

TEXT FEATURES & TEXT STRUCTURE

4th grade

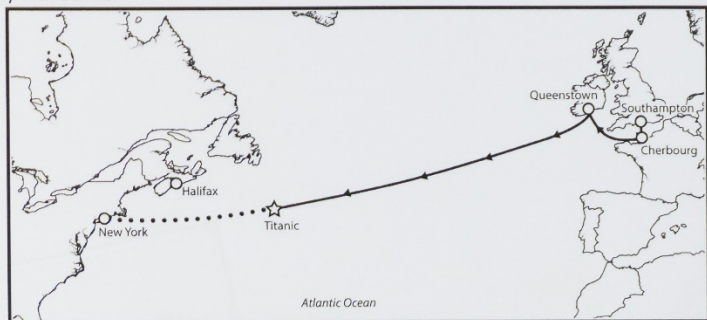
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*This product includes 12 Lexile® leveled paired passages in the 4th-5th Grade Florida B.E.S.T. Text Complexity Band (the range for 4th-5th grade is 740L-1010L)

1. Anchor Chart/Journal Page
2. Arbor Day- 750L
3. Human Body Systems- 770L
4. Parts of a Plant- 790L
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6. Native North Americans- 860L
7. Eleanor Roosevelt- 880L
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On April 10, 1912, the *Titanic* left Southampton England. It stopped in Cherbourg, France and Queenstown, Ireland, and then it started to travel west to New York. Four days into the journey, the *Titanic* hit an iceberg 375 miles south of Newfoundland. This hit caused five watertight compartments to open. Some passengers and crew evacuated in lifeboats. Many of the lifeboats were only partially loaded. Women and children were loaded first, leaving many men behind.



At 2:20 a.m. on April 15, the *Titanic* sank onboard. The *Carpathia*, another liner, later arrived. Casualties varied among the classes. 54% of men in third class perished, while 54% of women in third class died. However, 52 out of 79 third-class children survived.

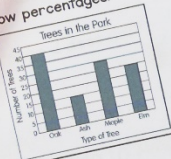
The *Titanic* is one of the most famous ships in history.

Text Features

Readers understand a text in a way that the authors read the text, look at the visual text information together.

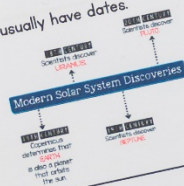
Graphs

- Graphs help you understand data quickly and effectively.
- Different types of graphs present different types of information. **Bar graphs** show how something changes over time. **Bar graphs** compare data. **Pie charts** show percentages.



Timelines

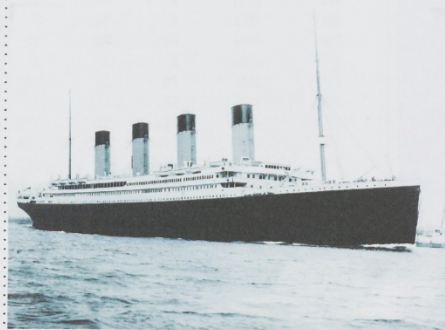
- A timeline is a visual way to show a sequence of events over a period of time.
- Events appear in the order in which they happened.
- Timelines usually have dates.



Visual Text Features

Name: _____ Date: _____

The RMS *Titanic*



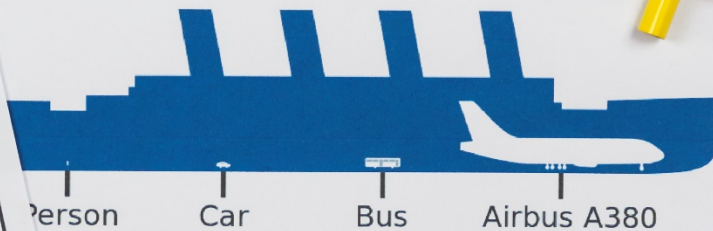
The *Titanic* Departing Southampton, England

The *Titanic* was the largest ship at the time. The ship held a gymnasium, swimming pool, libraries, and restaurants. The *Titanic* also had advanced safety features. There were watertight compartments and remote watertight doors. However, there were not enough lifeboats to hold all of the passengers. There were only enough lifeboats for a little over half of the passengers.

