

LEXILE®

transform by develop
are then followed by
tadpoles are about six w
begin to widen. At ar
tadpoles now consid
frog's eyes bulge ou
and eventually disappe
and thick legs grow
moves ahead. After a
the frog is complete
from a tadpole to a fr
Frogs continue to
lives as amphibians. Wh
ready to mate, they ca
frogs. A female frog w
female frog then lat
in the water. A male
Most species of frogs li
survive on the land. Fr
eggs at once. Many of
eaten by predators such
insects. The eggs don't su
tadpoles. The cycle begin

803L Visual Text Features

Name: _____

The RMS *Titanic*

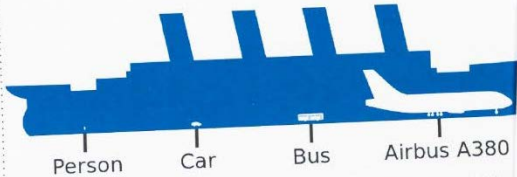
The ocean line
April 15, 1912
first voyage
York City
were abo
1,500 pe
Se
traveler
There
emigra
and Sa
a new



The *Titanic* Departing Southampton, England

The *Titanic* was the largest ship at the time. The ship had pool, libraries, and restaurants. The *Titanic* also had advanced watertight compartments and remote watertight doors. How lifeboats to hold all of the passengers. There were only enou of the passengers.

Size Comparison of the *Titanic*



Person Car Bus Airbus A380

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 anywhere from 6-21 days, tadpoles hatch from the eggs. Tadpoles have gills and swim in the water. After about five weeks, tadpoles begin to transform by developing back legs, which are then followed by front legs. When the tadpole is about six weeks old, its mouth begins to widen. At around ten weeks, the tadpole is now considered a froglet. The frog's eyes bulge out, and its tail shrinks and eventually disappears. Lungs develop and the back legs grow.

ADULT FROG

EGGSPAWN

EMBRYO

EARLY TADPOLE

LATE TADPOLE

METAMORPHOSING FROGLET

LIFE CYCLE OF FROG

Visual Text Features

Visual text features help readers understand a text in a way that the words alone cannot. Good readers read the text, look at the visual text features, and put the information together.

Charts

A table is a type of chart that uses rows and columns to organize data about a topic so that the information can be compared.

PLANET	AVERAGE REMOTEWINDSPEED
MERCURY	-210 °F to 860 °F
VENUS	86 °F
EARTH	57 °F
MARS	-87 °F
JUPITER	-202 °F
SATURN	-202 °F
URANUS	-318 °F
NEPTUNE	-328 °F
PLUTO	-378 °F

Graphs

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

Diagrams

- A diagram is a drawing or set of drawings that explains an idea or how something works.
- Diagrams usually include words, labels or descriptions. Arrows or numbers may show the order.

Timelines

- A timeline is 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.

Maps

- Maps show the location of places.

TEXT FEATURES & TEXT STRUCTURE

5th grade

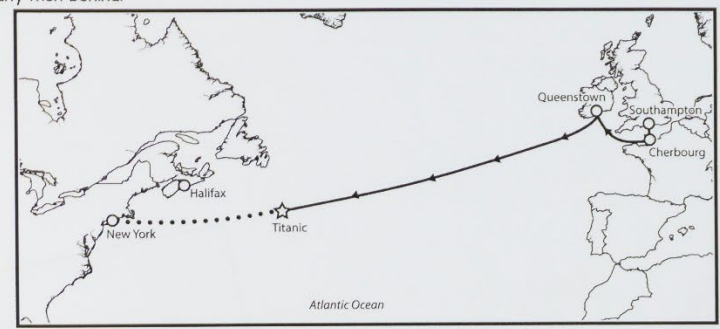
Table of Contents

*This product includes 16 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 Charts/Journal Page
2. Arbor Day- 750L
3. The Great Depression- 750L
4. Human Body Systems- 770L
5. Parts of a Plant- 790L
6. Flowering and Nonflowering Plants- 820L
7. The RMS Titanic- 830L
8. Native North Americans- 860L
9. Severe Storms- 880L
10. Eleanor Roosevelt- 880L
11. Climate Change- 900L
12. Shake The Sugar- 950L
13. Asian Elephants- 980L
14. Stratigraphy- 970L
15. The Science of Flight- 990L
16. Test
 - The Life Cycle of a Frog- 740L
 - Muhammad Ali: Fighter in and out of the Ring- 850L



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. Over 1,500 people 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.

