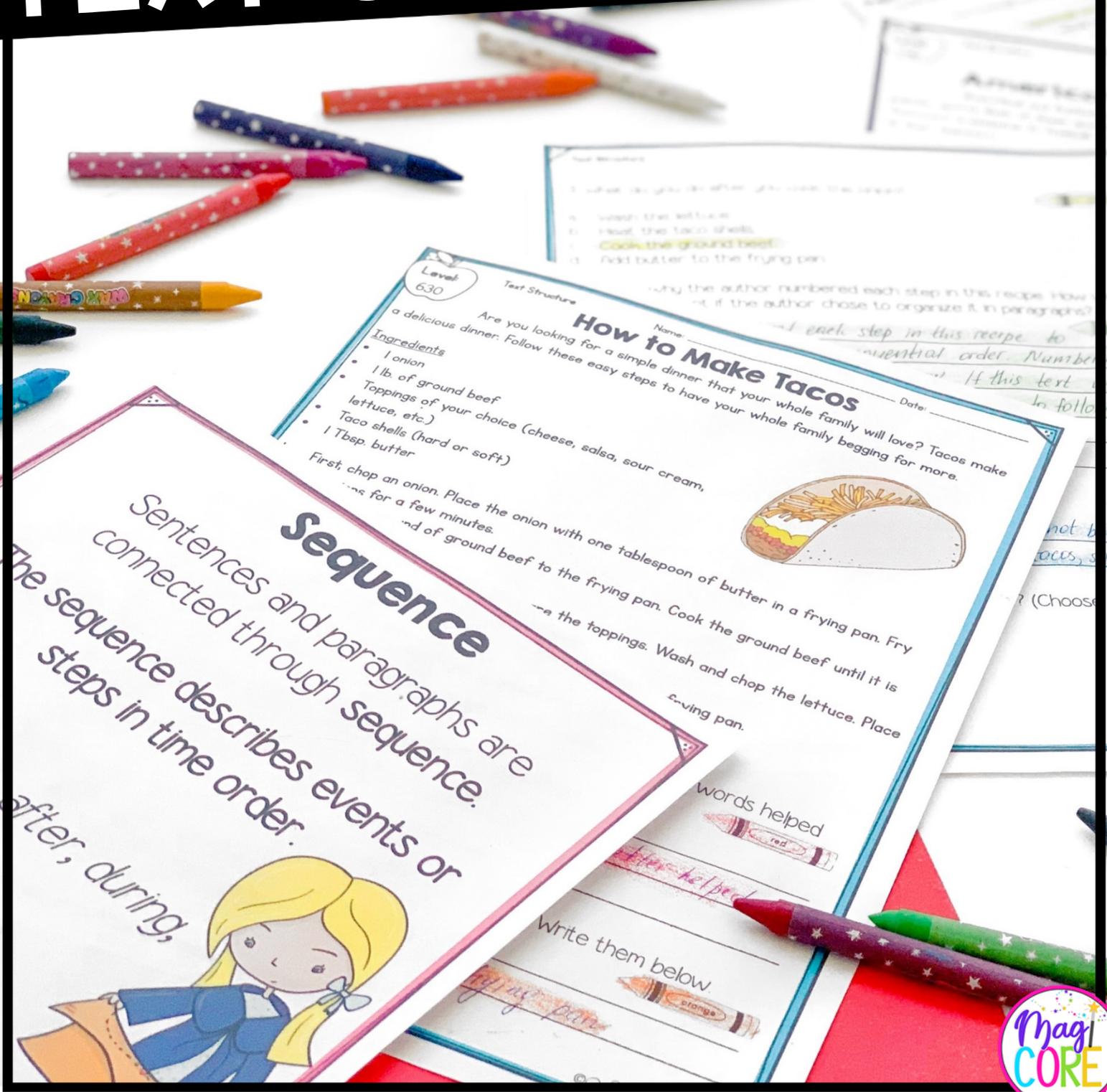


Florida B.E.S.T. LEXILE TEXT STRUCTURE

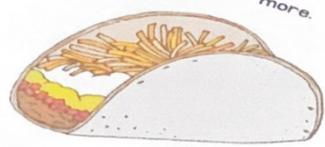


Level: 530

Text Structure

How to Make Tacos

- Ingredients
- 1 onion
 - 1 lb. of ground beef
 - Toppings of your choice (cheese, salsa, sour cream, lettuce, etc.)
 - Taco shells (hard or soft)
 - 1 Tbsp. butter



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

First, chop an onion. Place the onion with one tablespoon of butter in a frying pan. Fry for a few minutes.

