <input type="text"/>

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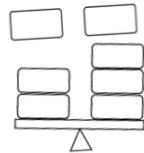


# COMPARE AND CONTRAST

Compare and contrast tells how things are similar and different

## Ask Yourself:

Is the text explaining how things are the same and how they are different?



## Example:

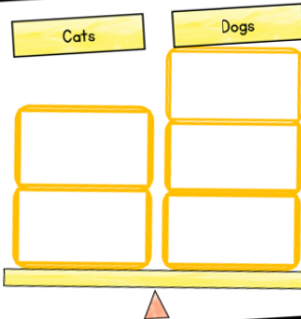
Honeybees are similar to ants because they both live in colonies.  
Honeybees differ from ants because honeybees live in hives, whereas ants live in the ground.

**You Try:** Fill in the details to show how dogs are different from cats.

- Have small, pointy ears
- Can be trained to sit, stay, fetch, and more
- Are cousins of wolves
- Are called "man's best friend"
- Use a litter box

## Key Words:

- like
- same
- both
- too
- similar
- have in common
- although
- however
- differ
- unlike
- even though
- but
- instead





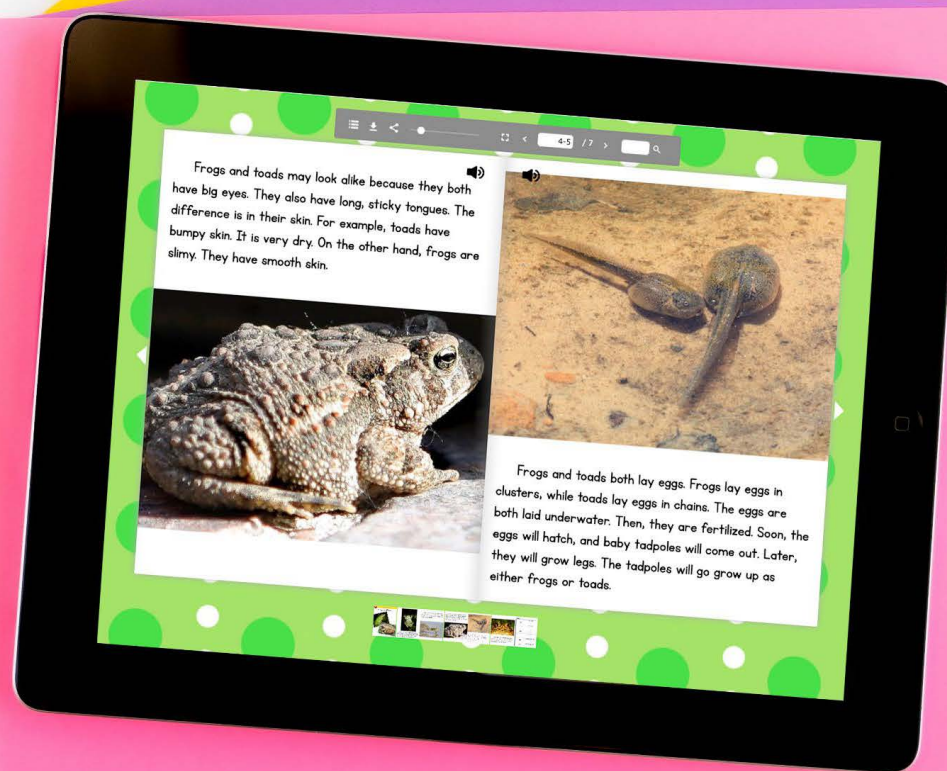
# GUIDED READERS

Printable & Digital



3<sup>rd</sup>

Grade



text structure



Text Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Answer the following questions based on the text. Be sure to go back into the text to support your answer.

1. Why was this text most likely written?

- a. to m
- b. to fi
- c. to ex
- d. to te

2. What is th

- Frogs ar
- a. to cr
  - b. to in
  - c. to ex
  - d. to su

3. Which of t

- a. Frog
- b. Late
- c. They
- d. You

4. Transitions

- On the oth
- How does t

5. Find on

## READING SMALL GROUP PLANS

Week of: \_\_\_\_\_

Students:

\_\_\_\_\_

\_\_\_\_\_

Focus Skill:

Standard:

**MON. Pre-Reading**

Build Schema: What do you think these texts at prediction?

Example: I think this text will be about frogs and toads because \_\_\_\_\_

- Picture Walk
- Oral Predictions
- Review vocab

As you rev

NOTES

## Compare and Contrast

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Ingredients



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beef to the frying pan. Cook the ground beef

prepare the toppings. Wash and chop the le

separate bowls.

taco shells in a separate frying pan.

