

PROBLEM & SOLUTION

3 LEVELED PASSAGES

High-interest and professionally written

Precisely leveled with certified Lexile® scores

- “Bringing Back Bison” 890L
- “Regenerative Agriculture” 850L
- “Bees in Decline” 1010L

All passages include nonfiction text features.

- Images
- Diagrams
- Infographics
- Graphs
- Charts
- Illustrations
- Tables
- Maps
- Captions
- Keywords

Teacher THRIVE

The image displays a variety of educational supplies and three leveled nonfiction passages. At the top, there's a potted plant with green leaves, several Crayola markers in blue, orange, and green, and a container of colorful pencils. Below these are several spiral-bound notebooks in blue, orange, and green. The main focus is on three leveled passages:

- BRINGING BACK BISON** (890L): This passage includes a key vocabulary section with terms like **grazing**, **Indigenous**, **ecosystems**, **descent**, and **culture**. It features a map titled "DECREASING BUFFALO HERDS (19TH CENTURY)" showing the original area of buffalo herds and the area in 1870 and 1889. The text discusses the impact of European descent and the government's role in the decline of bison.
- REGENERATIVE AGRICULTURE** (850L): This passage includes a key vocabulary section with terms like **ecosystem**, **nutritious**, **erosion**, **compost**, and **grazing**. It features a photograph of a dirt road with a caption: "Erosion is a natural process, but damaged soil is at higher risk." The text discusses the benefits of regenerative agriculture and the impact of modern farming practices.
- BEES IN DECLINE** (1010L): This passage includes a key vocabulary section with terms like **pollinate**, **vital**, **fungus**, **vulnerable**, and **diversity**. It features a photograph of a bee on a flower with a caption: "Honeybees pollinate many kinds of plants, including many that are grown for food." The text discusses the decline of honeybees and the impact of human activities.

On the right side, there's a digital version of the "Bringing Back Bison" passage displayed on a tablet, with a callout bubble saying "Digital Versions Included".



GRAPHIC ORGANIZERS

Graphic organizers that are customized for each passage.

These graphic organizers provide a visual representation of the text structure and passage, which helps with reading comprehension and writing skills.

Detailed answer keys are included to help guide your students' work.

Digital version included: Students can type directly into Google Slides.

Teacher **THRIVE**

Guided Notes: BRINGING BACK BISON PROBLEM & SOLUTION
Name: _____ Date: _____
DIRECTIONS: Read "Bringing Back Bison" and complete the graphic organizer.
INFORMATION ABOUT BISON [1, 4 & 5]
What details about bison can you find in the article?
PROBLEM [1, 2 & 3] SOLUTION
SOLUTION
SOLUTION
PROBLEMS REMAIN [1, 9]

Graphic Organizer: REGENERATIVE AGRICULTURE PROBLEM & SOLUTION
Name: _____ Date: _____
DIRECTIONS: Read the article "Regenerative Agriculture" and complete the graphic organizer.
IMPORTANCE OF SOIL PROBLEMS OF MODERN FARMING
PROBLEM
PROBLEM SOLUTION

Guided Notes: BEES IN DECLINE PROBLEM & SOLUTION
Name: _____ Date: _____
DIRECTIONS: Read the article "Bees in Decline" and complete the graphic organizer.
THE IMPORTANCE OF BEES
WHAT IS THE MAIN PROBLEM FROM THE ARTICLE?
PROBLEM: FACTOR 1 SOLUTIONS
PROBLEM: FACTOR 2
PROBLEM: FACTOR 3
PROBLEM: FACTOR 4

Guided Notes: BRINGING BACK BISON PROBLEM & SOLUTION
Name: _____ Date: _____
DIRECTIONS: Read "Bringing Back Bison" and complete the graphic organizer.
INFORMATION ABOUT BISON [1, 4 & 5]
What details about bison can you find in the article?
PROBLEM [1, 2 & 3] SOLUTION
SOLUTION
SOLUTION
PROBLEMS REMAIN [1, 9]

Digital Versions Included



KEY WORDS ANALYSES

A Keywords Analysis for each passage

Students will find the specific cause-and-effect keywords and analyze how they are used in the articles.

