

Comprehension: Text Structure Grade: 4

LESSON INFORMATION	PASSAGE INFORMATION
<p>Goal: Students learn to identify and use text structures to support comprehension.</p> <p>Time: 2 days, each 30–35 minutes</p> <p>Class Size: Small group</p> <p>Sample Passage Title: Cell Phones: Past, Present, and Future</p> <p>Materials Needed: Copies of the passage, copies of text structure organizer</p>	<p>Genre: Informational</p> <p>Grade: 4</p> <p>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.</p>

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. Take a look at the chapter titles. The text is about how cell phones were developed, how they compare to landlines, and what the future of cell phones might be.

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.

Amplify.

Page	Question	Possible Response
1	Why are cell phones called cell phones?	They are called that because each service area is called a cell.
1	What can cause problems for cell phone calls?	Things that get in the way like weather, trees, hills, and large buildings.
2	Who was the first person to contribute to the development of cell phones?	Michael Faraday.
2	What was the problem with the cell phones Bell Labs introduced for police cars?	They were big and could not be carried easily.
2	When was the first cell phone sold to the public?	1983
2	Why were the digital wireless systems we use today created?	Because there were too many users and the airwaves were too crowded.
3	Is voice quality on landlines better than cell phones? Why or why not?	It is usually better because landlines don't depend on wireless signal strength.
3	Which type of phone works better in power outages? Why?	Landlines if they are corded. They don't need to be charged.
4	What does the term mobility mean?	Cell phones can move with you, and people can make or take calls from almost anywhere.
4	What kind of options to cell phones have?	Built-in cameras, Internet access, and texting
5	What are some things that might be possible for cell phones in the future?	They might be able to work in train stations, they might be small as a button, or they might be even faster.

3. Wrap up the day



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

Day 2 – Close Reading (30 minutes)

1. Model the skill — finding signal words

- 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 *Cell Phones: Past, Present, and Future* again, but let's focus on chapter 3, "Landline or Cell Phone?" The title of the chapter gives us a big hint about the structure. This chapter uses a compare and contrast structure. This type of structure includes information about how two things are alike and how they are different. This chapter mostly contrasts landlines and cell phones (or describes how they are different), but I'm sure we can also think about some ways they are alike.

- Model the process of using signal words to determine text structure(s) used in the text.



Sometimes we can scan a text to see if there are any signal words that give clues about what structure is used. Texts that have compare and contrast structures may have words like *different from, however, more than, better, similar to, alike, or both*. Let's take a look at our text again to see if we can find any signal words.

Turn to the beginning of chapter 3, page 3. I see a few signal words but not many. The word *better* is one so I'll circle it.

2. Practice the skill — finding signal word

- Have the students review the text for signal words.



Reread the text on your own. Look for signal words or phrases that give you hints about the text structure and circle them.

Amplify.

Page	Signal Word(s)
4	both, better, better
5	more, shorter

3. Model the skill — complete the graphic organizer

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



Looking for signal words is one way to help you use text structure to guide your reading. Graphic organizers can also help you use the text structure to organize the information in a text. Let's look at our compare and contrast graphic organizer. It has two circles that overlap. We can include information that is about landlines in the left circle, and information about cell phones in the right circle. Any information about them both can go in the space where the circles overlap. The headings in the chapter also help us to organize the information in the text.

Here's how I will start the landline circle: Uses signals that travel through metal wire.

Here's how I will start the cell phone circle: Users can make and receive phones anywhere.

I know that both types of phones allow people to communicate with each other, so I can add that to the space where the circles overlap.

4. Practice the skill — complete the graphic organizer

- Have the students complete the graphic organizers in pairs.



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

5. 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 effects of the text's main cause? What other cause and effect relationships did you find?

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 found signal words and completed graphic organizers. 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 compare and contrast 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

