CONNECTED CLASS

LET'S GET ORGANIZED!

AN EXPLORATION OF TEXT STRUCTURES

Copyright © 2022 Christel-Clear Learning Innovations, LLC D/B/A Connected Class. All Rights Reserved.

ADDRESSING THE "WHAT-IFS"

- What if Bonny loses internet connection? … check back in 5 mins using the same Zoom link. If the session is not up, then watch your email for directions.
- What if there is a lot of background noise at your house? … keep yourself on mute or Bonny will mute you! LOL (This is the best part of virtual teaching)
- What if you did not get a Google Doc or Form emailed to you, send Katie a message in the Chat box.
- What if you get kicked out and need to be let in but everyone is in a breakout room … text **561-727-0930**.

MEET DIANE OWENS, SPECIALIST

- Contact Diane if you have questions regarding private school services or payment: diane.owens@palmbeachschools.org

RESOURCES FOR TODAY

- Log in to www.connectedclass.com
- Go to ***Resource Room***
- Click on ***Onsite Trainings***
- Open ***Let's Get Organized!***

LEARNING INTENTIONS

- **Discuss** types of text structures.
- **Engage** in identifying signal words/phrases authors use when organizing texts.
- **Explore** ways to actively engage students in identifying and explaining text structures, orally and in writing.
- **Discuss** how to support ESE students.
- **Determine** how to get parents involved.

SUCCESS CRITERIA

- I can incorporate at least one activity I learned today for teaching text structure in my lesson plans.

SO…WHY TODAY'S TOPIC?

Because informational (or expository) text is the main source of reading material used when presenting academic content, students must be able to comprehend it.

Informational text can be challenging because of its structure, which is different than story structure, the more familiar one for students. (McCormick & Zutell, 2015)

SO…WHY TODAY'S TOPIC?

Research shows that explicit teaching of text structures, improves students' reading comprehension and results in retention of more information.

It also supports improvement in writing.

FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

Reading Informational Text

R.2.1 Structure (STANDARD)

(BENCHMARKS)

ELA.K.R.2.1	**Use titles, headings, and illustrations to predict and confirm the topic of texts.**
ELA.1.R.2.1	Use **text features** including titles, heading, **captions, graphs, maps, glossaries,** and/or illustrations to **demonstrate understanding** of texts.
ELA.2.R.2.1.	**Explain** how text features – including titles, heading, captions, graphs, maps, glossaries, and/or illustrations – **contribute to the meaning of texts**.

FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

Reading Informational Text

R.2.1 Structure (STANDARD)

(BENCHMARKS)

ELA.3.R.2.1 Explain how text features contribute to meaning and **identify the text structures of chronology, comparison, and cause/effect** in texts**.**

ELA.4.R.2.1 Explain how text features contribute to the meaning and identify the text structures of **problem/solution, sequence, and description** in texts.

ELA.5.R.2.1. Explain how text structures and/or features contribute to the **overall** meaning of texts.

FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

Reading Informational Text

R.2.1 Structure (STANDARD)

(BENCHMARKS)

ELA.6.R.2.1	Explain how **individual text sections** and/or features **convey meaning** in texts.
ELA.7.R.2.1	Explain how individual text sections and/or features convey **a purpose** in texts.
ELA.8.R.2.1.	**Analyze** how individual text sections and/or features convey a purpose and/or meaning in texts.

FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

Reading Informational Text

R.2.1 Structure (STANDARD)

(BENCHMARKS)

ELA.9.R.2.1 Analyze how **multiple text structures** and/or features convey a purpose and/or meaning in texts.

ELA.10.R.2.1 Analyze **the impact of** multiple text structures **and the use of** features in texts.

ELA.11.R.2.1. **Evaluate** the structure(s) and features in text(s).

ELA.12.R.2.1 Evaluate the structure(s) and features in text(s), **identifying how the author could make the text(s) more effective.**

WHAT ELSE DO THE BENCHMARKS SAY?

KINDERGARTEN

Structure

ELA.K.R.1.1: Use titles, heading, and illustrations to predict and confirm the topic of texts.

<u>Benchmark Clarifications</u>

Clarification 1: The step of confirming the prediction is essential to mastery of this benchmark.

GRADE FIVE

Structure

ELA.1.R.2.1: Explain how text structures and/or features contribute to the overall meaning of texts.

Benchmark Clarifications:

Clarification 1: For more information, see Text Structures and Text Features in standards document.

SUPPORTING DOCUMENTS

Text Structures

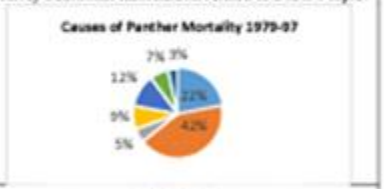
Text structure, also referred to as an organizational pattern, refers to how a text is organized. Below are six common text structures used by authors of expository texts.

Note: Some signal words/phrases appear in more than one text structure.

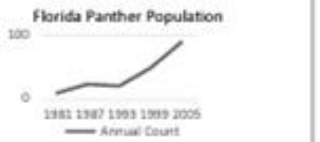
Text Structure	Descriptor	Signal Words/Phrases	Example
Description	Information is presented in sections that often begin with a central idea and are followed by an elaboration of the features, characteristics, or examples of the subject at hand.	Characteristics of; details; for example; for instance; includes; in particular; specifically; such as; to illustrate.	A story about panthers is organized into four sections, each section describing a different characteristic of a panther.
Problem and Solution	Information is conveyed as an issue or a problem of concern and solution(s) are proposed or explained.	An answer to; a consequence of; a possible solution to; challenge of; dilemma; in order to solve; issue; problem; question; reason; resolution; resolved.	An author addresses the diminishing panther population by explaining the reasons for the decline, and offering suggestions for improving the species' survival rate.
Chronological	Facts, events, or details are presented in the order in which they occurred in time. * *(not to be confused with sequential)*	On, at (date, time); before; earlier; eventually; following; next; not long after; now; presently; previously; prior to; then; recently; simultaneously; soon; until; when.	An author writes an article about the evolutionary history of the Florida panther and organizes significant historical events based on the corresponding year each occurred.
Compare and Contrast	The similarities and/or differences of two or more people, things, concepts, or ideas are presented.	Alike; also; as opposed to; both; but; comparatively; conversely; different; however; in contrast; instead of; not only; on the other hand; opposite from; same; share; similarly;	An author explains how to distinguish a panther from a bobcat by providing characteristics shared by each, and emphasizing their distinctive features.
Cause and Effect	Information reflects a causal relationship. The description of what happened is the *effect* and the detail(s) related to why it happened is the *cause*.	As a result; as such; because of; cause; consequently; due to; for this reason; led to; since; so; reason; result of; therefore; unless.	An article explains the effects of increasing construction on the habitats of endangered species.
Sequence	Information is presented as a series of instructions or steps in a process.	First; second; third; at once; after; before; during; finally; following; last; next.	An instructional guide provides a detailed explanation of how to assemble a model Florida panther, step-by-step.

FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

Text Features

Text Feature	Descriptor	Note or Example
Annotation	A written note added to a text by way of comment or explanation.	
Appendix	A section or table containing additional content or information at the end of a text.	Some texts have multiple appendices.
Caption	A title or brief explanation added to an article, cartoon, illustration, photograph, or other graphic.	The Florida panther (pictured above) has short, light brown fur.
Chart	A visual representation of data or a visual depiction of information.	Pie charts, like the one below, are often used to convey additional information related to a text's topic. 
Footnote	A note of reference, explanation, or comment printed at the bottom of a page.	

FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

Text Feature	Descriptor	Note or Example
Glossary	An alphabetized list of pertinent terms with corresponding definitions located at or near the end of a text.	
Graph	A visual representation of data.	A line graph is used to convey additional information relevant to a text's topic. 
Heading	The title of a section of text that introduces its topic. Headings are also used to divide a larger text into smaller, more focused sections.	Headings are often written in a larger print than other text on the page. Some headings are bold or are printed in a different color.
Illustration	A drawing used to emphasize an aspect of the text or to add reader interest.	
Photograph	A picture taken with a camera that reflects actual objects, settings, or events, and is usually related to the topic of the text.	
Table of Contents	An outline of chapters or section titles and their corresponding pages in a larger text.	
Title	The name of an article, book, or other literary work or document.	The title of a text often identifies or refers to its topic.

GRADES 9-12

Structure

ELA.9.R.2.1 Analyze how **multiple text structures** and/or features convey a purpose and/or meaning in texts.

ELA.10.R.2.1 Analyze **the impact of** multiple text structures **and the use of** features in texts.

