

# TEXT STRUCTURE



740L

Text Structure

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

## A Day in My Life: India

My name is Diti, which is the name of the Earth goddess in my Hindu religion. I am eleven years old and I live in Dharavi, which is a busy and crowded slum outside of Mumbai. I live with my mother, my brother Abhi who is three, my aunt Hena, her two children, and my uncle Isha, who is like a father to me. We are poor and our home is a one-roomed, tin roof shack.

Every morning, I wake up at 4:30 a.m. to find water for my family. As I head out on the journey, I cover my face to avoid the strong sour smell from so many people living in unsanitary tight quarters. I walk a mile until I find a man who has made holes in a water pipe. He fills my bucket of water for five rupees, or ten cents, which is a lot to my family. Clean water is very hard to come by in the slums, so many women and girls spend their entire days searching for it. Maybe one day I will be like the rich woman in the high-rise and be able to turn water on from a faucet whenever I please.

By the time I return home, it is time for me to go to school. I arrive just in time to bid farewell to my uncle Isha, who works from 8:00 a.m. until 10:30 p.m. in the slums. I am in primary school. I know that my education is important and will be my ticket to a better future; however, most girls do not attend secondary schools in the slums. Tuition, uniforms, and books are expensive, and my parents will probably need me to work a full-time job to help. Many girls marry by the age of 15, but despite this, I am still happy to be in school each day. It is a change from the grueling work my family does. I am the first person in my family to have attended any school.



3. Why is school important to Diti?

- Education is important.
- Diti has time to play.
- Diti hopes to become a doctor.
- School is a fun place.

4. Summarize what Diti's day is like.

Diti leaves home at 4:30 a.m. to get water. She walks a mile to find a man who fills her bucket of water for five rupees. She then goes to school. She is the first person in her family to attend school.



# TEXT STRUCTURE

4<sup>th</sup> grade

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\*This product includes 14 Lexile<sup>®</sup> leveled stories in the 4<sup>th</sup>-5<sup>th</sup> Grade Common Core Text Complexity Band (the range for 4<sup>th</sup>-5<sup>th</sup> grade is 740L-1010L).

1. Text structure anchor chart journal page (Includes Chronology, Compare & Contrast, Cause & Effect, Problem & Solution)
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# ABOUT LEXILE LEVELS



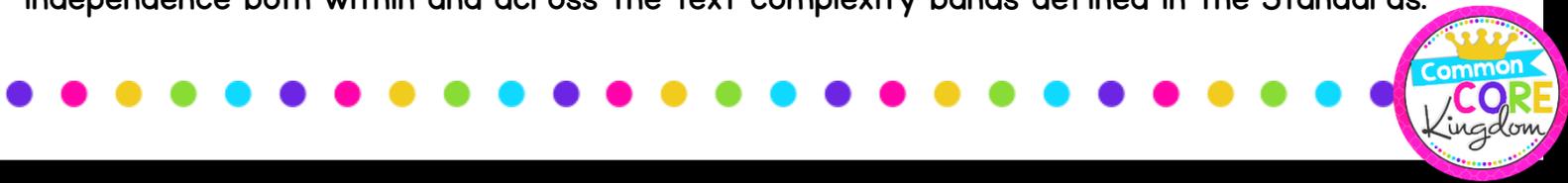
Common Core Kingdom, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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	190L-530L
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 Common Core 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
<b>Chronology</b> 	Is the text telling me the sequence or order of events?	<ul style="list-style-type: none"> <li>Dates</li> <li>Key Words: first, next, finally</li> </ul>	In the early 1900s, the peanut butter and jelly sandwich became popular. In the 1920s, this sandwich became popular with children.
<b>Compare and Contrast</b> 	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.
<b>Cause and Effect</b> 	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.
<b>Problem and Solution</b> 	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 ground on bones and peanuts instead. In 1903, Peter G. Brumfield invented a way to make peanut butter, making making the product easier.

Text Structure

5. Paragraphs 1-2 tell about nonflowering plants. What is the main idea?

Nonflowering Plants

Nonflowering plants will never grow flowers in their life cycle. They do not have pollen. Since nonflowering plants do not have pollen, they cannot be pollinated. Instead, they rely on a process called dispersion. Dispersion is when seeds are scattered in other areas.

Some nonflowering plants produce seeds, but most produce spores instead of a seed. In fact, it is only a one-celled organism. Spores are often found on the plant's leaves or inside the plant. When the spores dry, they get carried away by the wind. When they land in a place where there is water, they will grow. Some examples of nonflowering plants are ferns and mosses.

