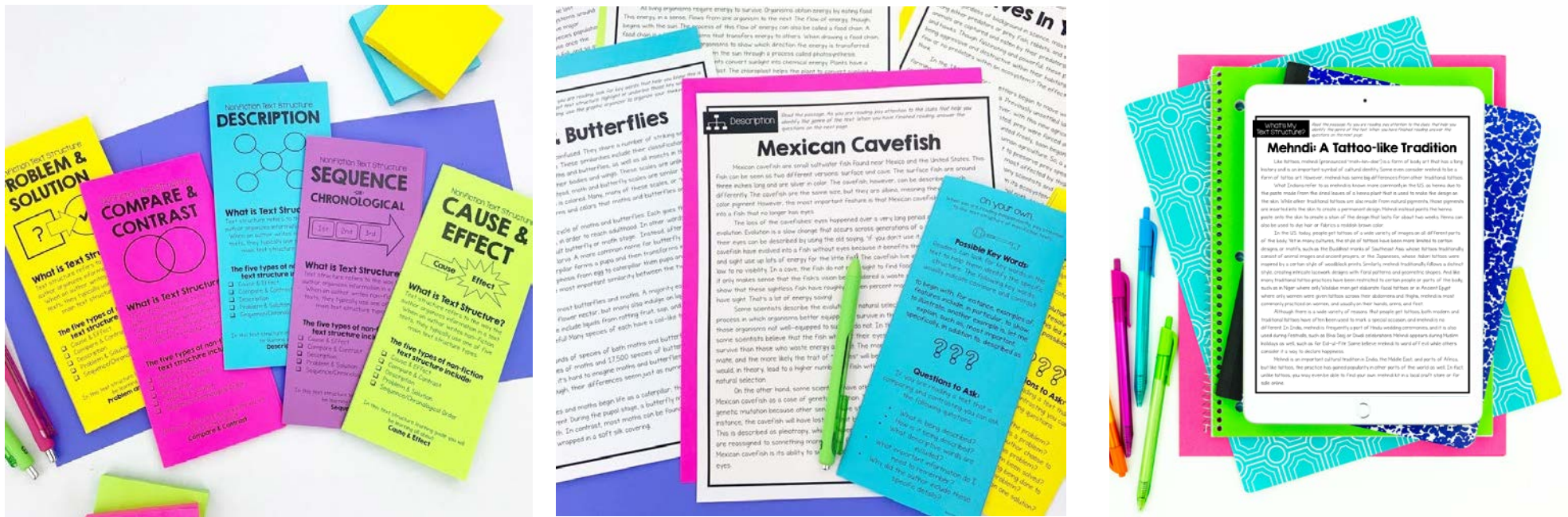


NONFICTION TEXT STRUCTURE READING PASSAGES & TRIFOLDS



Includes 3 different sets of nonfiction text structure passages

WHAT'S INCLUDED?

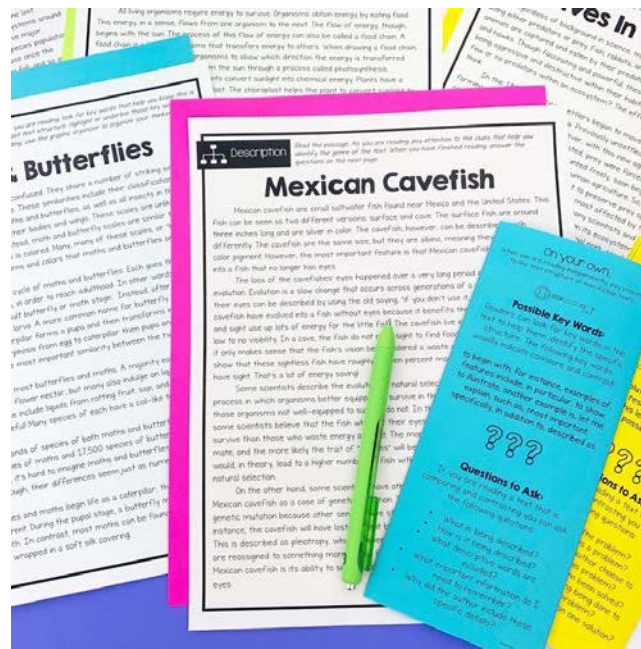
In this resource, you'll get 3 different sets of reading passages to help you introduce and teach nonfiction text structure to your students.