ELA.11.R.2.1. **Evaluate** the structure(s) and features in text(s).

ELA.12.R.2.1 Evaluate the structure(s) and features in text(s), **identifying how the author could make the text(s) more effective.**

<u>Benchmark Clarifications:</u>

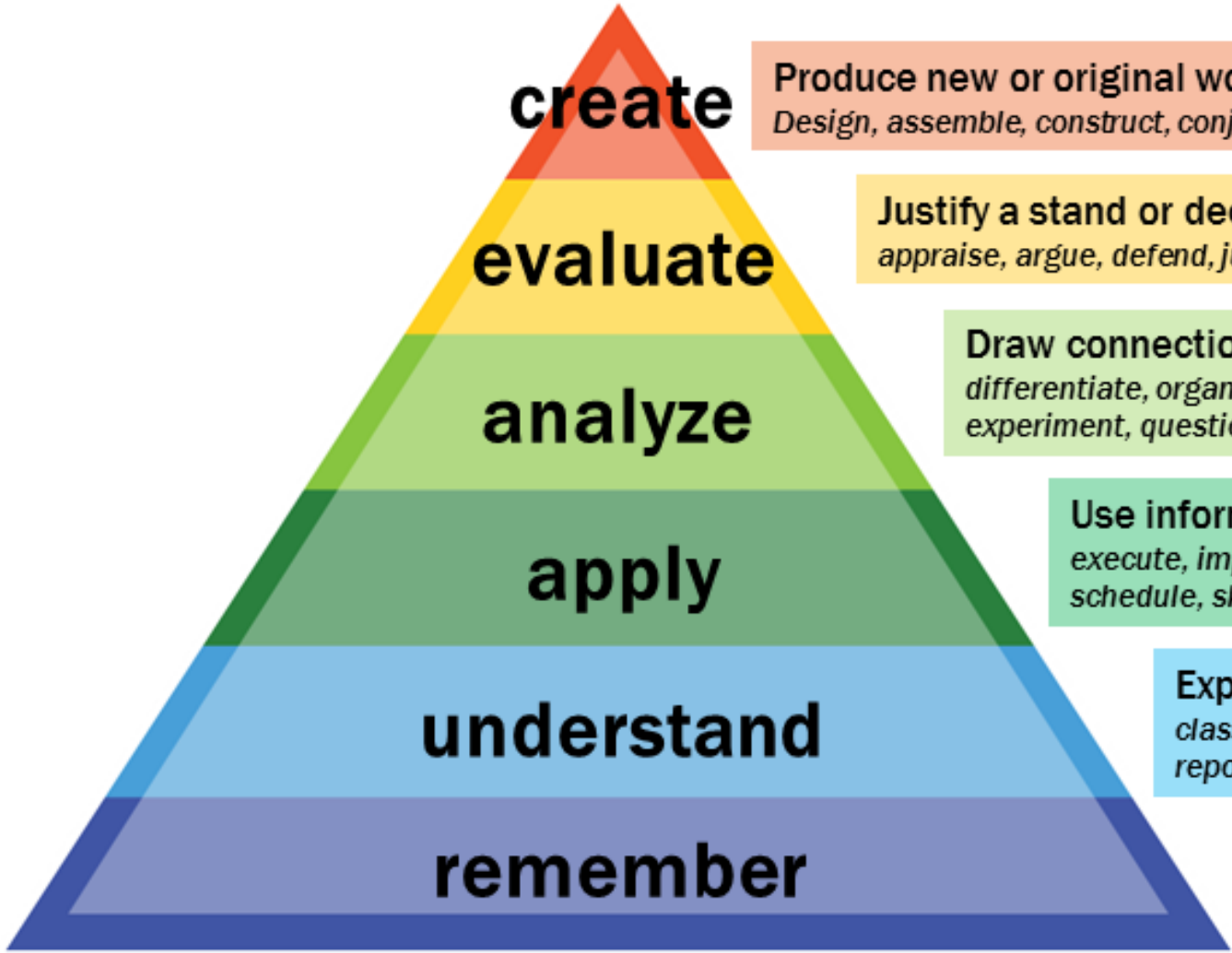
Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

LET'S DISCUSS

- What do you notice about the benchmarks for each grade level?
- How could this document help with vertical planning across grade levels?

Bloom's Taxonomy



Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Vanderbilt University Center for Teaching

LEARNING INTENTIONS

- **Discuss** types of text structures.
- **Engage** in identifying signal words/phrases authors use when organizing texts.
- **Explore** ways to actively engage students in identifying and explaining text structures, orally and in writing.
- **Discuss** how to support ESE students.
- **Determine** how to get parents involved.

TEXT STRUCTURES

Text structure, also referred to as an organizational pattern, refers to how a text is organized.

Text structures specifically noted in Florida's B.E.S.T. ELA Standards include:

***Description**	***Problem and Solution**
***Chronological**	***Compare and Contrast**
***Cause and Effect**	***Sequence**

DESCRIPTION

Information is presented in sections that often begin with a central idea and are followed by an elaboration of the features, characteristics, or examples of the subject at hand.

Signal words/phrases include:

characteristics of; details; for example; for instance; includes; in particular; specifically; such as; to; illustrate

PROBLEM AND SOLUTION

Information is conveyed as an issue or problem of concern and solution(s) are proposed or explained.

Signal words/phrases include:

an answer to; a consequence of; a possible solution to; challenge of; dilemma; in order to solve; issue; problem; question; reason; resolution; resolved

CHRONOLOGICAL

Facts, events, or details are presented in the order in which they occurred in time.

(not to be confused with sequential)

Signal words/phrases include:

on, at (date, time); before; earlier; eventually; following; next; not long after; now; presently; previously; prior to; then; recently; simultaneously; soon; until; when

COMPARE AND CONTRAST

The similarities and/or differences of two or more people, things, concepts, or ideas are presented.

Signal words/phrases include:

alike; also; as opposed to; both; but; comparatively; conversely; different; however; in contrast; instead of; not only; one the other hand; opposite from; same; share; similarly

CAUSE AND EFFECT

Information reflects a causal relationship. The description of what happened is the *effect* and the detail(s) related to why it happened is the *cause*.

Signal words/phrases include:

as a result; as such; because of; cause; consequently; due to; for this reason; led to; since; so; reason; result of; therefore; unless

SEQUENCE

Information is presented as a series of instructions or steps in a process.

Signal words/phrases include:

first; second; third; at once; after; before; during; finally; following; last; next