Keywords Analyses deepen student understanding of nonfiction text structures and help them build expository writing skills.

Detailed answer keys are included.

Digital version included: Students can type directly into Google Slides.

Teacher THRIVE

The image displays a collection of educational resources. At the top, there's a small potted plant, a container of colorful markers, and several spiral-bound notebooks. Overlaid on these are three worksheets for 'Keywords Analysis' and a tablet displaying a digital version of the same worksheet.

The worksheets are titled 'BRINGING BACK BISON', 'REGENERATIVE AGRICULTURE', and 'BEES IN DECLINE'. Each worksheet has a table with three columns: 'KEYWORDS', 'TEXT LOCATION', and 'ANALYSIS'. The 'KEYWORDS' column lists various cause-and-effect words like 'problem', 'lead to', 'because', 'as a result', 'answer', 'issues', 'caused', and 'causes'. The 'TEXT LOCATION' column lists paragraph numbers. The 'ANALYSIS' column provides a space for students to explain how the author uses the key words and whether they describe a relationship.

A digital version of the 'BRINGING BACK BISON' worksheet is shown on a tablet, featuring a grid for students to type their answers directly into Google Slides.

Digital Versions Included



READING RESPONSES

10 short-answer reading response questions for each passage

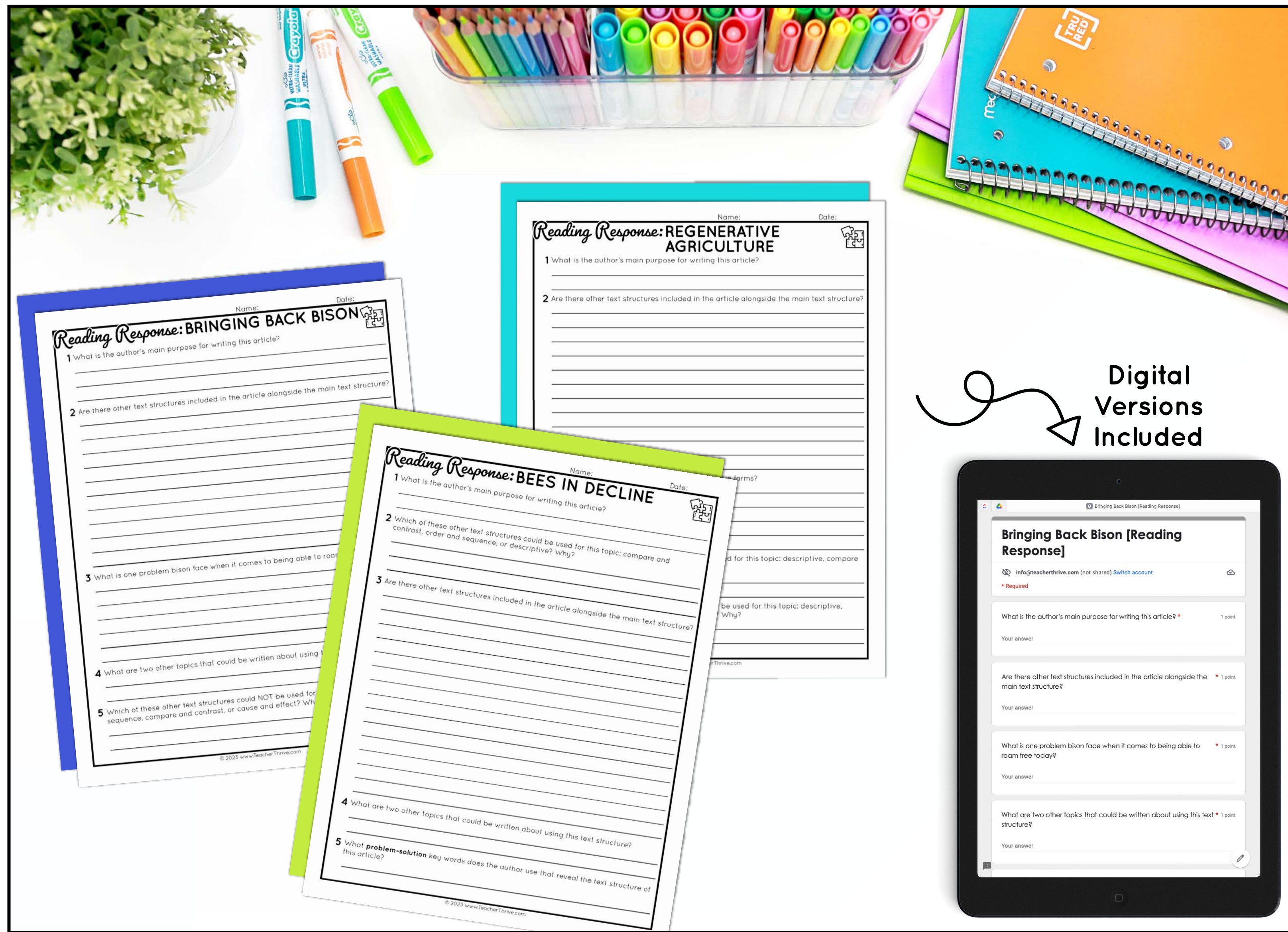
These text-dependent questions can be used for:

