

Comprehension: Text Structure Grade: 6

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: The Cathedral of Junk</p> <p>Materials Needed: Copies of the passage, copies of text structure organizer</p>	<p>Genre: Informational</p> <p>Grade: 6</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. It is about a sculpture in Austin, Texas, called the Cathedral of Junk.

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 does the author say the Cathedral of Junk keeps Austin weird?	The Cathedral of Junk is a sculpture, or piece of art, that helps to keep Austin the center of Texas's unique arts and culture.
1	How much junk is built into the sculpture?	Over 60 tons of junk is included in the sculpture.
1	Why did Hannemann create the sculpture?	He thought it would be a fun thing to do.
1	What do the people of Austin think of the sculpture?	People like to visit it and have weddings, parties, and field trips there.
2	What does the sculpture look like inside?	It is large inside and includes stairways, different levels, and high ceilings.
2	What is the cathedral made of?	The Cathedral is made of car and bicycle parts, cables, bottles, cans, computer parts, furniture, and sports equipment.
3	What do some Austin residents think of the sculpture?	Most Austin residents like the Cathedral of Junk, but others want to see it disappear.
3	Do these residents have reason to be concerned? Why or why not?	No, civil engineers deemed it was structurally sound. It is built to withstand Texas storms. No one has ever been hurt at the Cathedral.
3	What happened in March 2011?	Austin's Code Compliance department ruled that the Cathedral was a building and needed to follow building rules and restrictions.

Amplify.

4	What is the other concern residents have about the sculpture?	Many people came to visit the Cathedral which became disruptive.
4	Why did Hannemann say the fate of sculpture was in the people's hands?	Hannemann knew he could not bring the structure up to code on his own.
4	What does Hannemann do to bring the sculpture to code?	He removed close to 40 percent of the Cathedral.
5	How was the sculpture saved?	Government officials helped him work with the City of Austin to save the Cathedral. The officials and the community worked together.

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 *The Cathedral of Junk* again. There are two structures in this text: description and chronological order.

Amplify.

- 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 time sequence structures usually have dates, times, or words that indicate time like *first*, *next*, *then*, *at some point*, etc. Let's take a look at our text again to see if we can find any signal words.

Turn to page 1. I see a date on this page. It gives me a clue that I might see some events written in time order. I'm going to circle the date.

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	1988
3	March 2011
4	At one point
5	June 2011

3. Model the skill — complete the graphic organizer

- Explain and model the process of using the graphic organizer.
- Start with chronological order.



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. Remember, there are really two text structures in this passage. Let's start with our chronological order graphic organizer. It has three boxes with arrows. The arrows show that something happens first, then next, and then last. If a text has more than three major time periods, we can always add more boxes.

Here's what I'm going to put in my first box:
1988: Vince Hannemann starts building the Cathedral.

Amplify.

- Now focus on description



Now let's take a look at our description organizer. It has a circle in the middle and then an arrow out to smaller circles. We can put the thing that is being described in the middle circle and all of the details about it in the smaller circles. I'm going to write the Cathedral of Junk in the middle circle. I'll write details about the Cathedral in the smaller circles. I can always add more circles if I need them.

My first detail is: includes 60 tons of junk. My next detail is: popular location for weddings, parties, and field trips

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. Remember, one is for chronological order and one is for description.

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 major events in the text? How does the author describe the Cathedral of Junk?

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 two structures 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