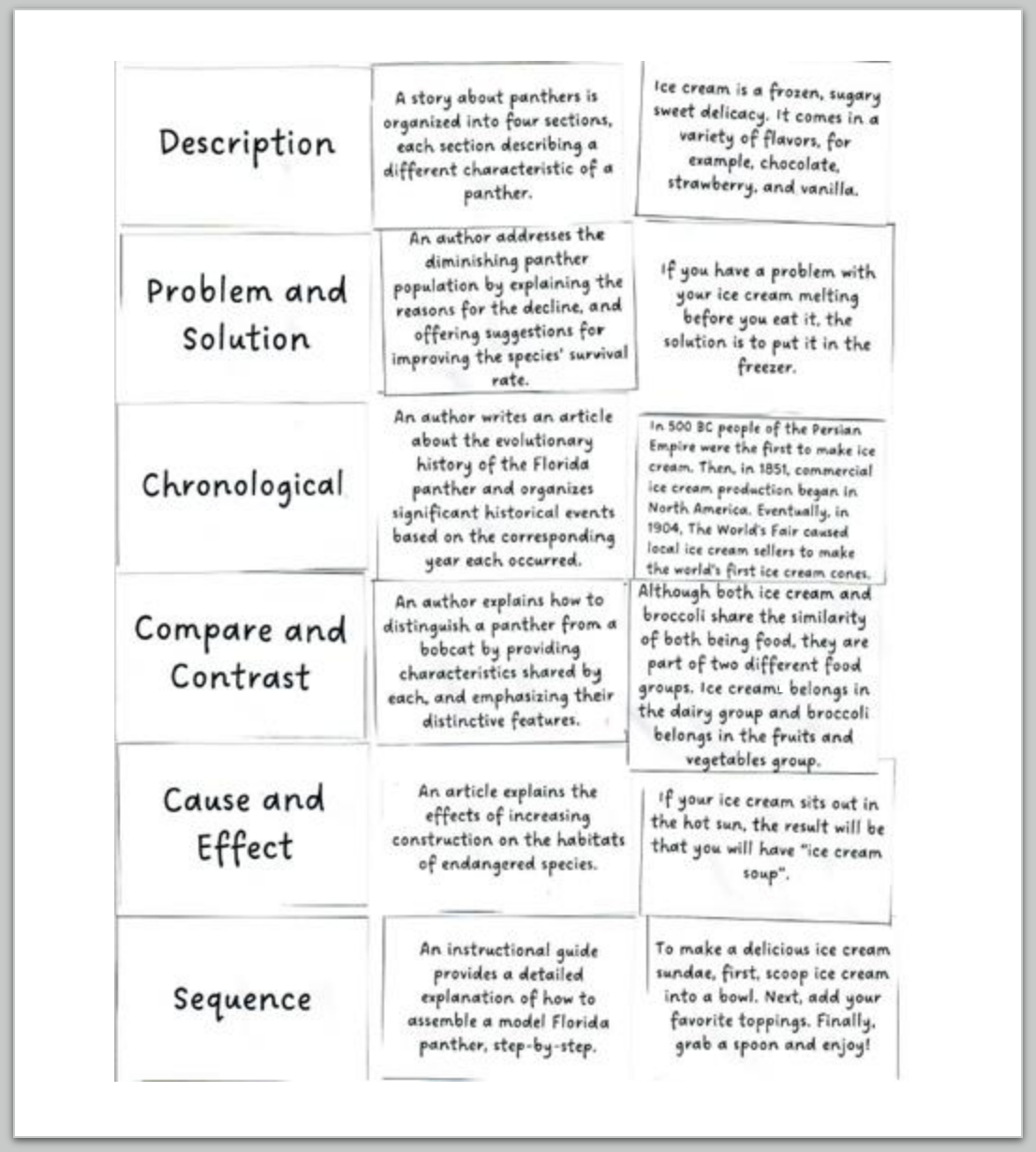
MATCHING ACTIVITY

Description	If your ice cream sits out in the hot sun, the result will be that you will have "ice cream soup".	A story about panthers is organized into four sections, each section describing a different characteristic of a panther.
In 500 BC people of the Persian Empire were the first to make ice cream. Then, in 1851, commercial ice cream production began in North America. Eventually, in 1904, The World's Fair caused local ice cream sellers to make the world's first ice cream cones.	An author explains how to distinguish a panther from a bobcat by providing characteristics shared by each, and emphasizing their distinctive features.	An instructional guide provides a detailed explanation of how to assemble a model Florida panther, step-by-step.
Sequence	Cause and Effect	Ice cream is a frozen, sugary sweet delicacy. It comes in a variety of flavors, for example, chocolate, strawberry, and vanilla.
If you have a problem with your ice cream melting before you eat it, the solution is to put it in the freezer.	An author writes an article about the evolutionary history of the Florida panther and organizes significant historical events based on the corresponding year each occurred.	Although both ice cream and broccoli share the similarity of both being food, they are part of two different food groups. Ice cream belongs in the dairy group and broccoli belongs in the fruits and vegetables group.
Compare and Contrast	To make a delicious ice cream sundae, first, scoop ice cream into a bowl. Next, add your favorite toppings. Finally, grab a spoon and enjoy!	Problem and Solution

An article explains the effects of increasing construction on the habitats of endangered species.	Chronological	An author addresses the diminishing panther population by explaining the reasons for the decline, and offering suggestions for improving the species' survival rate.

HOW DID YOU DO?

- How could you use this activity with students?
- Would it look differently in primary and intermediate grades?



Description	A story about panthers is organized into four sections, each section describing a different characteristic of a panther.	Ice cream is a frozen, sugary sweet delicacy. It comes in a variety of flavors, for example, chocolate, strawberry, and vanilla.
Problem and Solution	An author addresses the diminishing panther population by explaining the reasons for the decline, and offering suggestions for improving the species' survival rate.	If you have a problem with your ice cream melting before you eat it, the solution is to put it in the freezer.
Chronological	An author writes an article about the evolutionary history of the Florida panther and organizes significant historical events based on the corresponding year each occurred.	In 500 BC people of the Persian Empire were the first to make ice cream. Then, in 1851, commercial ice cream production began in North America. Eventually, in 1904, The World's Fair caused local ice cream sellers to make the world's first ice cream cones.
Compare and Contrast	An author explains how to distinguish a panther from a bobcat by providing characteristics shared by each, and emphasizing their distinctive features.	Although both ice cream and broccoli share the similarity of both being food, they are part of two different food groups. Ice cream belongs in the dairy group and broccoli belongs in the fruits and vegetables group.
Cause and Effect	An article explains the effects of increasing construction on the habitats of endangered species.	If your ice cream sits out in the hot sun, the result will be that you will have "ice cream soup".
Sequence	An instructional guide provides a detailed explanation of how to assemble a model Florida panther, step-by-step.	To make a delicious ice cream sundae, first, scoop ice cream into a bowl. Next, add your favorite toppings. Finally, grab a spoon and enjoy!

TEXT STRUCTURE SUPPORTING DOCUMENT

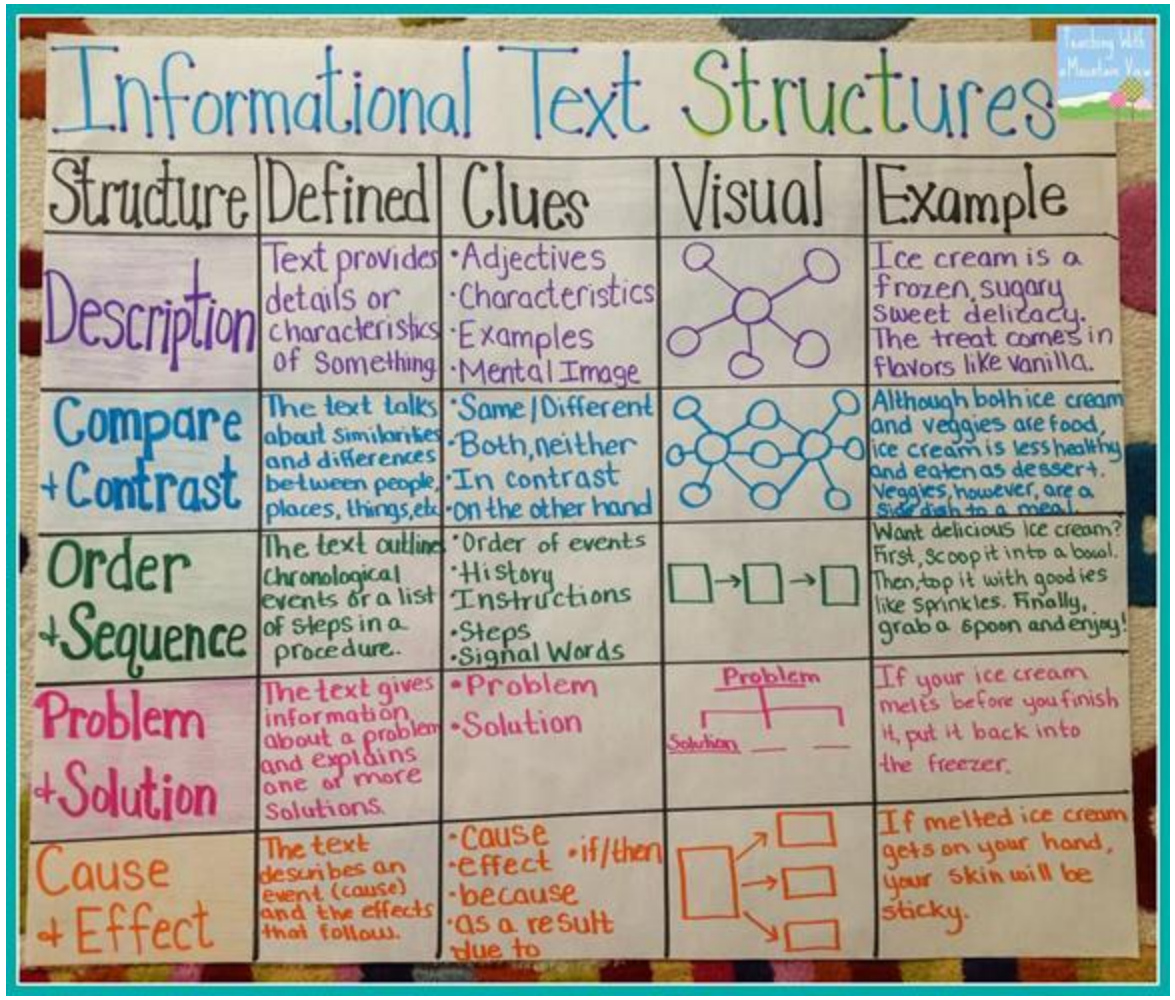
Text Structures

Text structure, also referred to as an organizational pattern, refers to how a text is organized. Below are six common text structures used by authors of expository texts.