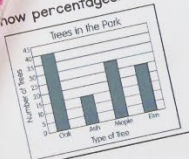


Text Features

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

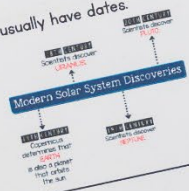
Graphs

- Graphs help you understand data quickly and effectively.
- Different types of graphs present different types of information. **Line 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*



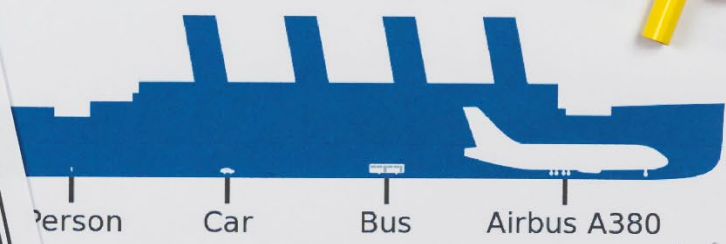
The *Titanic* Departing Southampton, England

The 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.

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.

Size Comparison of the RMS *Titanic*



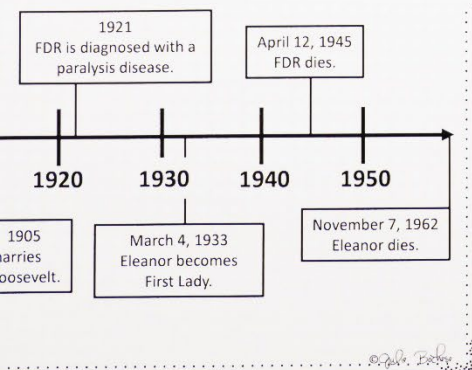
© 2012 Baker

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
m a cerebral hemiplegia. This
uman appointed Eleanor as a c
he 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 c
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

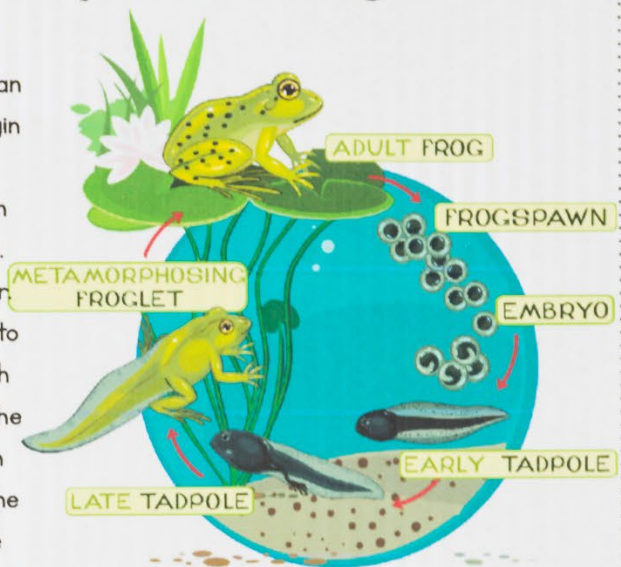
Visual Text Features

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 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 lay her eggs. 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



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.

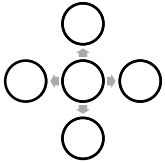
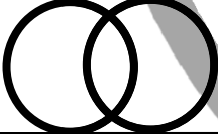
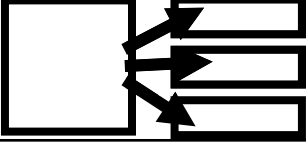
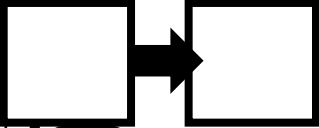
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

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."



