

## Comprehension: Text Structure **Grade: 5**

LESSON INFORMATION	PASSAGE INFORMATION
<p><b>Goal:</b> Students learn to identify and use text structures to support comprehension.</p> <p><b>Time:</b> 2 days, each 30–35 minutes</p> <p><b>Class Size:</b> Small group</p> <p><b>Sample Passage Title:</b> <a href="#">Alaska: Land of the Midnight Sun</a></p> <p><b>Materials Needed:</b> Copies of the passage, copies of text structure organizer</p>	<p><b>Genre:</b> Informational</p> <p><b>Grade:</b> 5</p> <p><b>Passages:</b> 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. It is about the long days in Alaska.

#### 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 much sunlight can Alaska get during the summer?	Alaska can get up to 22 hours of sunlight a day.
1	Why is Alaska called the Land of the Midnight Sun?	Because you can see the sun at midnight.
2	Why does the Northern Hemisphere get more sunshine from June to August?	The earth tilts on its axis then so the northern hemisphere is closer to the sun.
3	Why do green plants need sunshine?	They use it to make food for themselves in a process called photosynthesis.
3	What type of vegetable grew to a record-breaking 138 pounds?	A cabbage
4	How does a healthier diet help animals?	They have a better chance of surviving the harsh winter months.
4	How do people who have trouble falling asleep deal with the long days of sunlight?	They get blackout curtains that block the sunlight.
4	What is one wonderful thing about the midnight sun?	Festivals where Alaskans celebrate the long days

### 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 *Alaska: Land of the Midnight Sun* again. It uses a cause and effect structure.

- 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 cause and effect structures usually words like *because* and *effect*. Let's take a look at our text again to see if we can find any signal words.

Turn to page 1. I see the word *because*. It gives me a clue that this part of the text might explain the cause of something.

### 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.

Page	Signal Word(s)
1	because
2	because
3	effect
4	because, affected, because

# Amplify.

## 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 take a look at our cause and effect graphic organizer. It has one box for the cause, and the cause box points to effects. The cause makes the effects happen.

Sometimes texts will have multiple causes and multiple effects, but I'm going to put the main cause in the cause box: Alaska gets more sunshine from June to August.

## 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 organizer. Include the effects in the effect boxes. If you want, you can even add some boxes if you see any more cause and effect relationships.

## 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 one structure 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

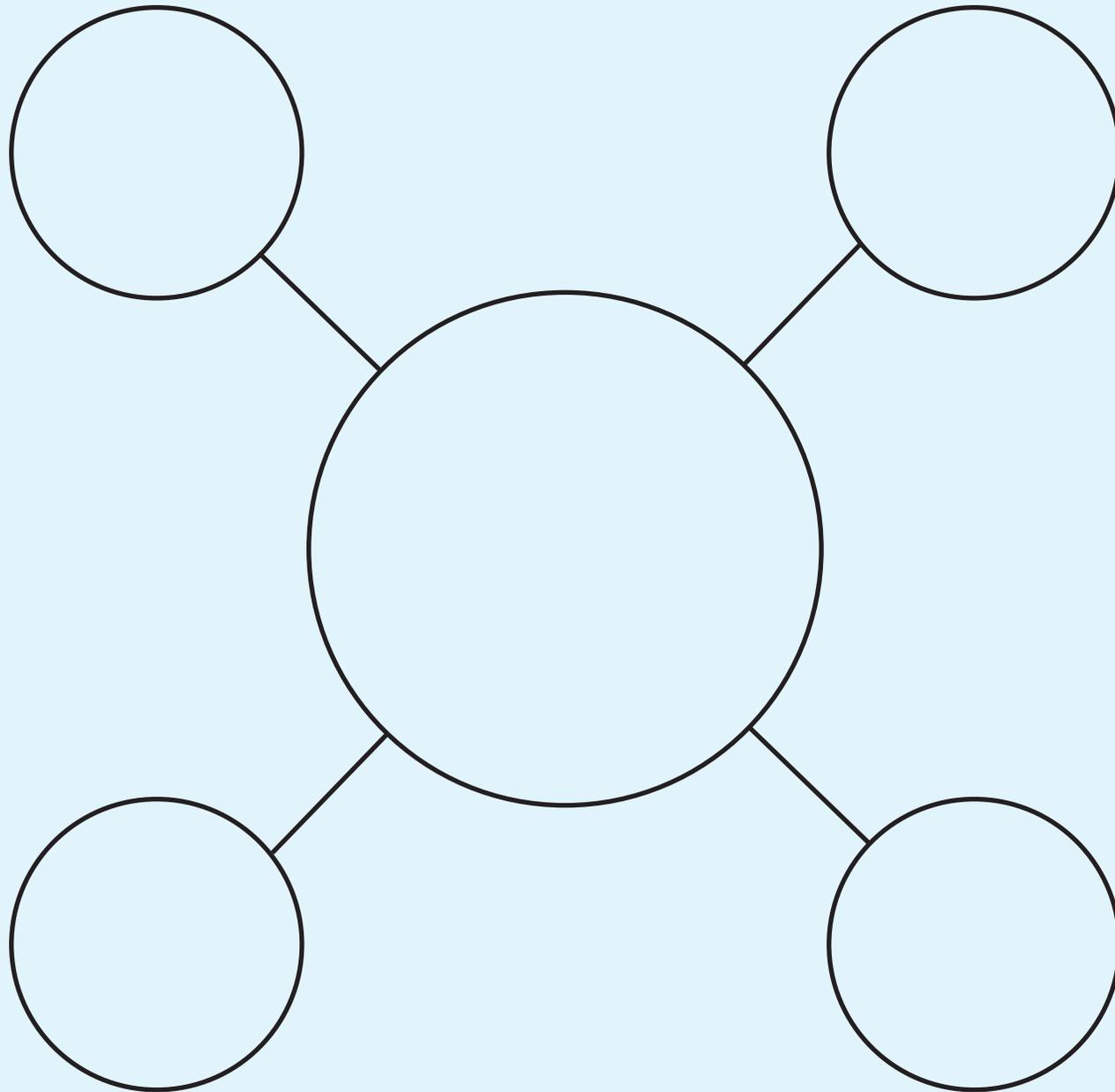
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.5