Text Structure Trifolds



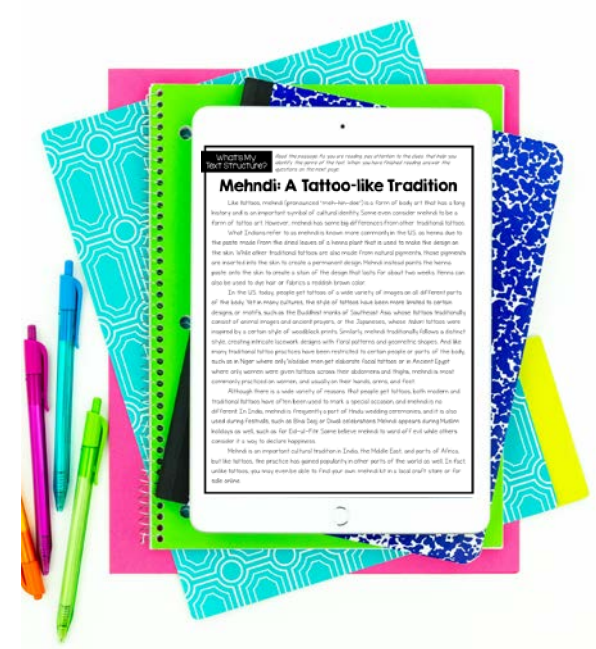
These trifolds are perfect to introduce each type of text structure to your students.

Long Reading Passages



The longer passages are 1.5 pages in length, include a graphic organizer, and a set of response questions.

One Page Passages



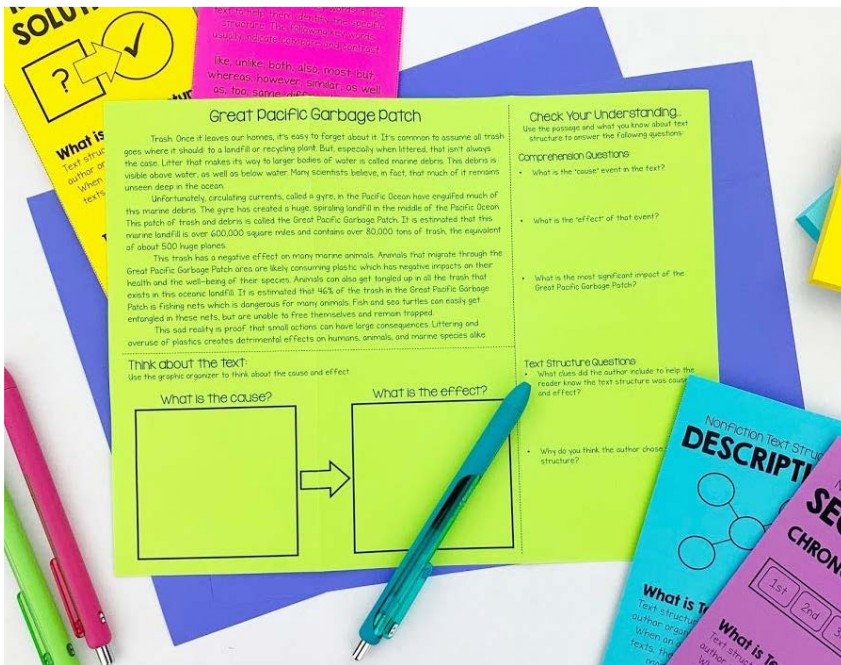
The one page passages are all about the same topic. They are perfect for students to identify the structure of the text.

Digital versions are included for all three sets of passages.

Text Structure Trifolds



- There are five trifolds included, each one teaches about a different text structure.
- Each text structure trifold includes:
 - A definition of that text structure
 - An explanation of how it helps them understand the text
 - A short reading passage written using that text structure along with a graphic organizer and comprehension questions
 - A list of key words and question stems that students can use to identify and understand that text structure on their own.



Long Reading Passages

The long reading passages are perfect to use as guided practice, independent practice, homework, small group, or for any other part of your reading instruction.

Each passage includes 1.5 pages of text, a graphic organizer template and a set of reading response questions.

Cause & Effect Read the passage. As you are reading, look for key words that help you know this is a cause and effect text structure. Highlight or underline those key words. When you finish reading, use the graphic organizer to organize your thinking.

Wolves In Yellowstone

Regardless of background in science, most people can easily identify certain animals as being either predators or prey. Fish, rabbits, and even deer are examples of prey. These animals are captured and eaten by their predators. Predatory animals include bears, lions, and hawks. Though fascinating and powerful, these predators often land a reputation for being aggressive and destructive within their habitats. But what would happen if there were few or no predators within an ecosystem? The effect may be more damaging than you think.

In the 1800s, American settlers began to move west, introducing a new era of farming and agriculture in the area. Previously unsettled land began to be used to support agriculture and harvest crops. However, with this new agriculture, came a change in the total ecosystem. Because land was harvested, prey were forced out of their previous habitats. With less prey, predators, who once hunted freely, soon began to prey on farmers' livestock for food. This effect was not ideal for human agriculture. So, a period of government-backed predator control began. This control sought to preserve prey species and agriculture by eliminating predators. One of the predators most affected by this was the wolf.

