



## Cycle 12: Text Structures

### Materials

- Student Text Structure Cards (one set per pair of students; cut apart and place in baggies ahead of time)
- Student Passages (4)
- Blank Graphic Organizers (will need to be cut out before the lesson and mixed up — can be laminated for durability)
- sticky notes
- colored blocks

### ESL Modifications

- Students can use a highlighter to highlight signal words in passages.
- Pair with a partner
- Check for understanding
- Provide students with their own copy of the text structure chart

*Note to teacher: This lesson may be divided into two days if necessary.*

### Teach



- **Today we are going to review how to determine which text structure an author used in a passage and why the author might have used that particular text structure.**
- **Remember, an author uses text structure, or a particular pattern, when writing to organize, or connect, ideas so that it's easier for you, the reader, to comprehend, or understand.**
- **We can understand this a little better by thinking of writers like builders. The only difference is that writers use words instead of blocks.** Display a set of colored blocks arranged in two or three different ways. **Just like these blocks, there are different ways a writer can arrange words.**
- **We learned most of these text structures in previous lessons, so this should be a review for you. Let's review each text structure together.**
- Arrange a line of blocks standing on end. **One text structure is called cause and effect. Remember, cause and effect is when something causes, or makes, something else happen.** Tap the first block so that it knocks over the next block and all go down domino style.
- **What are some words we might see in a passage that tell us the author used the cause-and-effect text structure?** Wait for student responses (*so, because, make, cause, leads to*). If necessary, direct students to the Text Structure chart.
- Place graphic organizer examples in front of the students. Make sure that they have been cut apart and are mixed up. **What are some different types of graphic organizers that could be used with a cause-and-effect text structure? Look at the examples of graphic organizers and choose two that you think might be used for cause-and-effect.** Wait for student responses. Provide support as needed.



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### Teach (cont.)

- **Another text structure that authors sometimes use is called sequence. Sequence is when authors tell about events that happen in order.** Create stacks of blocks of different heights and then allow students to arrange the blocks in order from shortest to tallest to illustrate sequence.
- **What are some words that we might see while reading that could tell us that the author used the sequence text structure?** Wait for student responses. Allow students to use text structure chart if needed. (*First, second, then, next, finally, last.*)
- **Look at the graphic organizers and choose two that you think might be used to represent sequence.** Wait for student responses. Provide support as needed.
- **The structure that shows how things are alike or different is called compare and contrast.** Sort blocks by color and have students make stacks of like blocks. Ask students to tell how the blocks are alike and how they are different. **Who can give an example of when an author might want to compare and contrast?** Wait for student responses. Student responses should clearly show that students understand they are comparing two or more things.
- **What are some words that we might see while reading that could tell us that the author used the compare-and-contrast structure?** Wait for student responses. (*Alike, similar, like, unlike, different.*)
- **Look at the graphic organizers and choose two that you think might be used to represent compare and contrast.** Wait for student responses. Offer support if necessary.
- **Another text structure that authors sometimes use is called description.**
- **This text structure helps the reader to imagine or picture something while reading. The author uses words to describe a topic, a person, a place, or a thing.**
- Explain to students that they are going to try to create a picture in their mind as you read a description of a duck to them. Description: **The mallard is probably the easiest type of duck to identify. To illustrate, male mallards have a gleaming green head and a yellow beak. A mallard's body is varying shades of gray and its tail is black and curls up at the end. Another distinguishing characteristic of a mallard is its bright orange feet. In fact, if you've ever been to a pond, you've probably seen a mallard.** Ask students: **Can you picture the duck in your mind? Have you ever seen a duck like the one that was described?** Accept reasonable responses. For students who need more support, show a picture of a mallard.
- **What are some words that we might see while reading that could tell us that the author used the description structure?** Wait for student responses. (*For instance, for example, such as, also, in fact, to illustrate.*)
- **Look at the graphic organizers and choose two that you think might be used to represent the description text structure.** Wait for student responses. Offer guidance if necessary.