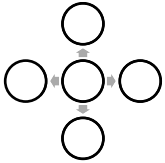
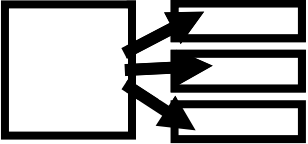
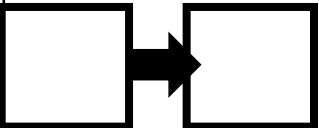
Text Structure

Text Structure- How a text is set up or organized

Text Structure	Ask Yourself:	Clues	Example
Description 	Is the text describing something to help the reader visualize?	- Sensory details - Adjectives	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.
Chronology 	- What events happened in the order they occurred? - What is the timeline of events?	- Dates, years, time - Signal words like "before," "after," "during," "in the past," "in the future"	In the early 1900s, the peanut butter and jelly sandwich became popular. In the 1920s, this sandwich became popular with children.
Sequence 	Is the text telling me the sequence or order of steps?	Key Words: first, next, finally	First, gather all your ingredients and materials. You'll need two slices of bread, peanut butter, jelly, and a butter knife. Next, place the bread on a clean surface.
Compare and Contrast 	Is the text explaining how things are alike and different?	Key Words: alike, different, both, similarly	Peanut butter and jelly sandwiches are similar to grilled cheese sandwiches because both sandwiches have been loved by children for decades.
Cause and Effect 	Is the text explaining why something happened and the end result?	Key Words: because, why, reason, as a result, since, due to	Dr. John Harvey Kellogg invented peanut butter because he wanted his patients without teeth to have a healthy protein.
Problem and Solution 	Is the text presenting a problem and explaining a way to fix it?	Key Words: problem, solution	Peanut butter used to be difficult to make. People would use meat 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.

Text Structure

Text Structure- How a text is set up or organized

Text Structure	Ask Yourself:	Clues	Example
Description 			
Chronology 			
Sequence 			
Compare and Contrast 			
Cause and Effect 			
Problem and 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

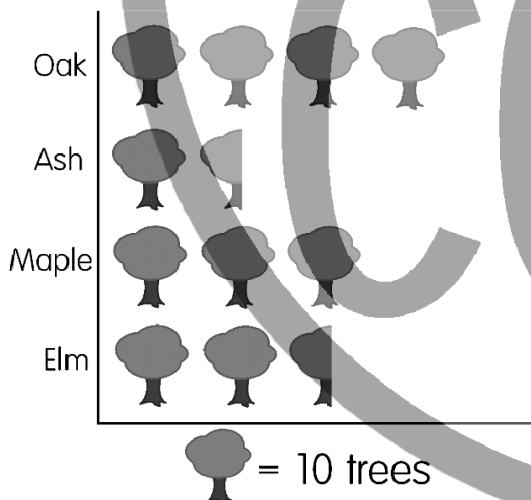
Arbor Day is a holiday for planting and caring for trees. Trees are important because they give oxygen, food, and shelter to living things. Arbor Day happens all around the world. The first Arbor Day was in Spain. There was a big festival that began with planting a tree, and it was followed by a large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