While flowering and nonflowering plants differ in their life cycles, both types of plants are important to the world. They provide us with flowers, fruits, vegetables, and nuts. Nonflowering plants are also important. For example, fish eat algae. In addition, many plants are green due to the chlorophyll in them. These plants can make their own food.

Next time you are in nature, take a look at the characteristics of flowering and nonflowering plants.

are nonflowering plants.



820L

Text Structure

# Flowering and Nonflowering Plants

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

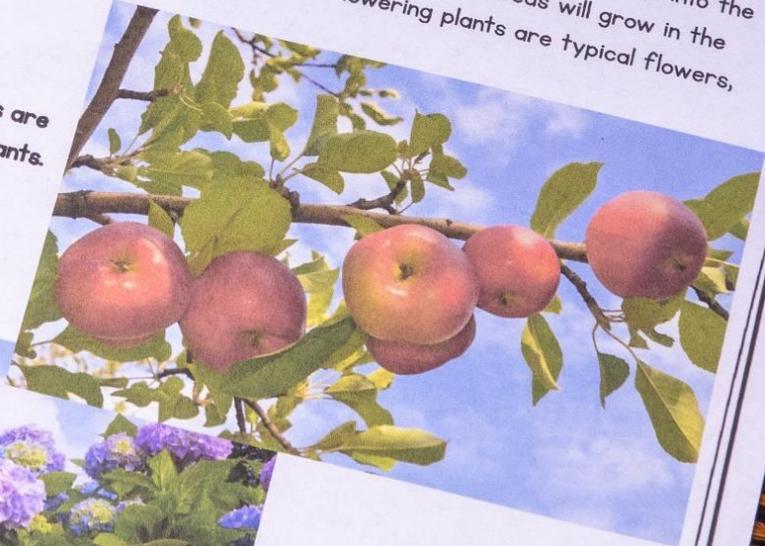
Date: \_\_\_\_\_

## Flowering Plants

Flowering plants rely on pollination for reproduction. At some point in its life cycle, a flowering plant will grow a flower. These types of plants all produce seeds. Seeds are created when pollen connects with a part of the plant called the ovules.

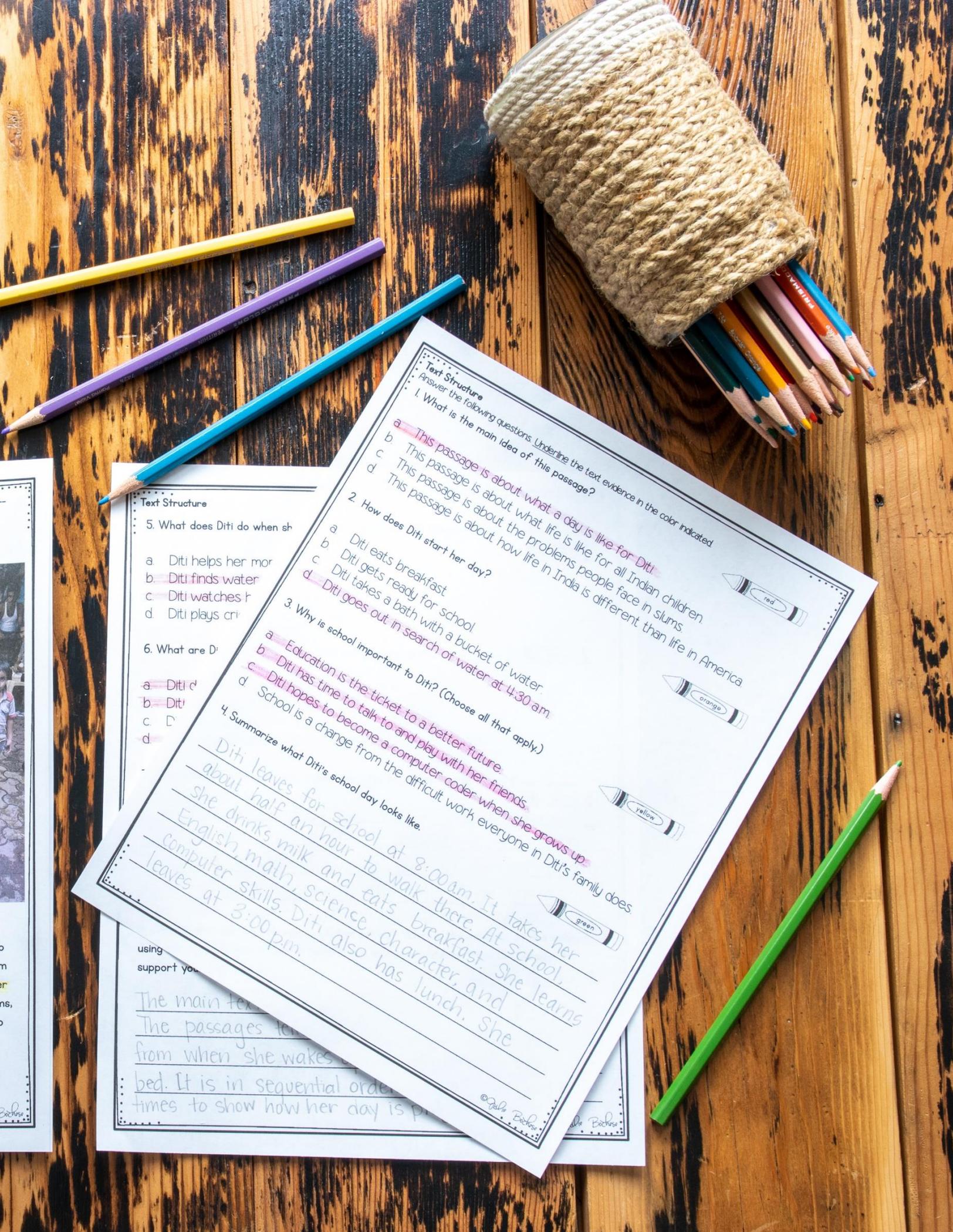
In most cases, pollen is carried from one plant to another by wind or insects. For example, bees are known for being excellent pollinators. When a bee drinks plant nectar, pollen will stick to its legs and get transported from plant to plant. After the pollen connects with the ovules, a seed will form. When the plant dies, the seeds will fall into the dirt. Wind will sometimes carry the seeds away. Other times, the seeds will grow in the same place as the previous plant. Some examples of flowering plants are typical flowers, apple trees, and banana trees.