Though seemingly obvious to us now, many scientists and biologists simply did not understand the importance each species had on its ecosystem. During this time of predator control, even Yellowstone, the world's first national park, sought to oust wolves from its boundaries. Though the intent was not malicious, in 1926, just 54 years after its opening, the park had eliminated its wolf population.

Luckily, this all changed many years later. Armed with more knowledge of ecosystems and the importance of each species within them, biologists sought to correct the damage once done. After years of planning, the United States Fish and Wildlife Services implemented a program to reintroduce wolves into Yellowstone. Between 1995 and 1996, 31 wild gray wolves from Canada were gradually relocated to Yellowstone National Park.

The effects of these wolves on the environment have fascinated many. One such is the effect on other predators and scavengers in the population. One might assume that introducing a new predator would cause a food shortage for others. However, the opposite seems to be happening. First scavengers, such as bears, began to feed off of the carcasses hunted and left behind by the wolves. Also, because wolves began to prey on coyotes, smaller predator populations, such as rodents, seemed to flourish as well.

Cause & Effect Finish reading the passage and then use the graphic organizer at the bottom of this page to show the cause and effect relationship in the text.

Wolves in Yellowstone Reading Response Questions Use the text to answer the questions below. You can go back and reread the passage if you need to confirm your thinking.

Reflecting on Text Structure

- What clues did the author include to let you know this was a cause and effect text?
- Cause and effect texts are very similar to problem and solution texts. If the author was going to re-write this using a problem and solution text structure, what would they identify as the problem and what would they say is the solution?

Summarizing The Text

When you write a summary, it should mention the structure of the text. Use the cause and effect text structure to write your summary. You can use the space on the right to write the summary. You can use the space on the left to write your own summary.

Wolves in Yellowstone Outline

- Introduction
- Explained impact of certain cause and effect text for the author.
- Explained impact of elimination of wolves in Yellowstone.
- Explained impact of reintroduction of wolves in Yellowstone.
- Effect on predators and scavengers.
- Effect on elk population.
- Conclusion.

Understanding the Text:

- What was the impact on the land when settlers began using the land for agriculture in the 1800s?
- Why did biologists want to introduce wolves back into Yellowstone National Park?
- How did the reintroduction of wolves impact the predators and scavengers living in the ecosystem?
- How did the reintroduction of wolves impact the elk in the park?

Making It Your Own:

- Do you think the overall learned more from the elimination of the wolves or the reintroduction of the wolves?
- What was the most interesting thing you read in this passage?

Cause & Effect

CAUSE

Yellowstone gradually reintroduced wolves into their National Park.

EFFECT 1

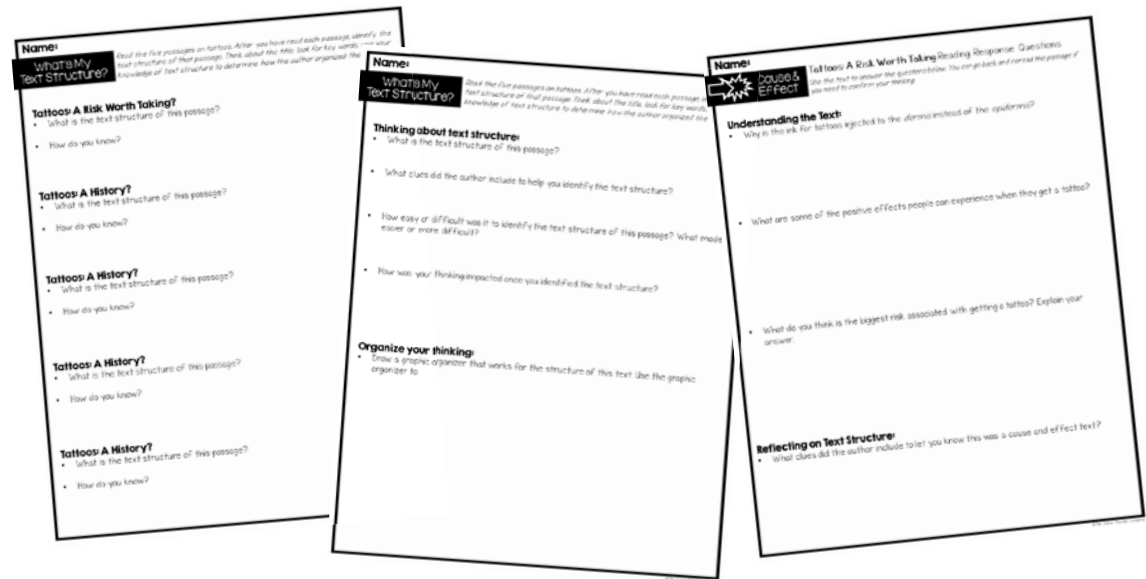
EFFECT 2

One Page Passages



The one page passages are short and sweet. They are all written about the same topic and are a great resource if you want students to figure out the text structure of each passage.