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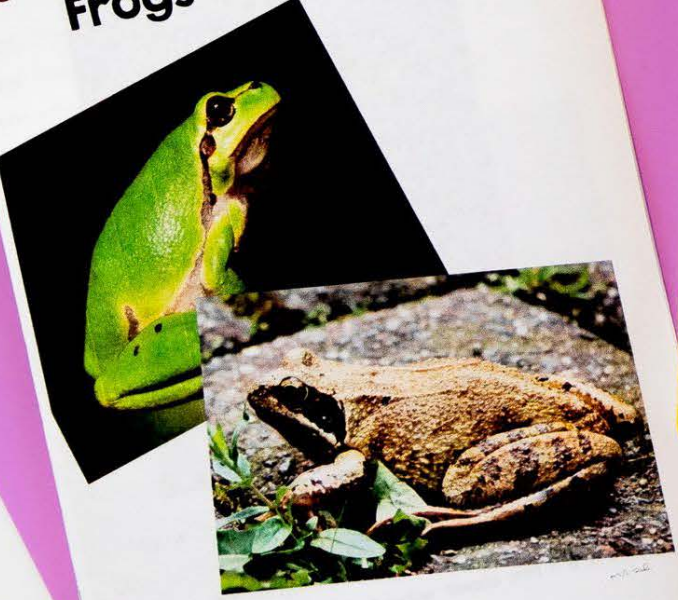
text evidence in the color indicated.

sage connected? What clue words

this connection. Write them be

## Text Structure

### Frogs and Toads



Frogs and toads are very similar. People often get the two mixed up. They are also quite different as well. How will you know if you've seen a frog or a toad? There are a few clever ways to tell them apart.

Frogs and toads can both hop, but frogs have longer legs. Frogs can jump very high. Toads have short, stumpy legs. Since they are not as strong as a frog's legs, toads can only hop short distances.





6-7 / 7

**Glossary**

similar	almost the same (page 2)
stumpy	short and wide (page 3)
distances	length of space (page 3)
clusters	groups (page 5)
fertilized	To make able to produce babies (page 5)
tadpoles	a young frog or toad that lives in the water and has gills and a tail (page 5)

As you can see, frogs and toads are more different than people think. It can be easy to tell them apart. Just watch them hop, look at their skin, and watch them lay eggs. You will clearly know which is which.

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

**Text Structure**

Directions: Answer the following questions based on your answer.

- Why was this text most likely written?
  - to make people want to buy pet
  - to find out why
  - to explain the d
  - to tell a fairy t
- What is the purpose
 

Frogs and toads

  - to compare
  - to introdu
  - to explain
  - to suppo
- Which of the
  - Frogs
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  - The
  - You
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2. Who

Students

1. How

2. Who

NOT

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Answer the following questions based on the text. Be sure to go back into the text to support

What was this text most likely written?  
a. to make people want to buy pet frogs  
b. to find out why  
c. to explain the difference between frogs and toads  
d. to tell a fairy tale

What is the purpose of the text?  
a. to compare frogs and toads  
b. to introduce the text  
c. to explain the difference between frogs and toads  
d. to support the author's claim

3. Which of the following is the best evidence to support the author's claim?  
a. Frogs are found in many different habitats.  
b. Late in the year, toads are more common than frogs.  
c. The author lists the differences between frogs and toads.  
d. You can find toads in many different habitats.

4. Transition words are used to connect ideas in a text. How do the transition words in the text help you understand the author's purpose?  
a. They show the author's opinion.  
b. They show the author's purpose.  
c. They show the author's tone.  
d. They show the author's style.

5. Find the main idea of the text.

# READING SMALL GROUP PLANS

Week of: \_\_\_\_\_

Students: \_\_\_\_\_  
\_\_\_\_\_

Focus Skill: \_\_\_\_\_ Standard: \_\_\_\_\_

**MON. Pre-Reading**  
Build Schema: What do you think the prediction?  
Example: I think this text will be about frogs and toads.  
 Picture Walk  
 Oral Predictions  
 Review vocabulary in glossary. As you read, write down any words you don't know.

NOTES:

**TUES. During Reading**  
Students read page 2-3 of "Frogs and Toads".  
After everyone has read, ask:  
1. What is this text about? (How to tell the difference between frogs and toads.)  
2. What does the author list as the first difference between frogs and toads?  
Students read page 4 quietly. As students read, ask:  
1. How are frogs and toads similar?  
2. What is the next difference between frogs and toads?

