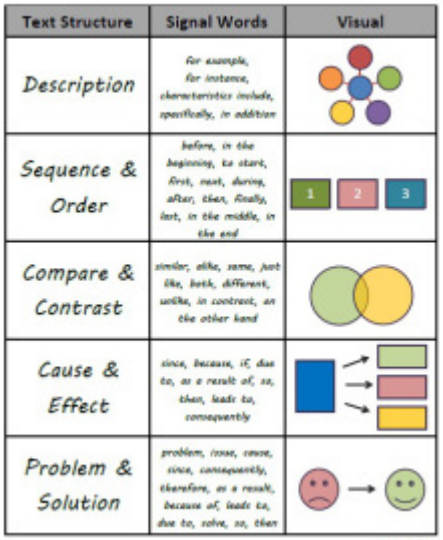
Grade Level	4th	**Content Area**	Reading
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	TSW have been exposed to informational text prior to this lesson and in previous grades. Most recently, TSW have reviewed text features and how they can use them to find information in nonfiction text. TSW have used several of the graphic organizers previously for instruction in fiction reading as well as in their personal writing as a method of organizing his or her writing.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	The Arizona College and Career English Language Art standards will serve as the basis for reading curriculum at The Grande Innovation Academy. The Arizona College and Career standards will also be used as the basis for choosing novels and read-aloud books. Scholars will spend 50% of their time learning standards that relate to informational text and 50% of their time learning standards that relate to literature as described by the Arizona College and Career standards. The curriculum at The Grande Innovation Academy will consist of the Arizona College and Career English Language Art standards for literature, informational text, and foundational reading skills. Phonics and phonological awareness will be taught using the Reading Horizons program. Reading A-Z will be used for small group instruction. To meet the standards of informational text, our scholars will read authentic passages that align with Core Knowledge and the Arizona College and Career domains of study at each grade level.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	**4.RI. 5** *Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.*		
Materials/Resources Needed *List all items the teacher and scholars will need for the entire sequence of instruction (excluding common consumables)*	*Stopping a Toppling Tower* PDF for each scholar *The Cloudspotter's Guide:* pg.33. ISBN: 1-4295-3142-8. Many nonfiction books, plus 5 pieces of nonfiction excerpts Thinking Maps Writing tools, Reading journals Text structure chart and copies for individual reading journals		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide scholars with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	**Scholar Activities -** *Describe the activities, lesson by lesson, in which scholars will engage to allow them to master the grade-level rigor defined by the Required Standard(s). Indicate alignment of scholar activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1	**Anticipatory Set:** TW present a pile of books and ask, "Scholars do you think all these books are written exactly the same way?" Wait for responses. "What do you think might be different about them?" Wait for responses. "So just like when you write something these authors probably had to plan what they wanted to write. How does planning what we want to write help us?" Wait for responses. "When we organize our writing it makes sense and the reader can easily read and understand what we wrote! That's right! How can this information help us when we read what someone else has written? How will I know what the author is trying to tell me? There is a lot of information what can I use to understand what the author wants me to know?"	TSW respond to the teacher's questions (or the teacher will pull sticks to be sure to include all scholars).
	Objective and Purpose: TSW gain an awareness and general understanding what text structures are and they will learn what cues they can use to identify the text structure of a piece of writing so scholars can then organize their thinking to match the structure of the text, allowing for effective comprehension of the subject matter.	TSW write a scholar friendly objective in their reading journals: I can use text structure to organize my thinking to comprehend what I am reading.
	Instructional Delivery: The teacher will say, "Today we are going to compare the words we would use to help our readers understand our writing to what another author might use to help *US* understand their writing."	
	Guided Practice: The TW write the structure and the description plus the word clues on a piece of chart paper as the scholars discuss each one. TW say, "First let's think about the writing we have done this year. When we want to explain a process like how to do something, what sort of words do we use?" (Sequence) TW write a list of words scholars use in their writing as the lesson continues. How about when we want to compare two things? (Compare and Contrast) What about when we describe something? (Description) What about when we explain in science about the cause and effect of something? (Cause and Effect)	TSW answer and volunteer information as the teacher requests it throughout the lesson. The TW use the outline of information here to guide the discussion with the scholars. **Description:** Sensory and descriptive details help readers visualize information. It shares the who, what, where, when, why, and how of a topic/subject. **Sequence & Order:** *Sequence of Events:* Chronological texts present events in a sequence from beginning to end. *How-To:* How-To texts organize the information in a series of directions. **Compare & Contrast:** Authors use comparisons to describe ideas to readers. Similarities and differences are shared. **Cause & Effect:** Informational texts often describe cause and effect relationships. The text describes events and identifies reasons (causes) for why the event

