

NONFICTION

7TH & 8TH GRADE

RI. 7.5/8.5

Analyze Text Structure
Name: _____ Date: _____

4. This question has two parts. First, answer Part A. Then, answer Part B on the second page show readers?

Which text structure did the author use to present the information in the passage?
 compare and contrast
 cause and effect
 description

Part A: What does the text feature in the passage do?
 compare and contrast
 cause and effect
 description

Part B: What other piece of information does the text feature in Part A give the reader?
 a. where parts of the immune system are located in the body
 b. how the immune system works with the immune system

970L Analyze Text Structure
Name: _____ Date: _____

Give Me Immunity

Our bodies are made of several systems that perform specific functions that keep us alive. One of those systems is the **immune system**. This system provides defense against infections in the body. It attacks germs, such as microscopic bacteria, viruses, and fungi that can cause disease. There are three types of immunity: innate, adaptive, and passive.

Organs of the Immune System

Labels: TONSILS AND ADENOIDS, THYMUS, LYMPH NODES, APPENDIX, BONE MARROW, LYMPHATIC VESSELS, SPLEEN.

Some people are born with this type of immunity. The skin acts as a barrier to block germs from entering the body. An antibody is an important part of the immune system. It helps to develop this type of immunity. We borrow this type of immunity from our lives as we grow up. We get vaccines or get vaccinated to help our bodies fight off germs.

1. What text structure is used to present information on the immune system?
 a. compare and contrast
 b. chronological order
 c. **description**
 d. problem and solution

2. Which text features are included to enhance the passage? Choose all that apply.
 cause and effect
 description
 labeled diagram
 necessary

1120L Analyze Text Structure
Name: _____ Date: _____

Pearl Harbor

Japan launched a surprise attack on Pearl Harbor, on the island of Oahu in Hawaii on December 7, 1941. This event sparked a series of moves that led to the United States using atomic bombs in order to end World War II.

The Pearl Harbor attack had roots in the ambitions of Japan long before World War II began. In the late 1800s, Japan wanted to be like Western countries. Those countries had colonies in Asia and the Pacific for the purposes of securing natural resources and markets for their goods. This created competition between Japan and countries such as the United States over their interests in Asian resources. Tension continued to build as Japan acquired new territory in China and got involved with the Axis Powers of Germany and Italy in World War II. Japan sent an expedition to Indochina. In July of 1940, the United States imposed an embargo on the export of iron, steel, and aviation fuel to Japan.

The USS Shaw exploding during the Japanese attack on Pearl Harbor, 1941

Analyze Text Structure
Name: _____ Date: _____

4. This question has two parts. First, answer Part A. Then, answer Part B on the second page show readers?

Which text structure did the author use to present the information in the passage?
 compare and contrast
 cause and effect
 description

Part A: What does the text feature in the passage do?
 compare and contrast
 cause and effect
 description

Part B: What other piece of information does the text feature in Part A give the reader?
 a. where parts of the immune system are located in the body
 b. how the immune system works with the immune system

Some people are born with this type of immunity. The skin acts as a barrier to block germs from entering the body. An antibody is an important part of the immune system. It helps to develop this type of immunity. We borrow this type of immunity from our lives as we grow up. We get vaccines or get vaccinated to help our bodies fight off germs.

Some people are born with this type of immunity. The skin acts as a barrier to block germs from entering the body. An antibody is an important part of the immune system. It helps to develop this type of immunity. We borrow this type of immunity from our lives as we grow up. We get vaccines or get vaccinated to help our bodies fight off germs.



ANALYZE TEXT STRUCTURE



WHAT'S INSIDE?