Apple trees are flowering plants.



Hydrangeas are also flowering plants.





Text Structure

5. What does Diti do when she wakes up?
- a. Diti helps her mother
  - b. Diti finds water
  - c. Diti watches television
  - d. Diti plays computer games

6. What are Diti's hobbies?

- a. Diti reads
- b. Diti plays computer games
- c. Diti watches television
- d. Diti helps her mother

Text Structure

- Answer the following questions. Underline the text evidence in the color indicated.
1. What is the main idea of this passage?
- a. This passage is about what a day is like for all Indian children.
  - b. This passage is about what life is like for the problems people face in slums.
  - c. This passage is about how life in India is different than life in America.
  - d. This passage is about how life in India is different than life in America.

2. How does Diti start her day?
- a. Diti eats breakfast.
  - b. Diti gets ready for school.
  - c. Diti takes a bath with a bucket of water.
  - d. Diti goes out in search of water.

3. Why is school important to Diti? (Choose all that apply.)
- a. Education is the ticket to a better future.
  - b. Diti has time to talk to and play with her friends.
  - c. Diti hopes to become a computer coder when she grows up.
  - d. School is a change from the difficult work everyone in Diti's family does.

4. Summarize what Diti's school day looks like.

Diti leaves for school at 8:00am. It takes her about half an hour to walk there. At school, she drinks milk and eats breakfast. She learns English, math, science, character, and computer skills. Diti also has lunch. She leaves at 3:00pm.

using  
support you

The main text structure is sequential order. The passages tell us about Diti's school day from when she wakes up to when she goes to bed. It is in sequential order to show how her day is planned.

740L

Text Structure

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

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

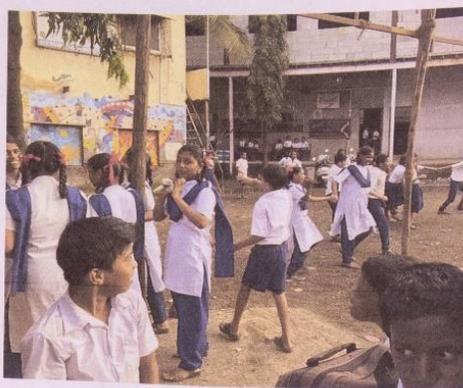
# A Day in My Life: India

the name of the \_\_\_\_\_



My name is \_\_\_\_\_  
I am \_\_\_\_\_ years old and I live with my mother and my aunt. My name is Isha, and our school is \_\_\_\_\_  
I find \_\_\_\_\_ in my journal. My soul is \_\_\_\_\_ and my \_\_\_\_\_

I leave for school at 8:00 a.m. because it takes me about half an hour to walk there. I usually walk with my best friend, Keya. At school, we get milk and breakfast. I learn English, math, science, character, and computer skills. I love learning computer skills and I hope to be a computer coder one day. We also get lunch at school. During lunch, we have time to chat and play with our friends, which is my favorite time of day. School ends at 3:00 p.m.