	How about when we write about our goals and how we can get better? (Problem and Solution) After the chart is completed TTW go back over the information getting a fist to 5 response to check for understanding for each structure. **Independent Practice:** Now we are going to read *Stopping A Toppling Tower* and we you will try to figure out what structure the author is using to help us deeply understand what they wrote using this list. TW pass out the "Text Structures" paper that the scholars will glue into his or her reading journals. Ask scholars to identify what type of text structure this selection is (*problem and solution*). Ask them, "How does the reader know?" They should be able to identify that the first paragraph states that there is a "problem." The second paragraph states that engineers have found a "solution." Which headings offered clues? TTW pull small groups for scholars who need interventions. Scholars will write their responses in their reading journal under the text structure chart. **Closure/Ticket Out:** Scholars will turn to a neighbor and "teach" them the four different text structures presented today. TW walk around to monitor responses.	happened. **Problem & Solution:** The text introduces and describes a problem and presents one or more solutions. SW glue the provided sheet into their reading journals. Scholars will write their responses to *Stopping a Toppling Tower*. Non-Fiction Text Structures  Text Structure / Signal Words / Visual Description — for example, for instance, characteristics include, specifically, in addition Sequence & Order — before, in the beginning, to start, first, next, during, after, then, finally, last, in the middle, in the end Compare & Contrast — similar, alike, same, just like, both, different, unlike, in contrast, on the other hand Cause & Effect — since, because, if, due to, as a result of, so, then, leads to, consequently Problem & Solution — problem, issue, cause, since, consequently, therefore, as a result, because of, leads to, due to, solve, so, then Scholars will turn and teach their neighbors what text structures were presented today.
2	**Anticipatory Set:** TW grab a thick teacher's manual and just start reading randomly aloud. Not following headings or even page numbers. TW ask the scholars, "How many of you understand what I am reading about? What's wrong with how I'm reading? Thumbs up if you believe an author would write like how I am reading?" Discuss briefly why organization is important in our writing but also in our reading. **Objective and Purpose:** TSW look for cues in informational text, and then they will organize the information into the correct graphic organizer that will help the reader think like the author and comprehend more deeply. **Instructional Delivery:** TW say, "Scholars, yesterday we read about the tower of Pisa and discovered the text structure was "problem/solution". When we are authors of our own work what do we use to organize our writing?" Wait for responses. "Thinking Maps help us to put our ideas in order so that we can easily write what we are thinking. The same is true	TSW listen as the teacher reads gibberish. Then they will respond to the question with a thumbs down because it does not make sense to read without following a structure. TSW write a scholar friendly objective in their reading journals: I can use text structure to organize my thinking to comprehend what I am reading. TSW use the corresponding thininking map and fill in the sections as the teacher models the thinking. They will follow the directions as the teacher continues through the lesson.

	for reading. Today we are going to read that piece again then we are going to fill out the problem solution thinking map to see what we learn. Finally, you will try it out yourselves and put your information together as a team. **Guided Practice**: SW read *Stopping a Toppling Tower* again. When all are finished TW say, "We know because of the cue in the text (author presents a problem, then offers a solution) that we need the Problem/Solution graphic organizer." All scholars take the graphic organizer out. "What information can we put in the boxes?" TW wait for responses, then with expo markers fill in the problem box together. TTW ask the scholars to hold up their papers to check of r understanding. Next the TW explain that the problem does not need to be lengthy and that you as the reader are just summarizing the information. Then the TW ask, "What do you think is the solution? Put your finger on the first sentence of the solution." Together they will fill out the solution portion. "Did I write the entire solution?" Scholars answer, no because it is meant to just be a summary. **Independent Practice:** TW say, "Now you are going to do this on your own with different text. Each table group will have your own book or text and you will work alone to find the cue words. When you have found the cue words and you know which Thinking Map to use you will get it from me so that I can hear your ideas. Next, you will work on your graphic organizer alone at your seat. When I say stop you will share with your table group and you will agree on the information you provided in your thinking map. You all must have the same information so you will need to defend your ideas. **Closure/Ticket Out:** Teams will share out their thinking map to the class explaining why they chose that particular structure and what information they used.	Texts that can be used are: Buckmaster, Henrietta. *"Underground Railroad*." For Cause and Effect Patricia Lauber. *HURRICANES: EARTH'S MIGHTIEST STORMS*, for descriptive Banting, Erinn. *England the Land*, for problem and solution. Ruurs, Margriet. *My Librarian Is a Camel: How Books Are Brought to Children Around the World* for sequential. Ronan, Colin A. *"Telescopes." The New Book of Knowledge* for compare and contrast. Scholars will work independently then they will join together to check their work. Closure: Teams will share their Thinking Maps with the class.
3	**Anticipatory Set**: TW say, "We have learned all sorts of random things these last few days because we are gathering information in new ways. How can we use this in our classroom every day?" TW wait for answers (SW suggests in Science and Social studies where we do a lot of nonfiction reading). **Objective and Purpose:** TSW describe the overall structure of a text that will later serve as a cross curricular link. They will apply previous	SW suggest ideas about where they could use informational text structures. They will suggest in science and social studies. TSW write a scholar friendly objective in their reading journals: I can use text structure to organize my thinking to comprehend what I am

