Grade Level	5th	**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 Thinking Maps used for text structure 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.*	**5. RI.5** *Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.*		
Materials/Resources Needed *List all items the teacher and scholars will need for the entire sequence of instruction (excluding common consumables)*	Text structures scramble and sort, ticket out copy, text structure notes for journal Summer Olympic Legends, Reading A-Z Laminated Thinking Maps (description, compare and contrast, sequencing, cause and effect, and problem solution) Understanding Text structure power point (By Emily Kissner –free online) Writing tools, Reading journals Text structure chart and copies for individual Reading journals Informational passages and childrens book sets for summative assessment		

* ***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:** The TW ask, "How does an author organize nonfiction texts? Do they just start writing?" Scholars can discuss in pairs at their table or with their neighbor. "Once you've heard some thoughts (make scholars tell what their partner said to make sure they are working on active listening), discuss just as fiction has a plot structure, nonfiction also has structures. We're going to refresh our memories about the nonfiction text structures by completing a matching activity." The TW Hand out the text structure scramble N sort activity. Scholars will work with their table groups, but they could also be paired strategically based on reading levels. "With your partners, work to match the structure with the definitions. When you're finished, we'll share ideas. Don't discuss right or wrong with the scholars. Ask scholars: who is ready to find out who is right?!" **Objective and Purpose:** TSW gain an awareness and general understanding what text structures are as a refresher from 4th grade. They will then organize their thinking to match the structure of the text, allowing for effective comprehension of the subject matter. **Instructional Delivery:** The TW say We're going to use the Text Structure notes to review the basic attributes of each structure. This is just a general overview of the structures. Scholars will keep these in their notebook. These notes help scholars connect the knowledge of structure to things like buildings and bridges. Scholars need to understand what a structure is before knowing the different types of text structures. We'll be digging deep into the structures to look for the specific attributes and analyzing the author's use of those structures. While going through the notes on structures, the TW ask scholars to mark their text with the following symbols: * I didn't know that ! Wow ? I don't understand + I knew that. Have discussions with scholars about the information presented and encourage them to make connections to the notes. The TW draw in the notes, modeling the connection with the text. For example, where it says a text structure refers to how a text is built; a wooden framework of a house next to that note is drawn. TTW say, "Now that we've interacted with the notes, we will create a word splash for Text Structure. A word splash is placing the word "text structure" in the middle of a box, circle, etc. and then one writes any words that come to mind that	TSW respond to the teacher's questions (or the teacher will pull sticks to be sure to include all scholars). They will collaborate with one another throughout the lesson. 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 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, concepts, and information 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 happened, or effects of the event. **Problem & Solution:** The text introduces and describes a problem and presents one or more solutions.

Sequence & Order (Sequence of Events)	Chronological texts present events in a sequence from beginning to end.
Sequence & Order (How-To)	How-To texts organize the information in a series of directions.
Cause & Effect	Informational texts often describe cause and effect relationships. The text describes events and identifies reasons (causes) for why the event happened.
Problem & Solution	The text introduces and describes a problem and presents one or more solutions.
Compare & Contrast	Authors use comparisons to describe ideas to readers. Similarities and differences are shared.
Description	Sensory and descriptive details help readers visualize information. It shares the who, what, where, when, why, and how of a topic/subject.

connect to text structure." This activity is summarizing the concept reviewed before moving on to the overview of specific nonfiction text structures. Allow scholars about 5 minutes for this processing activity. When they finish or after a few minutes they will share. "Think about the scramble and sort activity we did earlier and discuss with a partner what you remember. Read through each definition, word clues, and visuals." Allow scholars time to discuss what they know about these structures and to mark when they remember with a + sign

Guided Practice: Scholars will create a structure foldable to work with the overview knowledge of the text structures. When all of the structures are together on one foldable, it lets the scholars see the similarities and differences between them all. This will also help scaffold learning for the scholars when it comes time to read different texts and compare the structures.

Before scholars start working, the TW go through all directions with them first. "Once I pass out the foldable, cut this out. This organizer is divided in thirds. On the front of the organizer should be the structures, the definition of the structure, and the clue words that go with the structure. The far right column will be folded in to create the visual column. You must write the information from the graphic organizer in your own words. You may include other word clues if you think of some and you may also include other graphic organizers if you feel that they truly fit. You will complete this organizer in color." TSW glue the back of the organizer into their journals so it is there as a reference. The TW Complete 1 or 2 structures with the class.

Independent Practice: TSW complete the chart independently recalling what they had used in the past and what they had discussed earlier in the scramble.