The RMS *Titanic* was a British ocean liner that sank in the ocean on April 15, 1912. The *Titanic* was on its first voyage from England to New York City. About 2,224 passengers were aboard the *Titanic*, and over 1,500 people died in the tragedy.

Some of the wealthiest people traveled aboard the maiden voyage. There were also hundreds of emigrants from Great Britain, Ireland, and Scandinavia who were looking for a new start in the United States.

Size Comparison of the RMS *Titanic*



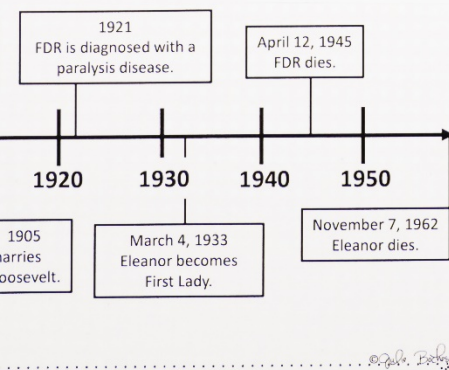
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Eleanor Roosevelt. What

Choose all that apply.)

autobiography, which was later
 ter was a resettlement cor
 worked to have better living co
 ly includ but she lost the co
 out racial discrimination. Frank
 in her support for the Civil Rig
 or Japanese-Americans being
 a cerebral hemiplegia. This
 Truman appointed Eleanor as a
 the 1950s, Eleanor continued to
 h year. In 1968, she was awar
 k she had accomplished.
 ed with a blood disease. He
 failure in Manhattan on Nov
 d former presidents, Truman
 friend Adlai Stevenson said, "
 ed the existence of so many...
 glow has warmed the world."

Roosevelt's Life



Visual Text Features

Name: _____ Date: _____

Eleanor Roosevelt

Anna Eleanor Roosevelt was born on October 11, 1884 in Manhattan, New York City. Her parents were socialites. Roosevelt was the niece of President Theodore Roosevelt. At a young age, Anna wanted to be called Eleanor. Eleanor was a very serious child. Her mother nicknamed her "Granny" due to her serious nature. Eleanor was a plain and simple child, despite her parent's fondness for extravagance. The family was extremely wealthy.

Born	October 11, 1884
Died	November 7, 1962
First Lady of the United States	March 4, 1933-April 12, 1945
Political Party	Democrat
Spouse	Franklin D. Roosevelt



Eleanor with Her Brothers and Father

Eleanor had two young brothers named Elliot Jr. and Grace Hall. She also had a half-brother named Elliot. When Eleanor was only eight years old, her mother died of diphtheria. Her brother Elliot Jr. also passed away from the same disease a few months later. Eleanor's father spent most of his time in a sanitarium due to alcoholism. He died there in 1894 when Eleanor was 10 years old. Before his death, Eleanor's father asked her to act as a mother toward her young brother, Hall. Eleanor took care of Hall and helped ensure his success.

After her parents died, Eleanor lived with her grandmother in New York. As a child, Eleanor was insecure. She thought that she was an "ugly duckling". Eleanor had a difficult childhood. Due to her losses, she suffered from depression throughout her life. Despite her unfortunate circumstances, Eleanor was very intelligent. At the age of 15, Eleanor was sent to a private school in Wimbledon, England. Her headmistress, Marie Souvestre, had a large impact on Eleanor. Souvestre helped Eleanor become confident.