My School

I come home from school around 3:30 p.m. I help my mother with my little brother. I play games with him. After, my mother asks me to go fetch more water. On my way, I see a group of kids playing cricket. I don't have time to play today since it is raining. I need to help my mother prepare dinner. We are going to make chapatis and rice for dinner. After we eat dinner, it is about 7:00 p.m. The sun has set, and it is getting dark. I go to bed while my mother cleans up and begins sewing clothes. I want to see, but I crouch by the candlelight to complete my homework.



My Neighborhood

1. Reading questions Underline the text evidence in the color indicated.  
2. What is the main idea of this passage?

- a. This passage is about what a day is like for Diti.
- b. This passage is about what life is like for all Indian children.
- c. This passage is about the problems people face in slums.
- d. This passage is about how life in India is different than life in America.

3. How does Diti start her day?

- a. Diti eats breakfast.
- b. Diti gets ready for school.
- c. Diti takes a bath with a bucket of water.
- d. Diti goes out in search of water at 4:30 am.

4. Why is school important to Diti? (Choose all that apply.)

- a. Education is the ticket to a better future.
- b. Diti has time to talk to and play with her friends.
- c. Diti hopes to become a computer coder when she grows up.
- d. School is a change from the difficult work everyone in Diti's family does.

Diti leaves for school at 8:00 a.m. It takes her half an hour to walk there. At school, she gets milk and eats breakfast. She learns science, character, and computer skills. She also has lunch. She

©Julie Bichose

Test Structure  
 Answer the following questions (1. Which of the following conditions that apply.)

a. Hurricanes must last over a week.  
 b. The air above the water is cooler than the water.  
 c. The ocean waters must be 80 degrees Fahrenheit or warmer.  
 d. The winds need to blow at a certain speed and direction.

2. Read paragraph 3 of "Severe Weather: Hurricanes" and answer the following questions.

Cause/Effect: Paragraph 3  
 Chronology: Paragraph 2  
 Compare/Contrast: Paragraph 1  
 Problem/Solution: Paragraph 4

Text Structure

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

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

## Severe Storms: Hurricanes

A hurricane is a large storm that forms over warm ocean waters in warm months. Winds rotate at high speeds. The hurricane winds reach 74 miles per hour at the least. Sometimes the winds can reach up to 200 miles per hour. Hurricanes are very large, reaching up to 600 miles across. They usually last for over a week, traveling between 10 and 12 miles per hour over the ocean before they reach land.

### How Does a Hurricane Form?

Hurricanes only form over warm ocean waters when the water is 80 degrees Fahrenheit or warmer. This usually occurs in tropical zones. Another factor that contributes to a hurricane is that the air above the water must be cooler than the water itself. The winds must also be blowing in a certain direction and speed to continually lift the warmest air close to the water. Hurricane season is between June 1 and November 30, when the water is the warmest.

A hurricane forms when warm, moist air moves across the surface of the water. This air rises and is replaced with colder air. Since the water is warm, it starts to heat up the colder air. When the air is warm enough, it starts to rise, too. This cycle of warm air rising and cold air replacing it, and that air getting warmed by the water causes a storm cloud to form. The winds will get faster and faster until a twister of wind appears.

### HURRICANE STRUCTURE IN THE NORTHERN HEMISPHERE



# Flowering and Nonflowering Plants

## Flowering Plants

Flowering plants rely on pollination for reproduction. At some point in its life cycle, a flowering plant will grow a flower. These type of plants all produce seeds. Seeds are created when pollen connects with a part of the plant called the ovules.

In most cases, pollen is carried from one plant to another by wind or insects. For example, bees are known for being excellent pollinators. When a bee drinks plant nectar, pollen will stick to its legs and get transported from plant to plant. After the pollen connects with the ovules, a seed will form. When the plant dies, the seeds will fall into the dirt. Wind will sometimes carry the seeds away. Other times, the seeds will grow in the same place as the previous plant. Some examples of flowering plants are typical flowers, apple trees, and banana trees.