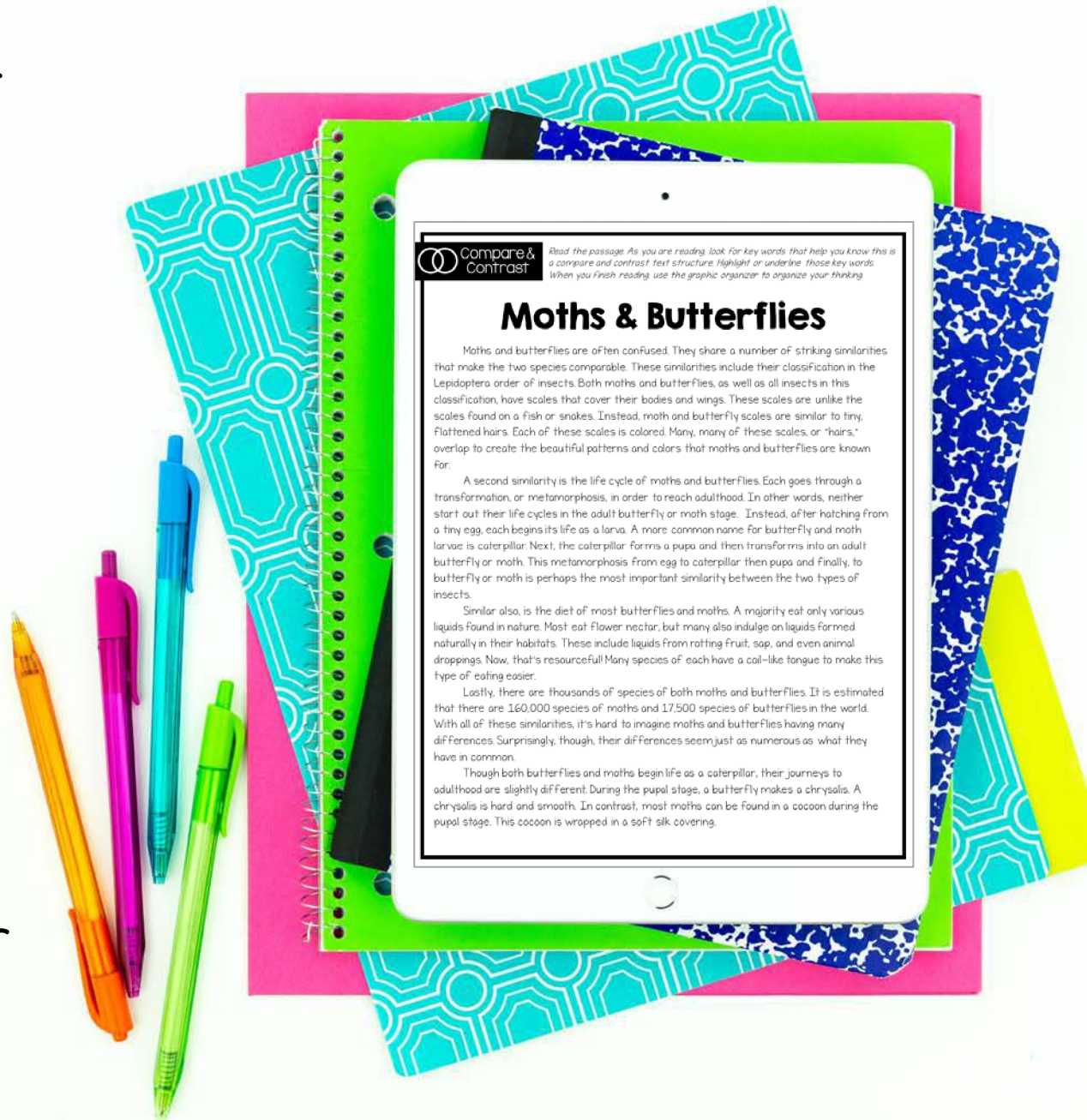
There are also three different response templates included that you can pair with these passages.



Includes Digital Versions

I love to provide both print and digital versions in my resource. This resource includes a digital version created using Google Slides.

Each set of passages includes a digital version you can share with your students that includes the reading passages, the response questions and text boxes already included for students to share their thinking about the text.



A LOOK INSIDE...

Compare & Contrast Read the passage. As you are reading, look for key words that help you know this is a compare and contrast text structure. Highlight or underline those key words. When you finish reading, use the graphic organizer to organize your thinking.