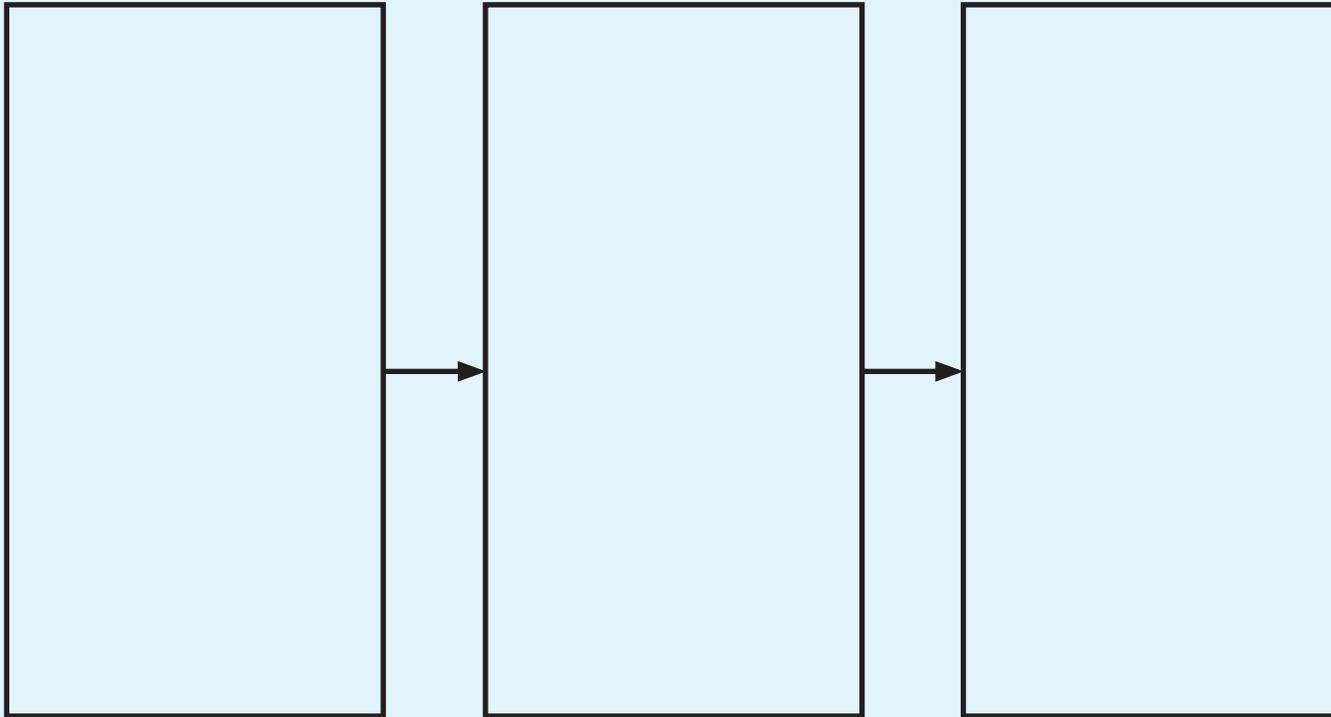
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