Eleanor, Franklin, and Their Children in 1918



Eleanor in 1933

740L

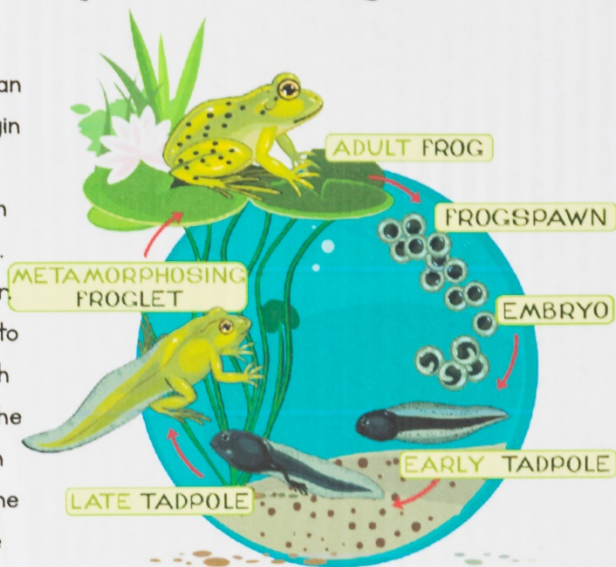
Visual Text Features

Name: _____ Date: _____

TEST: The Life Cycle of a Frog

Frogs go through a process called metamorphosis. Metamorphosis is when an animal completely transforms. Frogs begin life as eggs. Frog eggs float in clusters called egg masses. After a few days, tadpoles hatch from the eggs. Tadpoles have gills and swim in the water. After about five weeks, tadpoles begin to transform by developing four legs, which are followed by front legs. When the tadpole is about six weeks old, its mouth begins to widen. At around seven weeks, the tadpole is now considered a froglet. The froglet's hind legs bulge out, and its tail shrinks and ultimately disappears. The froglet's legs develop and the back legs grow more. The froglet moves to land. After about seven weeks, the frog has completed its metamorphosis from a tadpole to a frog.

Frogs continue to grow and live their lives as amphibians. When the frogs are ready to mate, the male and female frogs. A female frog will answer. The female frog will then lay her eggs, typically in the water. The male fertilizes the eggs. Most species of frogs leave their eggs to survive on their own. Frogs lay up to 4,000 eggs at once! Many of these eggs get eaten by predators such as ducks, fish, and insects. The eggs that survive will hatch as tadpoles. The cycle begins again!



LIFE CYCLE OF FROG

Approximate Length of Each Lifecycle Stage

Eggs	Tadpole	Froglet	Adult Frog
6-21 days	6 weeks to 9 months	About 4 weeks	4-15 years

Location of Frogs



W. J. B. / D. C. R. / E. C. R.

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.

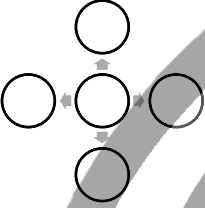
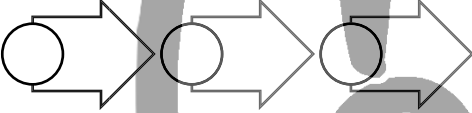
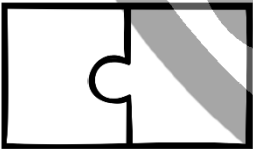
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

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 Appendix A of the Florida B.E.S.T. Standards, "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."



Text Structure

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

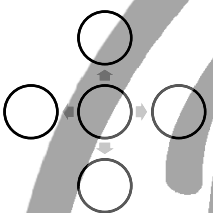
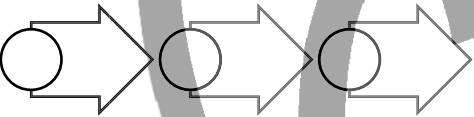
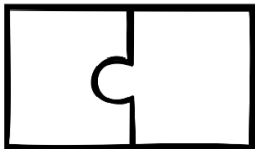
TEXT STRUCTURE	MEANING	ASK YOURSELF	EXAMPLE
Description: 	Describes details and characteristics of a topic and helps the reader visualize	Is the text describing something to help the reader visualize?	I bit into my sandwich. I immediately felt my jaws stick together from the thick, gooey peanut butter. Then the cold and sweet burst of berries filled my mouth as I bit into the jelly.
Sequence/ Chronological: 	Sequence of events in order Steps in a procedure	Is the text telling me the sequence or order of events?	In the early 1900s, the peanut butter and jelly sandwich became popular. In the 1920s, this sandwich became popular with children.
Problem & Solution: 	Describes a problem and how it was resolved	Is the text presenting a problem and explaining a way to fix it?	Peanut butter used to be difficult to make. People would use meat grinders to grind peanuts into a paste to spread on bread. In 1903, Dr. Ambrose Straub invented a peanut butter making machine to make the process easier.

To determine how the text structure contributes to the meaning:

1. Read the passage.
2. Determine the text structure.
3. Ask yourself, "How does the text structure impact the meaning?"

Text Structure

Text Structure- How a text is set up or organized

TEXT STRUCTURE	MEANING	ASK YOURSELF	EXAMPLE
Description: 			
Sequence/ Chronological: 			
Problem & Solution: 			

Nonfiction Text Features

Nonfiction authors use text features to help the reader understand the text.

