

**Analyze Connections in a Text**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

4. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: What analogy does the author use to explain being intrinsically motivated?

- a. It's like being a passenger on a bus.
- b. It's like being on a desert island.
- c. It's like being the captain of a ship.
- d. It's like being a generator.

Part B: What does the analogy in Part A highlight about being intrinsically motivated?

1. What is the central idea presented in this text?  
a. Extrinsically motivated individuals never get anything done.  
b. Intrinsic and extrinsic motivation give people different reasons for completing tasks.  
c. Intrinsically motivated people are better than extrinsically motivated people.  
d. Intrinsic motivation is better for all situations.

2. Which individuals are involved in this passage? Choose all that apply.  
a. non-motivated people  
b. extrinsically motivated people  
c. fear-motivated people  
d. intrinsically motivated people

3. What important distinctions are made between being intrinsically motivated and being extrinsically motivated?

**980L Analyze Connections in a Text**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Hop Online or Into a Store?

Online shopping has grown significantly over the last few years, particularly since the COVID-19 pandemic when people were staying at home more. With an increase in the number of people having smartphones and access to the internet, online shopping is an option for larger quantities than it was in the past.

*Handwritten notes on a worksheet:*  
b. It makes shoppers...  
c. It gives shoppers...  
d. It has the benefit...  
5. Which categories did... and why would it be...  
*The author discusses social aspects. An important comparison on their buy...*  
2. Which of the following are central ideas?  
a. advertisers  
b. store employees  
c. manufacturers  
d. shoppers  
3. Describe an analogy the author uses. Is this an effective analogy?  
*The author uses the analogy of being on a bus, a desert island, or a ship to explain being intrinsically motivated. This is an effective analogy because shopping provides a wide variety of products that you can access it from...*

# WHAT'S INSIDE?

## ANALYZE CONNECTIONS IN A TEXT

8<sup>th</sup> grade

### Table of Contents

\*This product includes 12 Lexile® leveled stories in the 8<sup>th</sup> Grade Common Core Text Complexity Band (the range for 7<sup>th</sup> and 8<sup>th</sup> grade is 925-1185).

1. Analyze Connections in a Text Anchor Chart
2. Analyze Connections in a Text Practice Work
3. Why You Should Cook at Home (980L)
4. Ancient Mediterranean Civilizations (1020L)
5. Poetry and Rap Music (1030L)
6. DC Comics Versus Marvel Comics (1050L)
7. Is Being an Only Child Better Than Having Siblings? (1080L)
8. What's Next: Solar Panels or Wind Turbines? (1090L)
9. A Tale of Two Sports (1110L)
10. Should You Skip the Shoes? (1110L)
11. College or Working Full Time? (1160L)
12. Getting Around (1170L)
13. Test
  - Hop Online or Into a Store? (980L)
  - Intrinsic Motivation Versus Extrinsic Motivation (1170L)

