

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

Level: 630

Test 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. Then, add the toppings. Wash and chop the lettuce. Place the lettuce in a bowl.

Finally, assemble the tacos. Place the ground beef mixture in the taco shells. Add the toppings. Enjoy!

Sequence

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

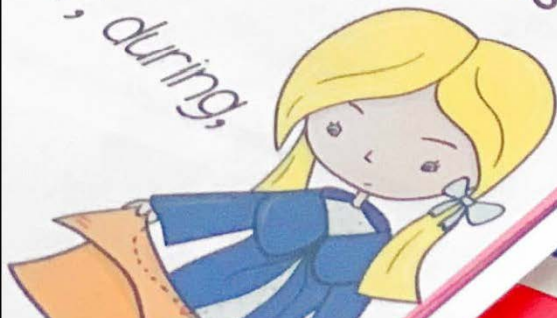
after, during,

words helped

Write them below.

after helped

orange



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.

Cinder cone volcanoes are one type of powerful eruption.

Level: 710

Volcanoes

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

Paragraph in this passage are connected through cause and effect.

The first paragraph explains the causes of volcanoes.

The four different types of volcanoes are described as cause and effect.

The author connects the paragraphs by using clue words like because and as a result.



Sequence

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

The sequence describes events or steps in time order.

Clue Words:

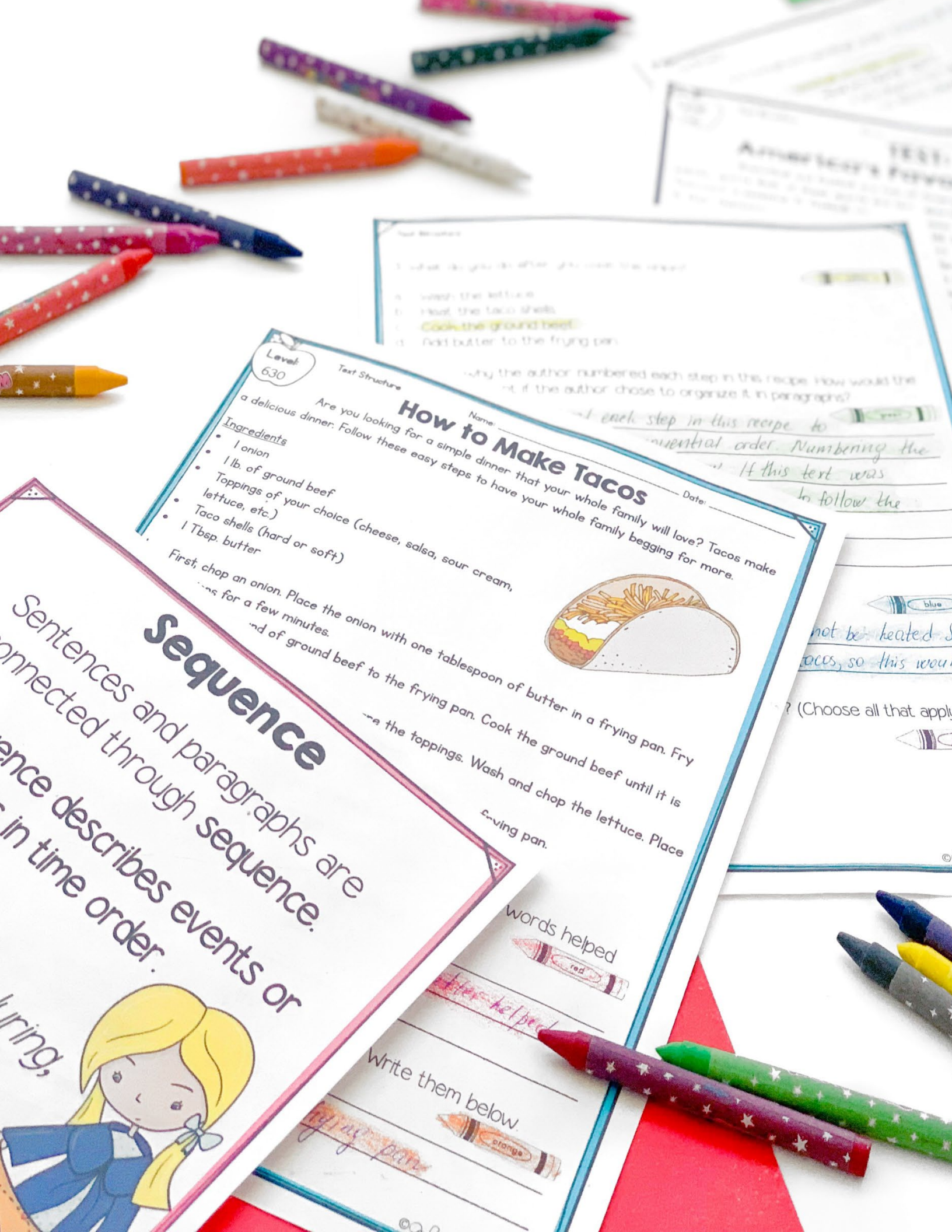
first, next, then, after, during, finally, last



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 each question in 1-2 sentences.