## Cycle 12: Text Structures

### Guided Practice



*Preparation: Place one passage in each corner of the room if space allows. If not, make sure they are spaced far enough apart that the students won't be able to see or hear what other students are doing.*

- **As a quick review of the text structures, take out the cards from the baggie in front of you.**
- **You are going to classify these cards into three different categories: Text Structure, Definition, and Signals or Clues. Your job is to work with your partner to try to place the cards in the correct order under the category headings. Each text structure will have a definition and signals or clues. When you are finished, I will check your answers.** Check students work and correct any misunderstandings.
- **Now that we've reviewed some of the different text structures that authors use when writing, let's use them as we read four different passages and try to determine which text structure the author is using.**
- Passages should be in separate places around the room. Instruct students to each find a passage and read it silently. This is a good opportunity for you to drop in on each student reading and take anecdotal notes. Provide comprehension support as necessary. When all students have finished reading their passage, distribute sticky notes to each student and a text structure chart if necessary. Instruct students to write the title of the passage and the text structure that they think their passage is organized by on the sticky note. They can also write clue words that they found in the passage to help them decide. Students then rotate to the next passage and repeat the process.
- When all students have completed all four passages, bring the passages back to the table. **You each have four sticky notes with text structures written on them. I am going to display a passage one at a time.** Display "Caring for Pets." **On the count of three, we are all going to place our sticky notes on top of the passage to compare our answers. Be ready to defend your answer. Ready...one...two...three....** Everyone places their sticky note on top of the passage. Look to determine if students were correct. If one student disagrees, allow that student the opportunity to defend their answer. Correct misconceptions immediately.
- **What is the text structure? (Compare and contrast.)**
- **Explain how you know.** (Possible answers: *The passage is telling us about two different animals, a cat and a dog. First it tells us about a dog, and then it tells us about a cat. We learn how cats and dogs are alike and how they are different.*)
- **Did you see any signal words that helped you to know that the text structure is compare and contrast? (Alike, both, however, like, but, as well, similar.)**
- **Look at the graphic organizers. Which graphic organizers would you use to organize the information from this passage? Why? (A and G.)** Accept reasonable answers.
- Repeat this process with the three other passages. Make notes on your anecdotal chart about students who have difficulty with this process.



## Cycle 12: Text Structures

### Guided Practice (cont.)

Answers:

#### **"Insects"**

Text Structure: *description*

How do you know? *The passage is describing the parts of insects.*

Signal Words: *in fact, also*

Graphic organizers: *D and H*

#### **"Calling all Pollinators!"**

Text Structure: *cause and effect*

How do you know? *The passage tells us how and why insects spread pollen.*

Signal Words: *because, causes, so*

Graphic organizers: *C and F*

#### **"From Egg to Frog"**

Text Structure: *sequence*

How do you know? *The passage tells us how a frog changes from egg to frog.*

Signal Words: *first, next, then, after that, finally*

Graphic organizers: *E and B*

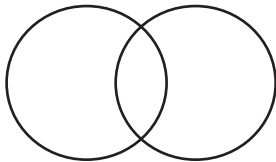
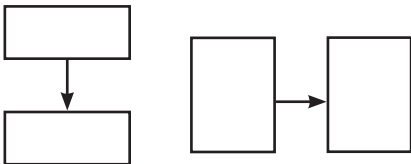
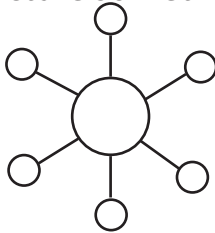
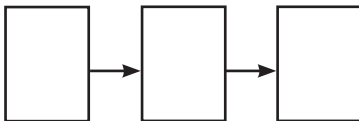
### Independent Practice



- Group students in pairs. **Choose a passage that you would like to work on with your partner. You must agree on the same passage.**
- **Each person chooses one graphic organizer to organize your thoughts about the passage. Make sure the graphic organizer is the correct one for the passage you have chosen.**
- **Read the passage again and write the important information in the graphic organizer.**
- **When you are finished, switch graphic organizers with your partner. Using a different color, add any additional important information to their graphic organizer. If you have a question about something your partner has included, stop and ask for an explanation.**
- Monitor for understanding. Correct any misconceptions immediately.
- As time allows, students can repeat the process and complete graphic organizers for additional passages.



