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Comprehension: Text Structure **Grade:** 3

LESSON INFORMATION	PASSAGE INFORMATION
Goal: Students learn to identify and use text structures to support comprehension. **Time:** 2 days, each 30–35 minutes **Class Size:** Small group **Sample Passage Title:** How to Make a Flutter Book **Materials Needed:** Copies of the passage, copies of text structure organizer	**Genre:** Informational **Grade:** 3 **Passages:** When selecting passages, be sure that they include rich content and are on the higher end of the qualitative and quantitative text complexity continuum for the grade level.

Day 1 – **Introduction** (30 minutes)

1. **Preview the text**
   - Provide a brief explanation of the text.

   > We are going to read a new text today. It explains how to make a book with pages that flutter when you open it.

2. **Engage in a whole-class read**
   - Read the text as a group. Randomly call on students to read portions of the text. Ensure your pattern of calling on students is unpredictable so all students continue to read along.
   - Ask text-dependent questions throughout the reading. Alternate between calling on individual students to respond and having students turn and talk to a partner to answer the question.

Page	Question	Possible Response
1	How long have artists been making flutter books?	Artists have been making these books for centuries.
1	Why are these books called flutter books?	The pages flutter like butterfly wings when you open it.
1	How do you make these books?	You make them by folding and gluing paper in a special way.
2	What do you need to make a flutter book?	You need heavy paper, cardboard, markers, glue, scissors, and yarn.
2	What is the first step in creating a flutter book?	Tape pieces of heavy paper together.
2	What is the last step in creating a flutter book?	Tie a piece of yarn around it to keep it closed.

3. Wrap up the day

> Now that we've read through the text, we'll talk about its structure tomorrow.

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1. Model the skill — using graphic organizers

- Provide a brief explanation and model of the target skill for the lesson.

> **Authors organize their writing in different ways — this is called text structure. Knowing the text structure helps us to read for meaning. If we know the structure of the text, we know where to find the important information.**
>
> **There are a few different text structures that authors use for informational texts. Authors use compare and contrast, cause and effect, and problem and solution structures. They may also provide a description of a topic or write events in chronological order or sequence. Sometimes authors may use more than one structure to organize the text.**
>
> **Let's take a look at *How to Make a Flutter Book* again. The information here is presented in steps or in a sequence. I know this because the text describes each step in making a flutter book.**

- Explain and model the process of using the graphic organizer.

> **Graphic organizers can also help you use the text structure to organize the information in a text. Let's take a look at our sequence graphic organizer. It has three boxes with arrows. This shows that there are multiple steps in the sequence and that they happen in a certain order. If a text has more than three steps, we can always add more boxes.**
>
> **Here's what I'm going to put in my first box:**
> **Get the materials: two pieces of heavy paper, two pieces of cardboard, markers, white glue, scissors, and yarn.**

2. Practice the skill — complete graphic organizers

- Have the students complete the graphic organizers in pairs.

> **Now you will work in pairs to complete the graphic organizers.**

3. Engage in a final discussion

- Bring the students back together to compare organizers.

> **You completed the graphic organizers. Let's compare with each other. What are the major steps in making the flutter book?**

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Wrap Up (2 minutes)

1. Encourage use of the skill outside of the lesson

- Remind students why text structure is important
- Optional: Provide graphic organizers for students to use independently

> Today we talked about text structure. We completed a graphic organizer. Knowing the text structure helps us to read for meaning. If we know the structure of the text, we know where to find the important information. We worked on Sequence today, but there are other structures to look for. We have graphic organizers for those too!

Common Core Anchor Standards:

CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
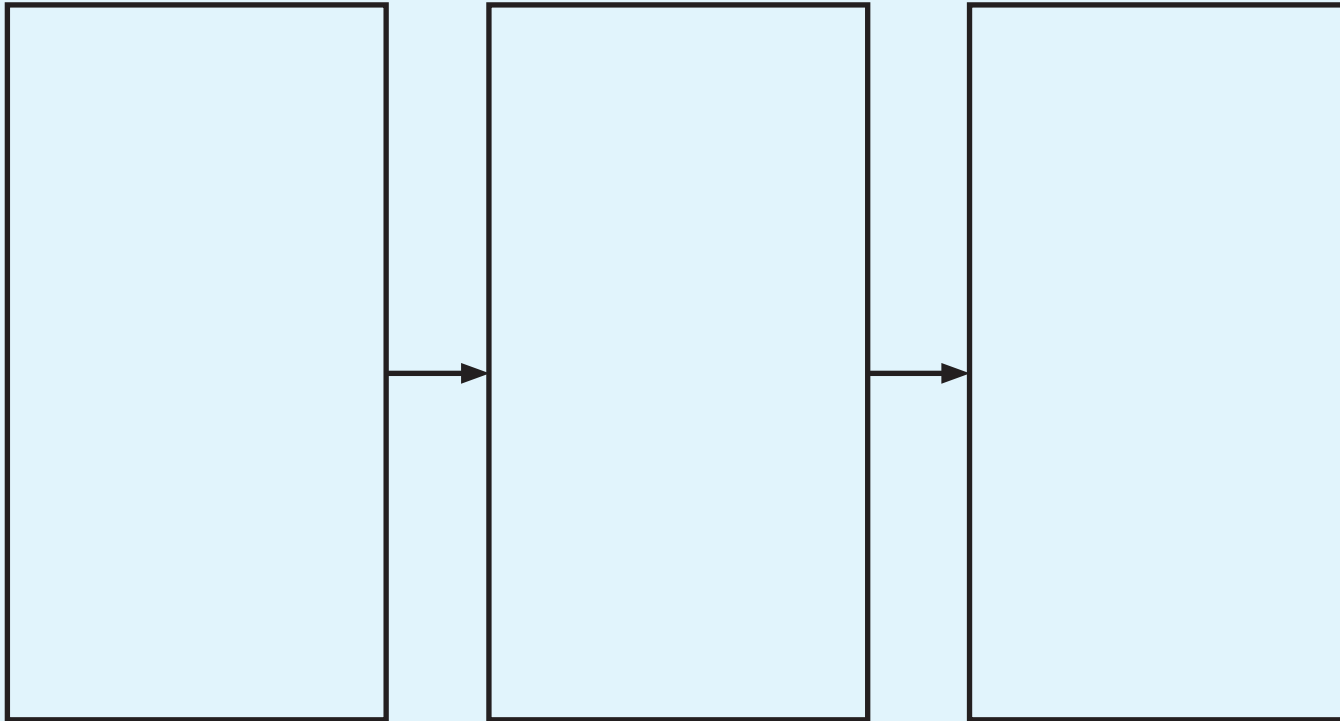
CCSS.ELA-LITERACY.CCRA.R.5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