**PRINTABLE** PDFs covering the 8<sup>th</sup> grade text complexity band with Certified Lexile Levels.

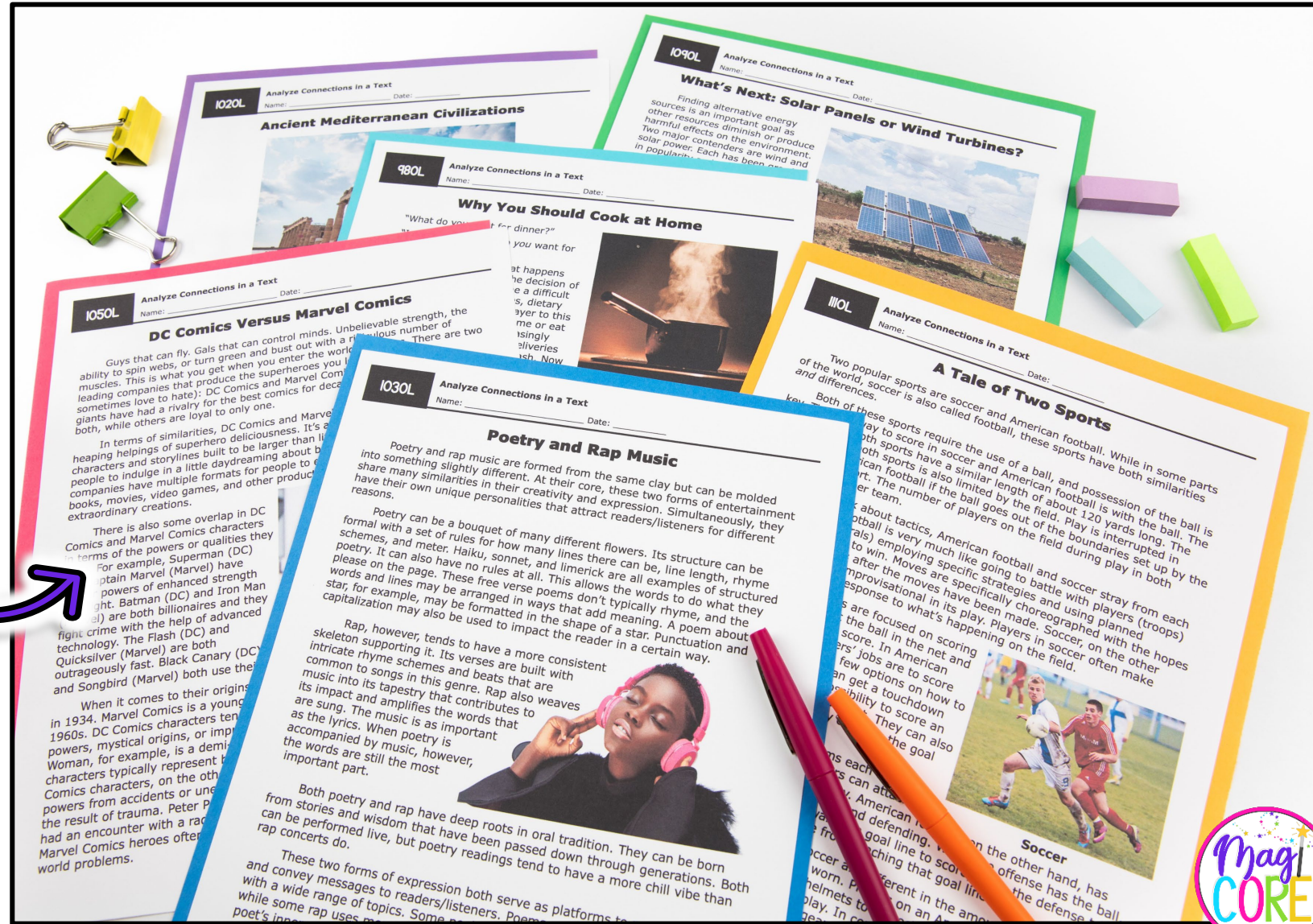
- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable Slides  
Included



# 12 NONFICTION PASSAGES

- Learn in color! Visual cues reinforce text evidence.
- Teachers can quickly check student work.
- Variety of structures to spark comprehension AND curiosity.
- Dive into interesting and engaging informational texts.



# QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning

**Analyze Connections in a Text**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
4. This question has two parts. First, answer Part A. Then, answer Part B.  
Part A: What connection does the author make between in-person shopping and being around other people?  
a. In-person shopping is...  
b. In-person shopping is...  
c. In-person shopping is...  
d. In-person shopping is...  
Part B: What does the author...  
a. It is an extremely...  
b. It makes shoppers...  
c. It gives shoppers...  
d. It has the benefit...  
5. Which categories did... and why would it be...  
a. advertisers  
b. store employees  
c. manufacturers  
d. shoppers  
*The author discusses social aspects. An important comparison is on their level.*