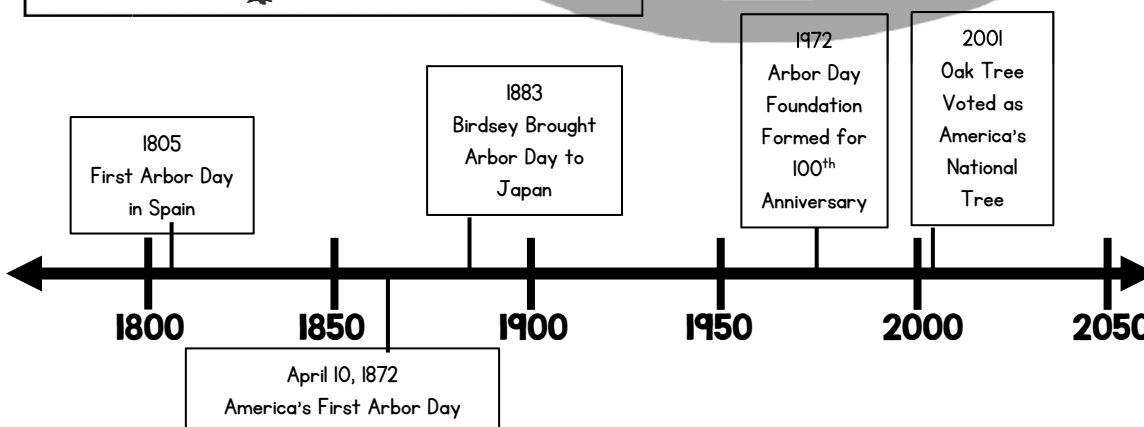
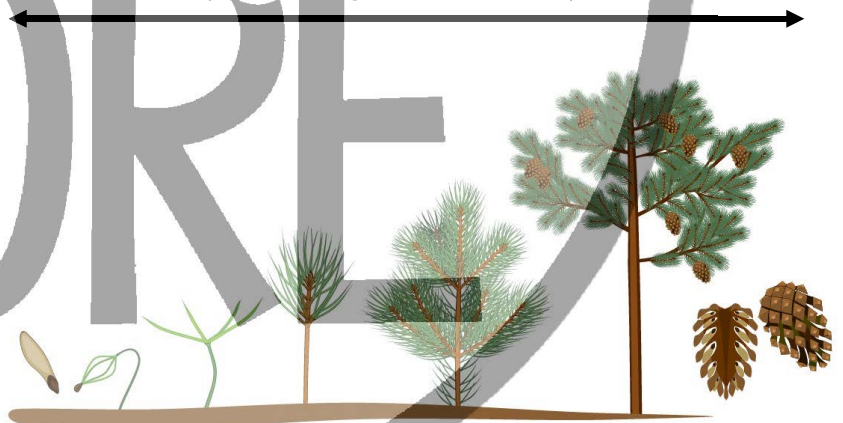
Today, Arbor Day is celebrated in many countries. In Belgium, International Day of Tree Planting is celebrated on March 21. In Brazil, Arbor Day is on September 21, and school children plant trees to help the environment. In China, March 12 is Arbor Day. Every Chinese citizen is expected to plant 3-5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

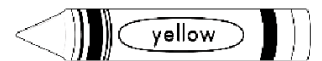


2. What information does the graph show that is not in the text? (Choose all that apply.)



- 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.

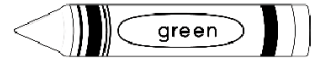
3. What information does the text include that the images do not?



- 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.

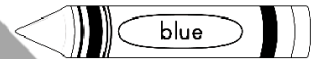
Text Features & Structure

4. What is the timeline showing?



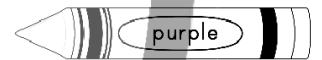
- a. the history of Arbor Day in Japan
- b. how long it takes for a pine tree to grow
- c. important events in the past around Arbor Day
- d. the events that occur on Arbor Day in America

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.

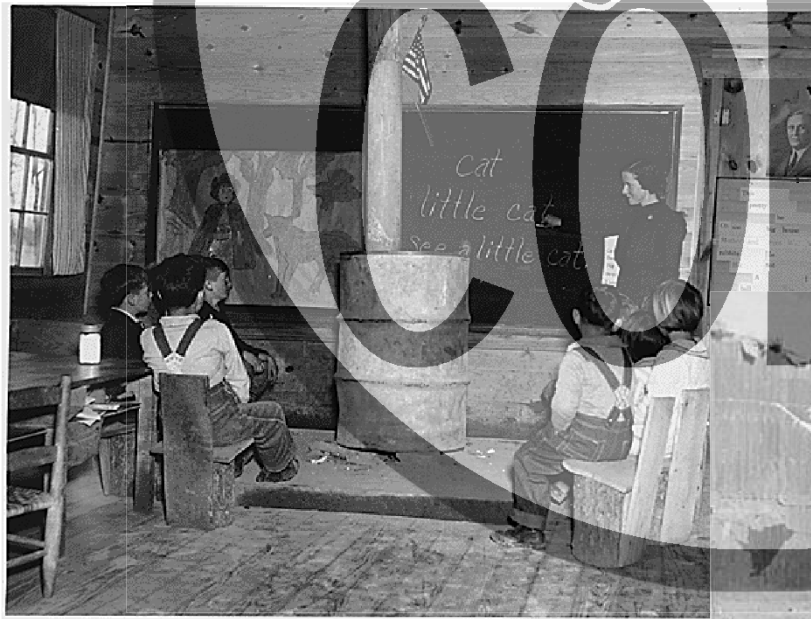
6. What is the main text structure of this passage? Use one quote from the text to support your response. How does the text structure contribute to the meaning of the text?