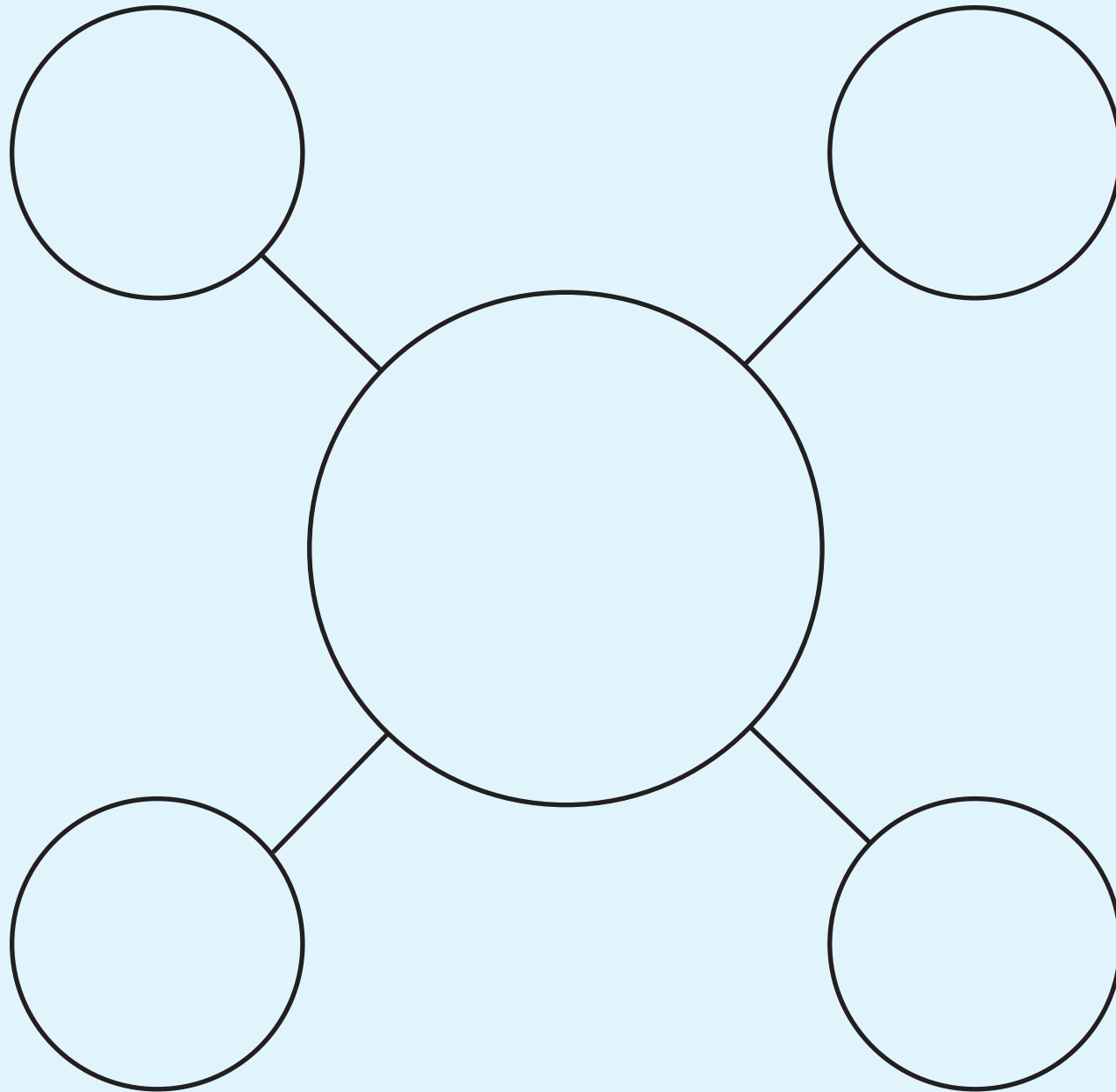
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.5

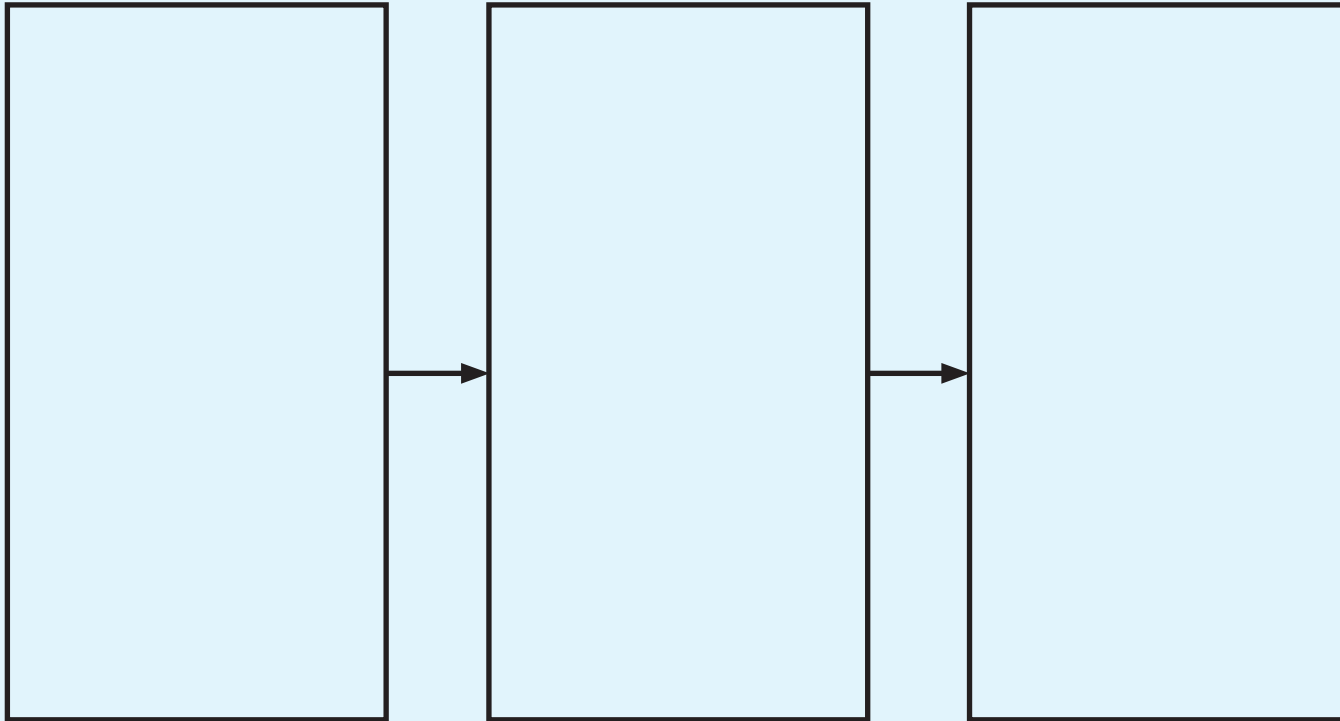
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