Next, add the ground beef to the frying pan. Cook the ground beef until it is browned.

Then, add the toppings. Wash and chop the lettuce. Place in the frying pan.

Sequence

Sentences and paragraphs are connected through sequence. The sequence describes events or steps in time order.

after, during,

words helped



Write them below



Cause & Effect

Sentences and paragraphs can be connected through **cause** and **effect** relationships.

Cause: WHY something happens; something happens **BECAUSE** of something else

Effect: WHAT happens; the **end** result.

Clue words:

because, so, since, as a result, due to

Example:

The Civil War began **because** of the issue of slavery. After 4 years of fighting, over 600,000 soldiers died. **As a result**, the Confederacy collapsed, and slavery was abolished.



Text Structure

3 What causes the rock in the mantle to melt? (Choose all that apply)

- a magma
- b pressure
- c hot temperatures
- d weak spots in the earth

4 Why do volcanoes cause other problems such as tsunamis, floods, earthquakes, and landslides? Use examples from the text to support your answer.

Volcanoes can cause natural disasters like tsunamis, floods, earthquakes, and landslides that come out of the ground.
Cinder cone volcanoes are one type of volcano.
Shield volcanoes are another type of volcano.

Volcanoes

Underneath the earth's crust is the mantle. The rock is under high pressure and very hot temperatures. This can cause the rock to melt. The melted rock is called magma. As magma moves toward the earth's surface, it collects in cracks in the rock. It makes its way to the surface through vents. Then, it collects in the earth's crust in weak spots. As a result, the magma comes out as lava, rocks, and ash. Volcanoes can destroy forests. They can also cause tsunamis, floods, earthquakes, and landslides.

There are four different types of volcanoes. A **shield volcano** is created by lava that flows out through many vents. The lava spreads over large areas. As a result, the volcano looks like the shape of a warrior's shield. A **dome volcano** is created by lava that does not spread very far. The lava piles around the vent, which causes the dome to grow. Because of the hardened lava, dome volcanoes have high walls. A **cinder cone volcano** is created by lava being blasted into the air. The ash falls around the vent, which forms a cone. Cinder cone volcanoes have craters in the middle. **Composite volcanoes** look like mountains. They have layers of ash, rock, and lava that create steep slopes.

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

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

The paragraphs in this passage are connected through cause and effect relationships. The first paragraph explains the causes of volcanoes. The second paragraph explains the four different types of volcanoes. The third paragraph explains how volcanoes are connected through cause and effect relationships. The author uses clue words like because, so, since, as a result, and due to.



Sequence

Sentences and paragraphs are connected through **sequence**.

The sequence describes events or steps in time order.

Clue Words:

first, next, then, after, during, finally, last



Example:

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

Try: Write three steps to pack your backpack using signal words.



Answer Key's Power
TEST

Text Structure
1. what do you do after you wash the onion
2. wash the lettuce
3. Heat the taco shells
4. Cook the ground beef
5. Add butter to the frying pan

Level: 630

Text Structure

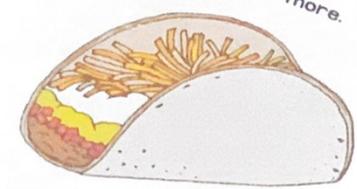
How to Make Tacos

Name: _____ Date: _____

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

Ingredients

- 1 onion
- 1 lb. of ground beef
- Toppings of your choice (cheese, salsa, sour cream, lettuce, etc.)
- Taco shells (hard or soft)
- 1 Tbsp. butter



First, chop an onion. Place the onion with one tablespoon of butter in a frying pan. Fry for a few minutes.

Next, add ground beef to the frying pan. Cook the ground beef until it is browned. Add the toppings. Wash and chop the lettuce. Place in a frying pan.

Why the author numbered each step in this recipe. How would the author choose to organize it in paragraphs?

each step in this recipe to sequential order. Numbering the

If this text was to follow the

Sequence

Sentences and paragraphs are connected through sequence.