# Cycle 12: Text Structures

Text Structure	Definition	Signals or Clues
<b>compare and contrast</b>	<p>Tells how things are alike and different</p> 	<p>comparison words:</p> <p>alike, like, similar, both, unlike, different, however, but, as well</p>
<b>cause and effect</b>	<p>Tells how one thing makes another happen</p> 	<p>cause and effect words:</p> <p>So, because, make, cause, leads to, then...so</p>
<b>description</b>	<p>Helps the reader imagine or picture something</p> 	<p>descriptive words:</p> <p>for instance, for example, such as, also, in fact, to illustrate</p>
<b>sequence</b>	<p>Tells about events in the order in which they happen</p> 	<p>Order words:</p> <p>First, second, next, then, finally, last</p>



## Caring for Pets



When making a decision about whether to get a pet or not, there are several things to consider before making the leap to become a pet owner. While there are many pets to choose from, dogs and cats are some of the most common, and each one needs specialized care. In order to be a responsible pet owner, you must learn what is required to take care of a pet properly. For the right owner, a dog is a great pet. Just like you, a dog needs food and water every day, many times a day. Dogs also need to be bathed and brushed frequently to keep them clean and keep their coats shiny and healthy. Dogs need lots of exercise too, so it's

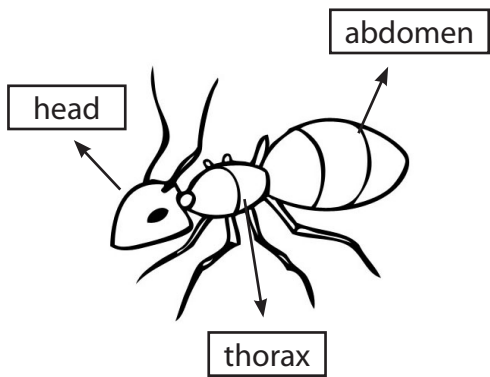
important to take your dog for a walk every day and provide active playtime. Many dogs love to fetch or play chase. Dogs are very affectionate animals, and when you spend time with your dog, it feels loved and happy. A dog will show you that it is happy by wagging its tail and showering you with doggy kisses.

Dogs and cats are alike in that they both need food and water every day. Cats may be considered low maintenance because they don't need to be bathed or brushed; however, they do keep themselves groomed by licking their fur clean. In order to stretch its muscles, a cat does need a rough post for scratching, though. If a cat doesn't have a scratching post, it will most likely use your furniture as a scratching post. Cats don't need to go for walks like dogs, but playtime is important for them as well. Cats love to play chase and attack moving objects like a toy mouse on a string or a flashlight shining on the ground. Similar to dogs, cats also need to feel loved. You can tell that a cat feels loved when it sits in your lap and purrs.





## Insects



There are many insects in the world. In fact, there are so many of them that the insects outnumber all of the other land animals. There are many different types of insects, but if you look closely, you will notice that they all have three body parts: a head, thorax, and abdomen. Insects also have a hard shell, called an exoskeleton, that protects their inside body parts.

The insect's **head** contains eyes, a mouth, and an antennae. Insects have compound eyes, which means that they have more than one lens for each eye. Compound eyes allow insects to have good eyesight, especially to detect movement. That's why it is so difficult to catch them! All insects also have a pair of antennae, or feelers. Antennae are used to smell and touch. They help the insect locate food and smell their environment. Insects can have different mouth types. They can either have a mouth that allows them to chew their food, or they can have a mouth part that allows them to suck their food.

The **thorax** is the "movement center" for the insect. Attached to their thorax, insects have six jointed legs that enable them to move quickly from place to place. They also have two sets of wings. Some insects use their tiny wings to fly while others prefer to creep on land. Some insects can even swim!

