TEXT STRUCTURE IN NONFICTION

~ Skill Pack ~

Print & Digital

4th Grade

LEXILE

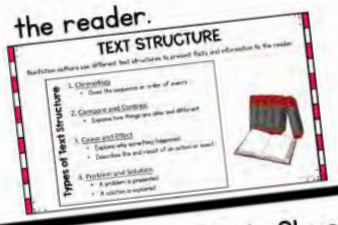
Common CORE Kingdom

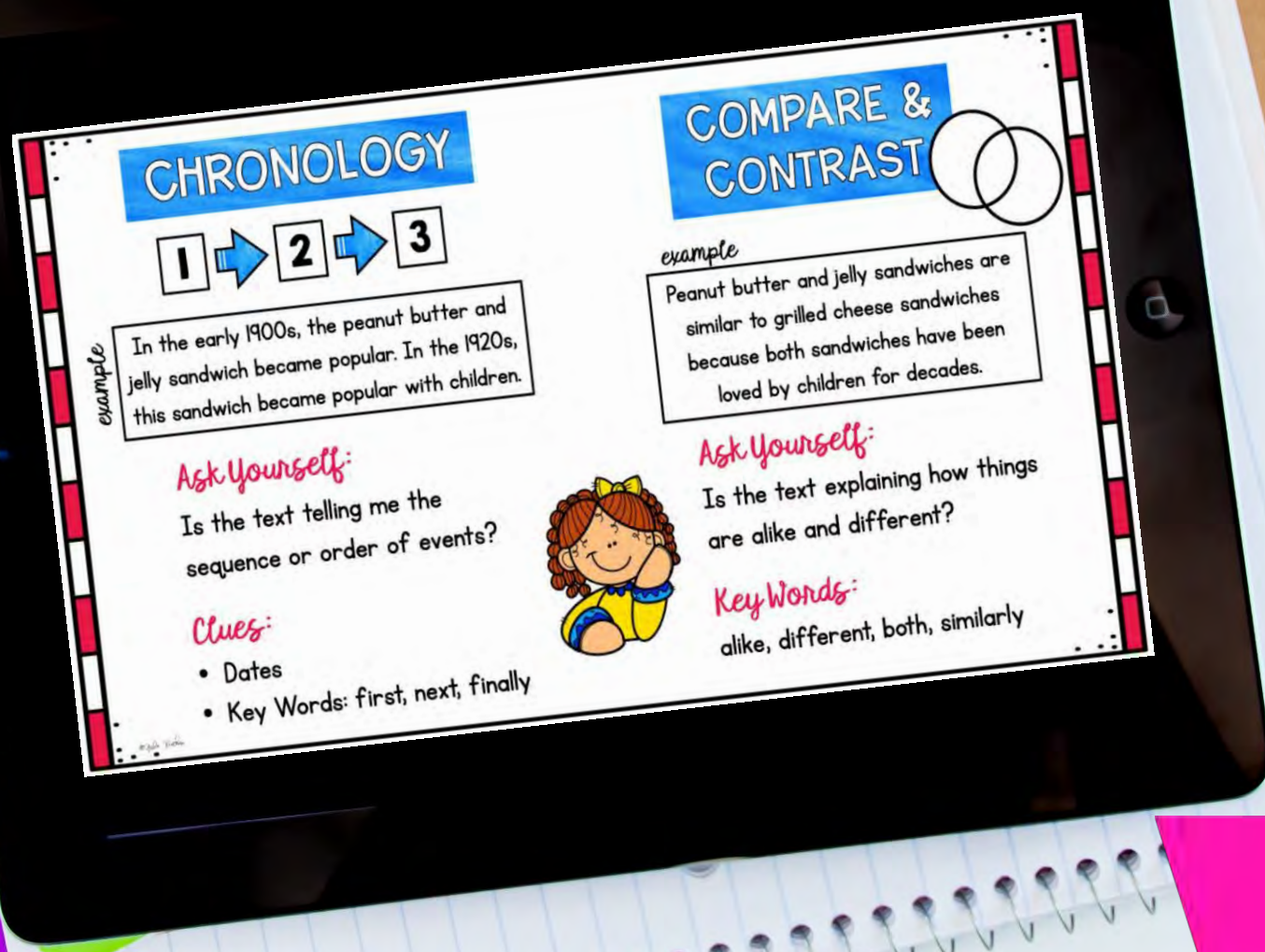
LESSON PLANS

4th Grade

COMPREHENSION SKILL: Text Structure

Week 1

	LESSON	PRACTICE	GUIDED READING	CENTERS
MONDAY	• Introduce how nonfiction authors use different text structures to present facts and information to the reader. 	Guided Practice Whole Class • Sort text structure examples 	"Scream Machines" leveled guided readers. Meet with two groups and complete "pre-reading" activities."	Task Cards • Nonfiction Text Structure
TUESDAY	Guided Practice Whole Class • Work together to identify and sort the movie clips based on text structure. 	Independent Reading • Choice text with a focus on identifying text structure.	Read pages 1-4 of "Scream Machines" leveled guided readers. Complete "During Reading" discussions. 	
WEDNESDAY	Guided Practice Whole Class • Use the graphic organizers to explain the structures found in the text. 	Independent Reading • Choice text with a focus on identifying text structure.	Read pages 5-7 of "Scream Machines" leveled guided readers. Complete "During Reading" discussions.	
THURSDAY	• Read a passage and determine text structure. 	Independent Reading • Choice text with a focus on identifying text structure.	Reread the story "Scream Machines." While students reread the story silently, begin assessing student fluency with running records. Students work together to retell events in sequential order.	