Note: Some signal words/phrases appear in more than one text structure.

Text Structure	***Descriptor***	***Signal Words/Phrases***	***Example***
Description	Information is presented in sections that often begin with a central idea and are followed by an elaboration of the features, characteristics, or examples of the subject at hand.	Characteristics of; details; for example; for instance; includes; in particular; specifically; such as; to illustrate.	A story about panthers is organized into four sections, each section describing a different characteristic of a panther.
Problem and Solution	Information is conveyed as an issue or a problem of concern and solution(s) are proposed or explained.	An answer to; a consequence of; a possible solution to; challenge of; dilemma; in order to solve; issue; problem; question; reason; resolution; resolved.	An author addresses the diminishing panther population by explaining the reasons for the decline, and offering suggestions for improving the species' survival rate.
Chronological	Facts, events, or details are presented in the order in which they occurred in time. * **(not to be confused with sequential)*	On, at (date, time); before; earlier; eventually; following; next; not long after; now; presently; previously; prior to; then; recently; simultaneously; soon; until; when.	An author writes an article about the evolutionary history of the Florida panther and organizes significant historical events based on the corresponding year each occurred.
Compare and Contrast	The similarities and/or differences of two or more people, things, concepts, or ideas are presented.	Alike; also; as opposed to; both; but; comparatively; conversely; different; however; in contrast; instead of; not only; on the other hand; opposite from; same; share; similarly;	An author explains how to distinguish a panther from a bobcat by providing characteristics shared by each, and emphasizing their distinctive features.
Cause and Effect	Information reflects a causal relationship. The description of what happened is the *effect* and the detail(s) related to why it happened is the *cause*.	As a result; as such; because of; cause; consequently; due to; for this reason; led to; since; so; reason; result of; therefore; unless.	An article explains the effects of increasing construction on the habitats of endangered species.
Sequence	Information is presented as a series of instructions or steps in a process.	First; second; third; at once; after; before; during; finally; following; last; next.	An instructional guide provides a detailed explanation of how to assemble a model Florida panther, step-by-step.

ANCHOR CHART EXAMPLE



Source: https://teachingwithamountainview.com/informational-text-structures/

USING A MOVIE CLIP – CAN YOU GUESS THE TEXT STRUCTURE

Learning Intentions

- **Discuss** types of text structures.
- **Engage** in identifying signal words/phrases authors use when organizing texts.
- **Explore** ways to actively engage students in identifying and explaining text structures, orally and in writing.
- **Discuss** how to support ESE students.
- **Determine** how to get parents involved.

TIPS FOR TEACHING TEXT STRUCTURE

- Individually introduce each type of text structure.
- Begin with short texts or excerpts as you introduce each type. You can use picture books, nonfiction articles, task cards, or reading passages.
- Use same topic texts written in different text structures. This helps students begin to understand the difference between the different text structures.

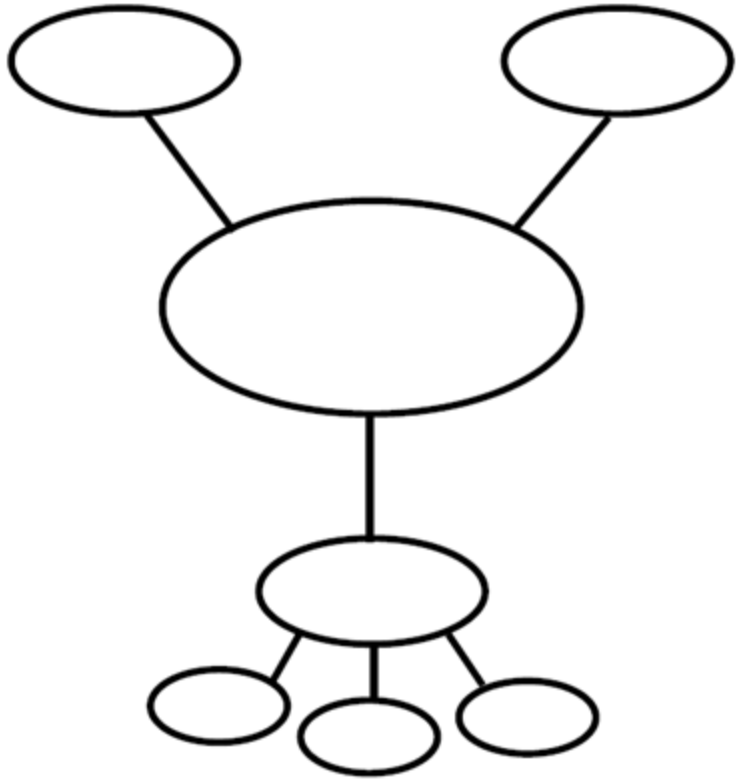
Adapted from https://www.stellarteacher.com/blog/teaching-non-fiction-text-structure/

MORE TIPS FOR TEACHING TEXT STRUCTURE

- Teach students to rely on more than just signal words/phrases.
- Teach students to create graphic organizers for each of the text structures.
- Use read alouds that include a variety of text structure examples.
- Have students rewrite texts using different text structures.
- Scaffold learning – teach, model, do it together, try it on your own

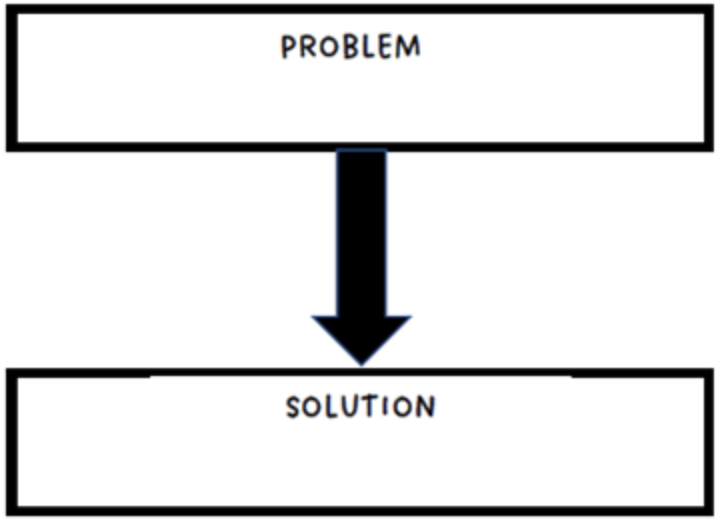
Adapted from https://www.stellarteacher.com/blog/teaching-non-fiction-text-structure/

DESCRIPTION



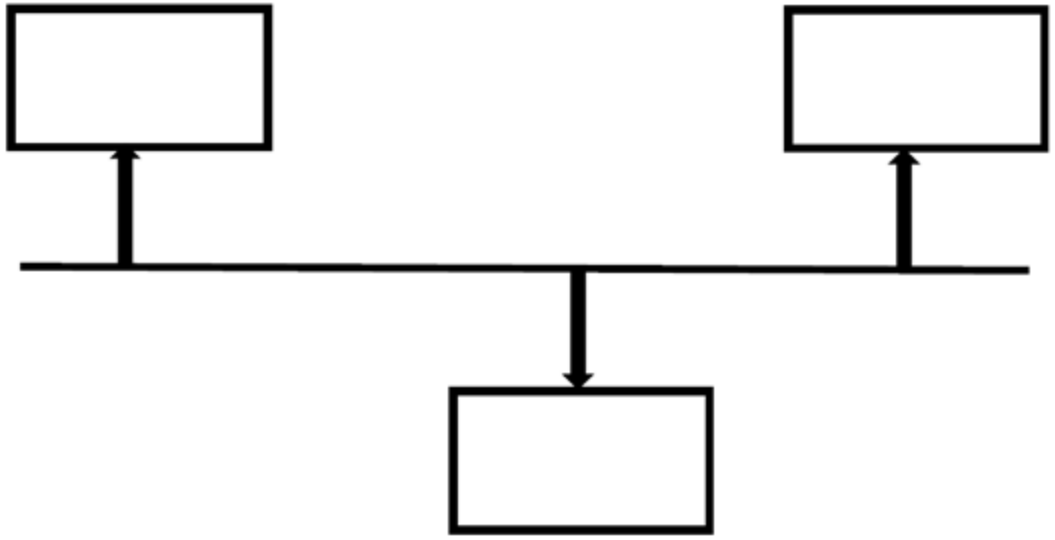
Ice cream is a frozen, sugary delicacy. It comes in a variety of flavors, for example, chocolate, strawberry, and vanilla.