**Analyze Connections in a Text**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Answer the following questions. Underline or highlight the text evidence in the color indicated.  
1. Who are the most important individuals in this text?  
a. advertisers  
b. store employees  
c. manufacturers  
d. shoppers  
2. Which of the following are central...  
a. Online shopping  
b. Online shopping  
c. In-person shopping  
d. Online shopping  
3. Describe an analogy the author uses in this text.  
4. This question has two parts. First, answer Part A. Then, answer Part B.  
Part A: What analogy does the author use to explain being intrinsically motivated?  
a. It's like being a passenger on a bus.  
b. It's like being on a desert island.  
c. It's like being the captain of a ship.  
d. It's like being a generator.  
Part B: What does the analogy in Part A highlight about being intrinsically motivated?  
a. Individuals...  
b. Completing...  
c. Inherently motivated...  
d. The...  
e. Motivation...  
*The author uses the analogy of shopping at any hour of the day. This is an effective analogy because the convenience of online shopping provides a vivid way you can access it from...*

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**Analyze Connections in a Text**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Answer the following questions. Underline or highlight the text evidence in the color indicated.  
1. What is the central idea presented in this text?  
a. Externally motivated individuals never get anything done.  
b. Intrinsic and extrinsic motivation give people different reasons for completing tasks.  
c. Intrinsic and extrinsic motivation give people different reasons for completing tasks.  
d. Intrinsic motivation is better for all situations.  
2. Which individuals are involved in this passage? Choose all that apply.  
a. non-motivated people  
b. extrinsically motivated people  
c. fear-motivated people  
d. intrinsically motivated people  
3. What important distinctions are made between being intrinsically motivated and being extrinsically motivated?  
a. Individuals...  
b. Completing...  
c. Inherently motivated...  
d. The...  
e. Motivation...

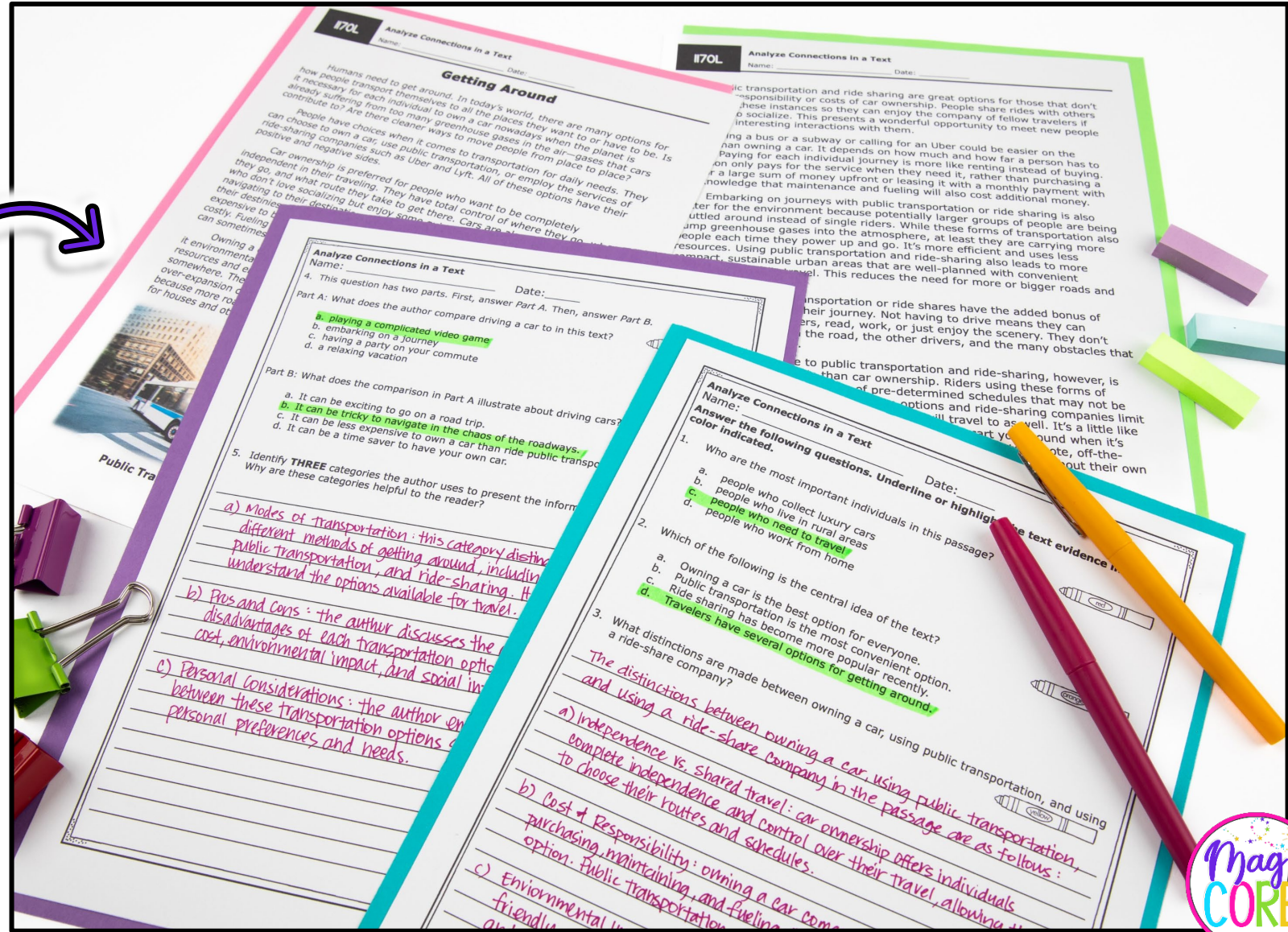
**Hop Online or Into a Store?**  
Online shopping has grown significantly over the last few years, particularly since the COVID-19 pandemic when people were staying at home more. With the increase in the number of people having smartphones and access to the internet, online shopping is an option for larger numbers of people than it was in the past. There are some commonalities between the two shopping choices. Advantages to each exist in both forms of shopping offer customers ways to purchase products, but online shopping is like having a mall at your fingertips at any hour of the day. You can browse and purchase goods while wearing your pajamas. You don't have to get out the door. You can skip dealing with the hassles of traveling to a store. Worrying about store hours or other shoppers in your way aren't a concern. This is a very attractive option, especially for busy or introverted people.