Types of Text Features:

1. Text features that are part of a text
 - Shows reader how text is organized
 - Tells reader what sections are about
2. Navigating text features
 - Tells reader what pages to find topics or words on
3. Text features that support the text
 - Gives reader additional information about text
 - May include images such as photos, illustrations, maps, diagrams, etc.
4. Special print
 - Draws attention to important vocabulary words



Arbor Day

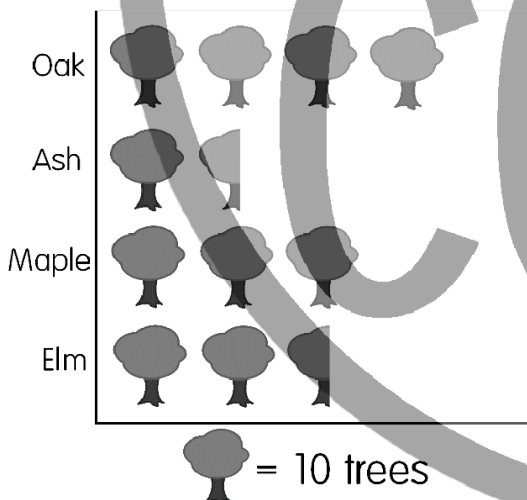
Arbor Day is a holiday for planting and caring for trees. Trees are important because they give oxygen, food, and shelter to living things. Arbor Day happens all around the world. The first Arbor Day was in Spain. There was a big festival that began with planting a tree, and it was followed by a large feast.

The first Arbor Day in America was on April 10, 1872. One million trees were planted in Nebraska. Birdsey Northrop spread the tradition of Arbor Day across the world. He brought this holiday to Japan in 1883. Soon after, he spread Arbor Day to Australia, Canada, and Europe.

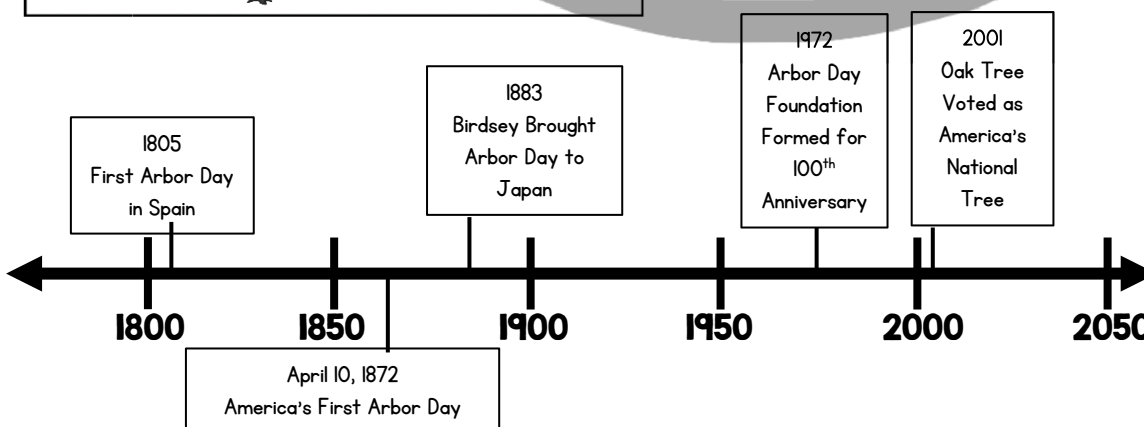
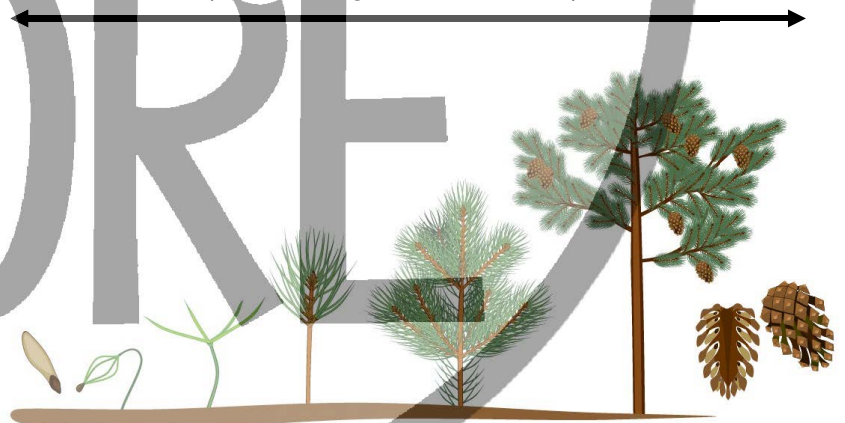
Today, Arbor Day is celebrated in many countries. In Belgium, International Day of Tree Planting is celebrated on March 21. In Brazil, Arbor Day is on September 21, and school children plant trees to help the environment. In China, March 12 is Arbor Day. Every Chinese citizen is expected to plant 3-5 trees each year.