PROBLEM AND SOLUTION



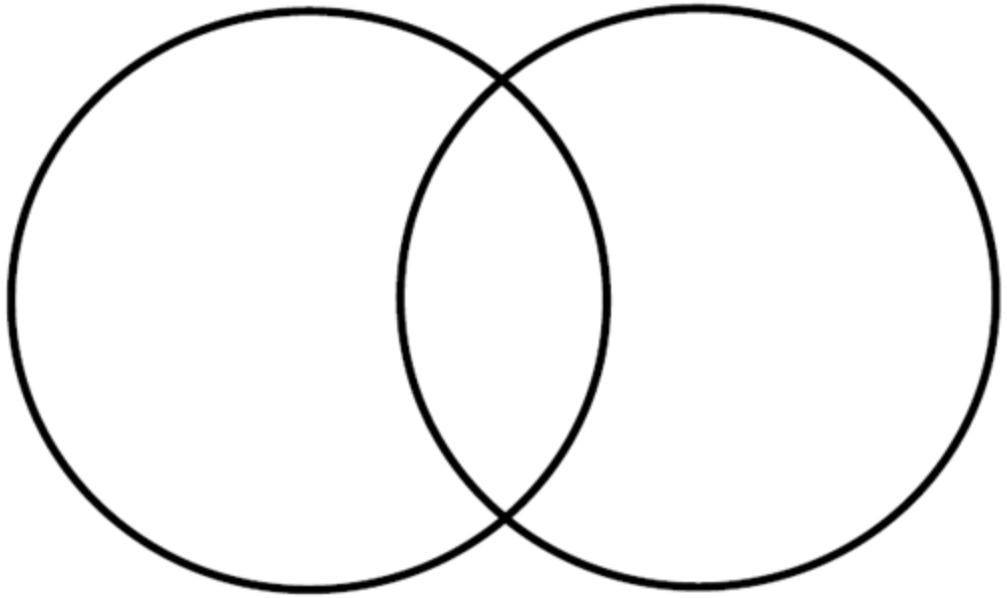
If you have a problem with your ice cream melting before you eat it, the solution is to put it in the freezer.

CHRONOLOGICAL



In 500 BC people of the Persian Empire were the first to make ice cream. Then, in 1851, commercial ice cream production began in North America. Eventually, in 1904, The World's Fair cause local ice cream sellers to make the world's first ice cream cones.

COMPARE AND CONTRAST

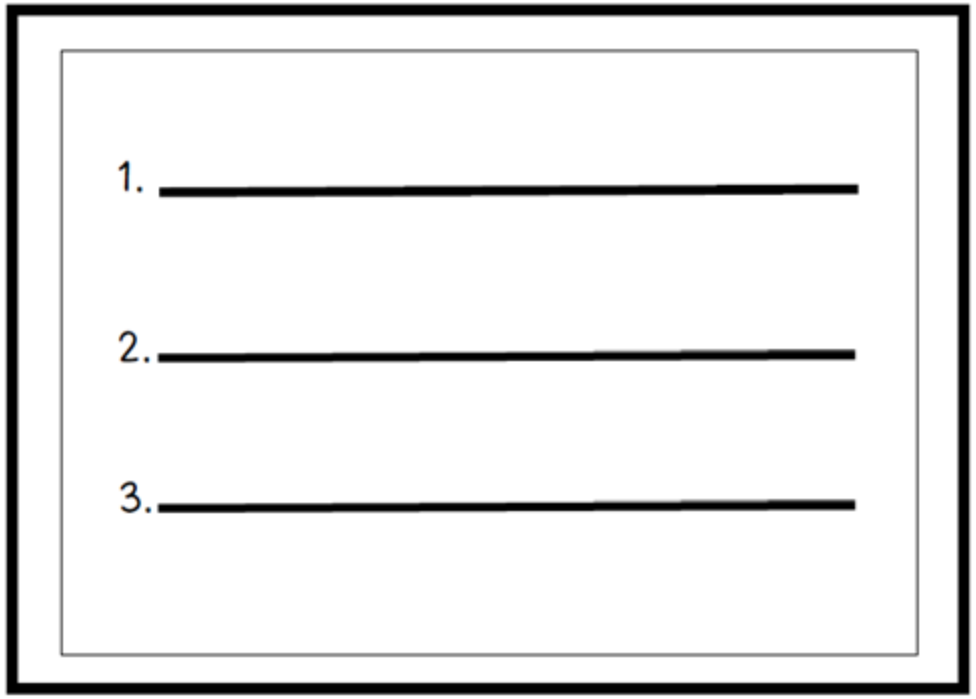


Although both ice cream and broccoli share the similarity of both being food, they are part of two different food groups. Ice cream belongs in the dairy group and broccoli belongs in the fruits and vegetables group.

CAUSE AND EFFECT

If your ice cream sits out in the hot sun, the result will be that you have “ice cream soup”.

SEQUENCE



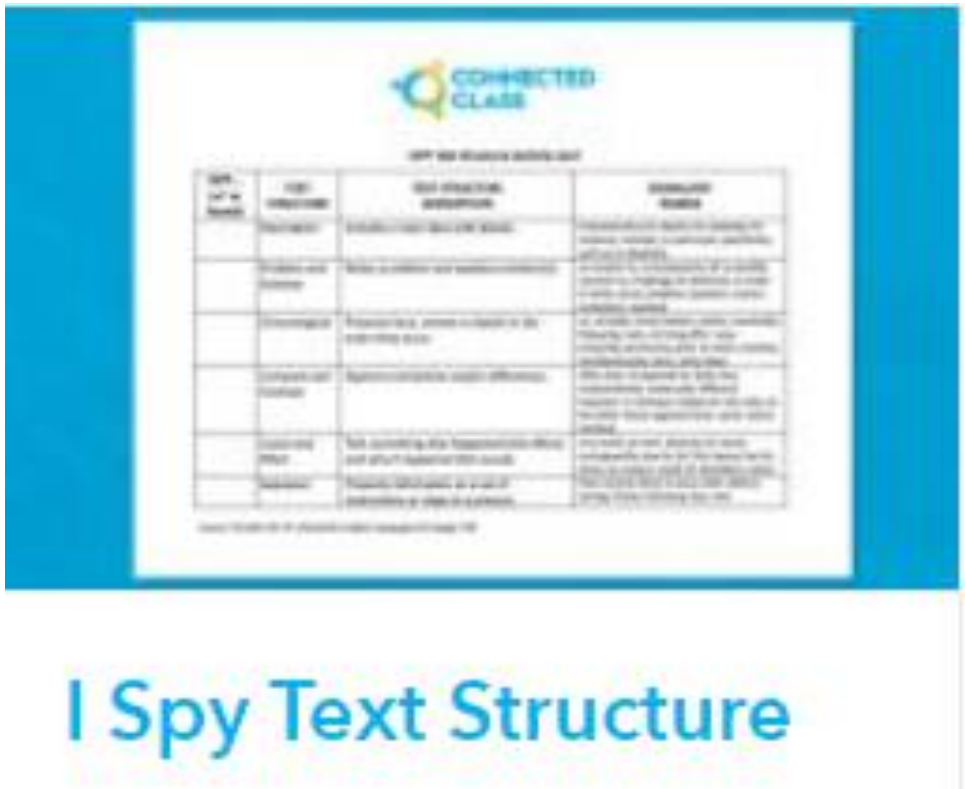
To make a delicious ice cream sundae, first, scoop ice cream into a bowl. Next, add your favorite toppings. Finally, grab a spoon and enjoy!

