DIFFERENTIATED reading comprehension passages are included.

The Lexile level and word count is marked at the top of each passage.

Each learning target has **5** passages specifically dedicated to it.

The first page of questions is specifically aligned to the **LEARNING TARGET** identified at the top of the page.

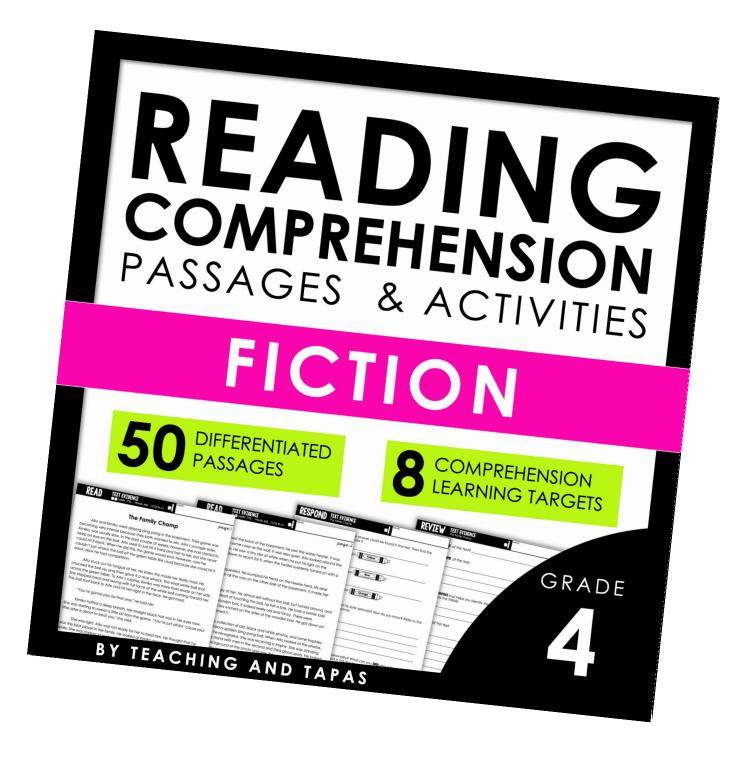
The second page of questions is a **SPIRAL REVIEW** of all the nonfiction learning targets for the grade level.

DIFFERENTIATED PASSAGES

The passages are differentiated at two levels

- meeting grade level expectation (770L-980L Lexile Level)
- emerging, below grade level (540L-690L Lexile Level)