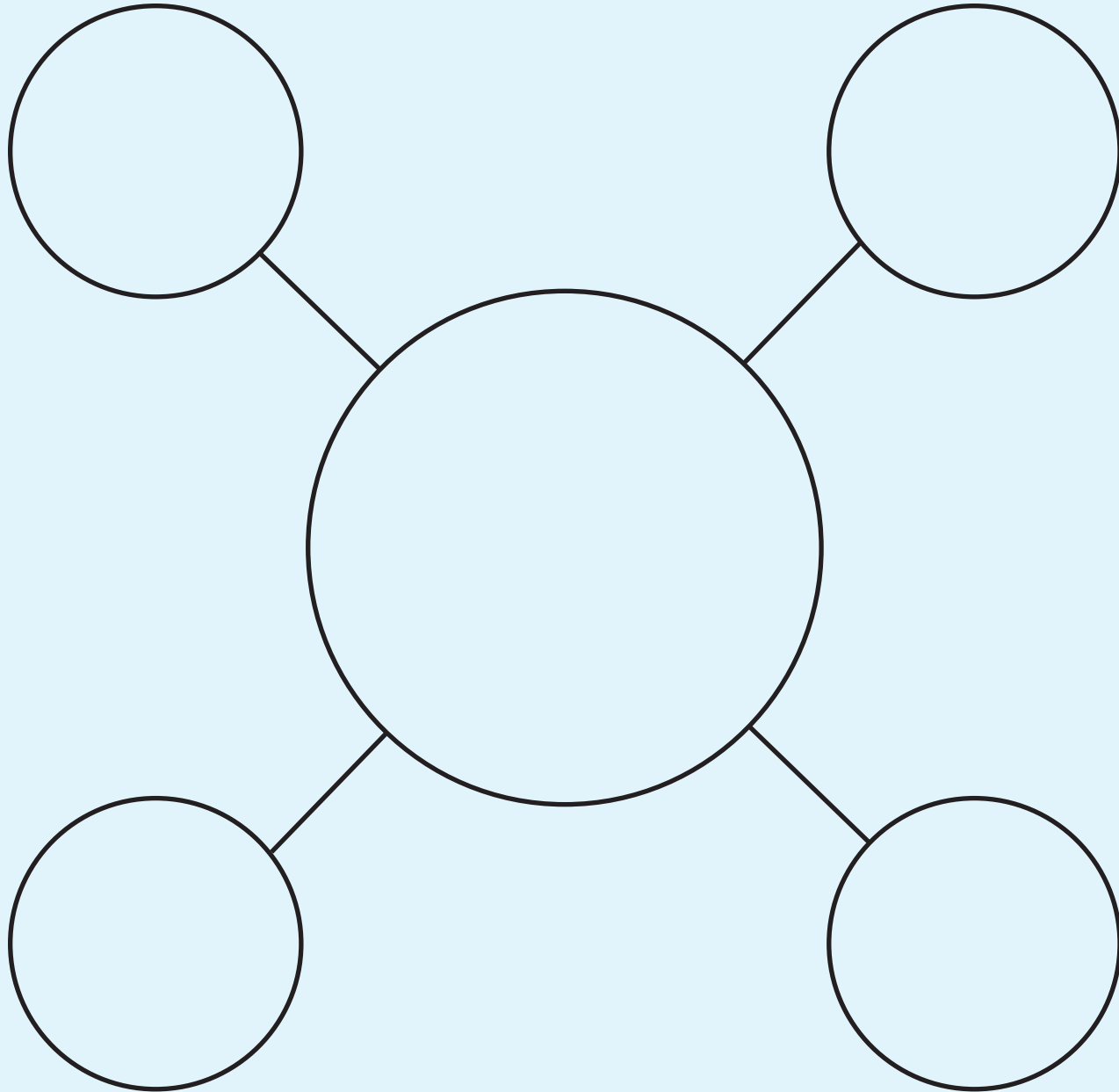
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.5