The **abdomen** is the third part of the insect's body. It contains the digestive organs, nervous system, and the heart. Since insects don't breathe through their mouth like we do, the abdomen also contains small holes, called spiracles, which allow insects to breathe. The abdomen is usually the largest part of an insect's body.

After learning all about insects, the next time you see an insect in your backyard, take a closer look and try to find all three body parts. You may need a magnifying glass to get a closer view.



## Cycle 12: Text Structures

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

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

### Calling All Pollinators!

When insects land on flowers, pollen sticks to them because their wings and bodies are fuzzy. As the insects fly to other plants, they do an important job. They spread pollen. Sharing pollen makes it possible for plants to form seeds and survive. That is why plants have many ways of attracting pollinators. Flowers with nectar give off a sweet smell. The smell makes butterflies and bees come to the flower because they know it has nectar for them to drink. Flowers with a deep tube shape attract insects that have long tongues or those small enough to crawl inside. The shape causes the insects to get very close to the bloom so they are sure to get covered in pollen. Insects that don't fly well choose wide, flat flowers so they will have plenty of room to land or crawl. Some flowers are shaped like an insect's body. The shape tricks insects into coming near because they think they are going to meet a mate! Flowers can't move around to trade pollen, but they have some clever ways of making insects do the job for them!





## Cycle 12: Text Structures

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

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

### From Egg to Frog

Red-eyed tree frogs go through many changes in their life. First, tiny eggs form inside the mother frog. Next, the mother looks for just the right place to lay her eggs. When she finds a leaf that hangs over a pond, she lays about thirty eggs. Then tiny tadpoles grow and take shape inside the eggs. When the tadpoles get too big for their eggs, they hatch and drop into the water below. The next part of their life is dangerous because many predators try to eat them. The lucky tadpoles that escape being eaten grow larger. Next, they begin to grow legs, and their tails start to disappear. These changes continue until the tadpoles turn into frogs. Then the frogs leave the water. They learn to jump instead of swimming. After that, they learn to use the suckers on their toes to climb trees where they find insects to eat. Finally, they are ready to live as adult frogs. Many will lay eggs and begin the cycle of life again!