50 passages differentiated at two levels = **100 TOTAL PASSAGES!**

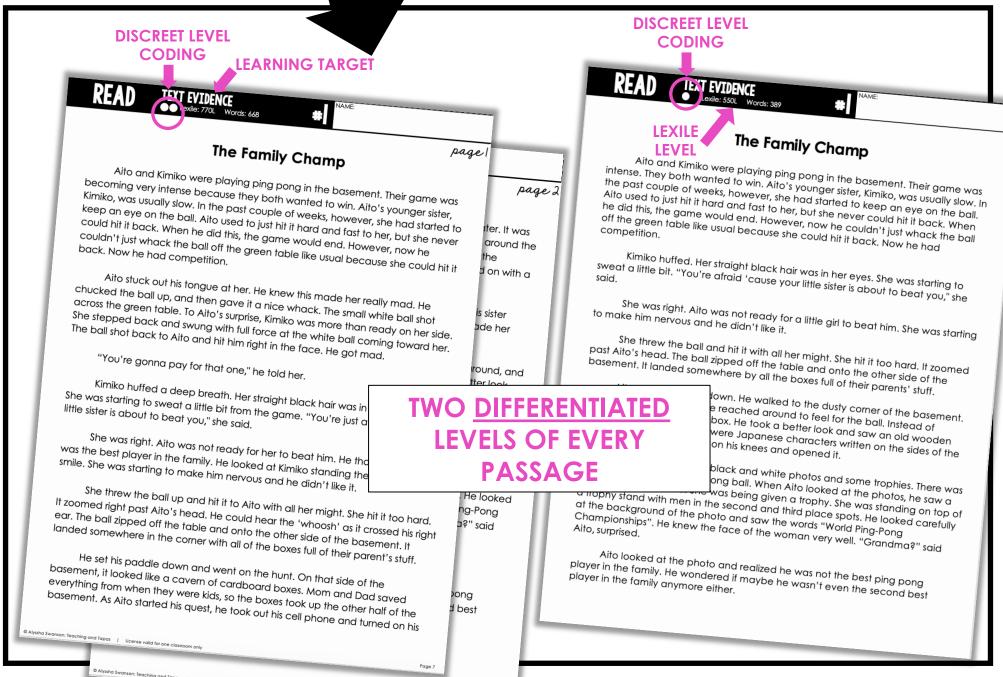


WHAT DO THE PASSAGES LOOK LIKE?

50 DIFFERENTIATED PASSAGES

THERE ARE FIVE (DIFFERENTIATED) **PASSAGES PER LEARNING TARGET**

THE FIVE PASSAGES GIVE **STUDENTS MULTIPLE OPPORTUNITIES TO APPLY** THE LEARNING TARGET **SKILLS**



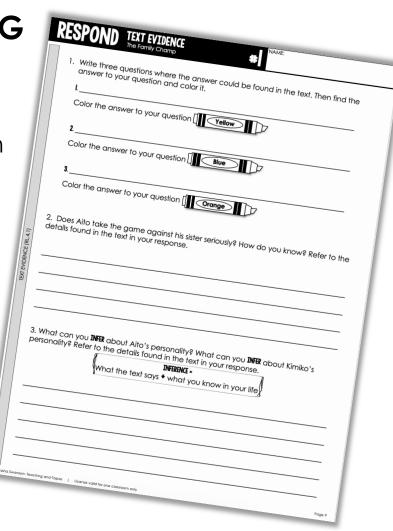
WHAT DO THE QUESTION PAGES LOOK LIKE?

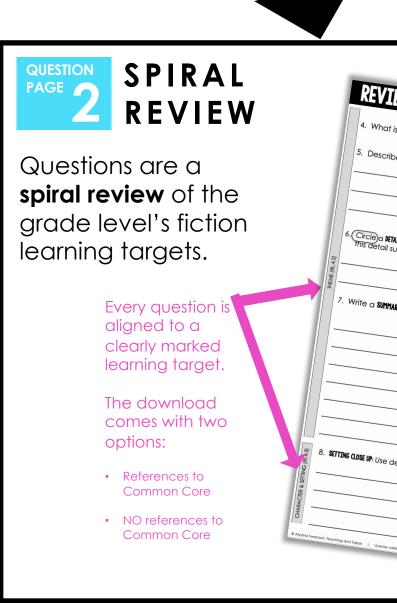
QUESTION PAGE 4

LEARNING TARGET

Questions are specifically focused on one learning target.

With five passages to practice each LEARNING TARGET, you will finally have enough teaching materials to teach until masterv!





TEXT EVIDENCE
is the THEME of this text?
be the THEME of the text.
All OR SENTENCE II
AIL or SENTENCE that helps you identify the THEME . Explain in your own words how upports the THEME .
RY of this text.
letails from the text to describe the setting in this story.
Id for one classoom only. Page 10

LEARNING TARGETS:

This learning targets included cover **ALL FICTION** standards in this grade level.

For example, here is how the learning targets cover the Common Core standards.

NOTE: You certainly do not have to use Common Core to use these passages and activities. All references made to Common Core are to give you an understanding of what the learning target covers. The download comes with two options. One that references Common Core, or one that does NOT reference Common Core.

LEARNING TARGETS

- TEXT EVIDENCE
- THEME
- CHARACTERS & SETTING
- VOCABULARY
- POETRY AND DRAMAS
- POINT OF VIEW
- ILLUSTRATIONS ADD MEANING
- COMPARE AND CONTRAST

SAMPLE STANDARDS

(Common Core Standard RL.4.1)

(Common Core Standard RL.4.2)

(Common Core Standard RL.4.3)

(Common Core Standard RL.4.4)

(Common Core Standard RL.4.5)

(Common Core Standard RL.4.6)

(Common Core Standard RL.4.7)

(Common Core Standard RL.4.9)

EVERYTHING IS...