**Magi CORE**



# ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



# WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 1,000 teachers... and counting!... To help students grow their reading skills

**Analyze Connections in a Text**  
Readers analyze how a text makes connections among and distinctions between individuals, ideas, or events.

**CONNECTIONS**  
when a text links different elements to show their similarities

**DISTINCTIONS**  
when a text highlights differences between elements

**TYPES OF CONNECTIONS**

| COMPARISONS   | ANALOGIES  | CATEGORIES  |
|---|--|---|
| How does the text show similarities between two or more elements? | Are the similarities used to explain relationships between elements? | Does the text group elements based on specific connections? |

**Analyze Connections in a Text**  
Fill in the graphic organizer to analyze connections among and distinctions between individuals, ideas, or events in a text.

| FROM THE TEXT | CONNECTIONS OR DISTINCTIONS | Why is this important? |
|---------------|-----------------------------|------------------------|
|               |                             |                        |

**Getting Around**  
Humans need to get around. In today's world, there are many options for how people transport themselves to all the places they want to go or have to be. It is necessary for each individual to own a car nowadays when the planet is already suffering from too many greenhouse gases in the air. Gases that cars contribute to? Are there cleaner ways to move people from place to place? People have choices when it comes to transportation, or they employ the services of ride-sharing companies such as Uber and Lyft. All of these options have their own pros and cons. People who prefer to drive have total control of where they go, when they go, and what routes they take to get there. Cars are also good for people who don't love socializing but enjoy some quiet adventures, entirely in charge of their destinations. With that freedom, however, comes responsibility. Cars are expensive to buy or lease. They also need regular maintenance, which can be very high. Fueling a car is another expense that falls on the owner, and gas prices can fluctuate significantly when it comes to energy use either locally or globally. Driving with a single rider are wasteful. Carpooling with a group of people can be a more efficient way to take a trip.