# TEXT STRUCTURE

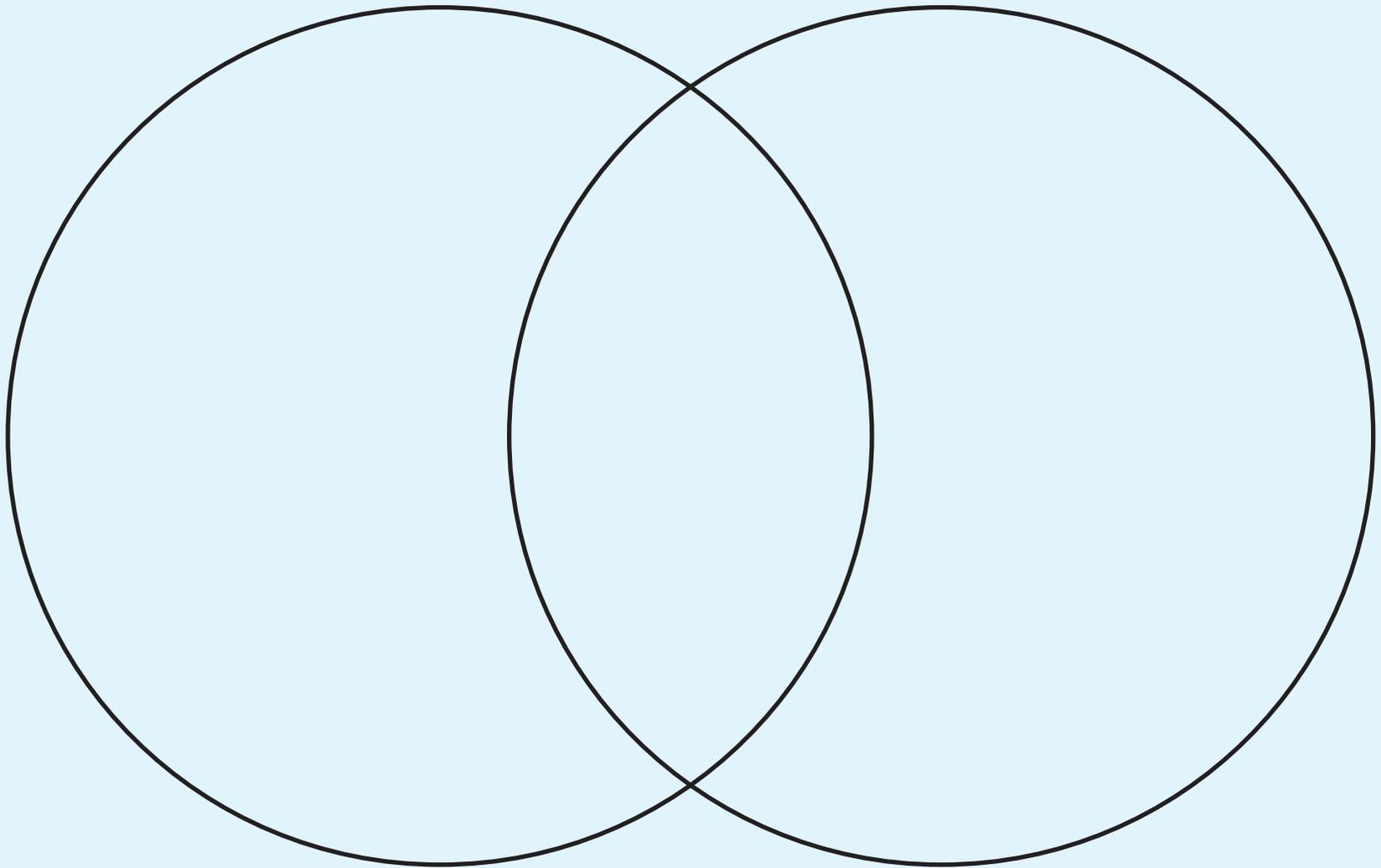
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