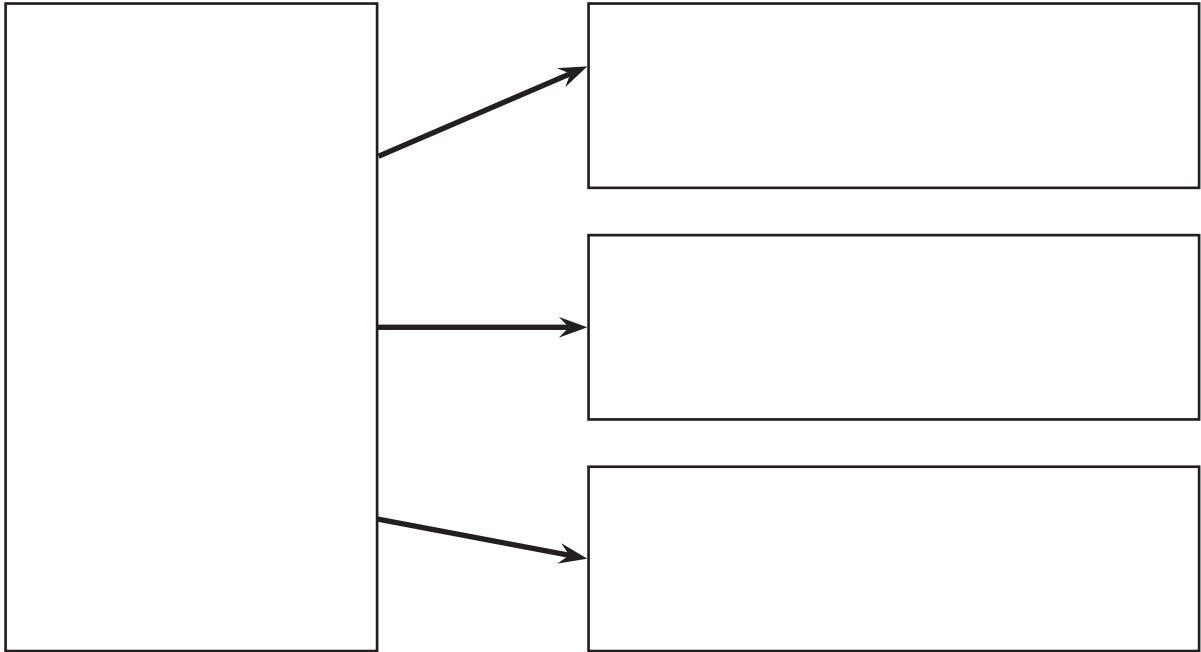




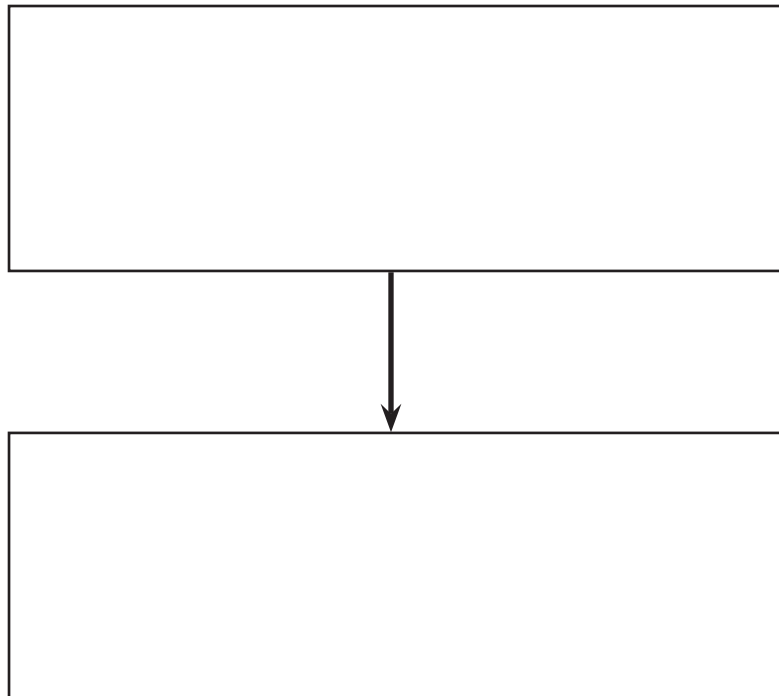
## Cycle 12: Text Structures

### Blank Graphic Organizers

C



F

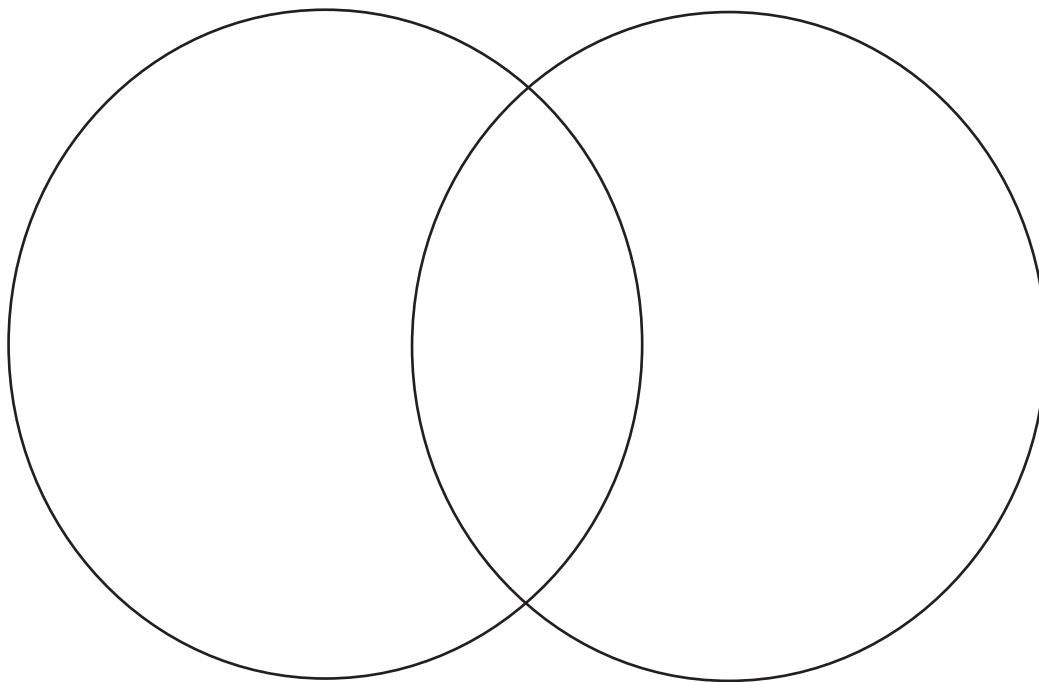