NOTES:



## Compare and Contrast

560L

### Frogs and Toads

Text Structure





# WHAT'S INCLUDED?

TWELVE 3<sup>rd</sup> Grade **DIGITAL** and **PRINTABLE** PDF nonfiction passages & **THREE** assessments!

- Aligned with 3<sup>rd</sup> Grade Lexile Levels
- Includes Anchor Charts for each type of text structure
- Students can highlight the text for easy comprehension

Created with  
GOOGLE  
SLIDES

## TEXT STRUCTURE

*3<sup>rd</sup> grade*

### Table of Contents

\*This product includes 15 Lexile® leveled passages in the 2<sup>nd</sup>-3<sup>rd</sup> Grade Common Core Text Complexity Band (the range for 2<sup>nd</sup>-3<sup>rd</sup> grade is 420-820).

#### 1. Comparison

- Frogs and Toads- 530L
- The Sister Planets- 690L
- Political Parties- 720L
- Christmas and Hanukkah- 740L

#### 2. Cause and Effect



# NONFICTION PASSAGES


620L Text Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Mae Jemison


Mae Jemison was born on October 17, 1956. As a child, Mae always wanted to be an astronaut. When Mae was in kindergarten, her teacher asked her what she wanted to be when she grew up. Mae told her that she wanted to be a scientist. Her teacher responded, "Don't you mean a nurse?" Her teacher assumed that because she was an African-American female, she could not be a scientist. Mae did not let this stop her. **She studied science and nature.** Mae also loved dance.

After high school, Mae went to Stanford University. She was only 16 years old. At college, **Mae studied chemical engineering and Afro-American studies.** Mae faced discrimination studying engineering. Many teachers ignored her and treated her poorly. Mae was still determined. **After college, Mae got her Doctor of Medicine degree. She worked as a doctor for a few years. Meanwhile, Mae built a dance studio in her home and produced shows.**


**In 1983, Mae applied to the astronaut program at NASA. Mae was turned down. Still, Mae did not give up. She reapplied to NASA in 1987 and was accepted.** Mae flew a space mission on September 12, 1992. She was the first African-American female to travel in space. Today, Mae is a teacher at Cornell University. She hopes to get other minority students involved in science. Mae has also started her own companies to improve technology.



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

1. How are the paragraphs in this passage connected? What clue words helped you determine this? 

Students type their answers right in the text box.

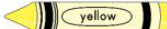
2. Underline two sentences that show this connection. Write them below. 

©Julie Buckner

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

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

Text Structure


3. What did Mae do after college? 

a. Mae joined NASA.


b. Mae became a teacher.

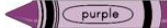
c. Mae built a dance studio.

d. Mae went to medical school.

4. Identify three main life events that led to Mae becoming the first African-American female in space. 

Students type their answers right in the text box.

5. What did Mae do while she was a doctor? 

6. What did Mae do after NASA turned her down? 

a. She became a doctor.

b. She became a teacher.

c. She reapplied to NASA a few years later.

d. She started her own companies to improve technology.

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# ASSESSMENTS

Color coded highlighting can also be done on the assessments!

670L Text Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_


### TEST: Benjamin Franklin

Benjamin Franklin was born in Boston, Massachusetts in 1706. He had 16

Level: 750 Text Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_

### TEST: Forest Fires

Forest fires can be caused by nature or humans. **Ninety percent of forest fires in the United States are caused by humans.** Humans can cause forest fires by leaving campfires burning. Forest fires can also happen when people throw away lit cigarettes in the woods. Some forest fires happen because people start fires on purpose. Ten percent of forest fires are caused by nature. Lightning can create forest fires. Also, lava from a volcano can cause a forest fire.



Amazingly, a forest fire can have a positive impact. **Fire can help clean the forest floor. This helps keep the soil healthy and allows trees to grow stronger. When the forest floor is clean of brush, more shelter is available to forest animals. When the forest floor is clean, there are less plants. This means that more water can collect in streams. When these streams are fuller, other types of plants and animals thrive. Fire can help keep populations of certain trees down. This makes room for other species of trees and plants. Some trees depend on fire to release their seeds. Without fire, these seeds cannot be released, and these trees would become extinct.**

Forest fires also have many negative impacts. **Forest fires change the environments in which they occur. They can destroy people's homes and animals' habitats. Forest fires also pollute the air. This pollution can harm humans.**

While wildfire is important for forests, it is also a danger. It is important to monitor these fires to be sure they are helping, rather than harming, the environment.

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


1. How are the paragraphs in this passage connected? What clue words helped you determine this?

Students type their answers right in the text box.