ANALYZE TEXT STRUCTURE

7th & 8th grade

Table of Contents

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

1. Analyze Text Structure Anchor Chart
2. Analyze Text Structure Practice Work
3. Into the Madhouse: Nellie Bly (970L)
4. Bird-Friendly Buildings (1080L)
5. Filtering Beauty (1090L)
6. When Lakes Explode (1090L)
7. Here, Kitty Kitty (1090L)
8. The Mystery of Stonehenge (1130L)
9. Who is That Big, Black Bird? (1130L)
10. Tick-Tock, You're Late! (1150L)
11. The Louisiana Purchase (1170L)
12. Witch Hunt (1170L)
13. Test
 - Give Me Immunity (970L)
 - Pearl Harbor (1120L)



PRINTABLE PDFs covering the 7th and 8th 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.

The collage features four distinct nonfiction passages, each with a unique layout and visual cues:

- 1080L Analyze Text Structure: Who is That Big, Black Bird?** This passage is titled "Who is That Big, Black Bird?" and discusses the characteristics of crows and ravens. It includes a small illustration of a crow and a purple binder clip.
- 1090L Analyze Text Structure: Filtering Beauty** This passage is titled "Filtering Beauty" and discusses the use of beauty filters on social media. It includes a photograph of a woman looking at her phone.
- 1080L Analyze Text Structure: Bird-Friendly Buildings** This passage is titled "Bird-Friendly Buildings" and discusses the threat of birds hitting buildings. It includes a photograph of McCormick Place Lakeside Center in Chicago and a table titled "Top Threats to Birds in the U.S., 2017".

Threat	Estimated Deaths
Cats	2,400,000,000
Collision - Building Glass	599,000,000
Collision - Vehicles	214,500,000
Poison	72,000,000
Collision - Electrical Lines	25,500,000
Collision - Communication Towers	6,600,000
Electrocutions	5,600,000
Oil Pits	750,000
Wind Turbines	234,000
- 970L Analyze Text Structure: Into the Madhouse** This passage is titled "Into the Madhouse" and discusses the life of Nellie Bly. It includes a photograph of a woman and a yellow highlighter.

QUESTIONS

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

1090L Analyze Text Structure
Name: _____ Date: _____

filtered appearance. They post altered selfies and constantly check for comments. They compare themselves to others online. This leads to avoiding the truth about their images and take. Disconnection and loneliness can result when they retreat in order to preserve their shallow validation from strangers to S.

a superficial culture that pressures people to es image over authenticity. It causes a breakdown in e connections when viewers aren't sure what is real ated to dupe them. This affects personal and It may even hinder physical health as people don't because, according to their digital presence, they look

Filtering Beauty

Who doesn't want to appear more beautiful online? According to Snapchat, almost no one on social media. The company found that over 90 percent of young people in the United States, France, and the UK use filter products on their social media apps. Meta also reported that over 600 million people have used filters on Facebook or Instagram. A City University of London study explored the use of beauty filters on social media in a sample of 175 participants with an average age of 20. The most common filters used were ones to even out or brighten skin tone, whiten teeth, bronze lips, and reduce body size. Participants also stated they'd used filters to reshape jaws and increase the size of their eyes. When asked what percent of the participants reported feeling pr

Analyze Text Structure
Name: _____ Date: _____

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

Part A: What is the purpose of the text feature on the second page of the passage?

groups related to beauty filter use to reduce the harmful effects of using beauty filters. positive ways to use beauty filters history of beauty filters

text feature in Part A do for the tone of the passage?

time of the doom and gloom of using beauty filters. tional panic about the use of beauty filters. ere is no hope of managing the use of beauty filters. tive outlook for the continued use of beauty filters.

paragraph reveal about the author's intent in writing? en text structure support this intent?

graph reveals that the author's intent in writing is to emphasize the negative consequences of using beauty filters and to advocate for a shift to authenticity, genuine connections, and self-

Analyze Text Structure
Name: _____ Date: _____

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

1. Which text structure did the author choose to present the information in this passage?
a. compare and contrast
b. description
c. cause and effect
d. chronological order
2. What text feature is included on the second page of the passage?
a. graph of online beauty filter use
b. timeline of the development of beauty filters
c. sidebar with additional information
d. glossary of technical vocabulary
3. What main idea does the first paragraph establish for the reader? How does this main idea affect the reading of the rest of the passage?
The main idea of the first paragraph is that a lot of young people use filters on social media to enhance their appearance. The main idea sets the stage for the rest of the passage by showing that many people are using these filters and hints at the potential impact of this widespread use on individuals.