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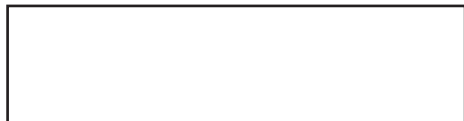
### Blank Graphic Organizers

A

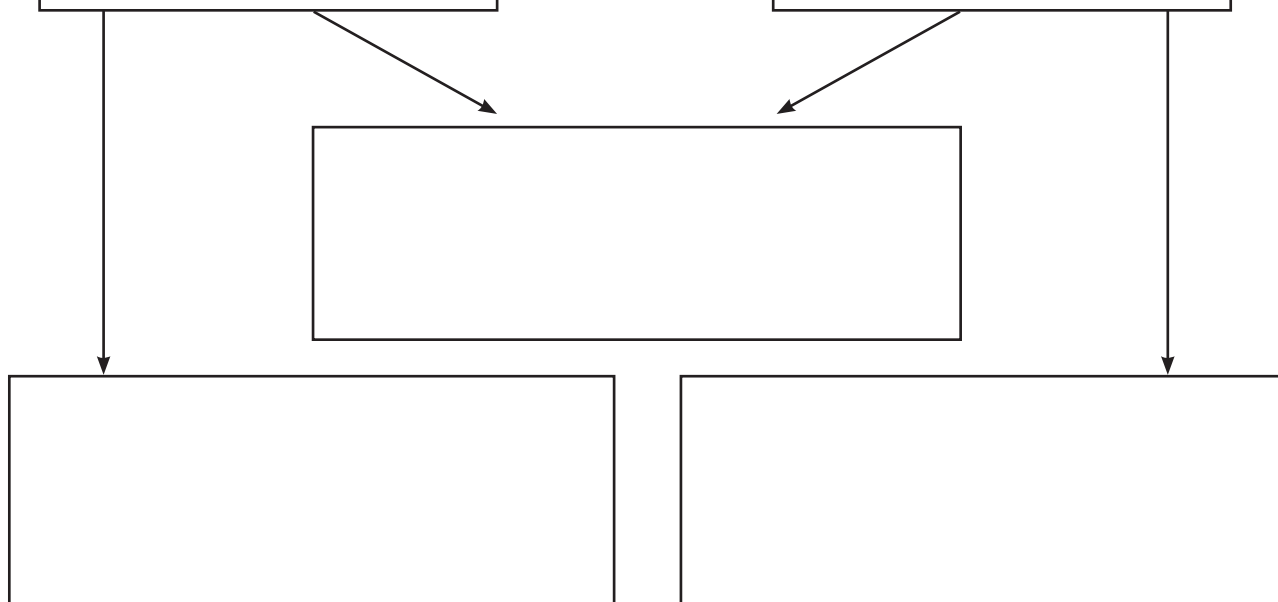
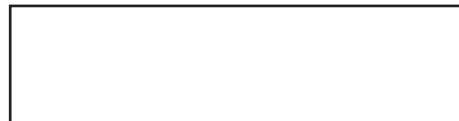