It is important to remember the importance of trees every day. Celebrate Arbor Day by planting trees in your community.

Arbor Day Tree Planting in California 2011



A pine tree grows in 15-20 years.



Text Features & Structure

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

1. What is the purpose of the pine tree diagram? Describe one thing you learned from this diagram that you did not learn from the text.

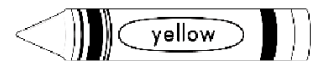


2. What information does the graph show that is not in the text? (Choose all that apply.)



- a. Four oak trees were planted.
- b. Twenty-five elm trees were planted.
- c. Thirty maple trees were planted.
- d. It shows how many trees were planted on Arbor Day in 2011 in California.

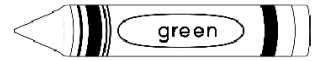
3. What information does the text include that the images do not?



- a. It takes a pine tree 15-20 years to grow.
- b. Arbor Day is celebrated in many countries.
- c. The first Arbor Day in America was on April 10, 1872.
- d. One million trees were planted in Nebraska on the first Arbor Day.

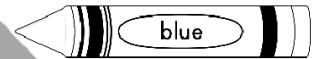
Text Features & Structure

4. What is the timeline showing?



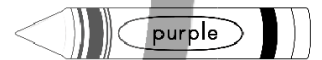
- a. the history of Arbor Day in Japan
- b. how long it takes for a pine tree to grow
- c. important events in the past around Arbor Day
- d. the events that occur on Arbor Day in America

5. What information does the timeline show that is not in the text? (Choose all that apply.)



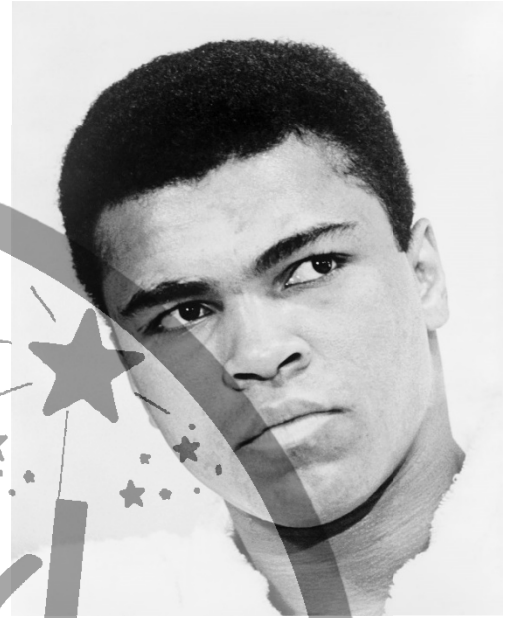
- a. The Arbor Day Foundation was formed in 1972.
- b. In 2001, the oak tree became America's national tree.
- c. Birdsey Northrop brought Arbor Day to Japan in 1883.
- d. In China, March 12 is Arbor Day. Every Chinese citizen is expected to plant 3-5 trees each year.

6. What is the main text structure of this passage? Use one quote from the text to support your response. How does the text structure contribute to the meaning of the text?



TEST: Muhammad Ali: Fighter in and out of the Ring

Muhammad Ali was born Cassius Marcellus Clay Jr. on January 17, 1942. He lived in Louisville, Kentucky. Cassius was one of six children. He was named after his father, who was named after a politician and abolitionist. Cassius was a descendant of slaves and mainly of African descent. His mother raised him in the Baptist religion. Cassius grew up in a time when racial segregation was prevalent. The unfair treatment of African Americans upset Cassius and deeply affected him.