4th Grade

Text Structure in Nonfiction

DIGITAL Mini lessons

Common CORE Kingdom

Let's Sort!
STRUCTURE
EXAMPLE
PURPOSE
Explains why something happened and gives the end result.
CHRONOLOGY
PROBLEM & SOLUTION

Text Structure
Watch the video to learn about how a nonfiction text can be set up or organized.
Chronology
1
2
3
Ask Yourself:

Let's Practice!
Complete the graphic organizer using details from the text.
TEXT STRUCTURE:
WHAT IF YOU HAD
Animal Ears!?
1
The Eurasian Red Squirrel is born naked.
2
3

Let's Read!

Read the passage to determine the text structure used.

Termites are an type of social insects, as are ants and some bees and wasps. Most termites live underground their entire lives, but termites in Africa and Australia actually build really big mound structures that can be more than 20 feet tall.

There are an estimated 4,000 different species of termites in the world. About 10% of these species are considered pests because of their eating. Termites mostly feed on wood, leaf litter, soil, or animal dung. They can cause serious damage to buildings, crops or forests. Their recycling of wood and other plant matter is very important for the environment.

Termite Facts for Kids. *Kiddle Encyclopedia.*

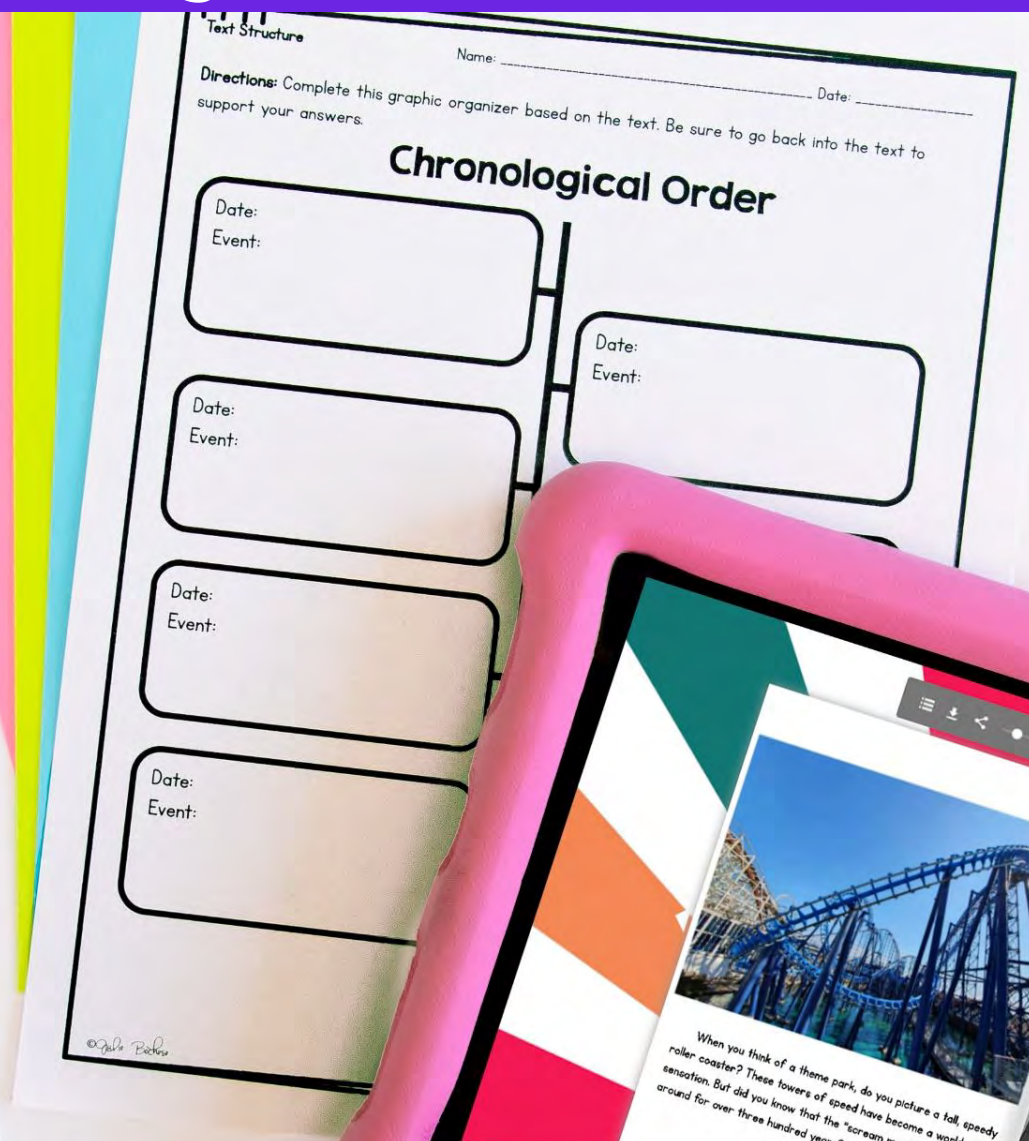
TEXT STRUCTURE:

GUIDED READERS

Printable & Digital

LEXILE

4th – 5th Grade



Common CORE Kingdom

text structure

Text Structure

Scream Machines

Date:

Event:

©Jodie Bachorz

When you think of a theme park, do you picture a tall, speedy roller coaster? These towers of speed have become a worldwide sensation. But did you know that the "scream machine" has been around for over three hundred years?

Russian Mountains

The first roller coasters came from Russia. They were built in the early 1700s. "Russian Mountains" were made from sleds that used gravity. Riders traveled down hills 70 to 80 feet high. The hills had logs on the sides and were covered in snow and ice. Thrill-seekers pushed the sleds to the top of the hills then got inside before traveling down.