Moths & Butterflies

Moths and butterflies are often confused. They share a number of striking similarities that make the two species comparable. These similarities include their classification in the Lepidoptera order of insects. Both moths and butterflies, as well as all insects in this classification, have scales that cover their bodies and wings. These scales are unlike the scales found on a fish or snakes. Instead, moth and butterfly scales are similar to tiny, flattened hairs. Each of these scales is colored. Many, many of these scales, or "hairs," overlap to create the beautiful patterns and colors that moths and butterflies are known for.

A second similarity is the life cycle of moths and butterflies. Each goes through a transformation, or metamorphosis, in order to reach adulthood. In other words, neither start out their life cycles in the adult butterfly or moth stage. Instead, after hatching from a tiny egg, each begins its life as a larva. A more common name for butterfly and moth larvae is caterpillar. Next, the caterpillar forms a pupa and then transforms into an adult butterfly or moth. This metamorphosis from egg to caterpillar then pupa and finally to butterfly or moth is perhaps the most important similarity between the two types of insects.

Similar also is the diet of most butterflies and moths. A majority eat only various liquids found in nature. Most eat flower nectar, but many also indulge on liquids formed naturally in their habitats. These include liquids from rotting fruit, sap, and even animal droppings. Now, that's resourceful! Many species of each have a coo-like tongue to make this type of eating easier.

Lastly, there are thousands of species of both moths and butterflies. It is estimated that there are 160,000 species of moths and 17,500 species of butterflies in the world. With all of these similarities, it's hard to imagine moths and butterflies having many differences. Surprisingly, though, their differences seem just as numerous as what they have in common.

Though both butterflies and moths begin life as a caterpillar, their journeys to adulthood are slightly different. During the pupal stage, a butterfly makes a chrysalis. A chrysalis is hard and smooth. In contrast, most moths can be found in a cocoon during the pupal stage. This cocoon is wrapped in a soft silk covering.

Compare & Contrast Finish reading the passage and then use the graphic organizer at the bottom of this page to compare and contrast moths and butterflies.

The behavior of each is another difference. Moths and butterflies are active at different times of the day. Most butterflies are active during the day, while moths tend to be active at night. Also, it is easy to recognize a moth resting with its wings open, each wing spread on either side of its back. Though butterflies occasionally take this position as well, it is more common for a butterfly to rest for a longer period of time with wings folding up together above its back.

A final difference is the appearance of each. First, butterfly and moth antennae are different. Moth antennae tend to be wider, feathery, and almost leaf-shaped. However, butterfly antennae are long and narrow, often with a round shape at the top, think of an upside-down golf club. Even though there are exceptions, butterfly wing colors tend to be brighter and more vibrant, while a moth's wing colors are often muted, neutral tones.

Butterflies and moths have many significant similarities. Similar life cycles, body features, and diets are among these. However, each also has qualities that are unique to its own species. These include differences in pupal stage, behavior, and physical appearance. Understanding these similarities and differences make for even greater appreciation of each!

Use the Venn diagram below to identify similarities and differences between moths and butterflies. Try to use as much detail as you can. You can go back in the text if you need help finding information.

Name: _____

Compare & Contrast Moth & Butterflies Reading Response Questions Use the text to answer the questions below. You can go back and reread the passage if you need to confirm your thinking.

Understanding the Text:

- The author provides reasons why moths and butterflies are often confused. What is one reason the author shared in the first paragraph?
- Moths and butterflies share a similar life cycle. What are the stages of this life cycle?
- How is the behavior of moths different from the behavior of butterflies?
- What is a notable difference in the appearance of moths and butterflies?

Making it Your Own:

- There are several differences between moths and butterflies. Which do you think is the MOST significant? Explain why you think that.
- What is one thing that you learned while reading this passage?

Compare & Contrast Moth & Butterflies Reading Response Questions Use the text to answer the questions below. You can go back and reread the passage if you need to confirm your thinking.

Reflecting on Text Structure:

- What clues did the author include to let you know this was a compare and contrast text?
- Why would the author use a compare and contrast text structure to write about moths and butterflies? Is there another text structure the author could have used instead?

Summarizing The Text:

When you write a summary, it should mirror the structure of the text you read. Your summary should have some key cause and effect words and share both similarities and differences of moths and butterflies. You can see the outline the author used to write the passage. You can use this same outline to help you write your summary.

Moths and Butterflies Outline

- Introduction: the topic
- Shared Similarities:
 - tiny scales
 - similar life cycles
 - similar diets
 - thousands of species of both
- Explained Differences:
 - pupal stage behavior
 - appearance
- Conclusion

Cause & Effect Read the passage. As you are reading, look for key words that help you know this is a cause and effect text structure. Highlight or underline those key words. When you finish reading, use the graphic organizer to organize your thinking.