**Why You Should Cook at Home**  
"What do you want for dinner?" "I don't know. What do you want for dinner?" This is a conversation that happens between people quite often. The answer is usually "I don't know." The reason for this is that there are so many options for what to eat at meal time. The options are endless. You can go to a restaurant, a cafe, a fast-food place, or you can cook at home. Cooking at home has many advantages. It is often healthier, cheaper, and allows you to control the ingredients. It is also a great way to spend time with family and friends. Cooking at home can be a fun and creative activity. You can experiment with new recipes and ingredients. It is also a great way to save money. Restaurants and cafes can be expensive, especially if you are eating out frequently. Cooking at home allows you to control the quality of the ingredients. You can choose fresh, organic produce and lean proteins. This can lead to a healthier diet. Cooking at home is also a great way to spend time with family and friends. It is a great way to bond and create memories. It is also a great way to learn new skills and techniques. Cooking at home can be a fun and rewarding experience. It is a great way to take control of your diet and your health. It is also a great way to save money and spend time with the people you love.

**Analyze Connections in a Text**  
Let's Try! Read the passage "Burgers and Tacos?" below, then answer the questions on the graphic organizer.

Are you a burger person or a taco person? Both meals are popular around the world, and it can be hard to decide which one you like better. These two foods both represent comfort, flavor, and convenience. Admit it - you like one of them better, don't you? If you're like most people, you probably do. But what about the similarities and differences and the pros and cons of both? While both foods involve multiple ingredients, burgers and tacos are constructed differently. They have stacked ingredients and are served on a bun or a tortilla. Burgers and tacos both offer eaters a multitude of protein options, including chicken, fish, or even vegetarian options such as black beans. Burgers may be offered as a breakfast option with eggs and cheese, whereas tacos don't generally make an appearance until the afternoon. Burgers may be adorned with lettuce, tomato, onion, and cheese, while tacos can also have some of the same ingredients. Both foods are a great way to enjoy a variety of flavors and textures. A soft tortilla burrito is a great option for those who want a more substantial meal. A soft taco comes in many varieties, including beef, chicken, or fish. Both burgers and tacos are a great way to enjoy a variety of flavors and textures. They are also a great way to spend time with family and friends. Cooking at home can be a fun and rewarding experience. It is a great way to take control of your diet and your health. It is also a great way to save money and spend time with the people you love.

**Magi CORE**

# ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of fiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

**CERTIFIED LEXILE PARTNER**

## ABOUT LEXILE LEVELS


MagCore 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.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12<sup>th</sup> grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

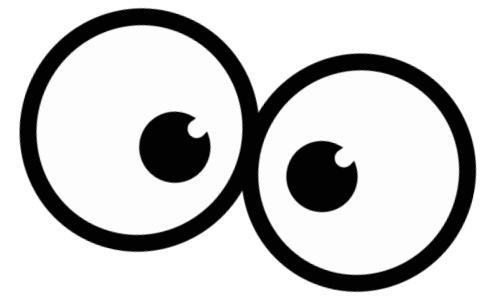
| Grade Band | Lexile® Bands Aligned to Common Core Expectations |
|------------|---|
| K-1        |   |
| 2-3        | N/A   |
| 4-5        | 420L-820L   |
| 6-8        | 740L-1010L  |
|            | 925L-135L   |

Keep in mind when using any leveled text that many students will need support to reach text at the high end of their grade band. The expectation that scaffolding will occur with appropriate. It is important to recognize that the standards' grade-by-grade text complexity expectations are built into the Standards' grade-by-grade text complexity expectations. The general movement, however, should be toward decreasing scaffolding independence both within and across the text complexity bands.





# TAKE A PEEK



## Analyze Connections in a Text

Readers analyze how a text makes connections among and distinctions between individuals, ideas, or events.



| TYPES OF CONNECTIONS  |  |   |
|---|--|---|
| <b>COMPARISONS</b>  | <b>ANALOGIES</b>   | <b>CATEGORIES</b>   |
| How does the text show similarities between two or more elements? | Are the similarities used to explain relationships between elements? | Does the text group elements based on specific connections? |

**To analyze connections among and distinctions between individuals, events, and ideas in a nonfiction text:**

- Carefully read the text and identify the key individuals, the important events, and the big ideas that are presented.
- Determine what connections and distinctions are being made in the text.
- Ask:
  - What types of connections are being made: comparisons, analogies, or categories? What distinctions are being made?
  - What is the purpose of the connections and/or distinctions?
  - How do the connections and/or distinctions enhance your understanding of the text?
- Summarize your thoughts about how the text makes connections among and distinctions between individuals, ideas, or events.