Magi CORE

ANCHOR CHART

- Anchor chart breaking down how to analyze text structure
- Practice passage and warmup activity sheet
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference

Analyze Text Structure
Let's Try! Read the passage "Books or Movies?" below, then answer the questions on the graphic organizer.

Humans love stories. It gives them a while. They can take on the role of characters very different from their own. Most people like to escape reality for a little while through books and movies. These two sources of entertainment have heated debate for ages.

Which is better: reading the book or watching the movie? Hollywood loves to take a book and turn it into a movie. Consumers have the option to partake in both. Both the book and movie allow readers and viewers to experience the story regardless of how true to the original. Movies can also be a social activity. People can go to the movie together and then discuss the movie and the characters. Movies and books both immerse the viewer in the story's world.

When it comes to the degree of immersion required to enjoy books and movies, clear differences arise. Books offer the opportunity to create vivid mental images of characters, settings, and actions. They have the author's words in your mind. Then it's a personal journey. A movie, on the other hand, shows individual imaginations of the movie makers. They've chosen the settings and shown exact details. Viewers don't have to envision all of these details when watching a movie.

For those who want a backstory and motivation for a book's characters, movies are shorter.

Analyze Text Structure
Readers analyze the structure an author uses to organize a text, including how the major sections and specific parts contribute to the whole text and to the development of the ideas.

WHAT ARE TEXT STRUCTURES? Text structures are ways texts are organized.	WHAT ARE TEXT FEATURES? Text features are parts of the text that are not the main body of the passage.
DESCRIPTION: describes the characteristics of something <i>Clue words:</i> for example, such as, adjectives	LOCATING INFO titles headings glossaries indexes bibliographies
CAUSE AND EFFECT: shows the relationship between events or actions and their results <i>Clue words:</i> because, as a result, therefore, so, consequently	GETTING ADDITIONAL INFO captions labels sidebars bullet points
COMPARE AND CONTRAST: highlights similarities and differences between subjects <i>Clue words:</i> similar, different, in contrast, on the other hand, like, unlike	LOOKING AT VISUAL INFO photographs illustrations diagrams maps timelines graphs tables

TEXT STRUCTURES + TEXT FEATURES + MAJOR SECTIONS + SPECIFIC PARTS = WHOLE TEXT

To analyze the structure used to organize a nonfiction text:

1. Carefully read the text and identify what text structure the author has used. Look for clue words that indicate the text structure.
2. Determine how major sections and specific parts (paragraphs, sentences) build meaning for the entire text and the ideas presented.
3. Note how the text features add to the text's development of ideas.
4. Ask:
 - What nonfiction text structures and features are used in the text?
 - How do the parts of the text contribute to the whole text?
 - How does understanding the text structure help you comprehend the text?
5. Summarize your thoughts about how the text structure organizes the text and develops ideas.

Handwritten notes on the right side of the chart:

Analyze Text Structure
to analyze the structure an author uses to

Books or Movies

What is the main idea of the text?
The main idea of the text is to discuss the differences between reading books and watching movies in terms of storytelling.

How does it contribute to the whole text?
The text is organized in a compare-and-contrast manner. It begins with introducing the topic of books and movies as sources of storytelling, and then explores the similarities and differences between them.

How does it contribute to the whole text?
The text is the "list of some popular books-to-movies," which provides a list of well-known books that have been adapted into movies.

How does it contribute to the whole text?
The text in the text is the part that provides the free of imagination required to watch movies.