Muhammad Ali in 1967

Cassius was first introduced to boxing when a police officer saw a twelve-year-old Cassius threatening to “whup” a thief who had stolen his bicycle. The officer told Cassius that he needed to learn how to box first. This event, along with watching boxers on television, sparked Cassius’s interest in the sport. Cassius began working with a trainer.

Cassius began amateur boxing in 1954 against a local boxer named Ronnie O’Keefe. Cassius won. He continued to compete and win many titles, including national Golden Gloves titles and the Light Heavyweight gold medal in the 1960 Summer Olympics. His amateur record was 100 wins and 5 losses.

Cassius became a professional boxer in 1960. He defeated many famous boxers and developed a reputation of being tough. Cassius was angry and outlandish in the boxing ring. At age 22, Cassius won the title of Heavyweight Champion. Soon after, he changed his name to Cassius X. He later changed his name to Muhammad Ali when he converted to Islam.

Ali refused to be drafted into the army. On April 28, 1967, Ali was stripped of his heavyweight title. His boxing license was suspended. Ali was convicted of draft evasion and sentenced to 5 years in prison and a \$10,000 fine. Ali paid a bond to stay out of jail during appeals. The appeals process lasted for almost four years, and Ali was not able to box during this time. His conviction was overturned in 1971. During this time, Ali was outspoken about his opposition to the Vietnam War. He spoke against the war at colleges. He also promoted African-American pride and fought racial injustice.

On October 30, 1974 at the age of 32, Ali regained his heavyweight champion title against George Foreman. Ali defended his title for ten fights. On February 15, 1978, Ali lost his title to Leon Spinks. Seven months later, he defeated Spinks and regained his title. Ali was the first boxer to win the world heavyweight boxing title three times.

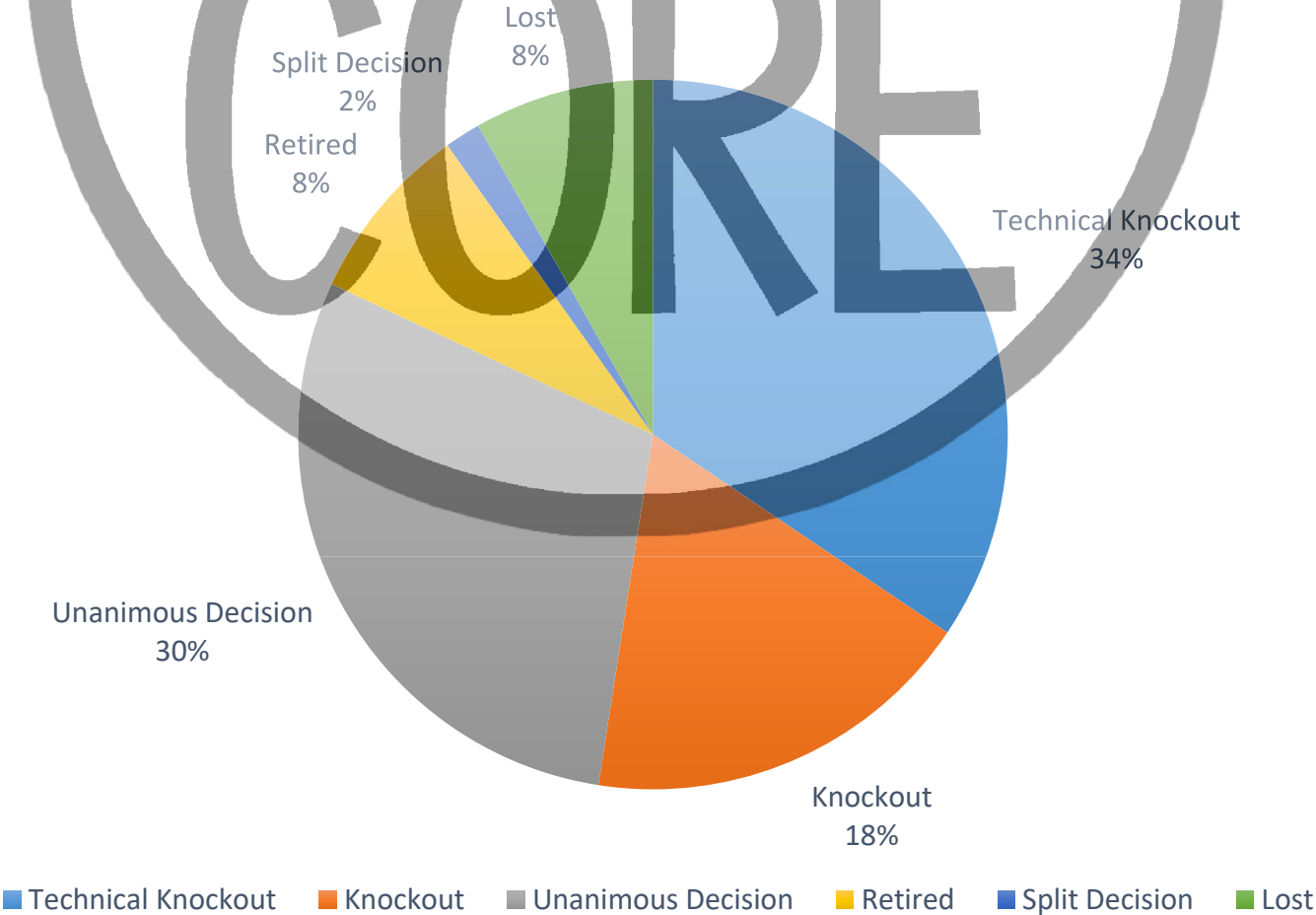
Muhammed Ali was married four times. He had seven daughters and two sons. One of his daughters, Laila Ali, had a professional boxing career from 1999-2007.