Wolves In Yellowstone

Regardless of background in science, most people can easily identify certain animals as being either predators or prey. Fish, rabbits, and even deer are examples of prey. These animals are captured and eaten by their predators. Predatory animals include bears, lions, and hawks. Though fascinating and powerful, these predators often land a reputation for being aggressive and destructive within their habitats. But what would happen if there were few or no predators within an ecosystem? The effect may be more damaging than you think.

In the 1800s, American settlers began to move west, introducing a new era of farming and agriculture in the area. Previously unsettled land began to be used to support agriculture and harvest crops. However, with this new agriculture, came a change in the total ecosystem. Because land was harvested, prey were forced out of their previous habitats. Without prey, predators, who once hunted freely, soon began to prey on farmers' livestock for food. This effect was not ideal for human agriculture. So, a period of government-backed predator control began. This control sought to preserve prey species and agriculture by eliminating predators. One of the predators most affected by this was the wolf.

Though seemingly obvious to us now, many scientists and biologists simply did not understand the importance each species had on its ecosystem. During this time of predator control, even Yellowstone, the world's first national park, sought to oust wolves from its boundaries. Though the intent was not malicious, in 1926, just 54 years after its opening, the park had eliminated its wolf population.

Luckily, this all changed many years later. Armed with more knowledge of ecosystems and the importance of each species within them, biologists sought to correct the damage once done. After years of planning, the United States Fish and Wildlife Services implemented a program to reintroduce wolves into Yellowstone. Between 1995 and 1996, 31 wild gray wolves from Canada were gradually relocated to Yellowstone National Park.

The effects of these wolves on the environment have fascinated many. One such is the effect on other predators and scavengers in the population. One might assume that introducing a new predator would cause a food shortage for others. However, the opposite seems to be happening. First scavengers, such as bears, began to feed off of the carcasses hunted and left behind by the wolves. Also, because wolves began to prey on coyotes, smaller predator populations, such as rodents, seemed to flourish as well.

Cause & Effect Finish reading the passage and then use the graphic organizer at the bottom of this page to show the cause and effect relationship in this text.

A second, highly argued effect is that on the elk population in Yellowstone. Without the wolves to prey on them, the elk population had greatly increased. Though many factors must be considered, ironically most biologists agree that the reintroduction of wolves positively affected the elk population. With too many prey and not enough predators in an environment, the prey's food resources became scarce. In other words, though the prey can roam freely, there may simply not be enough food to go around. Because of this, some animals may become sick or malnourished. Many biologists argue that the reintroduction of wolves created healthier elk within the environment. This is because wolves were able to prey on weaker elk, decreasing the elk population. With weaker elk eliminated, the stronger ones had enough food to go around. Thus, stronger, healthier elk were left to survive. Without an overabundance of elk, their food source was also positively affected. Some even argue that the regained control of the elk population has led to more growth and vegetation of plants and meadows that elk graze upon within Yellowstone.

Nature teaches many lessons. Though it's hard to fully understand all the effects of the elimination and reintroduction of wolves in Yellowstone, all scientists agree that wolves should remain part of the natural ecosystem. Though the cause of wolf elimination in Yellowstone was not malicious, its effects were far-reaching. Elimination and reintroduction caused a domino-line of effects that continue to trickle down and fascinate biologists and nature enthusiasts alike.

Use the information you need to complete the cause and effect relationship below.

Name: _____

Cause & Effect Wolves in Yellowstone Reading Response Questions Use the text to answer the questions below. You can go back and reread the passage if you need to confirm your thinking.

Understanding the Text:

- What was the impact on the land when settlers began using the land for agriculture in the 1800s?
- Why did biologists want to introduce wolves back into Yellowstone National Park?
- How did the reintroduction of wolves impact the predators and scavengers living in the ecosystem?
- How did the reintroduction of wolves impact the elk in the park?

Making it Your Own:

- Do you think the scientists learned more from the elimination of the wolves or the reintroduction of the wolves?
- What was the most interesting thing you read in this passage?

Cause & Effect Wolves in Yellowstone Reading Response Questions Use the text to answer the questions below. You can go back and reread the passage if you need to confirm your thinking.

Reflecting on Text Structure:

- What clues did the author include to let you know this was a cause and effect text?
- Cause and effect texts are very similar to problem and solution texts. If the author was going to re-write this using a problem and solution text structure, what would they identify as the problem and what would they say is the solution?

Summarizing The Text:

When you write a summary, it should mirror the structure of the text you read. Your summary should have some key cause and effect words and share the main cause and effect relationship. You can see the outline the author used to write the passage. You can use this same outline to help you write your summary.

Wolves in Yellowstone Outline

- Introduction
- Explained impact of settlers using unsettled land for agriculture
- Explained impact of elimination of wolves in Yellowstone
- Explained impact of reintroduction of wolves in Yellowstone:
 - Effect on predators and scavengers
 - Effect on elk population
- Conclusion

A LOOK INSIDE...