How does it contribute to the whole text?
The text is the mention of the "commitment and allow the pace, while movies are shorter

ASSESSMENTS

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

The collage features several educational documents:

- Give Me Immunity (Lexile 470L):** A worksheet with a diagram of the human immune system. The diagram labels organs: TONSILS AND ADENOIDS, THYROID, LYMPH NODES, LYMPHATIC VESSELS, APPENDIX, and BONE MARROW. The text discusses the immune system's role in defense against germs and lists types of immunity: Innate (skin barrier), Adaptive (antibodies), and Passive (antibodies from others).
- Pearl Harbor (Lexile 1120L):** A reading passage titled "Pearl Harbor" with an image of the USS Shaw exploding. The text describes the surprise attack on December 7, 1941, and the subsequent U.S. entry into World War II.
- Analyze Text Structure Worksheets:** Multiple worksheets with questions about text structure (e.g., "What text structure is used to present information on the immune system?") and text features (e.g., "Which text features are included to enhance the passage?"). Some sections are color-coded (green for description, blue for compare and contrast).
- Handwritten Notes:** Blue ink notes on a worksheet discuss the overall message of the Pearl Harbor passage, mentioning the devastation and the U.S. entry into the war.

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

The collage features several worksheets for 'Analyze Text Structure' with various titles and Lexile measures:

- 1130L** *Who is That Big, Black Bird?*
- 1150L** *Tick-Tock, You're Late!*
- 1090L** *Filtering Beauty*
- 1080L** *Bird-Friendly Buildings*
- 970L** *Give Me Immunity*

A central graphic organizer titled 'Analyze Text Structure' includes a table for organizing text:

TITLE OF THE TEXT	Books or Movies
CENTRAL IDEA	The main idea of the text is to discuss the debate between reading books and watching movies as forms of storytelling.
TEXT STRUCTURE	The text is organized in a compare and contrast structure. It begins with introductory paragraphs and then goes on to explore the similarities and differences between them.
TEXT FEATURE	One text feature is the use of compare and contrast. Another is the use of specific examples of books and movies.
MAJOR SECTION	One major section in the text is the discussion of the degree of imagination in books and movies.
SPECIFIC PART	One specific part of the text is the discussion of the degree of imagination in books and movies.

Below the table is a formula: **TEXT STRUCTURES + TEXT FEATURES + MAJOR SECTIONS + SPECIFIC PARTS = WHOLE TEXT**

Other elements in the collage include a yellow school bus, a glowing lightbulb, a red alarm clock, and a stack of colorful books. A purple arrow points from the text on the left towards the graphic organizer.

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.

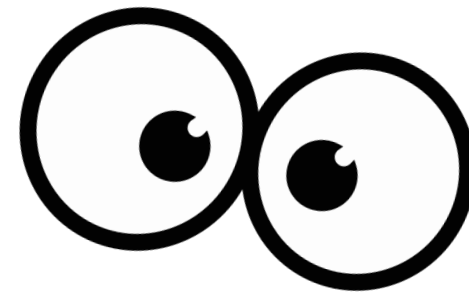
Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	
2-3	N/A
4-5	420L-820L
6-8	740L-1010L
	925L-185L

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 Text Structure

Readers analyze the structure an author uses to organize a text, including how the major sections and specific parts contribute to the whole text and to the development of the ideas.

WHAT ARE TEXT STRUCTURES?

Text structures are ways texts are organized.

DESCRIPTION: describes the characteristics of something
Clue words: for example, such as, adjectives

CAUSE AND EFFECT: shows the relationship between events or actions and their results
Clue words: because, as a result, therefore, so, consequently

COMPARE AND CONTRAST: highlights similarities and differences between subjects
Clue words: similar, different, in contrast, on the other hand, like, unlike

CHRONOLOGICAL ORDER: presents information in the order it occurred
Clue words: first, next, then, finally, before, after, dates

PROBLEM AND SOLUTION: discusses a problem and how it was/can be solved
Clue words: because, led to, problem, solution, solve

WHAT ARE TEXT FEATURES?

Text features are parts of the text that are not the main body of the passage.