## Analyze Connections in a Text

Let's Try! Read the passage "Burgers or Tacos?" below, then answer the questions on the graphic organizer.

Are you a burger person or a taco person? Both meals are favorites among so many people, and it can be hard to decide which camp you stand in. These two foods both represent comfort, flavor, and convenience, but admit it – you like one of them better, don't you? If you're not sure, explore the similarities and differences and the pros and cons of burgers and tacos.

While both foods involve multiple ingredients, burgers take a skyscraper approach to their construction. They have stacked ingredients, creating layers of yumminess between their two buns. Tacos, on the other hand, are pockets for holding a variety of delicious fillings packed inside.

Burgers and tacos both offer eaters a multitude of protein choices with beef, chicken, fish, or even vegetarian options such as black bean variations. Tacos, however, can also be offered as a breakfast option with eggs and sausage, whereas burgers don't generally make an appearance at the first meal of the day. Toppings and condiments are also part of both burgers and tacos. Burgers may be adorned with lettuce, tomato, onions, cheese, bacon, and a plethora of sauces such as ketchup, mustard, mayonnaise, and BBQ sauces. Tacos can also have some of the same embellishments. Their sauces often have a spicier kick to them though. Salsa, guacamole, and sour cream are also frequently involved when it comes to enjoying tacos.

Another factor to these ingredients is the health of them. Tacos tend to be a bit healthier than burgers because their sauces don't include mayonnaise and there are no high-carb buns. Their sauces are typically made of fresher ingredients. A soft tortilla has less trans fat than a hamburger bun too. Burgers nowadays also appear to be more super-sized than ever, whereas the taco comes in a bit more portion-controlled size. Normally people don't heap on an order of greasy, salty French fries with tacos either as they do with burgers.

Hungry yet?

Both burgers and tacos are casual and portable eating experiences that can be found in drive-throughs, restaurants, and food trucks. Tacos tend to be a little messier to eat. Fillings and sauces can drip out of the tortilla, but if you don't have a good stack going on your burger, the same might be true. Having napkins handy in both cases is advised.

Whether you choose to be a burger fan or a taco fan, your tastebuds will be happy with all the ways both can be personalized, and your belly will be full.

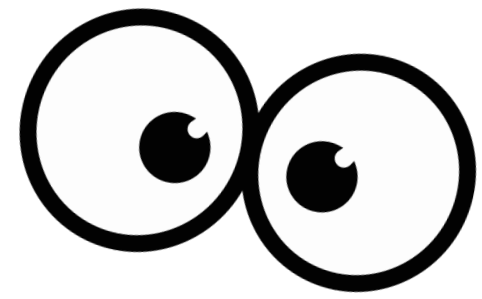
## Analyze Connections in a Text

Fill in the graphic organizer to analyze connections among and distinctions between individuals, ideas, or events in a text.

| FROM THE TEXT | CONNECTIONS OR DISTINCTIONS | ANALYSIS<br><i>Why is this important?</i> |
|---------------|-----------------------------|---|
|               |                             |   |



# AND ANOTHER PEEK



1020L

## Analyze Connections in a Text

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

### Ancient Mediterranean Civilizations



The Parthenon in Greece

Ancient Greece and Ancient Rome are two of the most recognized civilizations of the past. The Greeks preceded the Romans and influenced much of the Roman culture. There are similarities and differences in the geography, society, government, economy, military, art, and religion of these civilizations.

Greece and Rome are both located in the Mediterranean, but their landscapes are different. The Greek city-states were coastal and separated by the hills of the countryside, making it challenging to maintain control of lands as a whole. Rome, however, was inland at the center of the Italian peninsula. Romans built roads connecting their lands, making it easy to unify their empire.

Both Greek and Roman societies consisted of several classes of people. These included freedmen, enslaved people, foreigners, and women. Women were considered property, belonging to their fathers and then husbands, in both civilizations. As the Roman Empire grew, however, women gained some freedoms including the right to own land, run businesses, and inherit wealth.