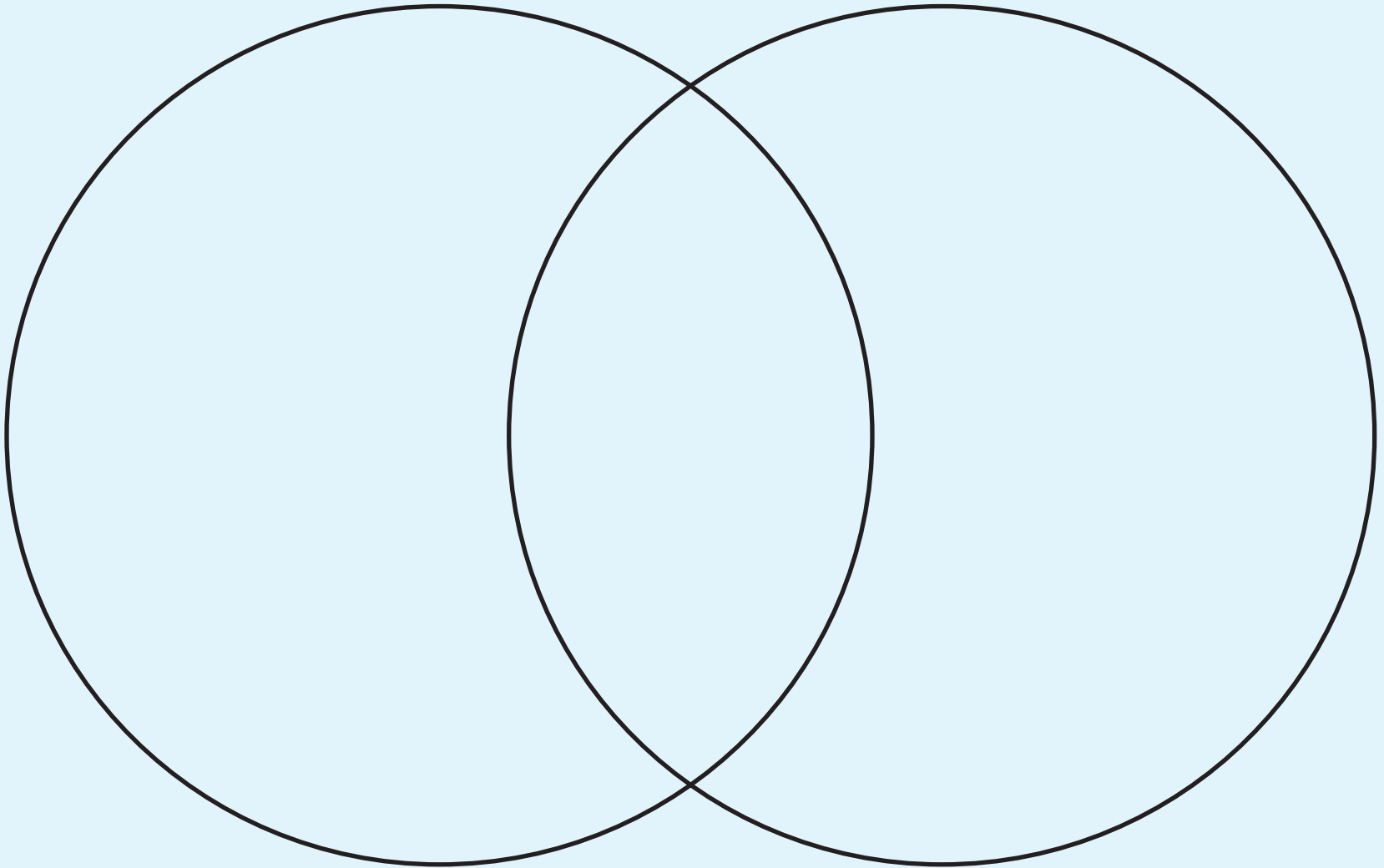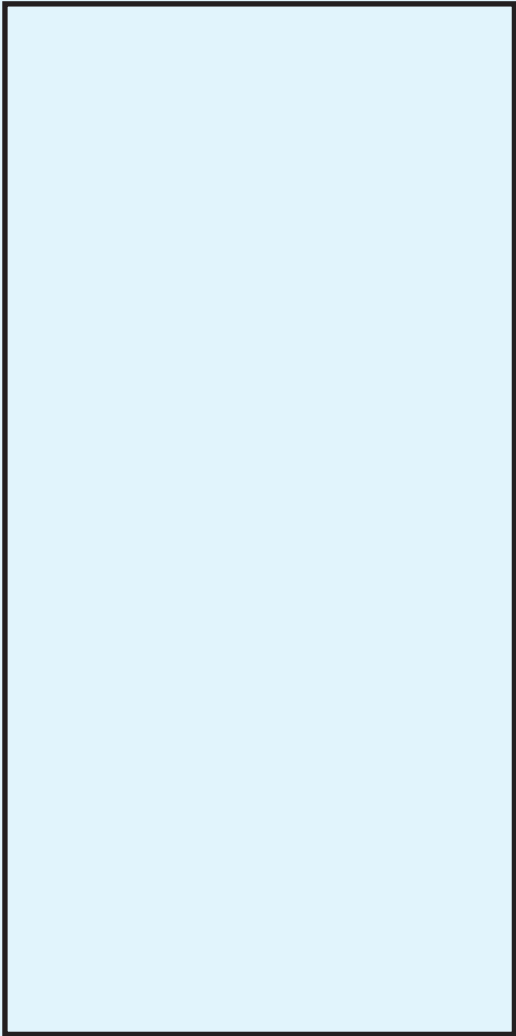
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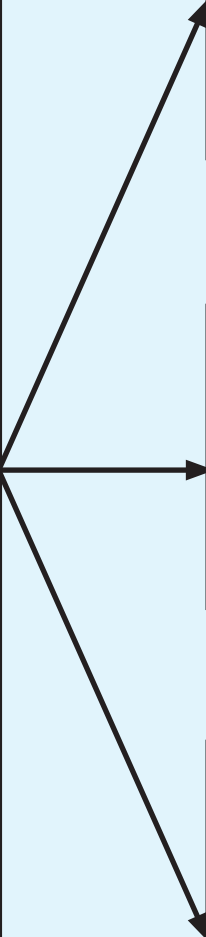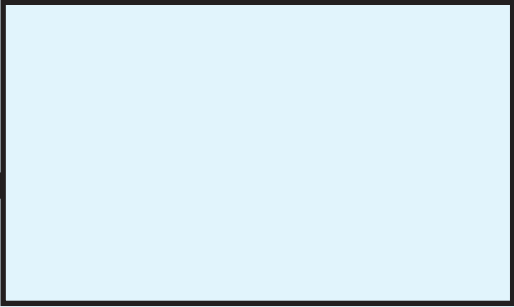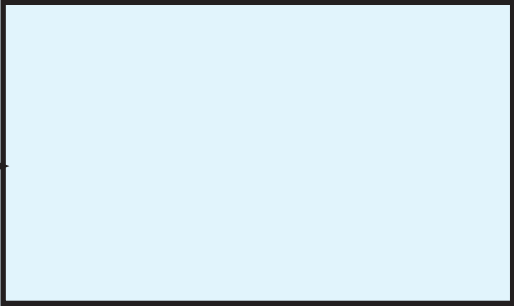