- Guided Reading
- Shared Reading
- Independent Work
- Writing/Journal Prompts

Detailed answer keys are included to help guide your students' work.

Digital version included:
Students can type directly into Google Forms.

Teacher THRIVE



PROBLEM & SOLUTION ASSESSMENTS

Each passage comes with a 10-question multiple-choice assessment.

Teachers can use these assessments at the end of each unit to direct further instruction.

Digital version included: Students can complete these assessments using Google Forms. These Google Forms are self-grading.

The image displays three sample assessment worksheets and a digital version on a tablet. The worksheets are titled 'Assessment: BRINGING BACK BISON', 'Assessment: REGENERATIVE AGRICULTURE', and 'Assessment: BEES IN DECLINE'. Each worksheet includes a title, a 'Name:' and 'Date:' field, and a series of 10 multiple-choice questions. The digital version on the tablet shows the 'Bees in Decline [Assessment]' form, which includes a header with the title and a link to the assessment, followed by three questions with radio button options.

Assessment: BRINGING BACK BISON

Name: _____ Date: _____

- Which of the following is NOT an example of how Indigenous people used bison?
a. Food
b. Clothing
c. Transportation
d. Tools
- What is the meaning of biodiversity in paragraph 5?
a. The conditions that help organisms stay healthy
b. The number of different types of organisms
c. The number of bison in an area
d. The role bison play in ecosystems
- Which answer is an example of how bison keep ecosystems healthy?
a. They eat grass and leave space for flowers to grow.
b. They cause dead plant matter to build up.
c. They eat flowers as they bloom.
d. They keep birds and insects away.
- Where are the Great Plains located?
a. Between the Rocky Mountains and Mississippi River
b. Yellowstone National Park
c. Europe
d. All of the United States
- What is the meaning of descent in paragraph 3?
a. People
b. Background or origin
c. Homeland
d. Value
- When did the first efforts to save bison begin?
a. Late 1600s
b. Late 1800s
c. Early 1900s
d. Early 2000s
- Why did the United States government want to expand the country's borders?
a. To make room for Indigenous people
b. To make room for people
c. To make room for people
d. To make room for reservations
- What caused bison to become completely extinct?
a. Lack of food
b. Overhunting
c. Competition
d. Drought
- According to the text, how many bison were there in America?
a. 2,000
b. 5,500
c. 30,000
d. Millions
- Which organization was created to protect bison?
a. Yellowstone
b. The Nature Conservancy
c. Bison Conservation Program
d. North American Bison