LOCATING INFO

titles indexes
headings bibliographies
glossaries resources

GETTING ADDITIONAL INFO

captions sidebars
labels bullet points

LOOKING AT VISUAL INFO

photographs timelines
illustrations graphs
diagrams tables
maps special text



To analyze the structure used to organize a nonfiction text:

- Carefully read the text and identify what text structure the author has used. Look for clue words that indicate the text structure.
- Determine how major sections and specific parts (paragraphs, sentences) build meaning for the entire text and the ideas presented.
- Note how the text features add to the text's development of ideas.
- Ask:
 - What nonfiction text structures and features are used in the text?
 - How do the parts of the text contribute to the whole text?
 - How does understanding the text structure help you comprehend the text?
- Summarize your thoughts about how the text structure organizes the text and develops ideas.

© 2014 Baker

Analyze Text Structure

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

Humans love stories. It gives them a chance to escape reality for a little while. They can take on the role of characters who often lead lives that are very different from their own. Most people consume stories in the form of books and movies. These two sources of storytelling have been the topic of a heated debate for ages.

Which is better: reading the book or watching the movie?

Hollywood loves to take a book and turn it into a movie so story consumers have the option to partake in one or both forms. Ideally, books and their movie versions share many similarities. The characters, basic plot, main conflict, major events, and eventual resolution are typically the same in both versions. When they are not, readers and viewers tend to get cranky.

Both the book and movie allow people to enjoy a complete story, regardless of how true to the original text the movie is. Enjoying books and movies can also be a social activity. Friends might read the same book or see the movie together and then discuss it. Both authors of books and directors of movies paint pictures for the readers and viewers so they can feel totally immersed in the story's world.

When it comes to the degree of imagination required to enjoy books and movies, however, clear differences arise. Books give readers the opportunity to create vivid mental images of characters, settings, and action on their own. They have the author's words to guide them, but then it's a personal journey into how things look. A movie, on the other hand, takes much of that individual imagining out of the equation because the movie makers have made all the decisions about the characters' appearances in the actors they've chosen. They've also presented the settings and shown exactly how the action unfolds. Viewers don't have the chance to envision all of these elements for themselves when watching a movie.



Books offer readers the chance to use their imaginations.

For those of us who love to get a deep dive into a character's backstory and have a window into their innermost thoughts, feelings, and motivations, a book will be the right choice. Authors have pages and pages

Analyze Text Structure

Fill in the graphic organizer to analyze the structure an author uses to organize a text.

TITLE OF THE TEXT

CENTRAL IDEA

What is the main idea of the text?

TEXT STRUCTURE

How is the text organized? How does it contribute to the whole text?

TEXT FEATURE

What is one text feature? How does it contribute to the whole text?

MAJOR SECTION

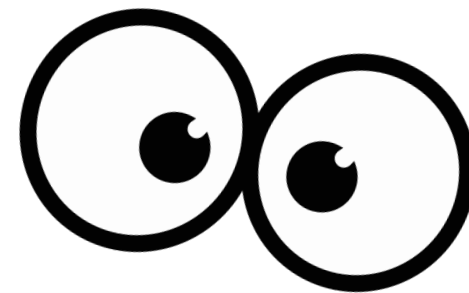
What is one major section? How does it contribute to the whole text?

SPECIFIC PART

What is one specific part? How does it contribute to the whole text?



AND ANOTHER PEEK



1090L

Analyze Text Structure

Name: _____ Date: _____

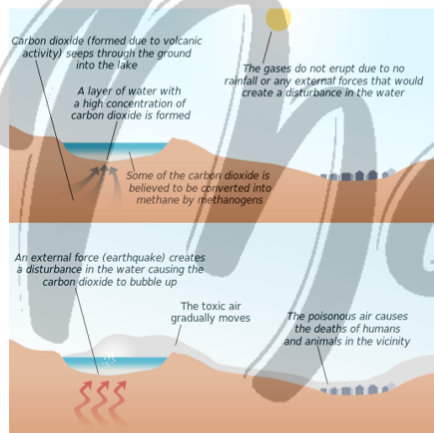
When Lakes Explode

Have you ever opened a can of soda only to have its contents erupt out of the can and fly all over the place? It can surprise you when this happens. It's also potentially a big mess to clean up, but it's not deadly. Not like when a similar phenomenon happens in a lake and creates toxic air capable of suffocating humans and animals.