Closure/Ticket Out: Scholars will complete the matching ticket out.

What is a Text Structure?

- A "structure" is a building or framework
- "Text structure" refers to how a piece of text is built
- Builders can use different kinds of structures to build different things
- A skyscraper, for example, is a different kind of structure from a house
- Writers use different structures to build their ideas
- Each text structure communicates ideas in a different way

SW glue the provided sheet into their reading journals and complete the chart as it is seen here.

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	1 2 3
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	

The SW complete the Nonfiction Text structure Exit ticket.

Nonfiction Text Structure Exit Ticket
CCSS.RI.5.5

Directions: Draw a line to match each text structure with its definition.

Text Structures	Definitions
Description	present events in a sequence from beginning to end.
Problem & Solution	organize the information in a series of directions.
Compare & Contrast	often describe cause and effect relationships. The text describes events and identifies reasons (causes) for why the event happened.
Sequence & Order (How-To)	introduces and describes a problem and presents one or more solutions.
Cause & Effect	Authors use comparisons to describe ideas to readers. Similarities and differences are shared.
Sequence & Order (Sequence of Events)	Sensory and descriptive details help readers visualize information. It shares the who, what, where, when, why, and how of a topic/subject.

2	**Anticipatory Set:** TW present an interesting nonfiction piece on a large sheet of paper in the middle of each table group (Summer Olympic Legends Reading A-Z). Each scholar will have some markers as well. The TW say, "You will read the passage together and write thoughts about how the author chose to organize the text. You can take turns reading or choose a reader for the group." The TW pose questions to scholars like, "What is the author's main idea? How does the author organize the text?" TSW each write on a small section of the paper that is in front of them. While scholars are working, circulate the room and guide groups to help their thinking, but don't discuss too much so scholars can create their own ideas. TTW monitor to keep them on task. After a few minutes, TTW call scholars to share thoughts. TTW record ideas on the board.	TSW read together in their groups. TSW say that the main idea of the passage is how the brain works and the structure is descriptive. They will have used the chart from yesterday's activity.
	Objective and Purpose: TSW look for cues in informational text, and then they will organize the information into the correct Thinking Map that will help the reader think like the author and comprehend more deeply.	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: TTW use the Understanding Text Structure PPT that outlines the purpose of each structure as well as their purpose in informational text. TTW focus mainly on descriptive text structure. "Today we'll be exploring the characteristics that make up the descriptive text structure. This is also called the main idea text structure. We have done this before so this is a deep refresher course." TTW give scholars the descriptive text structure notes. "Place the notes in your interactive notebook."	TSW write the notes provided by the teacher in their reading journals. TSW use the Thinking Map and fill in the sections as the teacher models the thinking. They will follow the directions as the teacher continues through the lesson.
	Scholars will be able to move quickly though these because of prior knowledge. More time will be applied to the knowledge of the characteristics and the use of the Thinking Maps. TTW ask, "Why would an author use this structure to write and what Thinking Map would an author use to plan their descriptive writing?	TSW fill in the appropriate Thinking Map and compare with others in the class.
	At this point, the scholars return to the structure foldable created in the first lesson to find the web that is commonly used for descriptive structures. Allow scholars some time to think about the ideas, record their thoughts and then share their ideas with a table partner. TTW use think-pair-share to help them revise answers with partners before offering the response in class.	
	Guided Practice: "Scholars, now you will dig through the text to find evidence of the descriptive text structure. Take out your colored pencils and prepare to color code the evidence we find today! We are going to read through the passage again without making any marks and then we will return to the text to begin marking."	TSW read the passage with an elbow partner and code the bits of information to determine the correct Thinking Map. TSW place a ? in the passage where they are confused or unsure about which structure the piece might fit.

	Think aloud about the first main idea sentence and tell scholars that this definitely sums up the big idea of the text. Color code the main idea in green to link this to writing instruction. State the topic sentence, so this shows scholars how reading and writing are interchangeable. Use red for the last sentence, as it should be the conclusion and in the writing instruction, the conclusion means, Stop! Once the scholars have read through the passage and color coded the main idea, details and conclusion sentence, show scholars how to use the web organizer to record information. Use the bubble mind map that has a place for all 5 details for this part of the lesson. **Independent Practice:** Provide scholars with a descriptive passage on Aztec Indians from Core Knowledge Curriculum. "Now we will read the passage and complete a descriptive map." TTW pull struggling readers to work with them on a text. The rest will work either with table partners or free choice partners in groups of 5 or fewer. "While we read I would like you to code one paragraph at a time to show where you are confused. Please mark ? each time you come to a confusing spot. You will be reading independently first, and we will stop after each paragraph to discuss confusion and clear up misconceptions. Once we finish reading the text, we will return to the text to consider the key concepts to include in a web map." TTW think aloud and guide scholars to summarize the most important ideas to include in the Thinking Map. **Closure/Ticket Out:** Scholars will turn and teach how they filled in their bubble Thinking map.	SW turn and teach their fellow scholars what they have leaned as their ticket out for the day.