1. What do you do after you wash the onion?

a. wash the lettuce
b. heat the taco shells
c. cook the ground beef
d. add butter to the frying pan

Why the author numbered each step in this recipe. How would the text be different if the author chose to organize it in paragraphs?

I each step in this recipe to
sequential order. Numbering the
If this text was
to follow the

Level: 630

Text Structure

How to Make Tacos

Name: _____ Date: _____

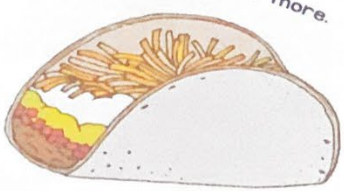
Are you looking for a simple dinner that your whole family will love? Tacos make a delicious dinner. Follow these easy steps to have your whole family begging for more.

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.

Then, add the 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 bowl.



Sequence

Sentences and paragraphs are connected through sequence. Sequence describes events or things in time order.



Words helped

helped

Write them below.

frying pan

Level: 700 Text Structure

Volcanoes

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, flood landslides.

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 thick lava, dome volcanoes have high walls. A cinder cone volcano is created by cinders and ash. The ash falls around the vent, which forms a cone. Cinder cone volcanoes look like steep slopes.

Underline the text evidence in the color indicated.

In this passage, are connected through cause and effect. The four different types of volcanoes are described such as shield, dome, and cinder cone. Write them down.

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



Level: 750 Text Structure

Frogs and Toads

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

Frogs and toads are both the water as tadpoles. As they grow land. Frogs and toads can be found in Antarctica. Both frogs and toads eat. They catch their prey with their sticky tongue. Unlike toads, frogs live near water. Frogs' bodies are narrow, bumpy skin. Frogs' eyes are high and round. Unlike toads, their eyes are narrow. Frogs have long hind legs. Toads differ because they have shorter hind legs. Frogs have teeth, whereas toads do not. Frogs have many predators. A toad's skin tastes bitter. A predator's eyes and nose.

Frogs and toads are interesting. Outside, try to determine if it is a frog or a toad.

Answer the following questions:

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

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

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 toads 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.

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 died, the economy collapsed, and slavery was abolished.

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



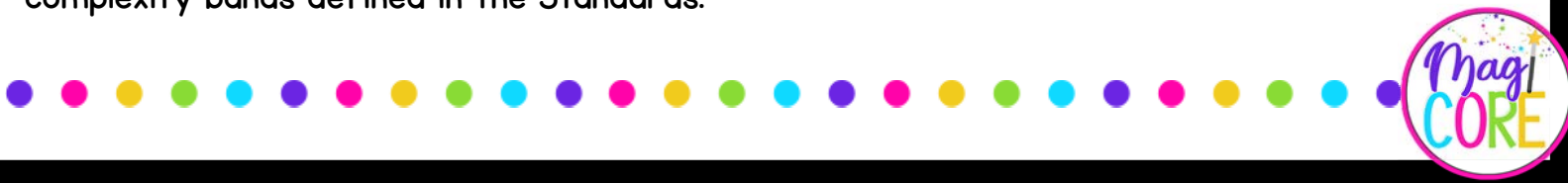
MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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	925L-1185L

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

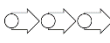
This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

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
Sequenced 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:
D... at ...

Anchor Chart

Scientific Ideas

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 larvae. After, it becomes a pupa. Eventually they molt. They become full-grown bees or ants. Both of them have 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

How are bees and ants alike? (Compare)

Guided Practice

Text Structure

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 air. Food can carry bacteria and viruses. Cuts give 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.

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.