What's My Text Structure? Read the passage. As you are reading, pay attention to the clues that help you identify the genre of the text. When you have finished reading, answer the questions on the next page.

Tattoos: A Risk Worth Taking?

There are many reasons people get tattoos, but there are also many reasons not to. The permanent skin designs are created by using a needle to insert ink into the skin. The outer layer of skin, called the epidermis, is always replacing old cells with new ones, and a tattoo there would disappear in about a month. So instead, the needle injects the ink into the layer of skin underneath, the dermis. Normally, when something foreign is put in the body, the immune system will attack it. But the molecules in tattoo ink are too big for immune cells to destroy or remove.

Because the dermis doesn't shed like the epidermis, and because cells can't handle the tattoo ink, the artwork stays in the skin. However, the dermis also contains blood vessels and nerve endings, so tattoos can be painful or messy. And some people's bodies do react to introducing ink to the skin. The skin around some people's tattoos becomes swollen, sore, and infected. Other people have allergic reactions and experience itchy bumps.

At a modern tattoo parlor in the U.S., these inks may be natural pigments or they may be synthetic, meaning that they are manufactured. Although the Food and Drug Administration, or FDA, creates rules for what can go into our manufactured food, makeup, and medication, they do not regulate what tattoo ink is made from. Therefore, there is nothing to stop tattoo artists from using inks that people are more likely to react poorly to. And while the majority of tattoo artists in the U.S. use safe and sterile practices, a tattoo artist who is not as sanitary could even cause the spread of blood-borne diseases.

Additionally, inks created with metals can cause complications if a person needs to get an MRI, a procedure that doctors use to get images of the inside of the body when a person is ill or injured. Because the metals react to the magnetic imaging, the tattoos can create skin burns or distort the MRI image.

On the other hand, tattoos can actually have a positive effect on some people's health. Most people do not experience these health complications, and for some, getting a tattoo actually activates the immune system in a way that can help fight germs. The problem is that there is no way to know beforehand whether someone will experience these health benefits or whether they are more likely to get an infection or have an allergic reaction. So, are tattoos worth the risk?

Name: **Cause & Effect** **Tattoos: A Risk Worth Taking Reading Response Questions** Use the text to answer the questions below. You can go back and reread the passage if you need to confirm your thinking.

Understanding the Text:

- Why is the ink for tattoos injected to the dermis instead of the epidermis?
- What are some of the positive effects people can experience when they get a tattoo?
- What do you think is the biggest risk associated with getting a tattoo? Explain your answer.

Reflecting on Text Structure:

- What clues did the author include to let you know this was a cause and effect text?

What's My Text Structure? Read the passage. As you are reading, pay attention to the clues that help you identify the genre of the text. When you have finished reading, answer the questions on the next page.

Tattoos: A History

You might know that tattoos last a lifetime, but did you know that some have lasted thousands of years? The earliest evidence of tattooing was found on an iceman named Ötzi. Discovered frozen in the Italian-Austrian Alps in 1991, the 5,200-year-old Ötzi had more than fifty tattoos of lines and crosses across his skin. Because Ötzi had evidence of arthritis, his tattoos may have been meant to relieve pain.

After Ötzi, the ancient Egyptians take the prize for the oldest tattoos. Female mummies from 2000 B.C. about 4,000 years ago, have tattoos of black dots across their abdomens, thought to be connected with pregnancy. Figures with paintings of tattooed women date as far back as 4000 B.C. but no evidence of actual tattoos from that time have been discovered.

In Siberia, a 2400-year-old man was discovered covered in tattoos of mythical animals. In his Scythian culture, tattoos were known to be a mark of nobility, only given to those of high birth.

In the U.S., a 2,000-year-old bundle of prickly pear cactus spines with dark pigment on the tips is thought to be the oldest evidence of tattoos from the region. Tattoos may have helped ancient Pueblo people create a sense of identity during the shift from hunting and gathering to settlements. Various tribes used tattoos for hundreds of years, including Inuits and Cree. However, when Europeans colonized the Americas, many forbade indigenous people from using tattoos.

Many others around the world have used tattoos as cultural symbols throughout history. In the 5th century, ancient Greeks used tattoos to communicate with spirits. Later, Romans marked criminals with them, and a continent away, Japan did the same. In South America, the Maya, Incas, and Aztec most likely used tattoos in rituals, and tattoos spread across Europe for ceremonies or for family or religious identity.

Although tattooing in Europe disappeared for some time, it returned when sailors from James Cook's expedition to Polynesia learned of the tradition of "tatau" in 1771. Soon, it became fashionable for sailors to return home with ink designs.