Sequence describes events or things in time order.



words helped

later helped

Write them below.

frying pan

not be heated. So
tacos, so this would

(Choose all that apply)



Volcanoes

Level: 70

Text Structure

Name: _____ Date: _____

Underneath the earth's crust is the mantle. The earth's mantle is solid rock. The rock is under high pressure and very hot temperatures. This can cause the rock to melt. The melted rock is called magma. Magma squeezes out of cracks in the rock. It makes its way toward the earth's surface. Then, it collects in chambers. Eventually, the magma pushes its way through the earth's crust in weak spots. As a result, volcanoes can destroy forests. They can also cause tsunamis, floods.

There are four different types of volcanoes. A **shield volcano** is created by lava flows out through many vents. The lava spreads over large areas. As a result, the volcano looks like the shape of a warrior's shield. A **dome volcano** is created by lava that does not flow very far. The lava piles around the vent, which causes the dome to grow. Because of the weight of the lava, dome volcanoes have high walls. A **cinder cone volcano** is created by small rocks and ash. The ash falls around the vent, which forms a cone. Cinder cone volcanoes can create steep slopes. **Composite volcanoes** look like mountains. They have many vents. Underneath the text evidence in the color indicated.

What clue words helped you find the text evidence in this passage connected? What clue words helped you find the text evidence in this passage connected? Write them in the space below.

in this passage are connected through cause and effect. Clue words such as cause and as a result.

Compare

How people, places, events, and things are similar

Clue words:
like, same, both, the same as, similar, in the same way, similarly, as, too, have in common, as well as



Example: Honeybees are similar to ant colonies. Honeybees differ from ants whereas ants live in the ground.

Cause & Effect

Sentences and paragraphs can be connected through cause and effect relationships.

Cause: WHY something happens; something happens BECAUSE of something else

Effect: WHAT happens; the end result

Clue words:
because, so, since, as a result, due to

Example:
The Civil War began because of fighting, over 600,000 soldiers collapsed, and slavery was abolished.

Frogs and Toads

Level: 750

Text Structure

Name: _____ Date: _____

Many people confuse frogs and toads. While frogs and toads have some similarities, they also have many differences.

Text Structure

3 How are frogs and toads similar? (Choose all that apply)

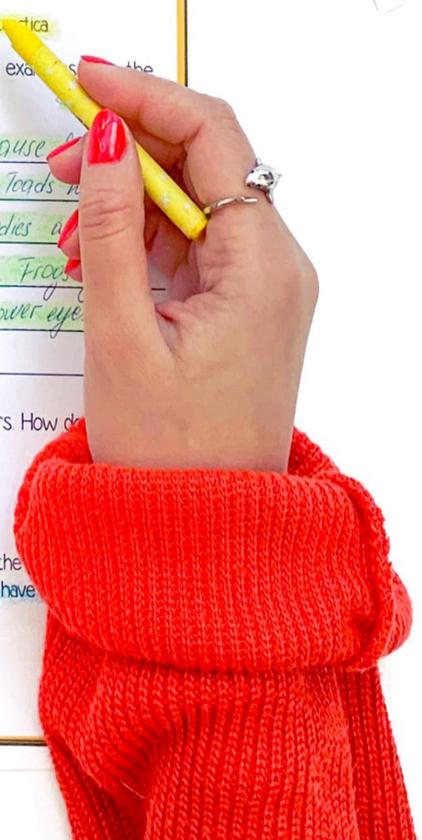
- a Frogs and toads are amphibians
- b Frogs and toads live near water
- c Frogs and toads have sticky tongues
- d Frogs and toads live on every continent except Antarctica

4 How are frogs and toads different? Use three examples from the text to support your answer.

Frogs and toads are different because frogs have smooth skin that appears slimy. Toads have rough, dry, and bumpy skin. Frogs' bodies are narrow, while toads' bodies are wide. Frogs' eyes are high and round. Toads have lower eyes that are narrow.

5 The text states that frogs have many predators. How do they differ from toads?

- a Toads have many predators, too
- b Toads have different predators than frogs
- c Frogs have more predators because they live by the water
- d Toads do not have many predators because they have a burning smell.



TEXT STRUCTURE

3rd grade

Table of Contents

*This product includes 15 Lexile® leveled passages in the 2nd-3rd Grade Florida B.E.S.T. Text Complexity Band (the range for 2nd-3rd grade is 420-820).