Text Structure

Name: _____ Date: _____

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Chronological Order

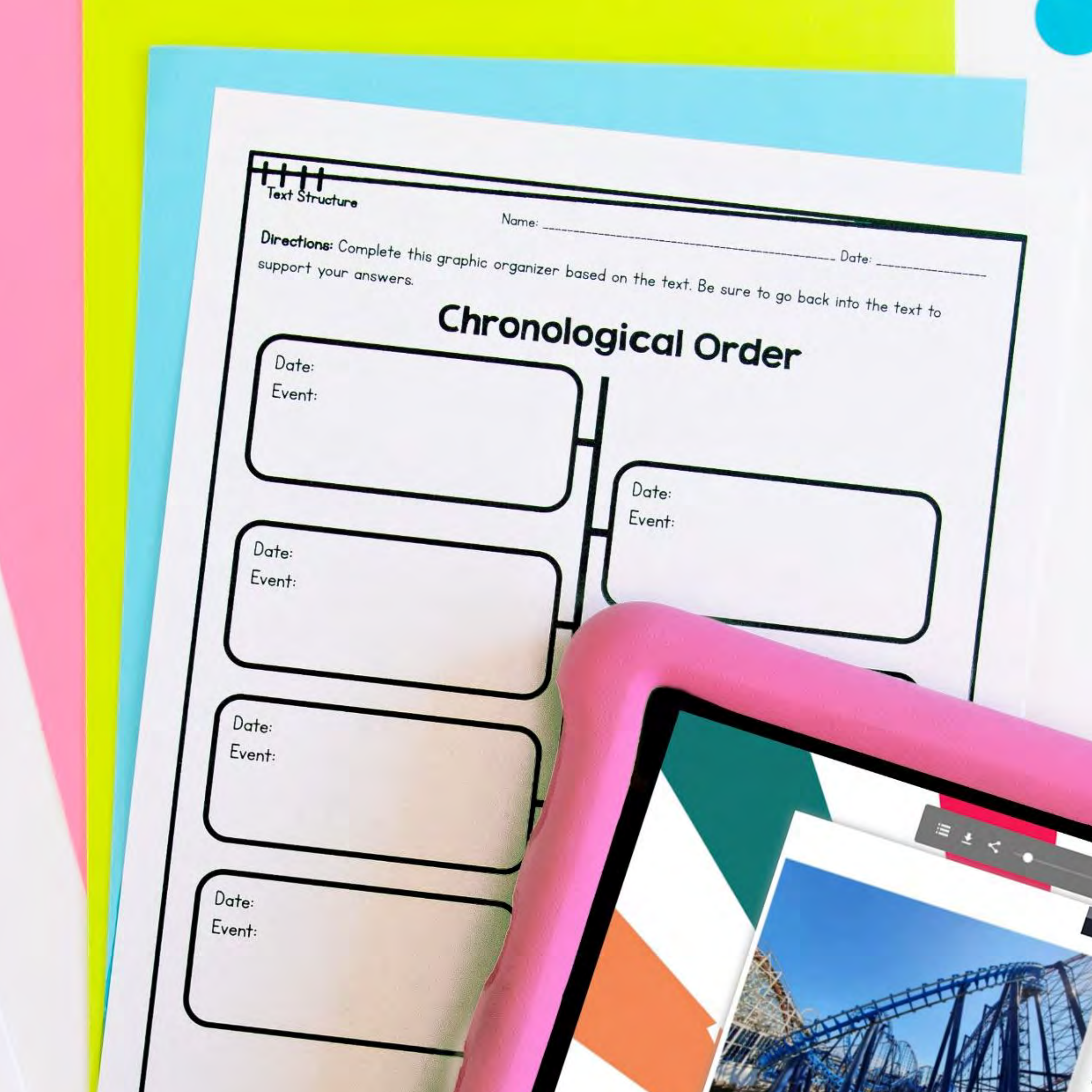
Date:
Event:

Date:
Event:

Date:
Event:

Date:
Event:

Date:
Event:



NONFICTION

4TH GRADE

RI.4.5

TEXT STRUCTURE

LEXILE®

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.

©Jodie Bircher

...ructure

...ing questions. Underline the text evidence in the color indicated.

...ain idea of this passage?

red

...sage is about what a day is like for Diti.
...ssage is about what life is like for all Indian children.
...assage is about the problems people face in slums.
...passage is about how life in India is different than life in America.

...does Diti start her day?

orange

...iti eats breakfast.
Diti gets ready for school.
Diti takes a bath with a bucket of water.
Diti goes out in search of water at 4:30 a.m.

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

yellow

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.

green

Diti leaves for school at 8:00 a.m. 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 3:00 p.m.