Ali with President Ronald Reagan in the Oval Office in 1983

Professional Boxing Record		
Wins	Losses	Total Fights
56	5	61

Muhammad Ali's Professional Boxing Record



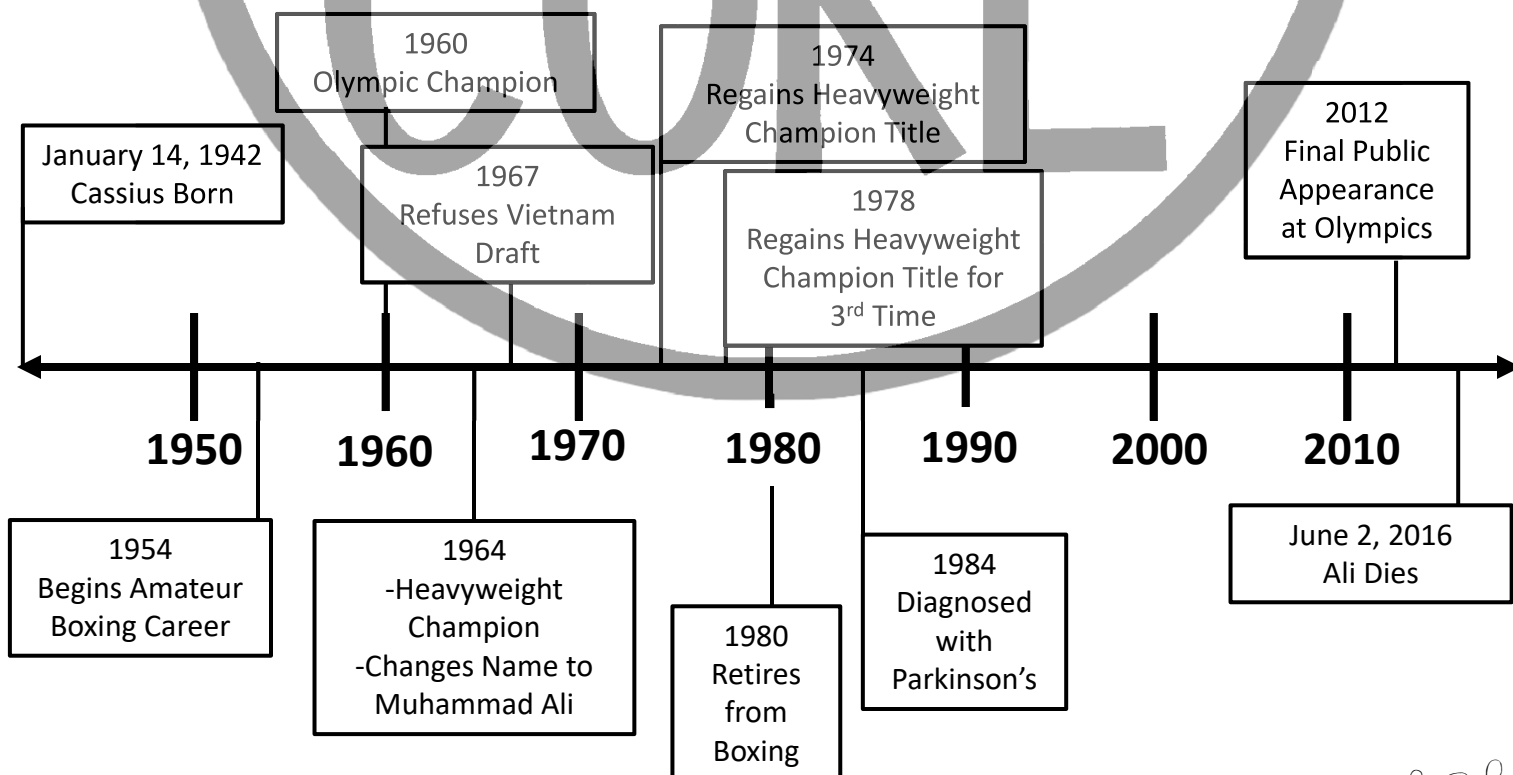
In 1979, Ali announced his retirement. Shortly after in 1980, he came back because he needed the money. His comeback was unsuccessful. Throughout his career, Ali faced 200,000 hits. In 1984, Ali was diagnosed with Parkinson's disease. The blows Ali faced to his head were the probable cause of the disease. Despite his diagnosis, Ali remained active, mainly in politics and in supporting causes he believed in. Ali's health continued to decline due to his Parkinson's disease. In 1998, he began working with actor Michael J. Fox to raise awareness for the disease.