Today, tattoos remain popular around the world, both through ancient traditions and with new innovations. The first electric tattoo machine was patented in 1891, similar to what is used today. New designs have become popular, and one man recently auctioned his forehead as ad space on eBay, earning \$37,000 for a one-month tattoo for a snoring remedy. And now, tattoos don't always last as long as Ötzi's. With laser technology, tattoos can now be safely removed.

Name: **Sequence** **Tattoos: A History Reading Response Questions** Use the text to answer the questions below. You can go back and reread the passage if you need to confirm your thinking.

Understanding the Text:

- What discovery was made that historians believe is the first evidence of tattooing?
- Describe some of the reasons why people and cultures have used tattoos throughout history.
- The ancient Greeks were known to use tattoos during the 5th century; what was the purpose for their tattoos?
- What do you think is the biggest difference in the way tattoos were used in ancient history as compared to today?

Reflecting on Text Structure:

- What clues did the author include to let you know this was a sequence text?

What's My Text Structure? Read the passage. As you are reading, pay attention to the clues that help you identify the genre of the text. When you have finished reading, answer the questions on the next page.

Tattoos: Keeping their Meaning

Many cultures around the world have been using tattooing practices for hundreds or even thousands of years, and often, those tattoos hold important significance. Today, the popularity of tattoos continues to grow and spread, and some people, such as tattoo wearers in the "Modern Primitivist" movement in the U.S., get inked with traditional designs from cultures other than their own. Although this can be done in a way that honors and respects the tradition, some people take traditions from other cultures without fully understanding them and may use them in ways that they were not intended to be used. This behavior, called cultural appropriation, can show disrespect for the people of that culture. When the Disney company started selling Maui costumes from the movie *Moana*, it did exactly that.

Polynesia has a long, rich history of using tattoos. In fact, the word tattoo comes from the Polynesian word "tatau." Their tradition of decorating their bodies with turtle shells, waves, lozards, and spears doesn't just look cool, it also tells about people's families, abilities, and beliefs. So, when Disney made the movie *Moana*, they made this tradition an important part of it. Maui, thought of as a respected ancestor in Polynesia, appeared as a character in the movie who wore and even communicated with his tattoos. But placing these tattoos onto a Halloween costume removed them from the tradition. The costume included a fake grass skirt and a brown "skin" shirt featuring tattoos that would normally be worn by Polynesian chiefs and community members. Some carried traditional meanings, such as triangles that would be worn by families who believed that sharks were their ancestral guardians. Placing these tattoos on a costume to be sold on the other side of the world removed the tattoos from these cultural meanings. Not only that, some Polynesians felt that the costume made fun of rather than respected them.

As a result, people across the world spoke out, declaring that Disney had appropriated another culture's traditions in a harmful way and was making money from it. Their voices were effective. Disney quickly ended its sales. In addition, the company publicly apologized for offending people with the costume.

As companies like Disney along with parents, teachers, and kids learn from mistakes like this, they can become careful to avoid them in the future. Before buying a costume, getting a tattoo, or trying out a tradition from another culture, do your research. If possible, talk to people from that culture to learn about the tradition and make sure you are following it in a respectful way.

Name: **Problem & Solution** **Tattoos: Keeping Their Meaning Reading Response Questions** Use the text to answer the questions below. You can go back and reread the passage if you need to confirm your thinking.

Understanding the Text:

- Why could it be a problem if people get tattoos of traditional designs from cultures other than their own?
- Describe some aspects of the Polynesian tattooing tradition.
- What mistake did Disney make in regards to respecting the Polynesian culture? How did they try to fix their mistake?
- What should people consider before trying or using a tradition from another culture?

Reflecting on Text Structure:

- What clues did the author include to let you know this was a problem and solution text?

Name: **What's My Text Structure?** Read the five passages on tattoos. After you have read each passage, identify the text structure of that passage. Think about the title, look for key words, use your knowledge of text structure to determine how the author organized the text.

Tattoos: A Risk Worth Taking?

- What is the text structure of this passage?
- How do you know?

Tattoos: A History?

- What is the text structure of this passage?
- How do you know?

Tattoos: A History?

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Tattoos: A History?

- What is the text structure of this passage?
- How do you know?

Name: **What's My Text Structure?** Read the five passages on tattoos. After you have read each passage, identify the text structure of that passage. Think about the title, look for key words, use your knowledge of text structure to determine how the author organized the text.

Thinking about text structure:

- What is the text structure of this passage?
- What clues did the author include to help you identify the text structure?
- How easy or difficult was it to identify the text structure of this passage? What made it easier or more difficult?
- How was your thinking impacted once you identified the text structure?

Organize your thinking:

- Draw a graphic organizer that works for the structure of this text. Use the graphic organizer to



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