3	**Anticipatory Set**: TTW say, "Let's say a friend walked up to you and said that your favorite singer quit singing because they didn't like to sing anymore. Would you believe them or would you find more information? Why? When we do research we use more than one resource because the more information you have more reliable your claims can be. Today we will look at getting information from several pieces of text and then we will organize them using text structures so that we can understand more deeply what the author is trying to teach us. We will use different structures for this lesson as well." **Objective and Purpose:** TSW describe the overall structure of a text. They will compare it to another piece of text with the same or different text structure. **Instructional Delivery:** TTW say, "Open your reading journals to our text structure page. I have a couple pieces of text that we are going to look at before we start taking the pieces apart for our Mind Map." Scholars read both paragraphs. They will note that they are about the same event (The Chicago Fire). Together as a class they begin to dissect the paragraphs to determine what structure fits each paragraph. **Guided Practice:** TTW think out loud as they walk through finding the clue words in the text. Using the chart the class made previously the scholars and teacher will walk through the text looking for clue words. One paragraph is a descriptive essay. Therefore the teacher will point out the main idea or topic sentence as well as the supportive details. The next paragraph is chronological and therefore the scholars and the teacher will choose a different Thinking Map (sequence). Because using the Thinking Maps has been modeled many times, the scholars will complete the task on their own. Each scholar will complete the appropriate map. They will turn to neighbors and confirm that they have completed the map correctly. **Independent Practice:** Next the scholars will compare two other pieces of text they will work on the pieces independently comparing the text structures and using the correct map to organize the authors ideas. They will also be responsible for diagraming the sentences within the text so that we can later refer to the text for the purpose of writing. **Closure/Exit Ticket:** Scholars will share their Thinking Maps with their table partners. TTW monitor the class and correct scholars.	SW express ideas as to why they would want more than one person's information to confirm a claim. They will connect it with writing and with reading in informational text. 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 in more than one piece of text. TSW listen as directions are given. TSW skim and scan the page for information looking for words that fit specific text structures. Read the following paragraphs. Then answer the question that follows. Paragraph 1 By Monday night, the town of Chicago was burning. People described it as terrible, but amazing. The flames were brighter than anything people had ever seen. The harsh winds swept the fire across the city with terrible speed. For many who watched, it was a sight to remember for the rest of their lives. Paragraph 2 Why was the Great Chicago Fire so disastrous? After all, Chicago had fire departments and fire alarms. One reason for the terrible fire is that the alarm malfunctioned. The local fire company noticed the fire by accident as it was returning from another fire. As another problem, a watchman who saw the flames directed other fire companies to a location that was nearly a mile away from the fire. Because of these two problems, a fire that could have been controlled rapidly spread across the city. Which paragraph is a main idea/descriptive text structure? How do you know? Read the following paragraphs. Then answer the question that follows. Paragraph 1 Daniel Sullivan was the first to notice the flames coming from the O'Leary barn at around 8:30 pm on October 8. A problem with the alarm box made it impossible for the people in the area to call for the fire department. By 9:30 pm, the entire block was blazing. In another 3 hours, there were fires all over Chicago. The heavy wind coming from the lake only made the fire bigger. It would be another day before the fire would be completely out. By that time, 17,500 buildings had been burned. Paragraph 2 By Monday night, the town of Chicago was burning. *People described it as terrible, but amazing.* The flames were brighter than anything people had ever seen. The harsh winds swept the fire across the city with terrible speed. For many who watched, it was a sight to remember for the rest of their lives. Which paragraph is a chronological text structure? How do you know? 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 different ways to use and compare more than text structures in more than one piece of text. In the first assessment the scholar will read parts of various passages to determine the text structure and they will compare and contrast what they notice about that structure. In the next assessment TSW read different books and they will use a paragraph to compare and contrast the structure information. The final assessment is a five question test.