1. Comparison

- Mentor Text: Bees vs. Ants- 540L
- Frogs and Toads- 530L
- The Sister Planets- 690L
- Political Parties- 720L
- Christmas and Hanukkah- 740L

4. Assessment on each area

- Sequence: Benjamin Franklin- 670L
- Comparison: America's Favorite Sports- 750L
- Cause and Effect: Forest Fires- 750L

2. Cause and Effect

- Mentor Text: Amelia Earhart- 680L
- Fighting Colds- 550L
- Black Rhinoceroses- 600L
- The Great Depression- 640L
- Volcanoes- 700L

3. Sequence

- Mentor Text: How to Bathe a Dog- 580L
- The Life Cycle of a Pumpkin- 510L
- How to Make Tacos- 590L
- Mae Jemison- 620L
- Directions to Magic Kingdom from Hilton Hotel- 690L



ABOUT LEXILE LEVELS



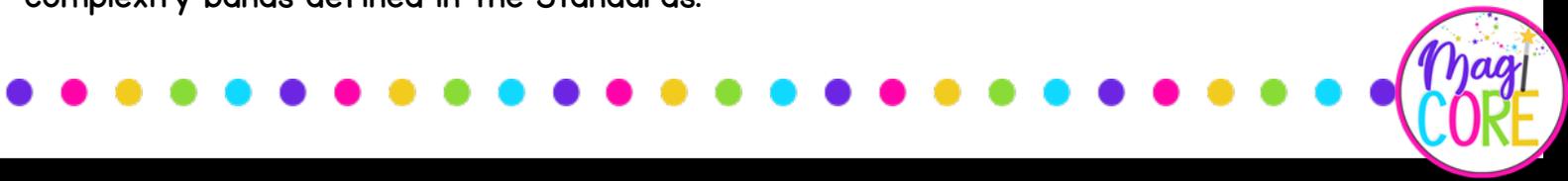
MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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

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

Grade Band	Lexile® Bands Aligned to Florida B.E.S.T. Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

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



How to Use This Resource

This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

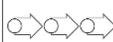
Anchor Charts: These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.

Guided Practice: The context clues practice page includes three examples of context clues. This can be used for modeling and guided practice.

Practice Passages: These passages are Lexile leveled and include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.

Assessment: Two assessment passages are included. Both are intended to be used to form a complete assessment; however, some teachers choose to use the assessment passages separately in order to differentiate assessments.

Text Structure
The text structure is how the text is set up. Understanding the text structure can help us comprehend the text.

TEXT STRUCTURE	MEANING	CLUE WORDS
Sequence/Chronological 	-Sequence of events in order -Steps in a procedure	- First, second, third - Next - Then - After - Later - Finally
Cause & Effect 	-Explains why events occurred and the effects of those events	- Because - If - So - Therefore - Thus - Since - Such as
Compare & Contrast 	-Discusses similarities and differences between two things	- Similar - Different - Same - Like - Unlike - Compared to - However

To determine the connection between sentences and paragraphs:

Anchor Chart

Scientific Ideas
550L

Name: _____ Date: _____

Bees vs. Ants

Bees and ants live in colonies with others of their species. Similarly, they both have queens. The queens lead the colonies and workers. Also, both insects have six legs. In addition, bees and ants hatch from eggs as larvae. After, it becomes a pupa. Eventually they molt. They become fully grown bees or ants. Both of these bugs may be considered pests, but they actually help people. Ants clean up the environment. They eat harmful insects, and help plants grow. Bees pollinate flowers. They also make honey.

On the contrary, bees and ants have some differences. They look different. Bees are typically yellow and black, but ants are often black or red. Bees make their own food, while ants find their food. Bees live in hives, whereas ants live in the ground. There are about 15,000 species of ants. There are about 1,000 species of bees.

Queen Ant

Queen Bee

1. How are bees and ants alike? (Compare)

Guided Practice

Text Structure
550L

Name: _____ Date: _____

Fighting Colds

No one likes to wake up with a stuffy nose, sore throat and cough. Colds are caused by bacteria and viruses. Bacteria and viruses get in your body through breathing or food can carry bacteria and viruses. Cuts are another way that germs can enter our bodies.

A sick person can cough in the air. As a result, germs then spread in the air. People near the sick person breathe in the germs. This can cause them to get sick, as well. People who are sick should always cover their mouths with tissues when they cough. This will prevent others from breathing in germs.

Someone who is sick can get their germs on surfaces. If you touch those surfaces, the germs transfer to you. If you eat or put your hands near your eyes, the germs enter your body. You can avoid this by washing your hands before you eat or touch your face.