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Text Structure

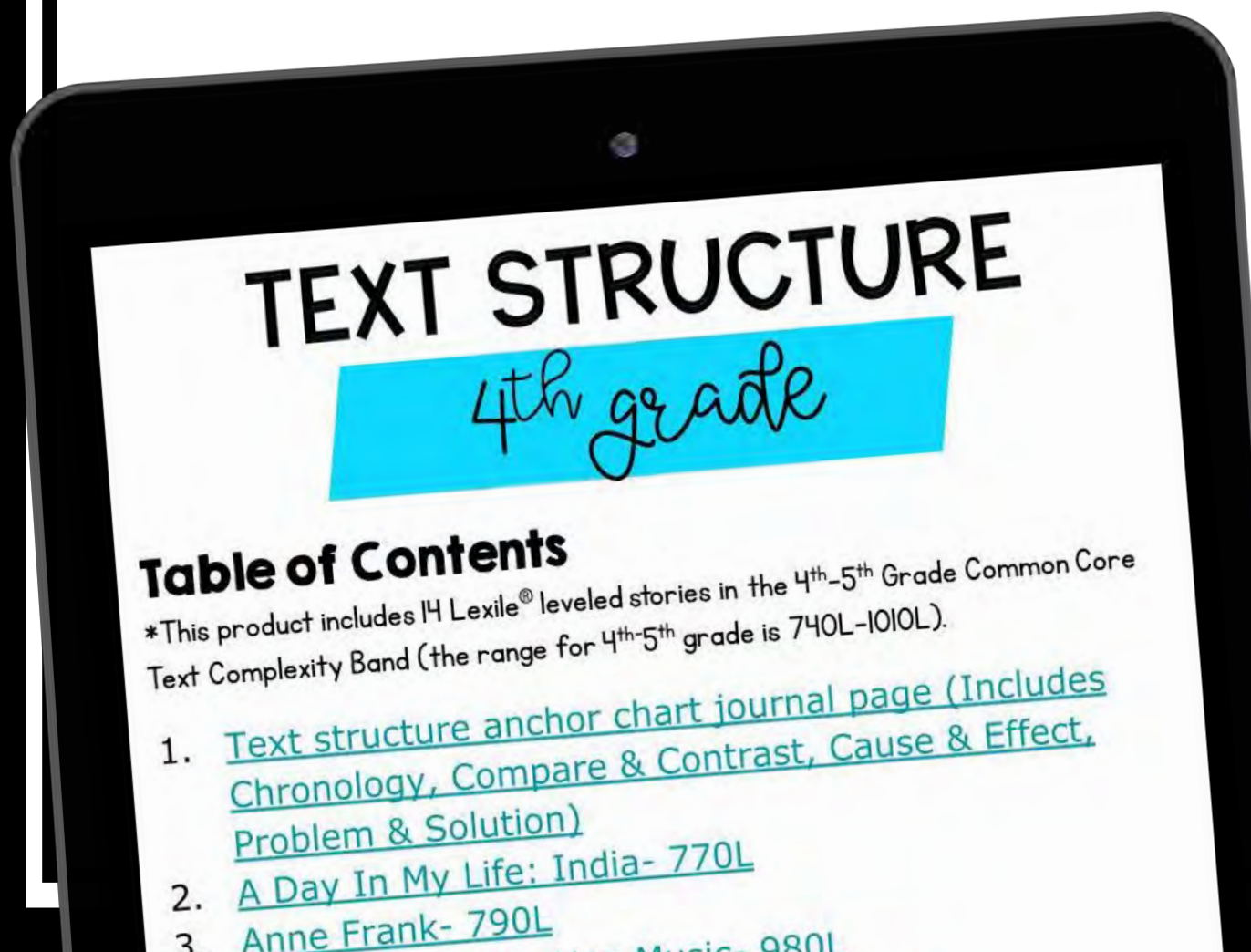
Text Structure- How a text is set up or organized

Text Structure	Ask Yourself:	Clues	Example
Chronology 1. 2. 3.	Is the text telling me the sequence or order of events?	• Dates • Key Words: first, next, finally	In the early 1900s, the peanut butter and jelly sandwich became popular. In the 1920s, this sandwich became popular with children.
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 [illegible] difficult to make. Pe[illegible] [illegible]uld use meat gr[illegible] [illegible]peanuts int[illegible] gr[illegible] [illegible]d on b[illegible] to s[illegible] [illegible]mb[illegible] 1903, [illegible] invented [illegible] making m[illegible] the pro[illegible]

WHAT'S INCLUDED?

TWELVE 4th Grade DIGITAL and PRINTABLE PDF nonfiction passages & TWO assessments!

- Aligned with 4th Grade Lexile Levels
- Includes a Text Structure Anchor Chart and Journal Page
- Students can highlight the text for easy comprehension



Created with GOOGLE SLIDES

LEXILE®

Name: _____ Date: _____

A Day in My Life: India

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the age of 15, but despite this, I am still happy to be in school
om the grueling work my family does. I am the first person in
d any school.

©Julie Bachorz

Text Structure

5. What does Diti do when sh

a. Diti helps her mor
b. Diti finds water
c. Diti watches h
d. Diti plays cri

6. What are D

a. Diti d
b. Diti
c. D
d.

using

support yo

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bed. It is in sequential orde
times to show how her day is p

©Julie Bachorz

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 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

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 at 4:30 a.m.

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
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d. School is a change from the difficult work everyone in Diti's family does