Summative Assessment Items and Scoring:

Assessment Item 1:

Given two informational passages, the scholar will identify text structures within the texts and explain what he/she notices about that structure in the context of the Thinking Maps discussed in class. The scholar will then compare and contrast how each text organizes an element (events, ideas, concepts, information) of the material presented. The assessment will be graded with the rubric below. *5/6 points (83%) will be considered mastery.*

Assessment Item 2:

Given two children's books on a similar scientific or historic topic, the scholars will identify the main point of the book, and compare and contrast text structures within the books in paragraph form. The assessment will be graded with the rubric below. *5/6 points (83%) will be considered mastery.*

Rubric for Assessment Items 1 and 2

	0	**1**	**2**
Identify Text Structure	The scholar does not correctly identify the text structure of either text with the corresponding Thinking Map	The scholar correctly identifies the text structure of one of the two texts with the corresponding Thinking Map	The scholar correctly identifies the text structure of both texts with the corresponding Thinking Map
Identify point of Comparison and/or Contrast	The scholar does not identify comparable elements (e.g. events, ideas, concepts, information) in each text	The scholar identifies comparable elements (e.g. events, ideas, concepts, information) in each text, and provides either a comparison or contrast but not both	The scholar identifies comparable elements (e.g. events, ideas, concepts, information) in each text, and provides both comparison and contrast
Quality of Comparison and Contrast	The scholar either does not provide a valid comparison/contrast, or provides a partial comparison/contrast, which demonstrates insufficient understanding of text structures.	The scholar provides a comparison and/or contrast of the two text structures which demonstrates a basic understanding of text structures.	The scholar provides a complete comparison/contrast of the two text structures which demonstrates a thorough understanding of text structures.

A

Text Structure Quiz

Direction: read each passage and identify how the information is being organized.

1. Ice-cream is a delicious frozen treat that comes in a many different colors and flavors. Two of my favorite flavors are strawberry and chocolate. Though both of these flavors are delicious, strawberry may contain pieces of fruit while chocolate usually will not. Even though more chocolate ice-cream is sold across the country annually than strawberry, each flavor tastes great inside of a milk shake.

a. cause and effect b. compare and contrast c. chronological
d. spatial / descriptive e. sequence / process

2. The ice-cream shop around the corner from my house has the best ice-cream in the city. When you first walk inside, there is a long chrome counter with matching stools extending to alongside the far wall. Right where the counter stops, the booth seating begins. There are lots of old-timey knickknacks on the walls and chrome napkin holders on all the tables. My favorite part of the shop is behind the counter glass, where they keep all of the ice-cream flavors. A rainbow of delicious sugary flavors is kept cool and delicious behind the counter glass.

a. problem and solution b. compare and contrast c. chronological
d. spatial / descriptive e. sequence / process

3. Freezer burn may have wasted more ice-cream than sidewalks. If you don't know, freezer burn is when ice crystals form on the surface of ice-cream. These ice crystals can ruin the texture and flavor of the ice cream. But you can prevent freezer burn. Since freezer burn is caused when melted ice-cream is refrozen, rather than eating your ice-cream from the container as it melts, scoop your ice-cream into a bowl and put the container back in the fridge immediately. Doing this ought to help you solve your issues with freezer burn.

a. problem and solution b. compare and contrast c. chronological
d. spatial / descriptive e. sequence / process

4. No one knows the true origin of ice-cream, but the first published ice-cream recipe appears in "Mrs. Mary Eales's Receipts," a cook book that was printed in London in 1718. Sometime around 1832, an African American confectioner named Augustus Jackson created multiple ice cream recipes and invented a superior technique to manufacture ice cream. Ice cream soda was invented around 1874, but the real breakthrough may have been at the 1904 World's Fair in St. Louis, Missouri, when the American ice-cream cone was unveiled!

a. problem and solution b. cause and effect c. chronological
d. spatial / descriptive e. sequence / process

5. Making ice-cream is not easy. Cream and sugar have to first be mixed in a frozen container. Ingredients may be added at this point, if desired. The mixture must be stirred and whipped until the cream and sugar mixture is frozen. Depending on the equipment, this may take as long as an hour. After the ice-cream is prepared, it must be kept frozen until it is ready to be enjoyed. Making ice-cream is difficult, but most people would agree that it is worth the trouble.

a. problem and solution b. compare and contrast c. chronological
d. cause and effect e. sequence / process

Assessment Item 3:

Given the following five-question assessment, students will complete the questions. *4 out of a total of 5 points is considered mastery. (80%)*

KEY:

1. B, more, than
2. D, offers many details
3. A, explains problem and solution
4. C, timeline of events
5. E, first, next, then, last