	learning to finding applicable information. **Instructional Delivery:** TW announce, "Today we are going to use what we have learned the last few days in Science. We've started a new unit on meteorology and we have a new book today that will help us learn a lot. We will use this book right now to find its text structure and use it to answer some questions." **Guided Practice:** TW pass out copies of several pages of *The Cloudspotter's Guide.* "You have several pages of this informational text that we are going to use this afternoon in science. Let's skim and scan for our cue words before we decide what sort of structure the author has used. SW skim page 22 (How to Spot a Cumulus Cloud). With a highlighter the TW highlight the cue words under the document camera. TSW do the same. Next, the TW ask the scholars what the cue words mean. They will answer that it is a how-to or sequence structure and therefore they will need to use the "sequence" thinking map. They will fill out the map together. **Independent Practice:** The TW ask direct the scholars to look at pages 23, 26 and 28 for what different kinds of structures can be seen in one book about one topic. They will then fill out the appropriate thinking map for each page. **Closure/Exit Ticket:** The TW pull sticks for scholars to answer questions like: Name one word that signals a "how-to" or the TW show a thinking map and the scholar will have to tell about what structure it supports.	reading. TSW listen as directions are given. TSW skim and scan the page for information looking for words that fit specific text structures. They will notice that the author is using steps to explain a process. TSW point out words like "how to" and "next step". TSW highlight these phrases or words as the teacher directs. TSW skim and scan the assigned pages. Once they have found the words that indicate the correct text structure, they will use their laminated Thinking Maps to organize the information. TSW answer questions presented by the teacher before the close of the lesson.
S.A.	*Provide an opportunity for the scholar to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the scholar is assessed independently. In the Scholar Activities column, provide a brief description of the summative assessment (S.A.) items that will allow scholars to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	TSW complete the three assessments that provide a different ways to use text structures. In the first assessment the scholar will read parts of various books to determine the text structure and they will explain what they notice about that structure (key words). In the next assessment TSW sort several different bits of text that they will then sort into the appropriate structure type. The final assessment provides four different texts that the scholar will read and determine what structure the author is using.

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment Items that together accurately measure scholar mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.*

Summative Assessment Item 1

TSW choose from a selection of informational books that have several different kinds of Text Structures. They will find each structure and they will record what clues they used to determine the structure. The scholar will receive 1point for having the correct book in the correct structure, then 1 point for having the correct clue words in the observations. There are 5 categories of non-fiction text given within the chart with a total of 10 points possible. A score of 8 points would demonstrate mastery. (75% or greater)

Name _____ Date _____

Building Schema with Non-Fiction Text Structures!

Directions: Using the books provided for each text structure, record your observations about the text organization and features!

Book Title/Author	Text Structure	My Observations
Book: Author:	**Description**	
Book: Author:	**Sequence & Order**	
Book: Author:	**Compare & Contrast**	
Book: Author:	**Cause & Effect**	
Book: Author:	**Problem & Solution**	

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Key	
Description	For example, in addition, such as, like, characteristics…
Sequence	First, then, next, last, later…
Compare/Contrast	Alike, different, similar, same as…
Cause and Effect	As a result of, because of, then, since…
Prob/Solution	Text offers a problem and a way to solve it, words include problem, solve, resulting in..

Summative Assessment Item 2:

Given a set of comprehension cards, the TSW sort the cards into the correct column (Description, Problem /Solution, Compare/Contrast, Cause/Effect, Sequencing) There are 12 possible correct answers. Each answer is worth 1 point. A score of 9 points is mastery. (75%)

Answers for boxes left to right:

a) Cause and Effect b) Prob/Solution c) Description d) Compare/Contrast e) Description f) Sequencing g) Cause and effect h) Cause and Effect i) Description j) Compare and Contrast k) Compare/Contrast l) Sequencing

Summative Assessment Item 2 Continued:

Comprehension

C.022.AM2a — Text Structure Sort

Cats often have lots of energy and will play for a long time. As a result, they take many naps. 5	Cats sometimes scratch the furniture. One solution is to cover the furniture. 17
Why do cats purr? They purr when they are happy, but they may also purr when they are distressed or as a way to communicate. 13	Cats are similar to lions. They are both felines. They both have sharp teeth. However, a cat is much smaller than a lion. 1
You can tell when a cat is angry. Its ears are laid back and it may hiss. 4	When a cat is hungry, first he will look for his master. Then he will sit next to his dish until he gets fed. 10