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item 1



item 2

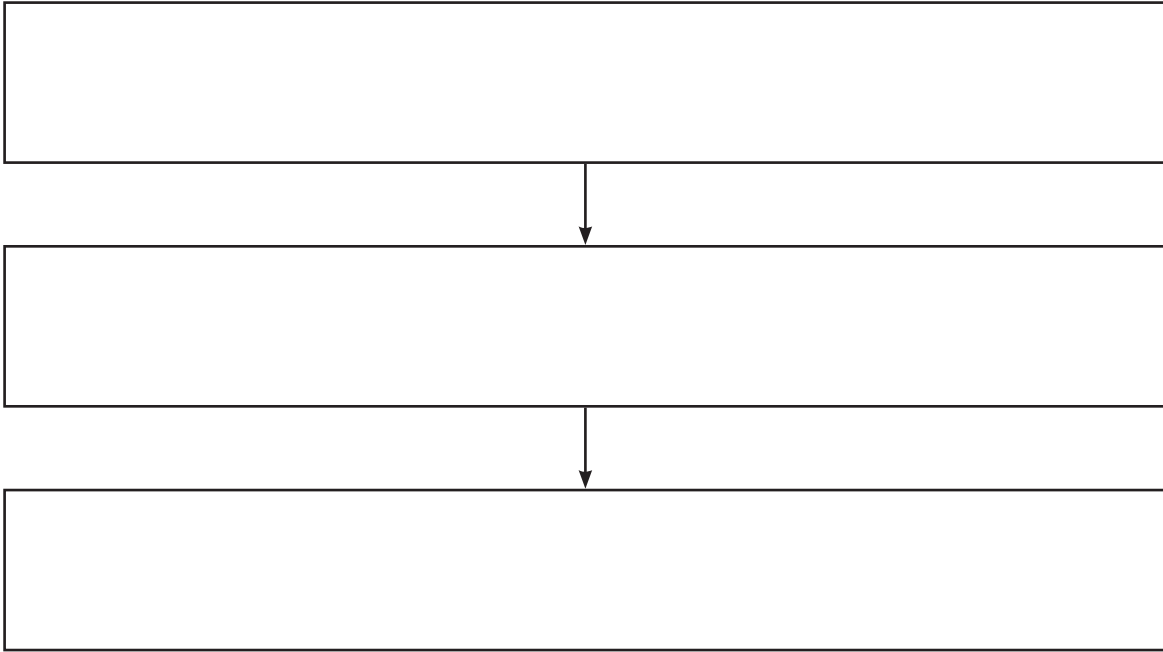




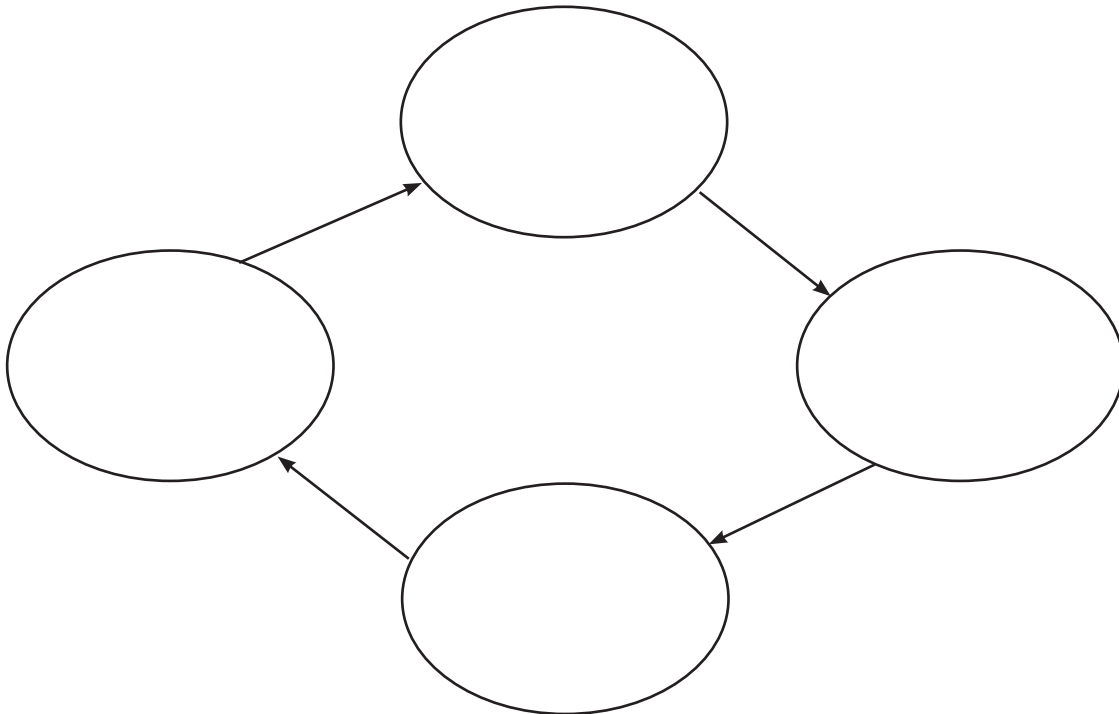
## Cycle 12: Text Structures

### Blank Graphic Organizers

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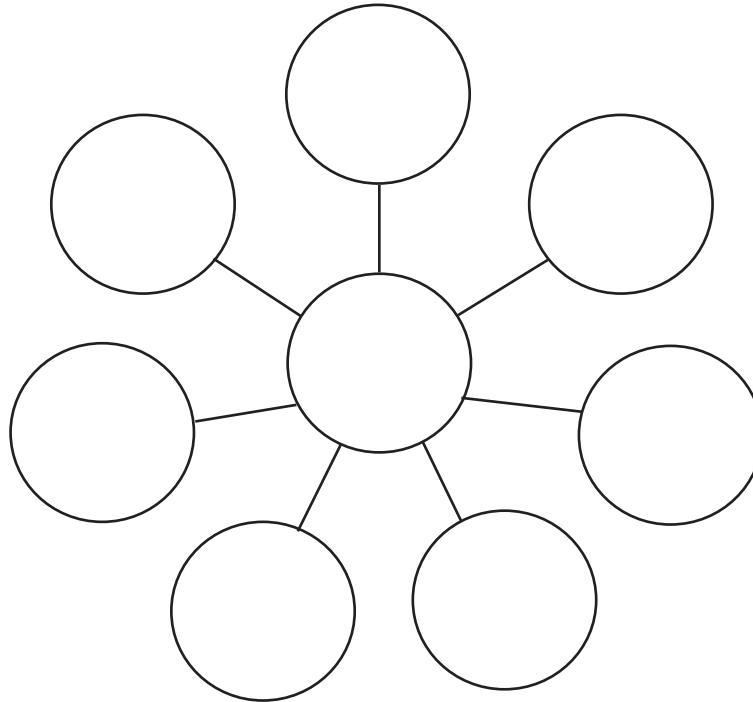
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# Cycle 12: Text Structures

## Blank Graphic Organizers

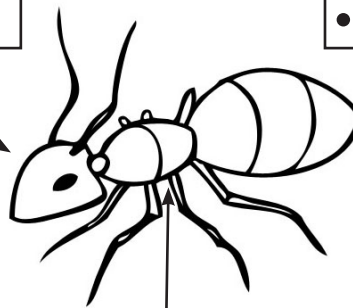
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# Istation Lesson: Teacher Observation Page

Use Istation's Teacher Observation chart to make anecdotal notes about reading behaviors, skills, strategies, and needs, or to take a short running record of reading accuracy. The information noted can then be used in addition to the Priority Report to shape instructional decisions and groupings.

Student	Observations