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

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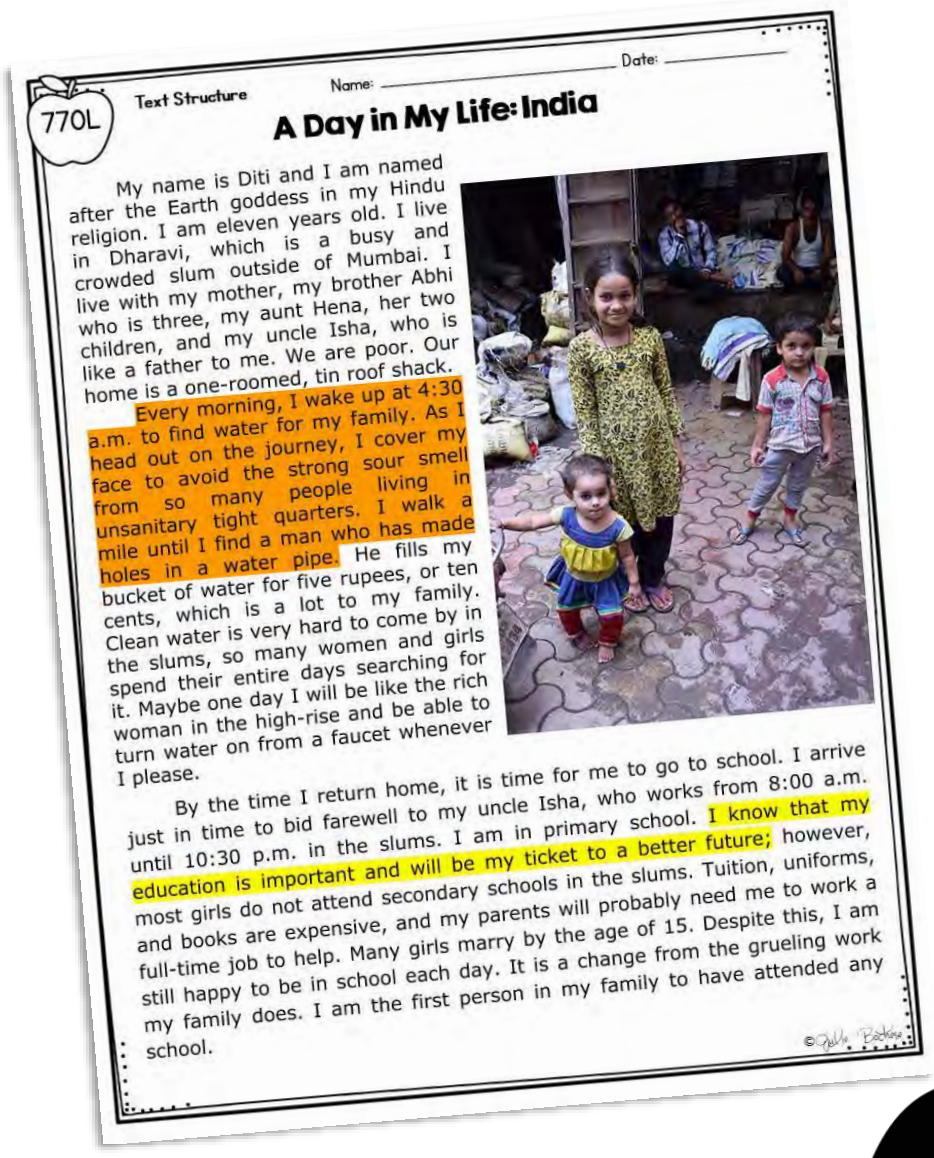
NONFICTION PASSAGES


770L

Text Structure

Name: _____ Date: _____

A Day in My Life: India

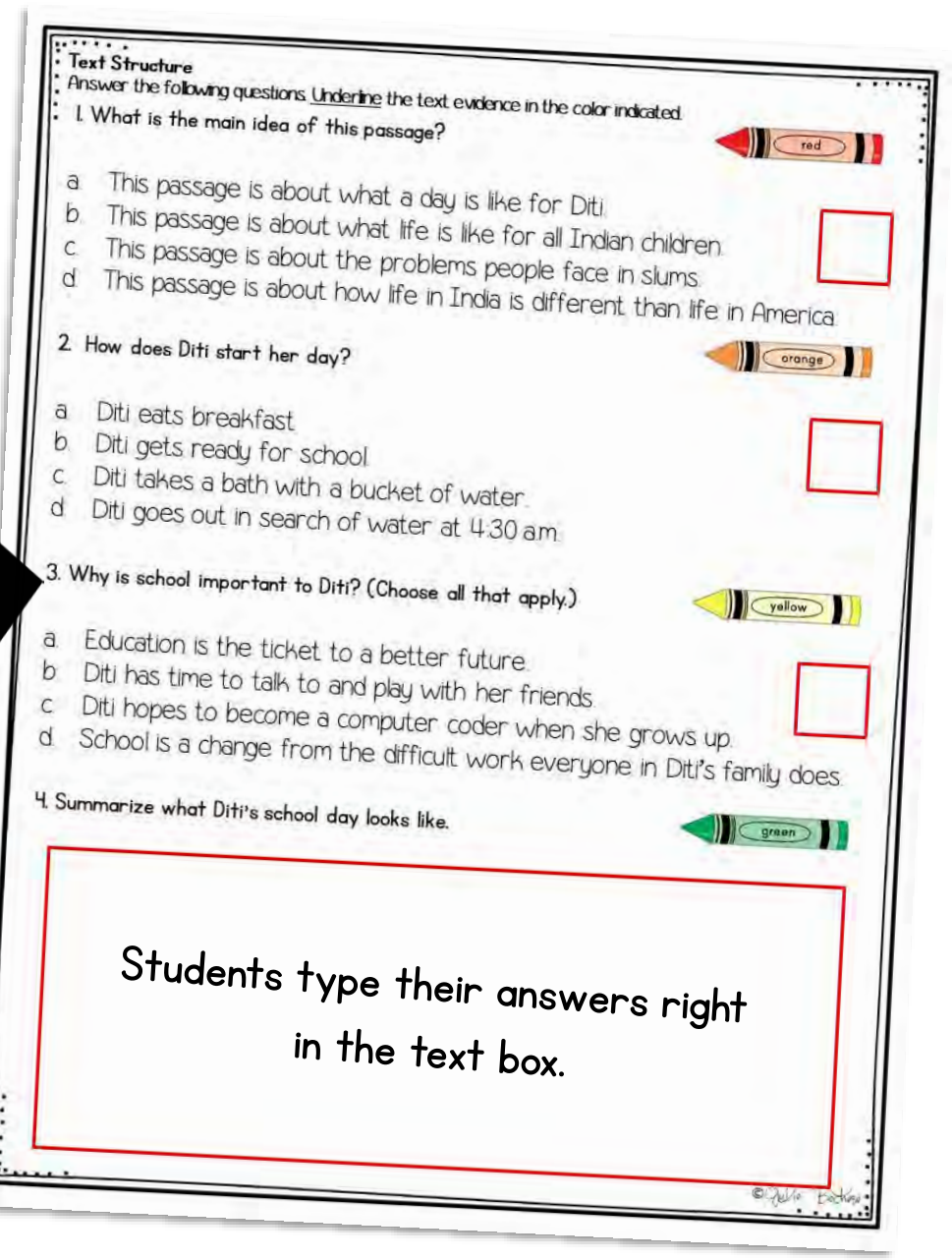
My name is Diti and I am named after the Earth goddess in my Hindu religion. I am eleven years old. I live in Dharavi, which is a busy and crowded slum outside of Mumbai. I live with my mother, my brother Abhi who is three, my aunt Hena, her two children, and my uncle Isha, who is like a father to me.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

©Hello Teaching

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!