PRINTABLE

#3 CHARACTERS . Describe Marshall's characte The Garden Marshall's dad wanted to start a garden. He asked Marshall if he would like to help with the planting. Marshall learned that corn, peas, and lettuce would grow in their garden. Marshall and his dad worked hard in the garden. They used a rake to smooth the dirt. They then used a shovel to build finy rows of soil. Marshall did not understand something. He looked everywhere for the corn, peas, 2. Describe how Marshall's actions helped the garden grow and lettuce, but he did not see anything but rows of brown soil. His dad placed tiny seeds in Marshall's hands. His dad showed him how to drop the seeds in the tiny soil rows. Marshall placed the seeds in the around just as his dad had told him to. Marshall's dad then told him to cove the seeds. He was to use a shovel to push the dirt over the top of the seeds. Finally, his dad told him that they were done with the garden for the day. How did Marshall's dad feel about the garden? For the next few days, Marshall went outside to look at the bare . mounds of soil. He looked again for the corn, peas, and lettuce, but he did not see anything at all. The garden was still a big square of plain soil. One bright sunny day, Marshall headed out back once more to see his garden. What he saw was a huge surprise! Little green leaves were starting to push up through the soil. The garden was filled with rows of tiny little plants. Marshall ran to get his dad. Write 1-3 words that sum up the topics of the following paragraphs: Marshall's dad seemed very proud of the new sprouts. Marshall still did D. not understand. Finally, Marshall asked his dad why these little leaves were . <u>Underline</u> three important words in the text using these lines: growing instead of corn, peas, and lettuce. Summarize this story His dad smiled at him. He said that Marshall had to wait for the corn. peas, and lettuce. They would grow from those tiny plants. Marshall finally understood what his dad was telling him. Marshall then checked on his garden every day. Some of the plants grew tall, and some plants stayed close to the ground. When summe arrived, it was time to eat the food from the garden. Marshall proudly enjoyed eating the corn, peas, and lettuce that he had planted DIGITAL

USING GOOGLE CLASSROOM

OR



DIGITAL PREVIEW



4th Grade INFORMATIONAL TEXT Close Reading Sample (Level OO)

4th Grade INFORMATIONAL TEXT Close Reading Sample (Level O)

USE THIS RESOURCE IN MANY WAYS

> Whole class lessons: Some teachers use this structure with the five passages per learning target:

- Passage 1: Pre-assessment
- Passage 2, 3, 4: Teach
- Passage 5: Post-assessment

Intervention groups for students who need extra help on specific skills

Meeting with a small group of students who are ready for more advanced lessons than your whole group lessons

How does this fit with the SCIENCE OF READING?

These reading comprehension passages are a perfect compliment to teaching with the science of reading.

The student questions were written to directly address the LANGUAGE COMPREHENSION half of Scarborough's reading rope.

The professionally written texts have been specifically tailored to offer application practice of these critical language comprehension skills.

BACKGROUND KNOWLEDGE facts, concepts, etc.

VOCABULARY breadth, precision, links, etc.

LANGUAGE STRUCTURES syntax, semantics, etc.

> **VERBAL REASONING** inference, metaphor, etc.

LITERACY KNOWLEDGE print concepts, genres, etc.

The passages included are **not** decodables and should only be used with students who have "mastered the code" and are developmentally ready to dig into texts to build comprehension skills. These reading groups are not meant to teach WORD **RECOGNITION** skills. The passages include multisyllabic words, complex sentences, and more.



print concepts, genres, etc.

DECODING

alphabetic principle, letter-sound correspondences

SIGHT RECOGNITION

of familiar words



LANGUAGE COMPREHENSION

WORD RECOGNITION

Raving REVIEWS!

Other teachers like you LOVE this resource because it is well-made and truly easy to use!

Psst... these reading passages have been teacher-tested in **thousands of classrooms** with hundreds of **five-star reviews**!



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"I bought this product after first trying out the informational text set. These have changed the way I do my ELA instruction. All of the prep work has already been done and the questions are rigorous while keeping students engaged." - Veronica N.