2. Underline two sentences that show this connection. Write them below.

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Text Structure

3. What is the main cause of forest fires? 

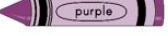
a. nature  
b. humans  
c. lightning  
d. campfires

4. What are two positive effects of forest fires? What are two negative effects of forest fires? 

Students type their answers right in the text box.

5. What will happen if a forest fire cleans the brush off of the forest floor? (Choose all that apply) 

a. More water can collect in streams.  
b. People's homes will be destroyed.  
c. Populations of some trees will go down.  
d. The soil stays healthy and causes the trees to grow stronger.

6. What would happen to trees that depend on fire if there were no forest fires? 

©Julie Bickel

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

# TEXT STRUCTURE

## task cards

3<sup>rd</sup> GRADE

### 13. Text Structure

A 7<sup>th</sup> grade boy came up with an amazing invention - with Legos! To begin with, Shubham Banerjee was wondering how blind people read and found out about Braille, raised dots that the visually impaired use to read. Then, he read that a Braille printer costs \$2,000, and decided to invent a cheaper Braille printer. After that, Shubham got to work. It took seven tries before he got the design right. "Braigo," a Braille printer, is made from parts of a Lego robot-building kit.

How does the author connect the parts of Shubham's story?

- a Using a great beginning sentence.
- b Telling the story backward
- c Sequencing the events.
- d Describing how Braille works.



### Nonfiction Text Structure



### 14. Text Structure

A Brown Pelican's beak may be funny looking, but it is one amazing tool for catching fish! To start, a Brown Pelican searches for the fish in the water. After it sees a fish, the Brown Pelican dives in to catch it. Then, the Pelican opens its large bill and scoops up the fish. Finally, the Pelican drains the water out of its throat pouch and swallows the fish in one giant gulp. Dinner served!

Which word does **NOT** show how the sentences in this passage are connected?

- a Finally
- b Tool
- c After
- d Then



### 15. Text Structure

Moths and butterflies look very similar, but there are many easy ways to tell these look-alike creatures apart. Moths are active at night, while butterflies are active during the day. Butterflies have beautiful bright colors, like the orange Monarch butterfly. However, the moth has very dull colors. The moth has a very thick body, but a butterfly has a thin body.

Why did the author most likely write this passage?

- a To describe butterfly colors
- b To explain the cause of butterfly migration
- c To sequence the steps of a caterpillar becoming a butterfly
- d To compare and contrast a moth to a butterfly



### 16. Text Structure

Lightning and thunder are both common parts of a storm, but they are very different. They have many differences. Lightning is the flash we see when electricity jumps from a cloud, while thunder is the noise lightning makes. Lightning can be very dangerous, but thunder is not. Another difference is that you will always see the lightning before you hear the thunder.

How are the ideas in this passage connected?

- a Sequence
- b Compare and contrast
- c Persuade
- d Cause and effect



# Answer Sheet

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

Card #	Answer	Card #	Answer
1.	b	16.	b
2.	b	17.	a
3.	d	18.	d
4.	d	19.	d
5.	a	20.	c
6.	c	21.	b
7.	a	22.	b
8.	c	23.	a
9.	b	24.	c
10.	a	25.	b
11.	a	26.	a
12.	b	27.	d
13.	b	28.	a
14.	d	29.	b
15.		30.	b



16.

Light but they are the flash v the noise is not. A before

How

- a.
- b.
- c.
- d.

15.

Moths easy ways to t night, while but beautiful bright moth has very butterfly has

Why did the c

- a. To des
- b. To exp
- c. To ser
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14.

Text

A Brown Pelican amazing tool for catch the fish in the water. Finally, the Pelican dr

Which word does NOT connected?

- a. Finally
- b. Tool
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- d. Then

13.

Text Structure

A 7<sup>th</sup> grade boy came up with an amazing invention called Braille. To begin with, Shubham Banerjee was wondering how people read and found out about Braille, raised dots that help people with impaired use to read. Then, he read that a Braille printer was invented and decided to invent a cheaper Braille printer. After many tries, he got the design to work. It took seven tries before he got the design. The Braille printer, is made from parts of a Lego robot-bu

How does the author connect the parts of Shubham's story?

- a. Using a great beginning sentence.
- b. Telling the story backward.
- c. Sequencing the events.
- d. Describing how Braille works.



17.

Text Structure

Destroying habitats is the biggest reason species become endangered. Species are designed to live in particular habitats and ecosystems. There are many causes of habitat destruction. One of the biggest reasons is overhunting. Other causes are pollution and taking animals out of the wild. The effect of these bad habits is that some species are becoming endangered. This means they may become extinct.

How are

- a. Se
- b. Co
- c. Pe
- d. Ca

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## Nonfiction Text Structure



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