In terms of government, kings originally ruled both Ancient Greece and Ancient Rome. Greece morphed into an oligarchy, or ruled by a few, and then to a democracy where citizens voted. City-states formed, but they often came into conflict and weakened Greece overall. This divided Greece, so it became vulnerable later to outside attack. Rome got rid of its monarchy for a time as well. It shifted to a republic form of government that included parts of a democracy, oligarchy, and a monarchy. Then Rome became an empire, ruled by emperors until it split apart.

## Analyze Connections in a Text

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

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

1. Who are the important individuals discussed in this text? Choose all that apply.

- a. Ancient Romans
- b. historians
- c. Ancient Greeks
- d. archaeologists



2. Which of the following are events discussed in the passage? Choose all that apply.

- a. Women gained some freedoms in Ancient Rome.
- b. Rome became an empire.
- c. Greeks attacked the Romans.
- d. Greeks engaged in trading.



3. What distinction does the text make between Ancient Greek and Ancient Roman landscapes? According to the text, what effect does this distinction have on the two civilizations?



## Analyze Connections in a Text

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

4. This question has two parts. First, answer *Part A*. Then, answer *Part B*.

Part A: What analogy is made in the text to describe the Greeks' military strategy?

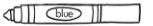
- a. The Greeks were like separate tactical teams.
- b. The Greeks were like sculptures.
- c. The Greeks were like bricks.
- d. The Greeks were like paintings.



Part B: How does the analogy in Part A get further developed in the text?

- a. The author states the bricks form a wall to defend and attack.
- b. The author states the teams could spread out and be more versatile.
- c. The author states the soldiers represent different colors in the painting.
- d. The author states the sculptures acted as decoys to trick enemies.

5. What categories does the author use to compare and contrast Ancient Greek and Roman civilizations? Why are these categories good choices?

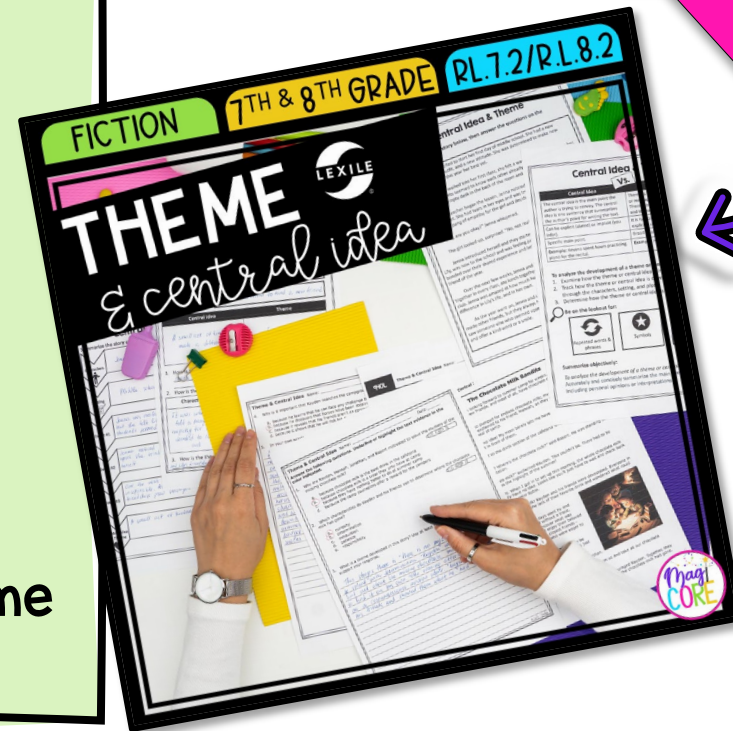




# UPGRADE THEIR SKILLS!

The THEME AND CENTRAL IDEA Unit  
Contains:

- 12 Printable Lexile Leveled Reading Comprehension Passages
- Anchor Charts
- Rigorous comprehension questions for each passage
- Assessment Passages and Question
- Prepares students to determine a theme or central idea of a text



Love this unit but want to focus on Literary Skills? Try the **THEME & CENTRAL IDEA** unit!