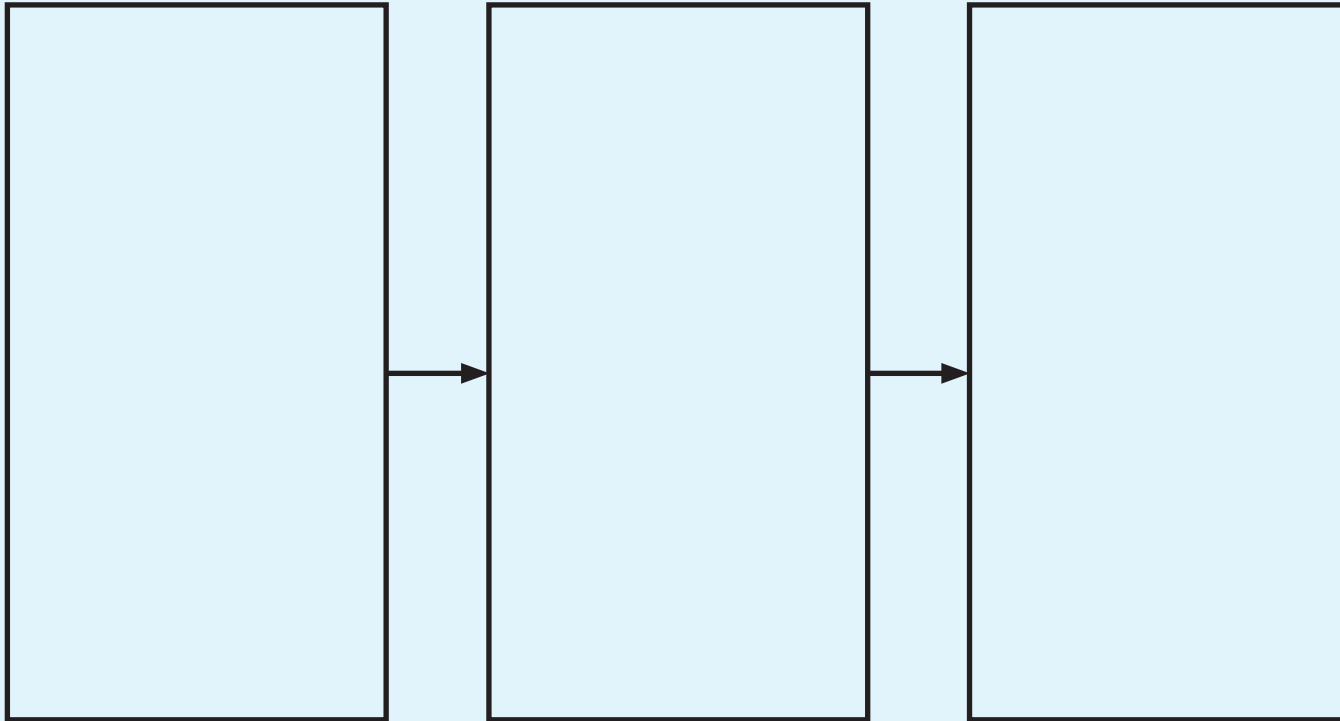
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

TEXT STRUCTURE

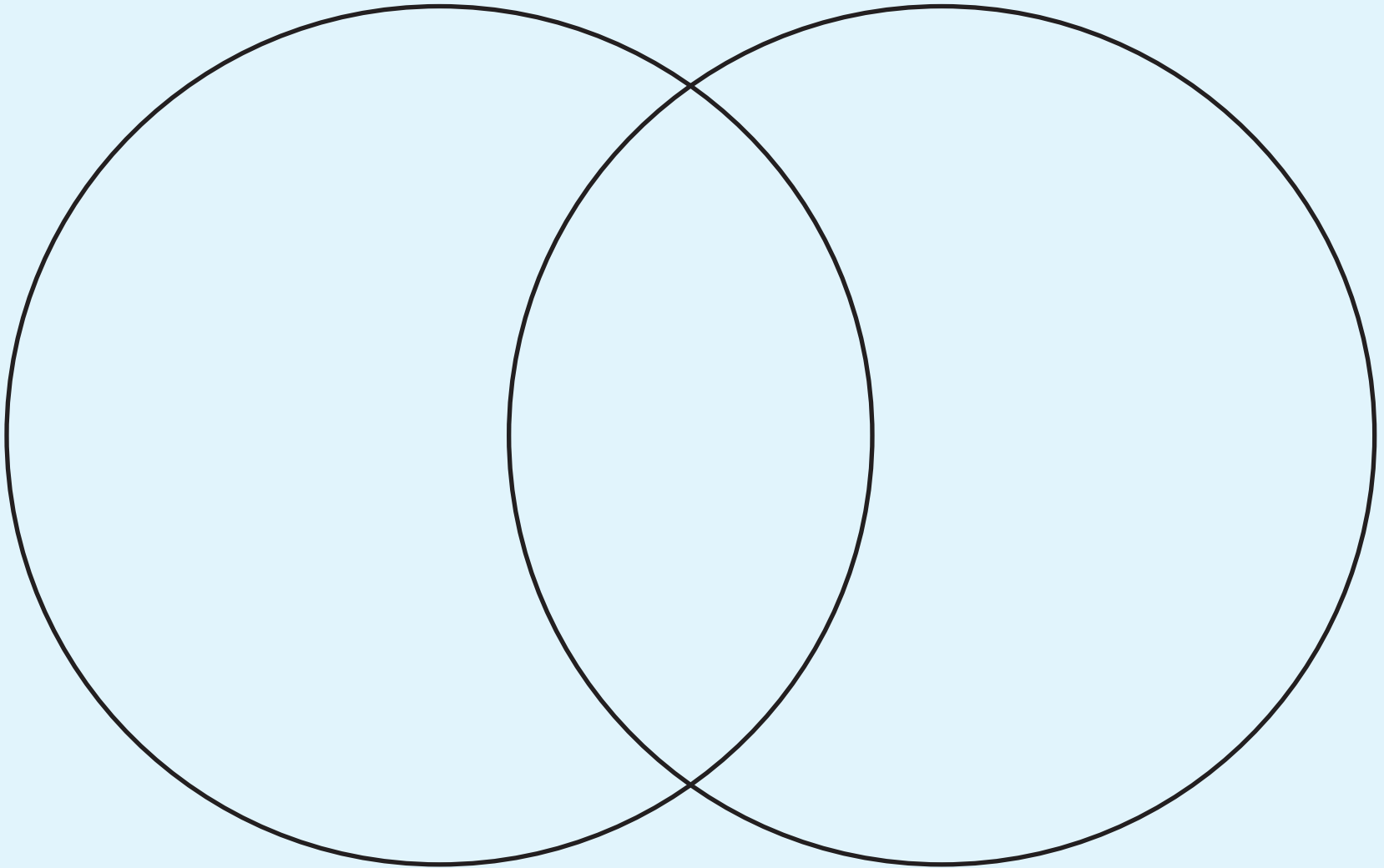
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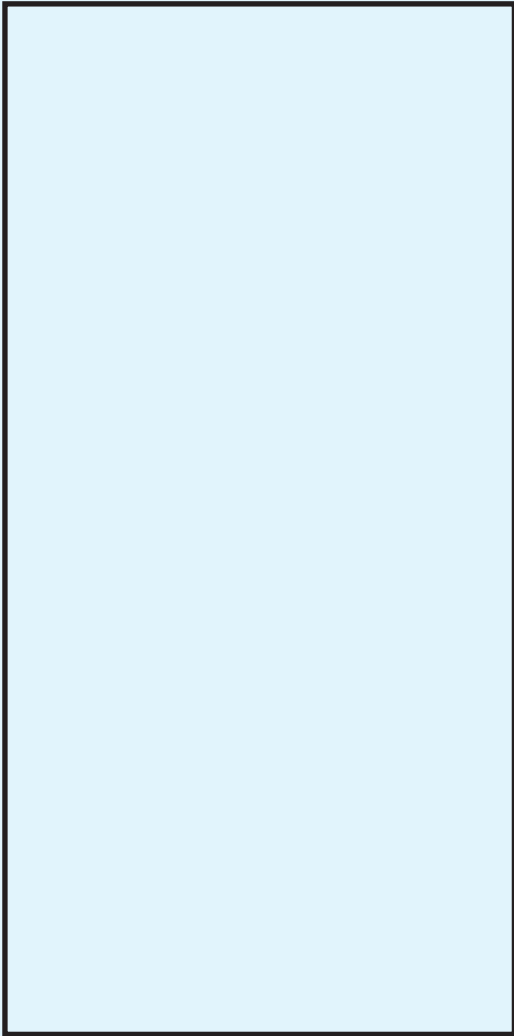
Chronological Order/ Sequence