NOTES ON USING GRAPHIC ORGANIZERS

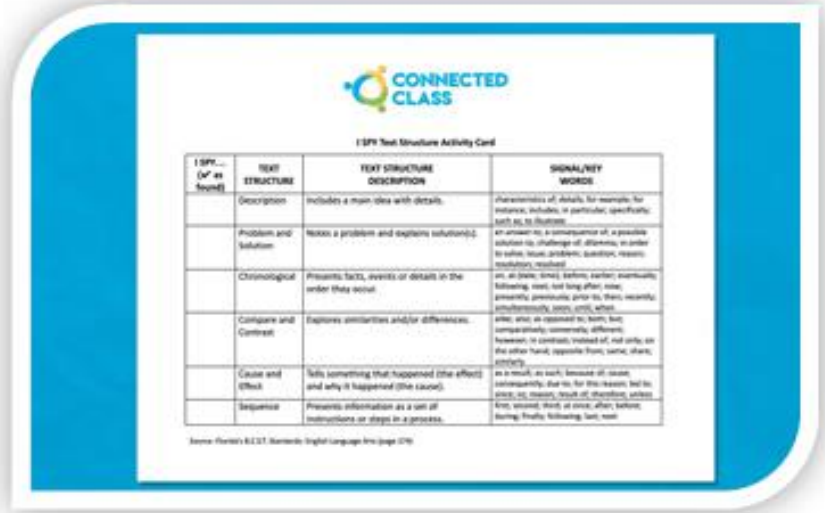
- Remember to always scaffold students as they use graphic organizers. Model completing each one (make sure they see a completed one) and try it together before students use them independently.
- Make sure to talk about each graphic organizer and how it supports the text structure, the main idea and details.
- Modify graphic organizers to match the text structure – For example, with sequence, if the text has five steps, use a sequence graphic organizer that includes five steps.
- Graphic organizers can be used for reading and for planning writing.
- Graphic organizers completed independently can serve as a good assessment of student learning.

TIME FOR LUNCH

I SPY TEXT STRUCTURE ACTIVITY



I SPY TEXT STRUCTURE



Materials Needed: Variety of informational texts, I Spy Card, pencil

Process:

Step 1: Before beginning, talk about the different types of text structures on the I Spy Card. This activity may be played over the course of time in the classroom and at home.

Step 2: As you read a variety of informational books or articles with your child and they identify a specific text structure, have them say "I spy a text structure". The child will identify the text structure.

Step 3: Then have the child point out the keywords that led them to that conclusion and mark it on their I Spy Card. When the child has found all of the text structures on the card, they are an "I Spy Text Structure Expert".

I SPY Text Structure Activity Card

I SPY… (✔ as found)	TEXT STRUCTURE	TEXT STRUCTURE DESCRIPTION	SIGNAL/KEY WORDS
	Description	Includes a main idea with details.	characteristics of; details; for example; for instance; includes; in particular; specifically; such as; to illustrate
	Problem and Solution	Notes a problem and explains solution(s).	an answer to; a consequence of; a possible solution to; challenge of; dilemma; in order to solve; issue; problem; question; reason; resolution; resolved
	Chronological	Presents facts, events or details in the order they occur.	on, at (date, time); before; earlier; eventually; following; next; not long after; now; presently; previously; prior to; then; recently; simultaneously; soon; until; when
	Compare and Contrast	Explores similarities and/or differences.	alike; also; as opposed to; both; but; comparatively; conversely; different; however; in contrast; instead of; not only; on the other hand; opposite from; same; share; similarly
	Cause and Effect	Tells something that happened (the effect) and why it happened (the cause).	as a result; as such; because of; cause; consequently; due to; for this reason; led to; since; so; reason; result of; therefore; unless
	Sequence	Presents information as a set of instructions or steps in a process.	first; second; third; at once; after; before; during; finally; following; last; next

Source: Florida's B.E.S.T. Standards: English Language Arts (page 174)

NATIONAL PARKS

- https://kids.nationalgeographic.com/history/article/history-of-the-national-parks

- Read the article, identify any signal words/phrases, then work in groups to determine the text structure(s). Mark off applicable text structures on your I Spy Card.
- We will meet back together to discuss as a group.

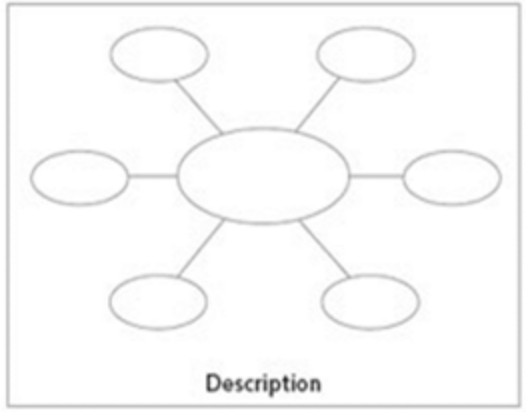
I SPY Text Structure Activity Card

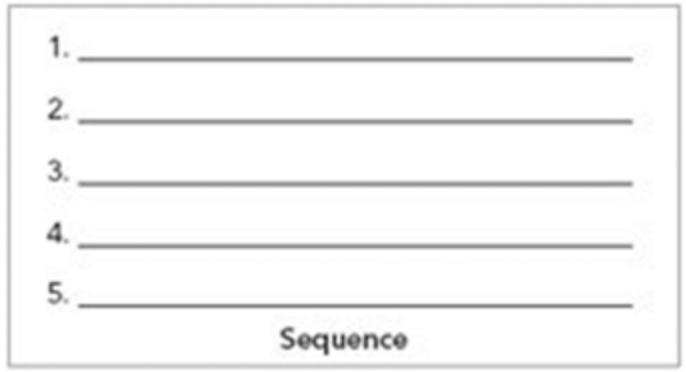
I SPY... (✔ as found)	TEXT STRUCTURE	TEXT STRUCTURE DESCRIPTION	SIGNAL/KEY WORDS
	Description	Includes a main idea with details.	characteristics of; details; for example; for instance; includes; in particular; specifically; such as; to illustrate
	Problem and Solution	Notes a problem and explains solution(s).	an answer to; a consequence of; a possible solution to; challenge of; dilemma; in order to solve; issue; problem; question; reason; resolution; resolved
	Chronological	Presents facts, events or details in the order they occur.	on, at (date, time); before; earlier; eventually; following; next; not long after; now; presently; previously; prior to; then; recently; simultaneously; soon; until; when
	Compare and Contrast	Explores similarities and/or differences.	alike; also; as opposed to; both; but; comparatively; conversely; different; however; in contrast; instead of; not only; on the other hand; opposite from; same; share; similarly
	Cause and Effect	Tells something that happened (the effect) and why it happened (the cause).	as a result; as such; because of; cause; consequently; due to; for this reason; led to; since; so; reason; result of; therefore; unless
	Sequence	Presents information as a set of instructions or steps in a process.	first; second; third; at once; after; before; during; finally; following; last; next

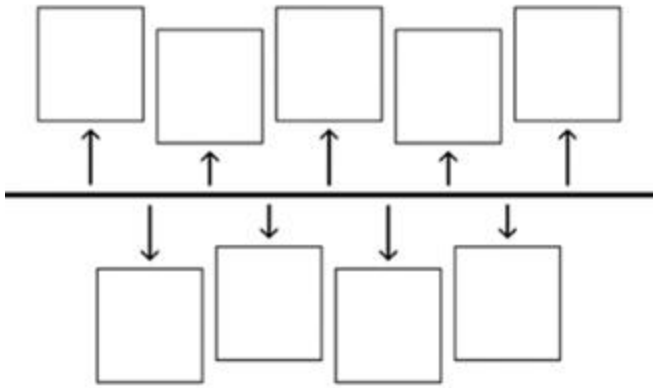
Source: Florida's B.E.S.T. Standards: English Language Arts (page 174)

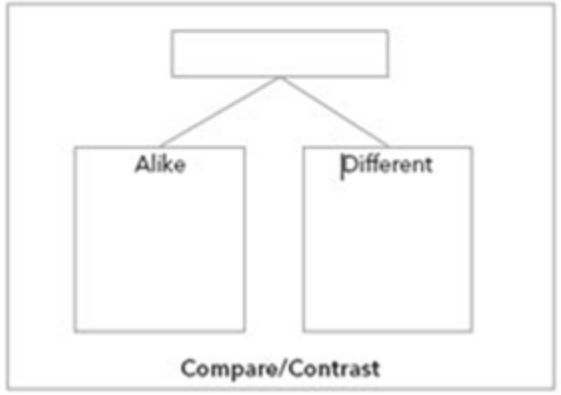
ORGANIZE INFORMATION

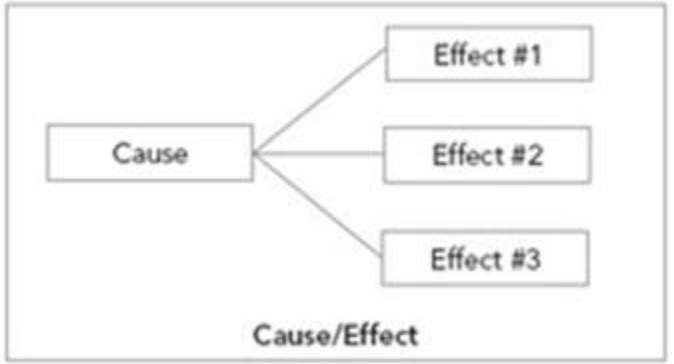
- Choose a text structure from the article and complete a corresponding graphic organizer.