Apple trees are  
flowering plants.



Hydrangeas are also  
flowering plants.

## Nonflowering Plants

Nonflowering plants will never grow flowers in their life cycles. Therefore, they do not have pollen. Since nonflowering plants do not have pollen, they do not rely on pollination. Instead, they rely on a process called dispersion. Dispersion is when the plant's spores or seeds are scattered in other areas.

Some nonflowering plants produce seeds, but most produce spores. A spore is much smaller than a seed. In fact, it is only a one-celled organism. Spores grow on the underside of the plant's leaves or inside the plant. When the spores dry out, they fall off the plant and get carried away by the wind. When they land in a place with enough water, a new plant will grow. Some examples of nonflowering plants are algae, moss, and ferns.

While flowering and nonflowering plants differ in how they reproduce, both plants have life cycles. Both types of plants are important to the environment. Flowering plants provide flowers, fruits, vegetables, and nuts. Nonflowering plants provide food for other animals. For example, fish eat algae. In addition, many flowering and nonflowering plants are green due to the chlorophyll in them. These plants can also survive in similar habitats.

Next time you are in nature, take a look at the plants around you. Do you recognize the characteristics of flowering and nonflowering plants?

**Ferns are nonflowering plants.**



**Fungi are also nonflowering plants.**

**Text Structure**

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

1. The sentences below are from paragraph 2 of the passage.



*When a bee drinks plant nectar, pollen will stick to its legs and get transported from plant to plant. After the pollen connects with the ovules, a seed will form.*

Which of the following best describes the text structure of these sentences?

- a. Cause/Effect: The sentences tell the effects that insects have on flowering plants.
- b. Comparison: The sentences tell how flowering plants are similar to nonflowering plants.
- c. Chronology: The sentences tell the sequence of how pollen transfers from flowering plants.
- d. Comparison: The sentences tell how flowering plants are different from nonflowering plants.

2. Summarize how flowering and nonflowering plants reproduce.



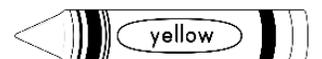
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3. How do spores differ from seeds? (Choose all that apply.)



- a. A spore is much smaller than a seed.
- b. A spore is only a one-celled organism.
- c. Spores grow on the underside of the plant's leaves or inside the plant.
- d. Spores are created when pollen connects with a part of the plant called the ovules.

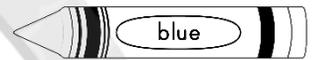
**Text Structure**

5. Paragraphs 1-2 tell about flowering plants. Paragraphs 3-4 tell about nonflowering plants. What is paragraph 5 about? (Choose all that apply.)



- a. examples of flowering and nonflowering plants
- b. the similarities between flowering and nonflowering plants
- c. the differences between flowering and nonflowering plants
- d. why flowering and nonflowering plants are important to the environment

6. Which sentence from the passage shows chronology?



- a. Some examples of nonflowering plants are algae, moss, and ferns.
- b. Dispersion is when the plant's spores or seeds are scattered in other areas.
- c. When the spores dry out, they fall off the plant and get carried away by the wind.
- d. While flowering and nonflowering plants differ in how they reproduce, both plants have life cycles.

7. What is the main text structure of this article? What is the evidence of the author using this text structure? Use at least three words or phrases from the passage to support your answer.



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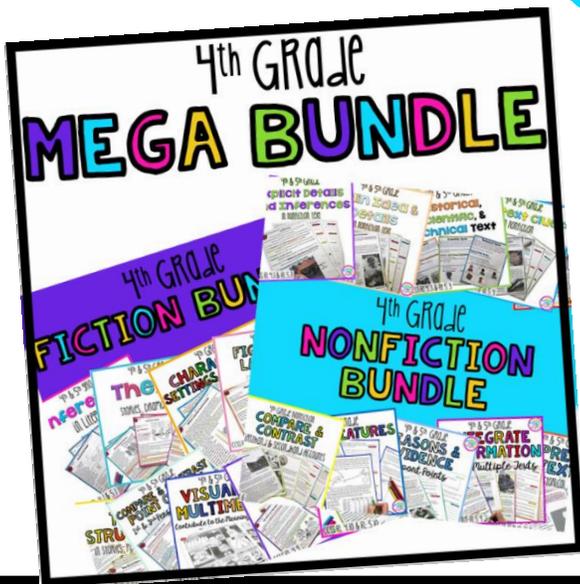


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