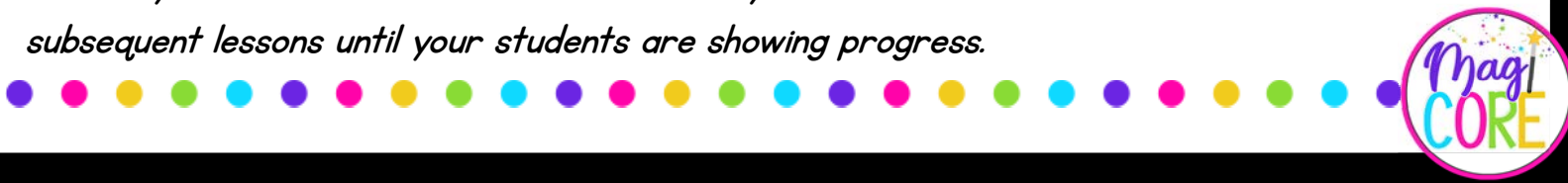
Day 3: Review the text structure anchor chart. Review the sequence text structure anchor chart. Model finding the text structure of mentor text #3: "How to Bathe a Dog." Have students work with a partner to complete another sequence text structure passage. Review student work. Review the sequence text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

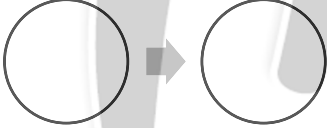
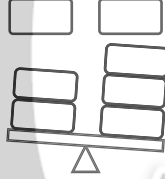
Day 7: By the end of the unit, most of your class should be showing mastery of the passages. This is the time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

**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.

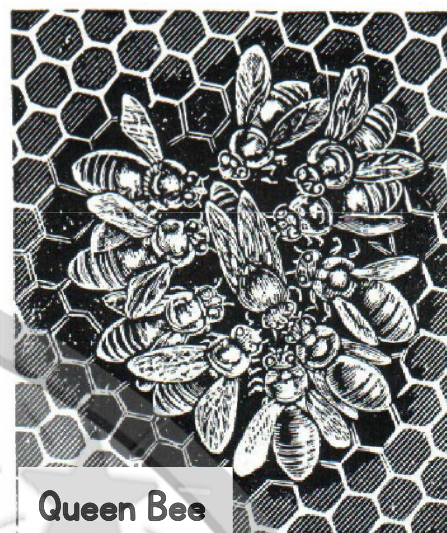
TEXT STRUCTURE	MEANING	CLUE WORDS
Sequence/ Chronological: 	-Sequence of events in order -Steps in a procedure	- First, second, third - Next - Then - After - Later - Finally
Cause & Effect: 	-Explains why events occurred and the effects of those events	- Because - If - So - Therefore - Thus - Since - 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:

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

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)



Terms of Use



How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at julie@magicorelearning.com.



Good to Go



Not O.K.

- Use this resource personally or with your own children.
 - Use this resource in your own classroom with your students.
 - Provide this resource to your students to use at your instruction.
 - Print and/or copy for use in your own classroom.
 - Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
 - Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
 - Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:
- Share with others to use personally.
 - Share with others to use in another classroom.
 - Print or copy any page(s) and distribute them to other teachers or other classrooms.
 - Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom, including but not limited to personal, classroom, or district websites that are accessible to the general public.
 - Use this resource commercially (e.g. Outschool).
 - Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

<https://magicorelearning.com/>

<https://www.teacherspayteachers.com/Store/Magicore>

© Copyright 2016, 2021. All rights reserved. The unlicensed reproduction or distribution of this product is strictly prohibited. Permission is granted to the original purchaser or licensee to make copies to use with students and/or to assign to students digitally providing it is only available to students assigned directly to the purchaser. Placing this product in any manner that makes it accessible to the general public is strictly forbidden. Commercial use, including but not limited to online or in person classes, is prohibited. Contact julie@magicorelearning.com for commercial licensing information. Sharing without permission or hosting online in a public manner is a violation of the Digital Millennium Copyright Act (DMCA). These terms may be updated at any time. You can see the most up to date Terms of Use at

<https://magicorelearning.com/terms-of-use>.

Let's Connect!

www.magicorelearning.com



<https://www.teacherspayteachers.com/Store/Magicore>



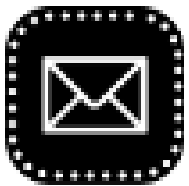
<https://www.facebook.com/MagiCoreLearning/>



<https://www.instagram.com/commoncorekingdom>



<https://www.pinterest.com/cckindom/pins/>



Julie@commoncorekingdom.com

Looking for more?



CREDITS

<http://creeksideteachertales.blogspot.com>

<http://teacherspayteachers.com/store/digital-swirl-creations>

[etsy.com/shop/Prettygrafikdesign](https://www.etsy.com/shop/Prettygrafikdesign)

www.amazingclassroom.com

Entrance to Dragon Cave: Loren Javier