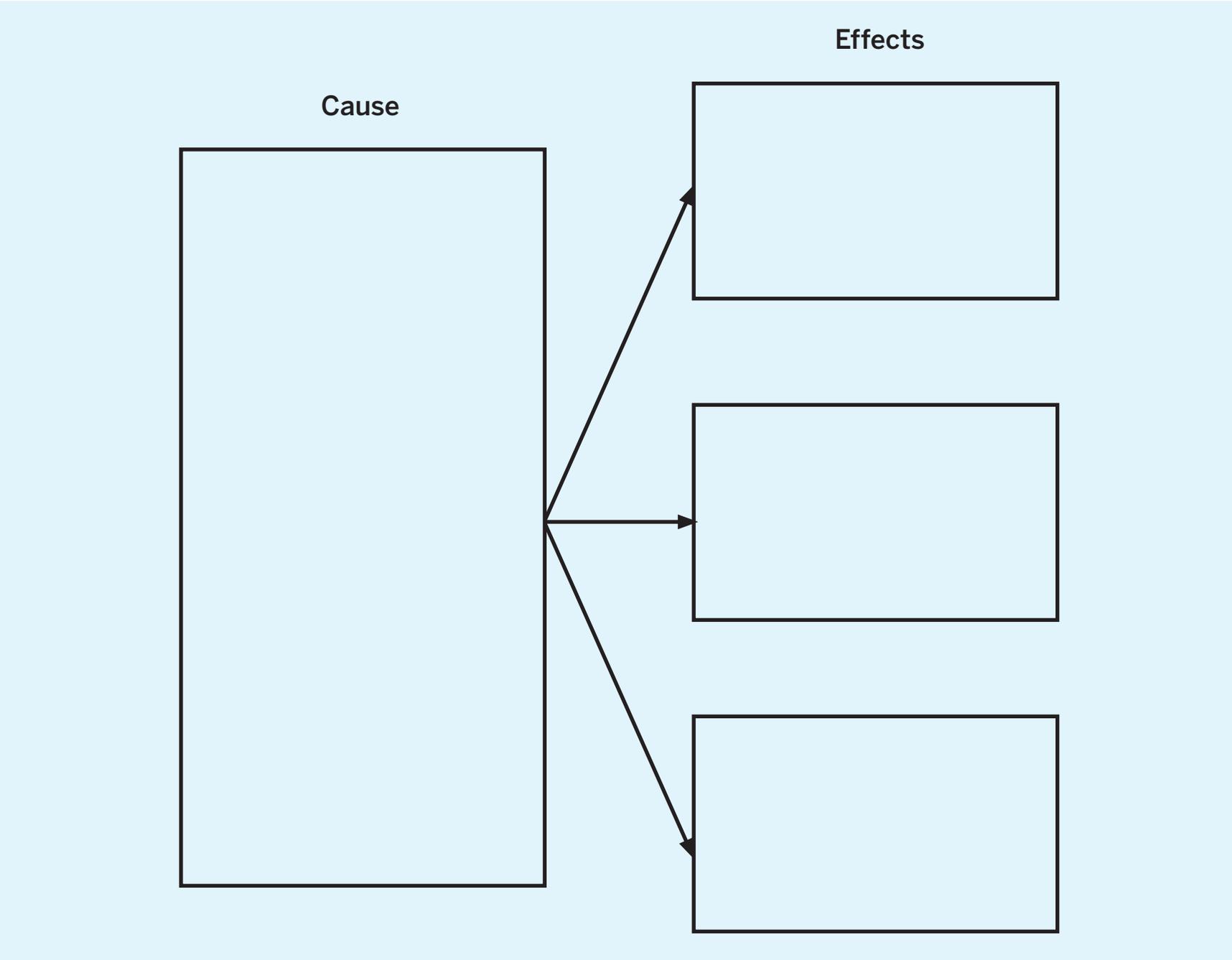


## Chronological Order/ Sequence



## Compare/ Contrast





Effects

Cause

## Problem/ Solution