Text Structure

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

1. What is the main idea of this passage? red

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.

2. How does Diti start her day? orange

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 a.m.

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

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. green

Students type their answers right in the text box.

©Hello Teaching

After reading, students type their answers in the text boxes using text evidence.

Text Structure

5. Paragraphs 1-2 te

plants. What is

a.

b.

nflowering Plants

Nonflowering plants will never grow flowers in their life cycles

have pollen. Since nonflowering plants do not have pollen, they d

tead, they rely on a process called dispersion. Dispersion is wh

ds are scattered in other areas.

Some nonflowering plants produce seeds, but most produ

ller than a seed. In fact, it is only a one-celled organism. Sp

he plant's leaves or inside the plant. When the spores dry

get carried away by the wind. When they land in a place

t will grow. Some examples of nonflowering plants are a

While flowering and nonflowering plants differ in ho

life cycles. Both types of plants are important to th

de flowers, fruits, vegetables, and nuts. Nonflower

als. For example, fish eat algae. In addition, many

n due to the chlorophyll in them. These plants can

Next time you are in nature, take a look at th

haracteristics of flowering and nonflowering

are nonflowering plants.

they do

820L

Text Structure

Name: _____ Date: _____

Flowering and Nonflowering Plants

Flowering Plants

Flowering plants rely on pollination for reproduction. At some point in its life cyc

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

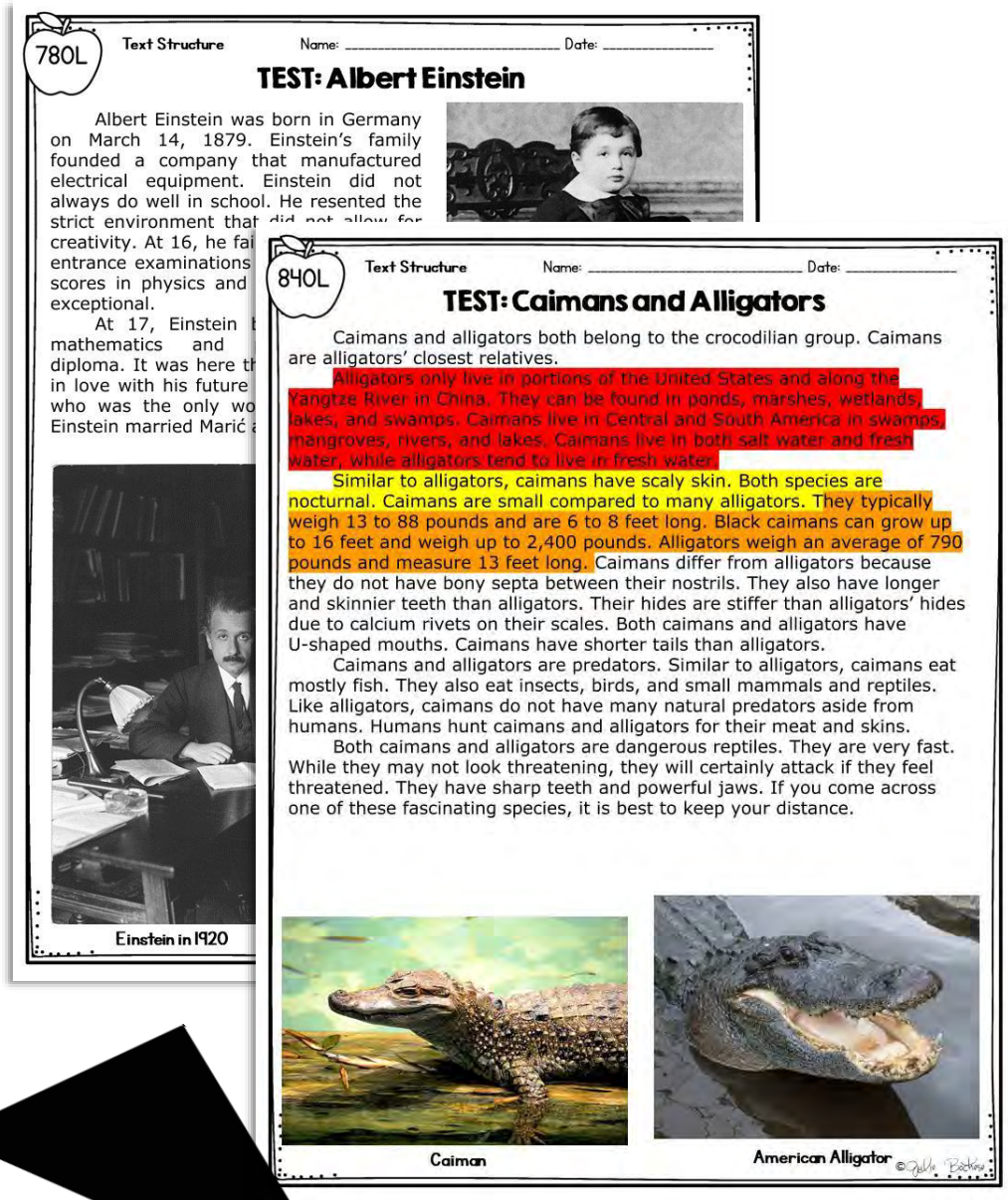
same place as the previous plant. Some examples of flowering plants are typical flowers,

apple trees, and banana trees.