Comprehension

Text Structure Sort — C.022.AM2b

It was 32 degrees Fahrenheit when precipitation fell from the clouds. Since it was freezing, the precipitation was in the form of snow. 3	Clouds can cause turbulence for airplanes, so consequently pilots may try to fly above them to avoid the shaking. 18
Why do clouds look white? Clouds reflect all the colors in light which gives the appearance of white. 7	All clouds are made of water droplets. Fog, however, is a different type of cloud. The difference is that fog forms on the ground and the other clouds form high in the air. 11
Different types of clouds have their own appearance. For example, some are wispy and thin and others are fluffy and shapely. Some people think cumulus clouds look like puffs of cotton. 14	Clouds are formed in the following way. First, water on the ground evaporates and turns into vapor. Next, the vapor condenses into tiny droplets and forms clouds. Finally, the clouds lose the water in the form of precipitation. 9

text structure cards

Summative Assessment Item 3 Given a set of 4 passages (A-D), the TSW identify the correct structure of the passage and identify why they made this choice. There are 2 points per question. One point is given for the correct Structure and an additional point is given for the correct reason why. There are 4 questions (one for each passage) with a total of 8 possible points. Student mastery is set at 6 points total. (75%).

Reading Informational Text | Name_____

Read passages A and B then answer the questions below.

Passage A

When Roosevelt entered office as president the first thing he did was to sign a number of new bills in an effort to fight the Great Depression. These new laws included programs such as Social Security to help retirees, the FDIC to help secure bank deposits, work programs such as the Civilian Conservation Corps, new power plants, aid for farmers, and laws to improve working conditions. Finally, he established the SEC to help regulate the stock market. All of these programs together were called the New Deal. In his first 100 days of being president, Roosevelt signed 14 new bills into law. In 1940 Roosevelt was elected to his third term as president, the only president to do this. World War II had broken out in Europe and Roosevelt promised that he would do what he could to keep the U.S. out of the war. However, on December 7, 1941 Japan bombed the U.S. Naval base at Pearl Harbor. Roosevelt had no choice but to declare war.

Passage B

In the early 1800s, the United States needed room to grow. The problem was most people lived in the East. The cities were crowded. New land was expensive. Young families couldn't afford to buy farms.

Then, as a solution, the United States government purchased land from France. The government also acquired land from Mexico. Soon the country stretched all the way to the Pacific Ocean. People looked to the setting sun with outstretched arms and said, "Go west!"

Settlers rode in wagons or on horses. They followed long, dusty trails across hot plains for thousands of miles. There was no shelter. People slept in tents on the ground. They had to watch out for wild animals like wolves and snakes. The trip west could take months.

Then a railroad was built that stretched from the East Coast almost to the West Coast. The railroad made travel faster. More people poured into the new lands. The settlers quickly built small towns where the farming, fishing, and mining were good.

1. What is the correct structure for Passage A. Please explain your choice>

_____

2. What is the correct structure for Passage B. Please explain your choice>

_____

Reading Informational Text Name_____

Read passages C and D then answer the questions below.

Passage C

Sometimes humans change an ecosystem without meaning to.

It's that way in my town, Oakville. Recently, many new homes were built in a wooded area of the city. People moved onto the land where deer and other wild animals lived. As a result, the only place the deer could roam was in the city. Early in the morning, it's not unusual to see deer walking down the middle of the main street. They wander in people's yards looking for plants to eat. It can be dangerous for drivers because the deer can run in front of cars.

That's one reason our class has adopted the deer as a project. We're writing to ask city council to leave some wooded areas for the deer.

Passage D

Two of the most destructive hurricanes to hit the United States in recent years were Hurricane Andrew in 1992 and Hurricane Katrina in 2005. Both hurricanes inflicted massive destruction and damage to parts of the southeast United States.
When Hurricane Andrew made landfall in Homestead, Florida, it was a category 5 hurricane—the strongest measure for hurricanes. With storm surges nearly 17 feet, the damage was extensive. Estimated property damage was $25 billion and 26 people died as a result of the hurricane.

Hurricane Katrina struck the Mississippi and Louisiana coast as a category 3 hurricane with winds of 120 miles per hour at landfall. Although Katrina was not as strong as Andrew, it was far more destructive and deadly.

Both hurricanes caused suffering and devastation to the people who lived through them. In measuring hurricane strength, Andrew was the stronger of the two. However, Katrina inflicted more destruction and fatalities because its path was through New Orleans.

1. What is the correct structure for Passage C. Please explain your choice>

_____

2. What is the correct structure for Passage D. Please explain your choice>

_____

Answer Key:

1. Chronological Order; Follows FDR's timeline of service.
2. Problem Solution; Talks about the problems of overcrowding and the solution was the country buying more land to move west.
3. Cause and effect: Explains how new houses were built and the effect is that now deer are without a habitat.
4. Compare and contrast: Mentions two different hurricanes and claims Katrina to be the most destructive.