The Great Depression

The decade of the 1920s was a time of wealth. Many Americans moved to cities hoping to find jobs, which made cities in America thrive. While the cities were doing very well, rural areas began to struggle. Farmers were very poor. As a result, on September 4, 1929, stock market prices dropped. The stock market is a place where ownership in companies is bought and sold. People began to distrust the stock market. Many sold their stocks.

Due to people selling their stocks, the stock market crashed on October 29, 1929. Because of the stock market crash, many people lost a lot of money. Some people lost everything they owned. Many companies went out of business, which caused many people to lose their jobs. People were unable to find jobs, so they became homeless. About half of the children in the United States did not have enough food or shelter. Many people became very sick. Because of the crash, trading with other countries decreased. Other countries were soon affected by this time that became known as the Great Depression. Most countries did not recover from the Great Depression until after World War II.



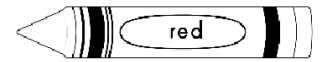
School in Alabama, 1935



Text Features & Structure

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

1. What is the author's main point of "The Great Depression"?



- a. People were wealthy in the 1920s.
- b. People lost money in the stock market crash.
- c. Other countries were affected by the Great Depression.
- d. The Great Depression was caused by the stock market crash.

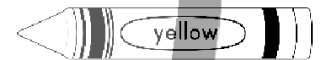
2. What was a major cause of the Great Depression?



- a. Children were hungry.
- b. People were homeless.
- c. The stock market crashed.
- d. Trading with other countries decreased.

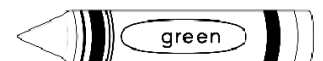
3. The diagram below lists one cause and one effect that were described in the article.

Complete the diagram by writing one more cause and one more effect that were described in the article.



Causes	Effects
People in rural areas were poor.	Stock market prices dropped.

4. How do the photographs help the reader comprehend this passage?



- a. The photographs show the problem of The Great Depression and how the problems were solved.
- b. The photographs compare how life was different during The Great Depression.
- c. The photographs help the reader see the impact of The Great Depression.
- d. The photographs help the reader know what it was like to go to school in Alabama in 1935.

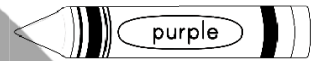
Text Features & Structure

5. Why were other countries impacted by the Great Depression?



- a. People were homeless.
- b. People sold their stocks.
- c. Children didn't have food or shelter.
- d. Trading with other countries decreased.

6. Why did the Great Depression cause children to become hungry and homeless?



7. 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?



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

Let's Connect!

www.magicorelearning.com



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



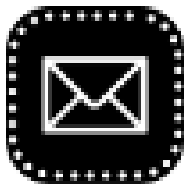
<https://www.facebook.com/MagiCoreLearning/>



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



https://www.pinterest.com/magicorelearning/_shop/



Julie@magicorelearning.com

Looking for more?



Membership Opportunity!



If you love these resources and want access to more, check out my membership opportunity with the Core Kingdom Club.



[Join my Core Kingdom Club waitlist!](#)

MagiCore Club opens its membership doors twice a year to offer teachers all of the resources you love, with a membership discount. You can also find support through my custom learning plan.

Find out more magicorelearning.com/membership.

CREDITS

https://commons.wikimedia.org/wiki/File%3AEn_size_titanic.svg

<https://commons.wikimedia.org/wiki/File%3ADistribution.anura.1.png>

https://commons.wikimedia.org/wiki/File%3AAsian_Elephant_area.png