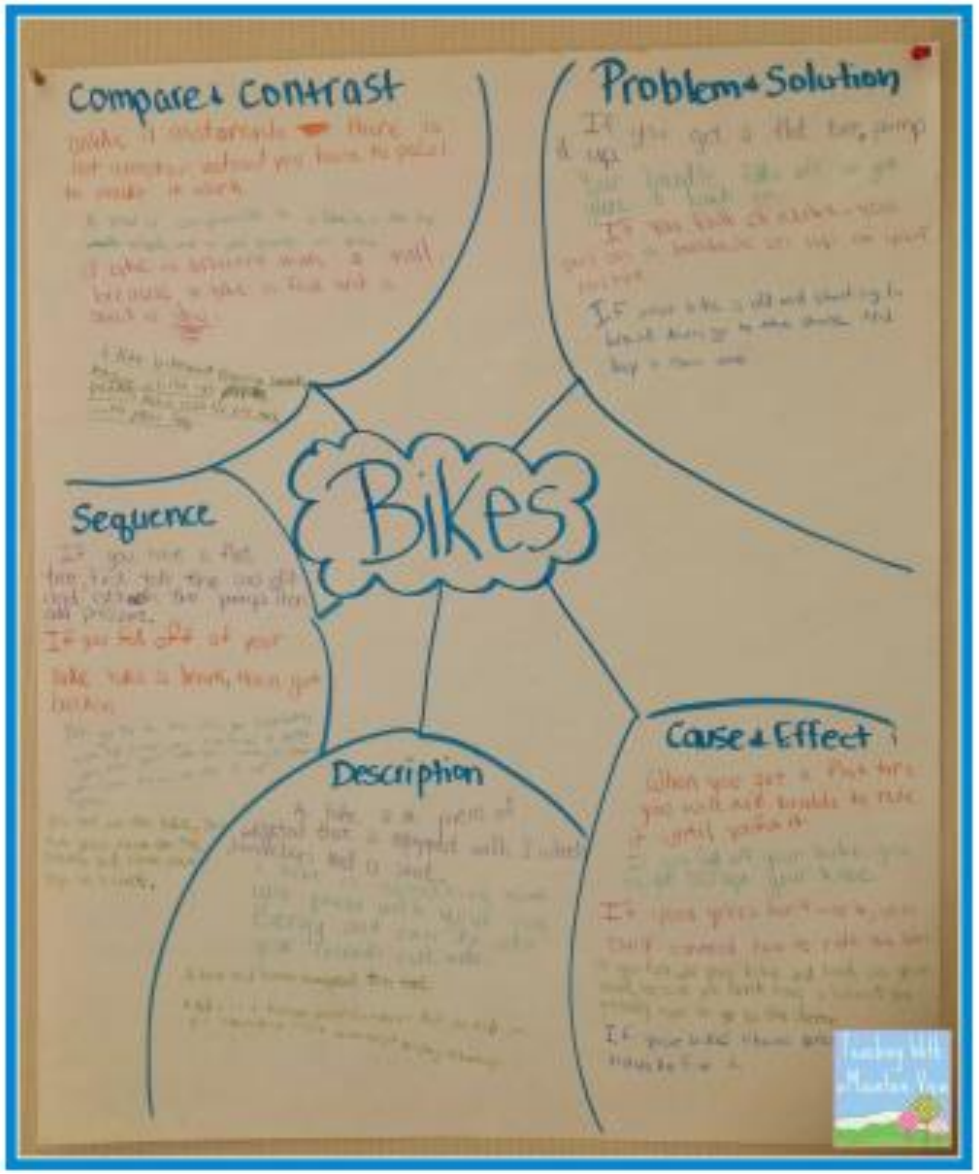
PARAGRAPH FRAMES

A _____ is a type of _____. It is made up of _____ and looks like _____. Some _____ have _____, such as _____. For example, _____. Now you can recognize the _____.

_____ and _____ are alike in several ways. Both _____ and _____ have similar _____. Both also _____, as well as _____. On the other hand, there are some differences as well. One way they differ is _____. Another difference is _____. Although they share _____, only _____ is the _____.

The reason why _____ happened was because of _____. If _____. Then _____. In order to _____, _____. Since _____, _____. Finally, due to _____, _____. This explains why _____.

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://education.illinoisstate.edu/downloads/casei/3-01-04-handout%20TextStructureResources%201.pdf



WRITING

Students brainstorm different topics they can write about and divide into groups. Each group selects a topic and using a large sheet of chart paper, writes the topic in the middle, then creates a section for each type of text structure. Each group then collaborates in writing short sentences that fit the specific types of structures.
Once each group completes their chart, the class engages in a cooperative learning strategy, Carousel Walk.

Source: https://teachingwithamountainview.com/informational-text-structures/

SOME KIDS MAY LIKE TO LEARN IN RHYTHM ☺

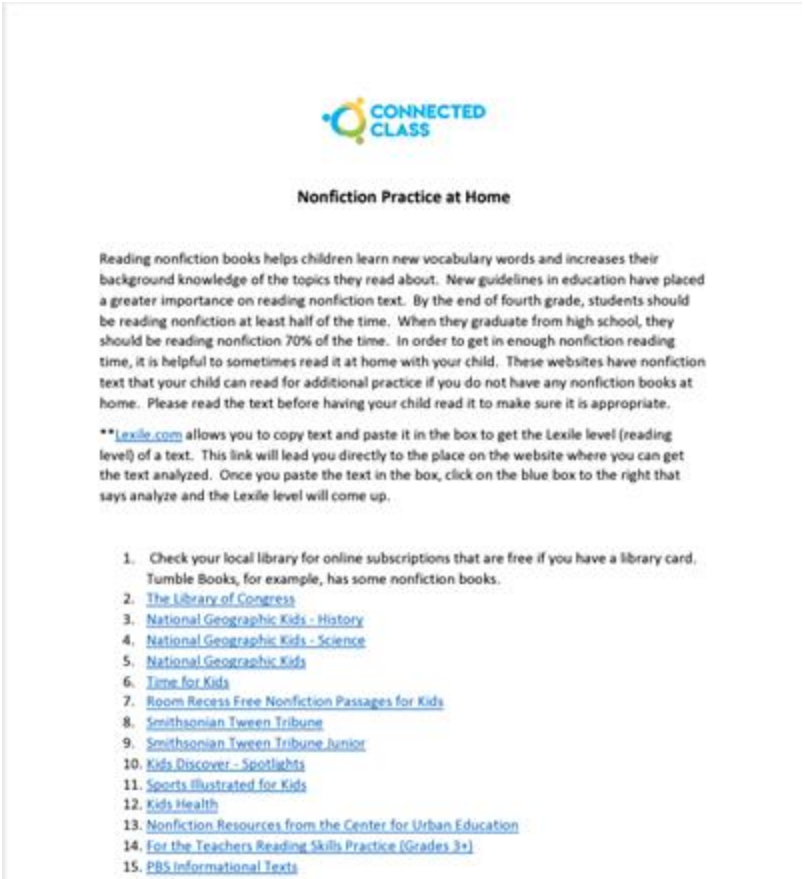
Text Structure	Guiding Questions
Description	What is the author describing? What are the details used to describe it? What is important to remember about it?
Problem and Solution	What were the difficulties or questions? What were the attempts or possible actions to solve them? How was it or might it be solved? What were the consequences of the options? What was the result of the actions?
Compare and Contrast	What things (objects, concepts, or categories) are being compared? How are they the same? How are they different? What features are being compared?
Cause and Effect	What happened? Why did it happen? What caused it to happen?
Sequence	What steps or processes are listed? What is the first step? What is the next step? What happened last? Do they always have to be done in this order?
Chronological Order	What are the major events or incidents that occur? What is the beginning event? What other events are included? What is the final event?

Source: https://ila.onlinelibrary.wiley.com/doi/epdf/10.1002/trtr.1590

NEED RESOURCES FOR ONLINE INFORMATIONAL TEXT?

CONNECTED CLASS

Learning Link



CONNECTED CLASS

Nonfiction Practice at Home

Reading nonfiction books helps children learn new vocabulary words and increases their background knowledge of the topics they read about. New guidelines in education have placed a greater importance on reading nonfiction text. By the end of fourth grade, students should be reading nonfiction at least half of the time. When they graduate from high school, they should be reading nonfiction 70% of the time. In order to get in enough nonfiction reading time, it is helpful to sometimes read it at home with your child. These websites have nonfiction text that your child can read for additional practice if you do not have any nonfiction books at home. Please read the text before having your child read it to make sure it is appropriate.