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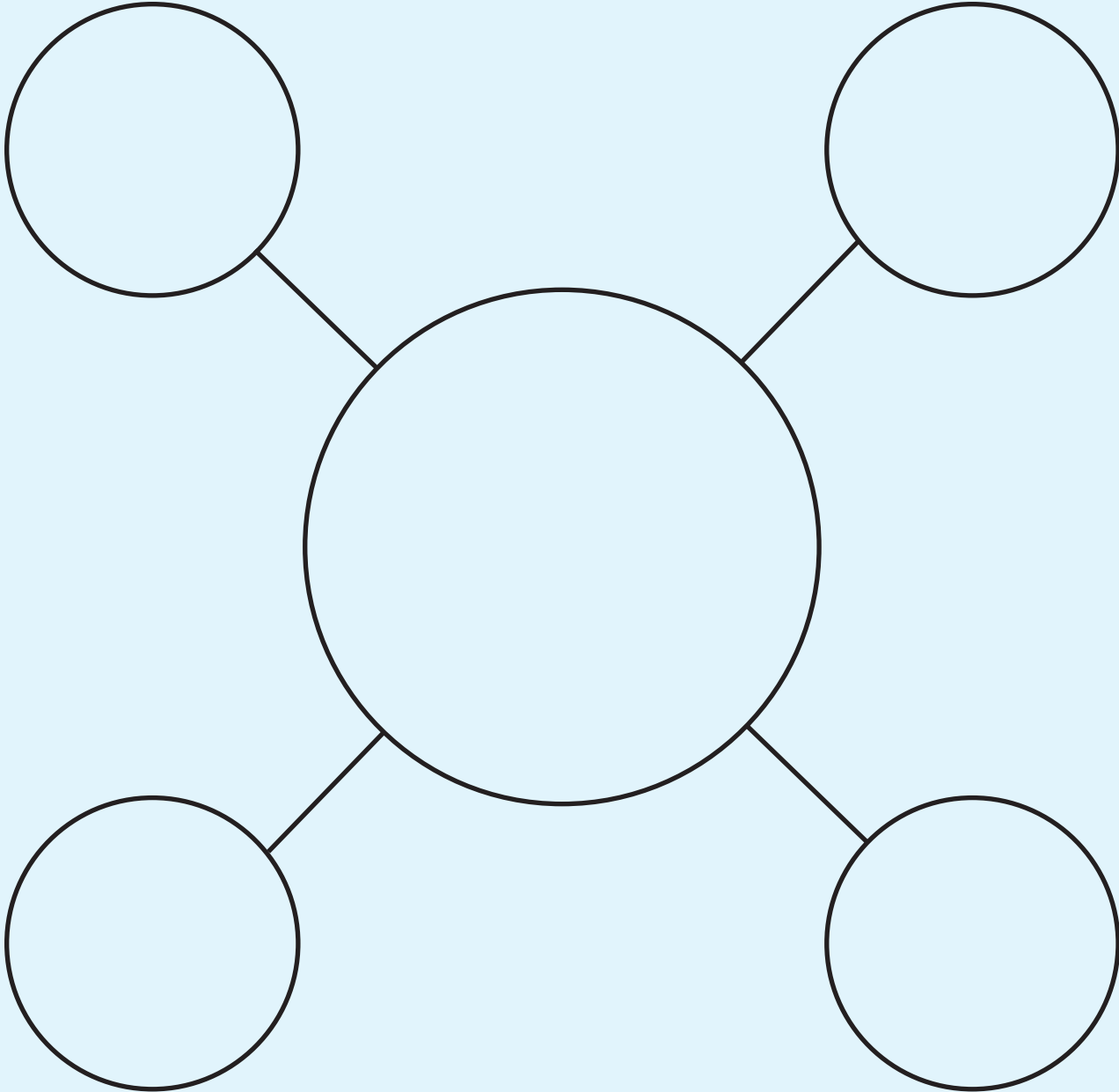
Chronological Order/ Sequence

Compare/ Contrast

Effects

Cause

Problem/ Solution