Limnic eruptions, also known as lake overturns, are a rare natural disaster with catastrophic consequences. Fortunately, they don't happen in all lakes. They only occur in lakes that have an excess of dissolved gases, primarily carbon dioxide. The carbon dioxide is typically from decomposed plant or animal matter on the lake's floor. The lake also has to have a cool lake bottom and different carbon dioxide saturation in its upper and lower thermal layers. Lakes susceptible to limnic eruptions are near volcanoes. All of these conditions create a stable lake . . . until something happens to shake things up.

The main cause of limnic eruptions is volcanic activity. This churns up magma in underground chambers and emits gases like carbon dioxide and sulfur dioxide. These gases percolate into the groundwater and eventually reach the lake. When the concentration of dissolved carbon dioxide in the lower layers of the lake reaches a critical point, a triggering event such as an earthquake, a volcanic tremor, or a rapid temperature change causes the carbon dioxide to violently erupt from deep lake waters.

The effects of limnic eruptions are fatal. The erupting gas, made up of mostly carbon dioxide, storms to the surface of the lake. It displaces the oxygen-rich surface water. A colorless and odorless gas cloud rises, hugs the ground, and spreads out in all directions. Formerly breathable air becomes full of carbon dioxide. This causes humans and animals to asphyxiate, or not get enough oxygen into their bodies, as they



A limnic eruption is a rare natural disaster.

Analyze Text Structure

Name: _____ Date: _____

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

1. What text structure is used to present information about limnic eruptions?

- a. cause and effect
- b. description
- c. problem and solution
- d. chronological order



2. What text features are included in this passage? Choose all that apply.

- a. map of where limnic eruptions occur
- b. graph of casualties from limnic eruptions
- c. sidebar with bullets of additional information
- d. labeled diagram of how limnic eruptions occur



3. How does the text feature on the first page of the passage assist readers in their comprehension of limnic eruptions? How does it complement the text structure?



Analyze Text Structure

Name: _____ Date: _____

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

Part A: Which sentence is the most significant in paragraph 4?



- a. The effects of limnic eruptions are fatal.
- b. The erupting gas, made up of mostly carbon dioxide, storms to the surface of the lake.
- c. It displaces the oxygen-rich surface water.
- d. Formerly breathable air becomes full of carbon dioxide.

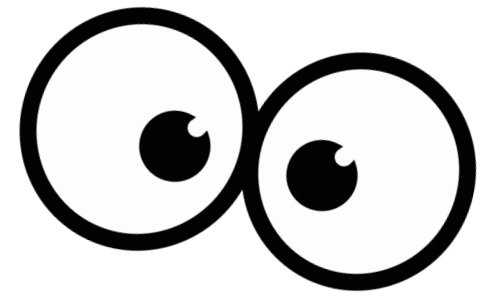
Part B: Why is the answer to Part A the most significant sentence?

- a. because it includes a shocking fact
- b. because it presents a solution to limnic eruptions
- c. because it states the main idea of the paragraph
- d. because it describes the text feature on the page

5. Discuss the purpose of the first and last paragraphs of the passage. What do they do for the reader?



CHECK THIS OUT TOO!



1130L

Analyze Text Structure

Name: _____ Date: _____

Who is That Big, Black Bird?

Black wings stretch out, riding currents of air across the blue sky, but is that big, black bird a crow or a raven? How can you tell? Crows and ravens are two bird species that belong to the same family, Corvidae, so they share many of the same features. Their differences, however, allow bird watchers to identify just who is flying overhead or nosing around on the ground.