Apple trees are flowering plants.

Hydrangeas are also flowering plants.

ASSESSMENTS



780L Text Structure Name: _____ Date: _____

TEST: Albert Einstein

Albert Einstein was born in Germany on March 14, 1879. Einstein's family founded a company that manufactured electrical equipment. Einstein did not always do well in school. He resented the strict environment that did not allow for creativity. At 16, he fai entrance examinations scores in physics and exceptional.

At 17, Einstein b mathematics and diploma. It was here th in love with his future who was the only wo Einstein married Marić a

Einstein in 1920

840L Text Structure Name: _____ Date: _____

TEST: Caimans and Alligators

Caimans and alligators both belong to the crocodilian group. Caimans are alligators' closest relatives.

Alligators only live in portions of the United States and along the Yangtze River in China. They can be found in ponds, marshes, wetlands, lakes, and swamps. Caimans live in Central and South America in swamps, mangroves, rivers, and lakes. Caimans live in both salt water and fresh water, while alligators tend to live in fresh water.

Similar to alligators, caimans have scaly skin. Both species are nocturnal. Caimans are small compared to many alligators. They typically weigh 13 to 88 pounds and are 6 to 8 feet long. Black caimans can grow up to 16 feet and weigh up to 2,400 pounds. Alligators weigh an average of 790 pounds and measure 13 feet long. Caimans differ from alligators because they do not have bony septa between their nostrils. They also have longer and skinnier teeth than alligators. Their hides are stiffer than alligators' hides due to calcium rivets on their scales. Both caimans and alligators have U-shaped mouths. Caimans have shorter tails than alligators.

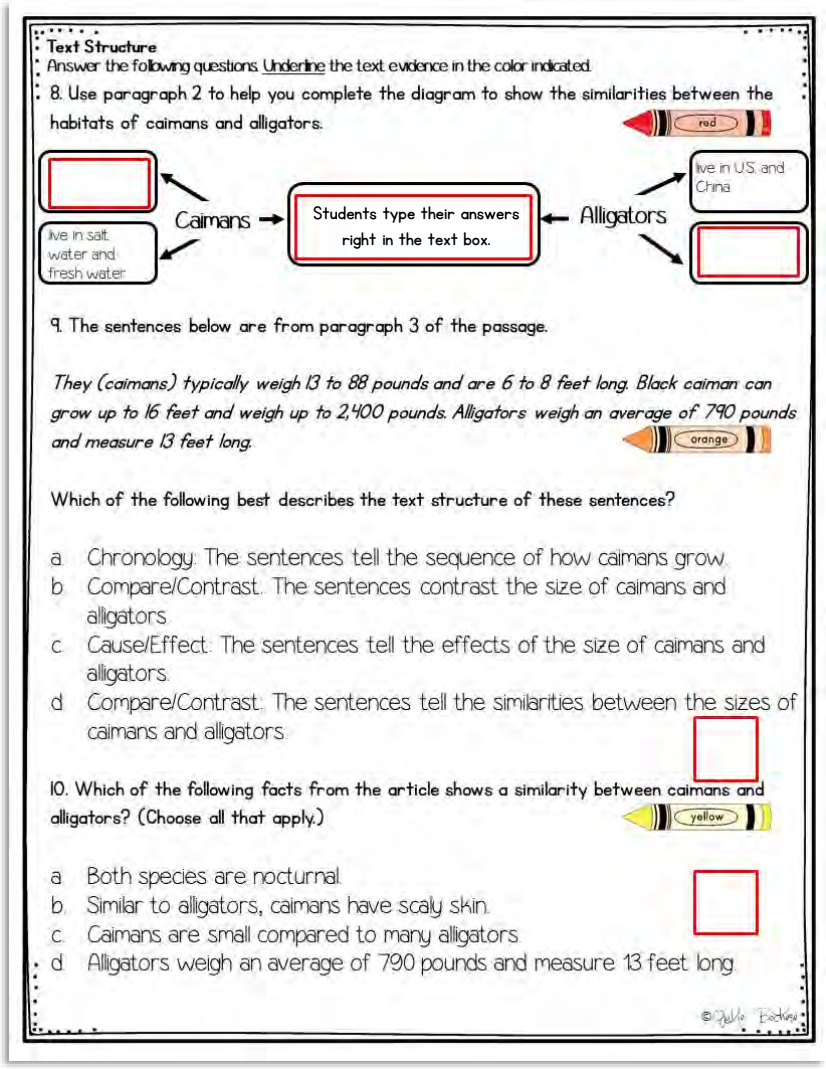
Caimans and alligators are predators. Similar to alligators, caimans eat mostly fish. They also eat insects, birds, and small mammals and reptiles. Like alligators, caimans do not have many natural predators aside from humans. Humans hunt caimans and alligators for their meat and skins.

Both caimans and alligators are dangerous reptiles. They are very fast. While they may not look threatening, they will certainly attack if they feel threatened. They have sharp teeth and powerful jaws. If you come across one of these fascinating species, it is best to keep your distance.

Caiman

American Alligator

Color coded highlighting can also be done on the assessments!