Ali and Michael J. Fox fight for government funding to combat Parkinson's.

Ali's health continued to deteriorate. He was hospitalized multiple times with illnesses resulting from his Parkinson's. Ali died on June 2, 2016 at the age of 74. Ali was mourned around the world. Barack Obama, Donald Trump, the Clintons, and sports stars, such as Michael Jordan and Tiger Woods, paid tribute to Ali. He was buried in his hometown of Louisville, Kentucky. Ali's legacy lives on through his friends, movies, and books, including his autobiography. Ali is known as not only one of the greatest fighters, but also as one of the greatest athletes of all time.

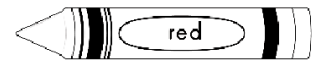
Muhammad Ali's Life



Text Features & Structure

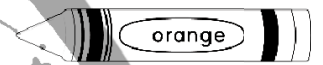
Answer the following questions. Underline the text evidence in the color indicated.

1. The table on page 2 shows Muhammad Ali's professional boxing record. What information does the table include that is not in the text? (Choose all that apply.)



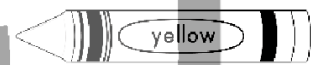
- a. the percentage of fights that Ali lost
- b. how many wins and losses Ali had
- c. how many fights Ali participated in
- d. how many wins were attributed to technical knockouts

2. What information does the text include that the table does not? (Choose all that apply.)



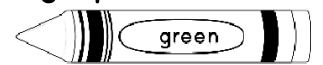
- a. Ali's amateur record
- b. how many total fights Ali was in
- c. how many times Ali was hit during his career
- d. how many times Ali won the heavyweight champion title

3. What is the purpose of the photographs on pages 1-3?



- a. The photographs show that Ali had a tough personality.
- b. The photographs show different stages in Ali's life.
- c. The photographs show Ali's social and political accomplishments.
- d. The photographs show how Ali stood up for civil rights of African Americans.

4. Which statement from the passage supports the information in the pie graph?



- a. "One of his daughters, Laila Ali, had a professional boxing career from 1999-2007."
- b. "Cassius began amateur boxing in 1954 against a local boxer named Ronnie O'Keefe."
- c. "Ali is known as not only one of the greatest fighters, but also as one of greatest athletes of all time."
- d. "On October 30, 1974, at the age of 32, Ali regained his heavyweight champion title against George Foreman."

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 - 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.
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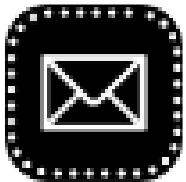
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