Assessment: REGENERATIVE AGRICULTURE

Name: _____ Date: _____

- What is the meaning of regenerative in paragraph 6?
a. Generating power
b. Returning to a state of health
c. Making soil better
d. Causing harm to something
- Which farming practice increases the possibility of erosion?
a. Fertilizing
b. Using pesticides
c. Tilling
d. Using cover crops
- Which of the following is NOT a reason that healthy soil is important?
a. It's important for growing nutritious crops.
b. It's important for keeping animals fed.
c. It's important to help water flow to nearby water bodies.
d. It's important for growing healthy plants.
- What is the meaning of erosion in paragraph 3?
a. The breaking up of soil structure
b. The process that carries away rock or soil
c. The loss of nutrition in soil
d. The process of tilling soil
- Which answer does NOT affect the composition of soil?
a. Animals
b. Rocks
c. Weather
d. Texture
- How can animals have a harmful effect on soil?
a. Trampling the soil
b. Grazing in a controlled manner
c. Adding manure to the soil
d. Covering the soil
- What are cover crops?
a. Living plants
b. Invasive plants
c. Dead, rotting plants
d. Plant nutrients
- According to the article, which answer is an example of a modern farming practice?
a. Using cover crops
b. Adding compost to soil
c. Leaving soil alone
d. Tilling the soil

Assessment: BEES IN DECLINE

Name: _____ Date: _____

- What is the meaning of vulnerable in paragraph 4?
a. Easily harmed
b. Deadly
c. Visible
d. Sick
- Which of the following diseases is caused by a fungus?
a. European foulbrood
b. Chalkbrood
c. American foulbrood
d. Parasites
- Which sentence helps you know the text structure used in this article?
a. However, farms are already busy, and raising bees requires a lot of extra work.
b. Other times, they survive long enough to bring food—and the pesticides it contains—back to their hives.
c. These diseases can destroy entire bee colonies, and there's no cure.
d. All these factors combined lead to reduced numbers of bees.
- What is the meaning of vital in paragraph 1?
a. Helpful
b. Important
c. Troublesome
d. Expensive
- What can people do to provide wild bees with better nutrition?
a. Rent bees
b. Plant flowers
c. Clear land
d. Use pesticides away from bees
- What is the purpose of farmers renting bees?
a. To have bees to pollinate their crops
b. To help bees survive by moving them around
c. To help overwhelmed beekeepers
d. To learn how to take care of bees
- How do beekeepers make most of their money?
a. Selling wax
b. Selling honey
c. Renting out bees
d. Teaching farmers
- What is the problem contributing to all the other problems bees face?
a. Poor diet
b. Parasites
c. Diseases
d. Pesticides
- Why do farmers use pesticides?
a. To get rid of unwanted bugs
b. To remove weeds
c. To provide nutrients to crops
d. To control bee populations
- What is one way varroa mites do NOT effect bees?
a. They kill adult bees.
b. They spread diseases to bees.
c. They kill bee larvae.
d. They cause bees to die earlier than they would naturally.

Bees in Decline [Assessment]

info@teacherthrive.com (not shared) [Switch account](#)

* Required

What is the meaning of vulnerable in paragraph 4? * 1 point

☐ Easily harmed
☐ Deadly
☐ Visible
☐ Sick

Which of the following diseases is * caused by a fungus? 1 point

☐ European foulbrood
☐ Chalkbrood
☐ American foulbrood
☐ Parasites

Which sentence helps you know the text structure used in this article? * 1 point

☐ However, farms are already busy, and raising bees requires a lot of extra work.
☐ Other times, they survive long enough to bring food—and the pesticides it

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NONFICTION TEXT STRUCTURES

GRADE 5

PRINT & DIGITAL VERSIONS ARE INCLUDED

LEVELED PASSAGES • GRAPHIC ORGANIZERS • KEYWORD ANALYSES • TEXT-DEPENDENT QUESTIONS • ASSESSMENTS