TEXT STRUCTURE

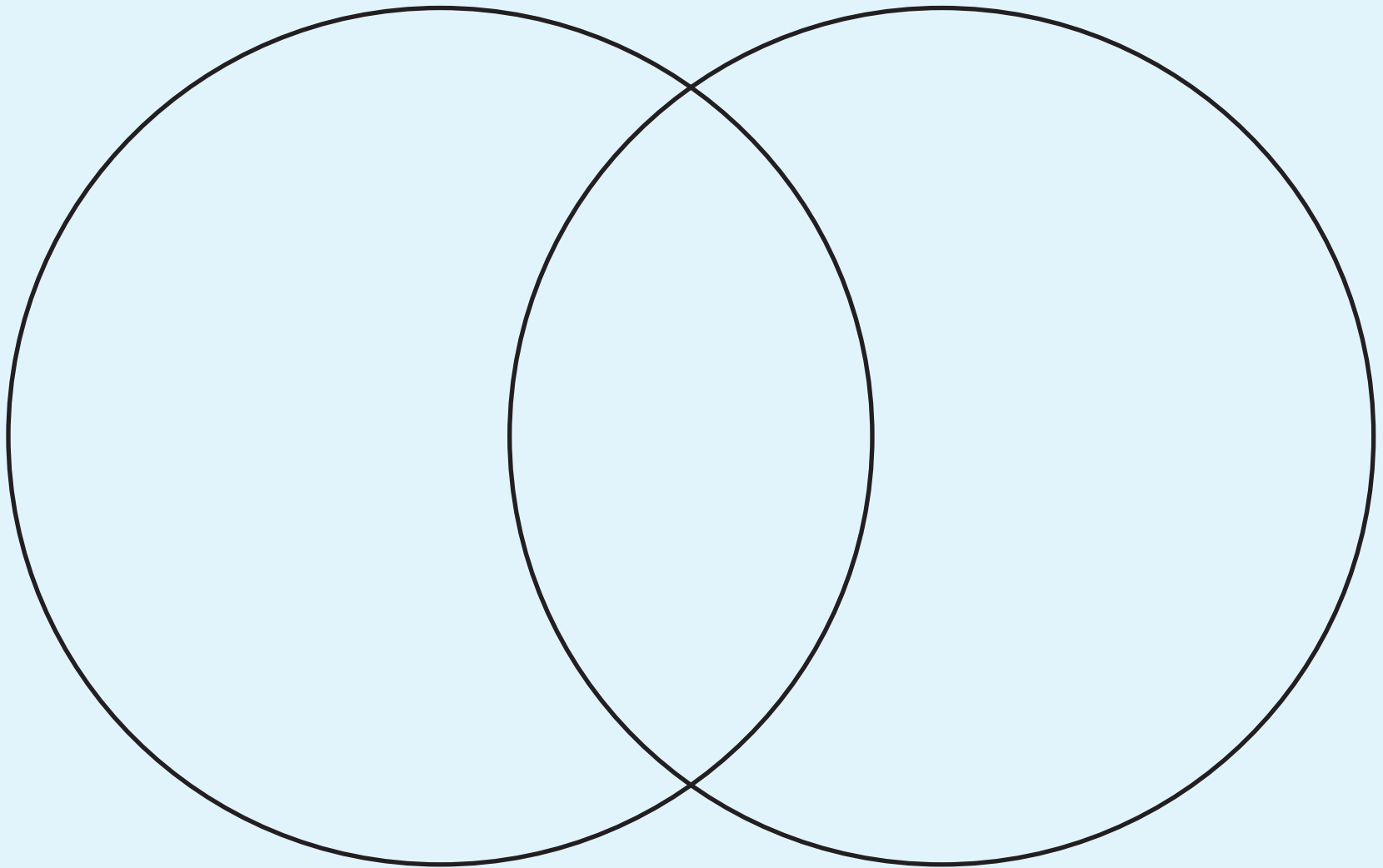
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