Even if harmful germs enter our bodies, we have immune systems that can fight these germs off. Another way to prevent getting sick is to keep your body healthy. This keeps your immune system strong. You can keep your body healthy by getting plenty of sleep and eating healthy foods. This will help your body fight off any harmful germs that enter it.

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?

Practice Page



How to Use This Resource

Here is the recommended lesson layout and schedule for this resource:

Day 1: Introduce the text structure anchor chart. Review the comparison text structure anchor chart. Tell students that they will be studying how different texts are organized. Model finding the text structure of mentor text #1: "Bees vs. Ants." Have students work with a partner to complete another comparison text structure passage. Review student work. Review the comparison text structure anchor chart.

Day 2: Review the text structure anchor chart. Review the cause-and-effect text structure anchor chart. Model finding the text structure of mentor text #2: "Amelia Earhart." Have students work with a partner to complete another cause-and-effect text structure passage. Review student work. Review the cause-and-effect text structure anchor chart.

Day 3: Review the text structure anchor chart. Review the sequence text structure anchor chart. Model finding the text structure of mentor text #3: "How to Bathe a Dog." Have students work with a partner to complete another sequence text structure passage. Review student work. Review the sequence text structure anchor chart.

Day 4: Students complete a passage at the low range of the text complexity band independently. Be sure to review student work. If students did not get answers correct, ensure you make time to review with students independently or in small groups.

Day 5-6: Continue to assign increasingly more complex passages. Be sure to assign a variety of text structure passages. Continue to assess and review work.

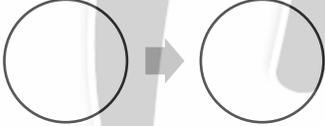
Day 7: By the end of the unit, most of your class should be showing mastery of the passages. This is the time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

**Follow your students' lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*



Text Structure

The text structure is how the text is set up. Understanding the text structure can help us comprehend the text.

TEXT STRUCTURE	MEANING	CLUE WORDS
<p>Sequence/ Chronological:</p> 	<p>-Sequence of events in order</p> <p>-Steps in a procedure</p>	<ul style="list-style-type: none"> - First, second, third - Next - Then - After - Later - Finally
<p>Cause & Effect:</p> 	<p>-Explains why events occurred and the effects of those events</p>	<ul style="list-style-type: none"> - Because - If - So - Therefore - Thus - Since - Such as
<p>Compare & Contrast:</p> 	<p>-Discusses similarities and differences between two things</p>	<ul style="list-style-type: none"> - Similar - Different - Same - Like - Unlike - Compared to - However

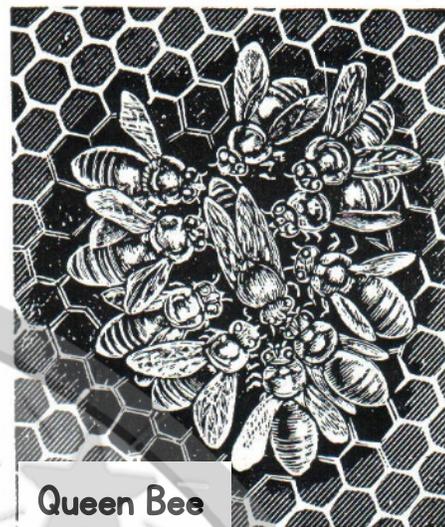
To determine the connection between sentences and paragraphs:

1. Read the passage.
2. Circle clue words.
3. Determine the text structure.

540L

Bees vs. Ants

Bees and ants have many similarities and differences. Both insects live in colonies with others of their species. Similarly, they both have queens. The queens lead the colonies and workers. Also, both insects have six legs. In addition, bees and ants hatch from eggs as larva. After, it becomes a pupa. Eventually they molt. They become full-grown bees or ants. Both of these bugs may be considered pests, but they actually help people. Ants clean up the environment. They eat harmful insects, and help plants grow. Bees pollinate flowers. They also make honey.



Queen Bee



Queen Ant

On the contrary, bees and ants have some differences. They look different. Bees are typically yellow and black, but ants are often black or red. Bees make their own food, while ants find their food. Bees live in hives, whereas ants live in the ground. There are about 15,000 species of ants. There are about 1,000 species of bees.

1. How are bees and ants alike? (Compare)



2. How are bees and ants different? (Contrast)



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Good to Go



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Entrance to Dragon Cave: Loren Javier