Text Structure

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

8. Use paragraph 2 to help you complete the diagram to show the similarities between the habitats of caimans and alligators. red

Caimans → Students type their answers right in the text box. ← Alligators

live in salt water and fresh water

live in U.S. and China

9. The sentences below are from paragraph 3 of the passage.

They (caimans) typically weigh 13 to 88 pounds and are 6 to 8 feet long. Black caiman can grow up to 16 feet and weigh up to 2,400 pounds. Alligators weigh an average of 790 pounds and measure 13 feet long. orange

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

a. Chronology: The sentences tell the sequence of how caimans grow.
b. Compare/Contrast: The sentences contrast the size of caimans and alligators.
c. Cause/Effect: The sentences tell the effects of the size of caimans and alligators.
d. Compare/Contrast: The sentences tell the similarities between the sizes of caimans and alligators.

10. Which of the following facts from the article shows a similarity between caimans and alligators? (Choose all that apply.) yellow

a. Both species are nocturnal.
b. Similar to alligators, caimans have scaly skin.
c. Caimans are small compared to many alligators.
d. Alligators weigh an average of 790 pounds and measure 13 feet long.

This resource also includes TWO tests with different Lexile Levels for student assessment.

740L

Text Structure

Name: _____ Date: _____

A Day in My Life: India

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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, wh is my favorite time of day. School 3:00 p.m.

My School

t home from school around 3:30 p.m. I help my mother with my little brother games with him. After, my mother asks me to go fetch more water. On my group of kids playing cricket. I don't have time to play today since it is I need to help my mother prepare dinner. We are going to make chapati d rice for dinner.

e eat dinner, it is about 7:00 p.m. The sun has set, and it is getting ther to bed while my mother cleans up and begins sewing clothes to to see, but I crouch by the candlelight to complete my homework

My Neighborho

©Julie

red

owing questions. Underline the text evidence in the color indicated.

the main idea of this passage?

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

orange

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 at 4:30 a.m.

yellow

tant to Diti? (Choose all that apply.)

a better future.
with her friends.
er when she grows up.
eryone in Diti's family does.

green

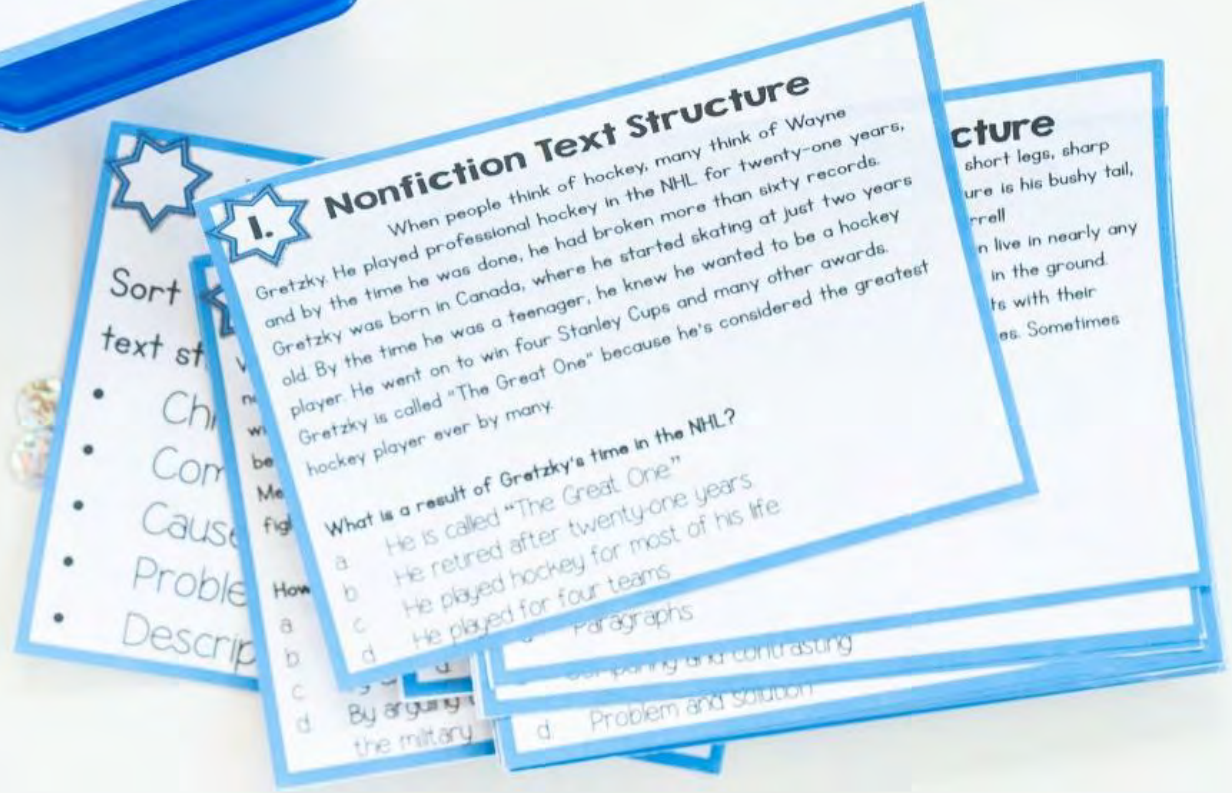
TEXT STRUCTURE

task cards

4th & 5TH G

Text Structure

Crayola


Nonfiction Text Structure
When people think of hockey, many think of Wayne Gretzky. He played professional hockey in the NHL for twenty-one years, and by the time he was done, he had broken more than sixty records. Gretzky was born in Canada, where he started skating at just two years old. By the time he was a teenager, he knew he wanted to be a hockey player. He went on to win four Stanley Cups and many other awards. Gretzky is called "The Great One" because he's considered the greatest hockey player ever by many.
What is a result of Gretzky's time in the NHL?
a He is called "The Great One"
b He retired after twenty-one years
c He played hockey for most of his life
d He played for four teams
Paragraphs
Problem and solution