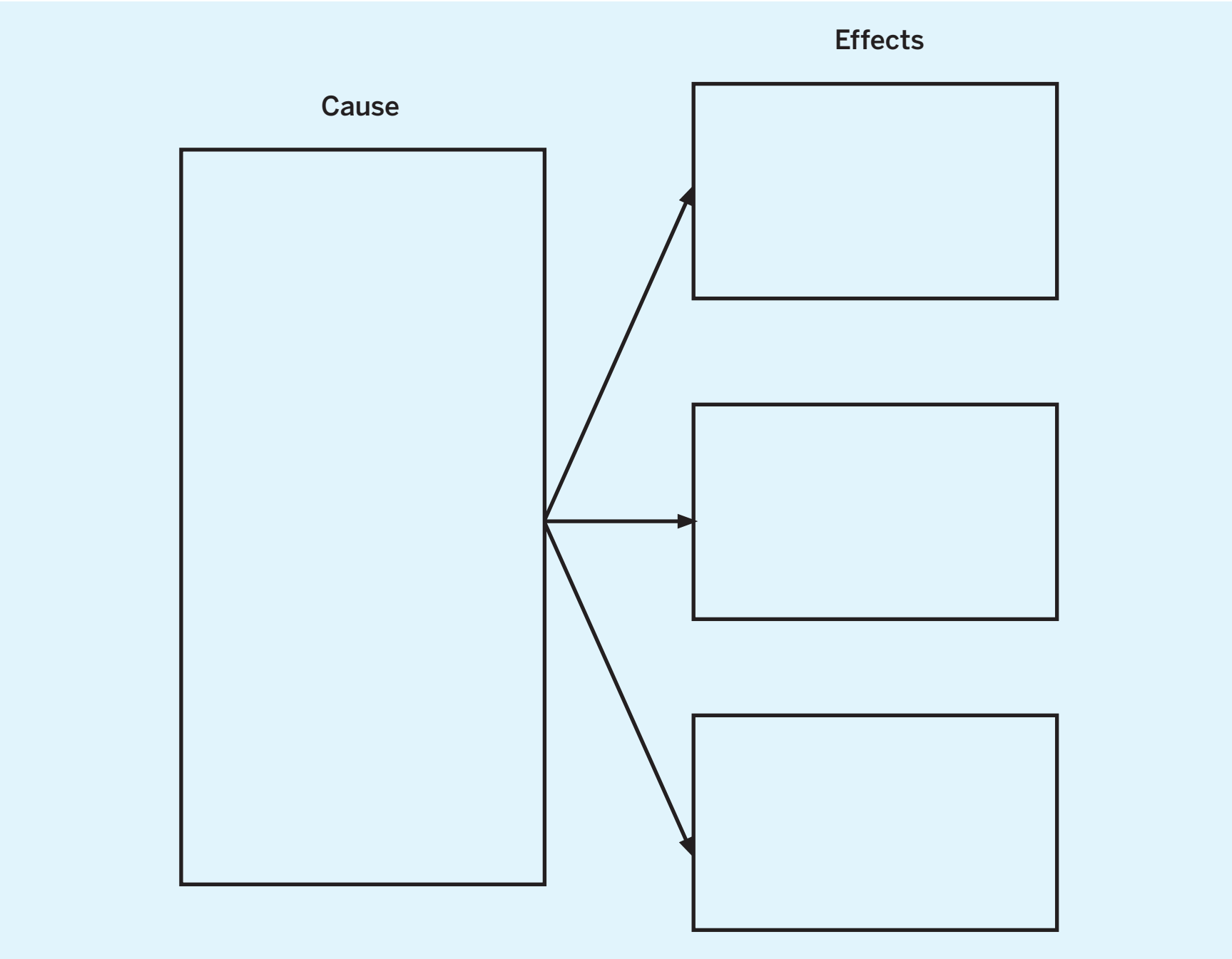


Chronological Order/ Sequence



Compare/ Contrast





Problem/ Solution