Both crows and ravens have all-black feathers, stout bodies, strong beaks, and sharp talons that allow them to grip food and perch on a medley of surfaces. These birds are known for their intelligence and are capable of using tools, solving complex problems, and being self-aware. Both species are opportunistic eaters, feasting on a wide range of food items. They are omnivores that will eat insects, small mammals, fruits, seeds, carrion, and that French fry you dropped in the parking lot on your way out of your favorite fast-food restaurant. Crows and ravens also have many vocalizations they use for communication and social interaction.



The difference between these two birds is how you can tell them apart. Ravens are much larger than crows with lengths of around 24-27 inches from head to tail and wingspans that can reach up to 4 feet. They are about the size of red-tailed hawks and weigh about 40 ounces. Crows, on the other hand, are about 17 inches long with a wingspan of up to 2.5 feet. Their size is more comparable to pigeons, and they weigh only about half as much as ravens.

Crows have feathers with iridescent purple and blue as do ravens, but ravens' plumage has an oily or wet sheen to it that crows' feathers do not. The most distinctive feather difference is in the tails of these two birds. Ravens have wedge-shaped tails with longer feathers in the center, giving the area a

Analyze Text Structure

Name: _____ Date: _____

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

- Which text structure did the author select to present information in this passage?
a. cause and effect
b. compare and contrast
c. problem and solution
d. description
- What text feature is included on the first page of this passage?
a. map of crow and raven habitats
b. glossary of bird-related vocabulary
c. graph comparing the number of ravens and crows
d. diagram with labels of crow and raven features
- What headings could be included in this passage to assist readers when reading the content? How would these headings be helpful?

Analyze Text Structure

Name: _____ Date: _____

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

Part A: What does the first text feature help readers understand?

- the similarities between crow and raven tail and wing feathers
- the differences between crow and raven tail and wing feathers
- the functions of crow and raven tail and wing feathers
- the way crows and ravens use their tail and wing feathers

Part B: What does the second text feature require readers to do?

- review the material presented to properly identify the pictured bird
- compare the pictured bird to other birds found on Earth
- blindly guess which bird is pictured
- develop ways to save crows and ravens from extinction

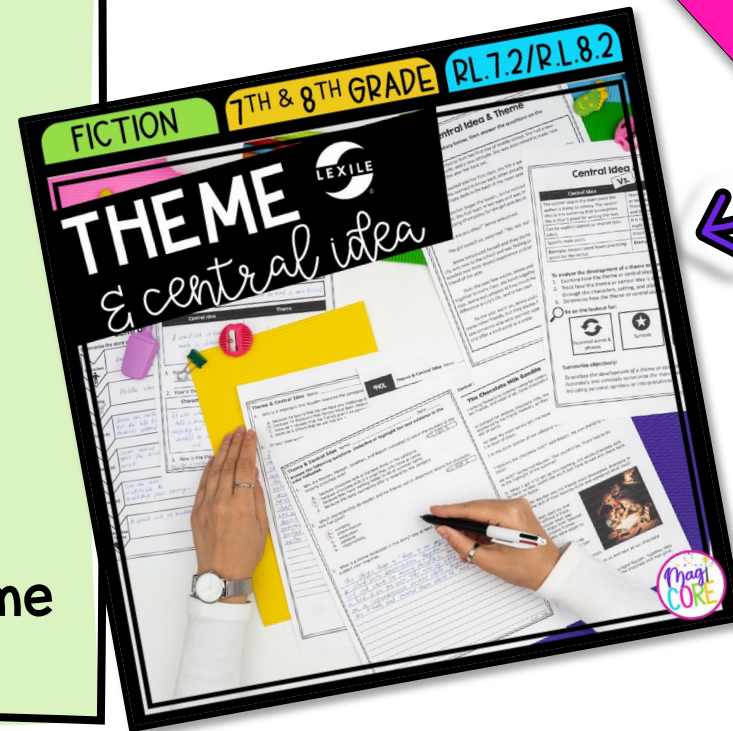
5. What is the author's purpose in writing this passage? How does the chosen text structure support that purpose?



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!