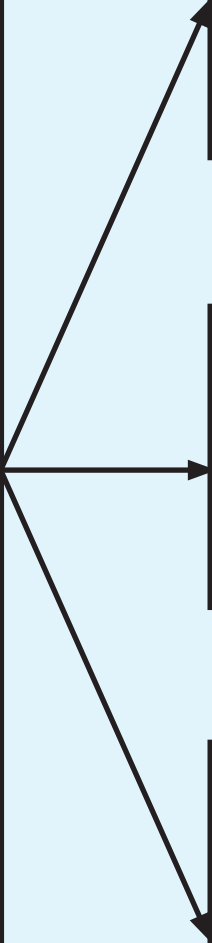
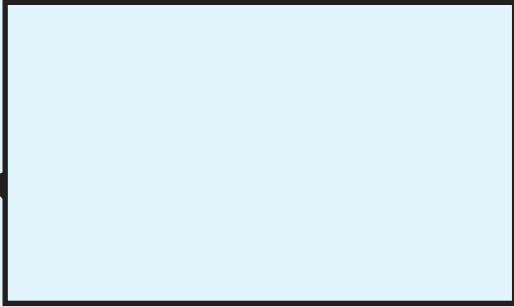
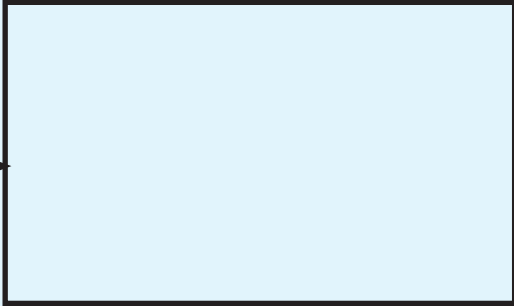
Compare/ Contrast



Cause



Effects



Problem/ Solution