**Lexile.com allows you to copy text and paste it in the box to get the Lexile level (reading level) of a text. This link will lead you directly to the place on the website where you can get the text analyzed. Once you paste the text in the box, click on the blue box to the right that says analyze and the Lexile level will come up.

1. Check your local library for online subscriptions that are free if you have a library card. Tumble Books, for example, has some nonfiction books.
2. The Library of Congress
3. National Geographic Kids - History
4. National Geographic Kids - Science
5. National Geographic Kids
6. Time for Kids
7. Room Recess Free Nonfiction Passages for Kids
8. Smithsonian Tween Tribune
9. Smithsonian Tween Tribune Junior
10. Kids Discover - Spotlights
11. Sports Illustrated for Kids
12. Kids Health
13. Nonfiction Resources from the Center for Urban Education
14. For the Teachers Reading Skills Practice (Grades 3+)
15. PBS Informational Texts

LEARNING INTENTIONS

- **Discuss** types of text structures.
- **Engage** in identifying signal words/phrases authors use when organizing texts.
- **Explore** ways to actively engage students in identifying and explaining text structures, orally and in writing.
- **Discuss** how to support ESE students.
- **Determine** how to get parents involved.

ESE CONNECTION

Ascertain where students are in their understandings of text features and text structure and provide the appropriate support.

- Do they understand text structures? Can they identify them in texts?
- What leveling of thinking are they at with regards to literacy elements (describe, identify, explain, analyze, evaluate)?

LEVELS OF THINKING

- Identify - to know and say who someone is or what something is
- Describe – to depict in your own words, tell in your own words, to report
- Explain – to tell about something so people understand it
- Analyze – to break something down into parts
- Evaluate – to find value, find worth, judge, appraise, assess

ESE/ELL SUPPORT

- Make sure students understand each structure before they work with it in text. This instruction should begin in primary grades.
- Begin by using texts that provide clear, easy-to-recognize examples of structure that you are teaching.
- Use graphic organizers to support understanding of structures, for example, a Venn diagram for compare-contrast.

MORE ESE/ELL SUPPORT

- Provide hands-on practice, such as charting events in a text and assigning each event to a student. Students must line up in the correct order that the events occurred.
- Students can act out key parts of a problem-solution text.
- Students can use/draw pictures to represent cause and effect.
- Use a variety of examples of each text structure…begin with short passages and paragraphs and shift into longer texts over time.

THINK ABOUT THIS

Reading Informational Text

R.2.1 Structure	
ELA.12.R.2.1	Evaluate the structure(s) and features in text(s), **identifying how the author could make the text(s) more effective.**
ELA.11.R.2.1	**Evaluate** the structure(s) and features in texts.
ELA.10.R.2.1	Analyze **the impact of** multiple text structures **and the use of** features in text(s).
ELA.9.R.2.1	Analyze how **multiple text structures** and/or features convey a purpose and/or meaning in texts.
ELA.8.R.2.1	**Analyze** how individual text sections and/or features convey a purpose and/or meaning in texts.
ELA.7.R.2.1	Explain how individual text sections and/or features convey **a purpose** in texts.
ELA.6.R.2.1	Explain how **individual text sections** and/or features **convey meaning** in texts.
ELA.5.R.2.1	Explain how text structures and/or features contribute to the **overall** meaning of texts.
ELA.4.R.2.1	Explain how text features contribute to the meaning and identify the text structures of **problem/solution, sequence, and description** in texts.
ELA.3.R.2.1	Explain how text features contribute to meaning and **identify the text structures of chronology, comparison, and cause/effect** in texts.
ELA.2.R.2.1	**Explain** how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—**contribute to the meaning** of texts.
ELA.1.R.2.1	Use **text features** including titles, headings, **captions, graphs, maps, glossaries,** and/or illustrations to **demonstrate understanding** of texts.
ELA.K.R.2.1	**Use titles, headings, and illustrations to predict and confirm the topic of texts.**

How could this vertical progress of the standard be used as a framework for enabling scaffolds for students who might need remediation/additional support?

TEXT FEATURES

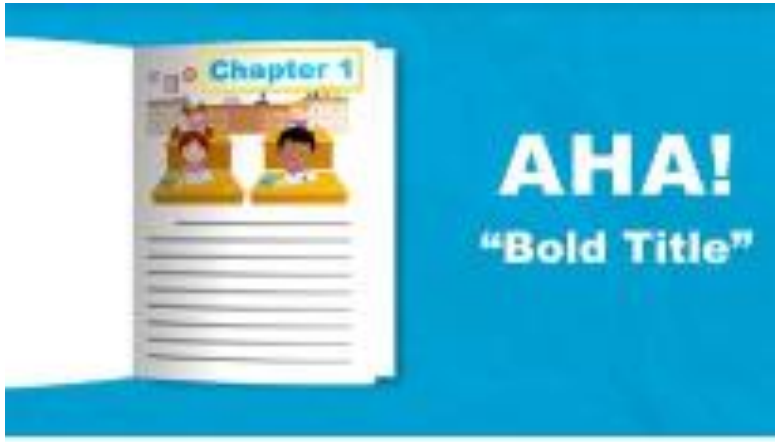
Text Features

Text Feature	*Descriptor*	*Note or Example*
Annotation	A written note added to a text by way of comment or explanation.	
Appendix	A section or table containing additional content or information at the end of a text.	Some texts have multiple appendices.
Caption	A title or brief explanation added to an article, cartoon, illustration, photograph, or other graphic.	 The Florida panther (pictured above) has short, light brown fur
Chart	A visual representation of data or a visual depiction of information.	Pie charts, like the one below, are often used to convey additional information related to a text's topic.
Footnote	A note of reference, explanation, or comment printed at the bottom of a page.	

FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

Text Feature	*Descriptor*	*Note or Example*
Glossary	An alphabetized list of pertinent terms with corresponding definitions located at or near the end of a text.	
Graph	A visual representation of data.	A line graph is used to convey additional information relevant to a text's topic.
Heading	The title of a section of text that introduces its topic. Headings are also used to divide a larger text into smaller, more focused sections.	Headings are often written in a larger print than other text on the page. Some headings are bold or are printed in a different color.
Illustration	A drawing used to emphasize an aspect of the text or to add reader interest.	
Photograph	A picture taken with a camera that reflects actual objects, settings, or events, and is usually related to the topic of the text.	
Table of Contents	An outline of chapters or section titles and their corresponding pages in a larger text.	
Title	The name of an article, book, or other literary work or document.	The *title* of a text often identifies or refers to its topic.

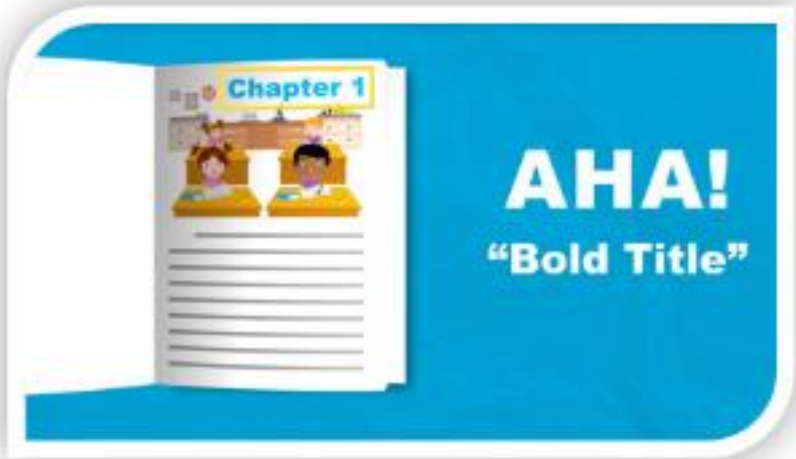
AHA TEXT FEATURE SCAVENGER HUNT



Aha! Text Feature Scavenger Hunt

CONNECTED CLASS

AHA! TEXT FEATURE SCAVENGER HUNT



Materials Needed: Informational text with text features, Text Feature List

Process:

Step 1: Before beginning the activity, talk about the different types of text features on the Text Feature List.

Step 2: Tell the child or student that they are going on a scavenger hunt through a text, looking for text features while they read.

Step 3: Read together with the child. As they see a specific text feature, have them call out, "AHA!" and state the text feature by name.

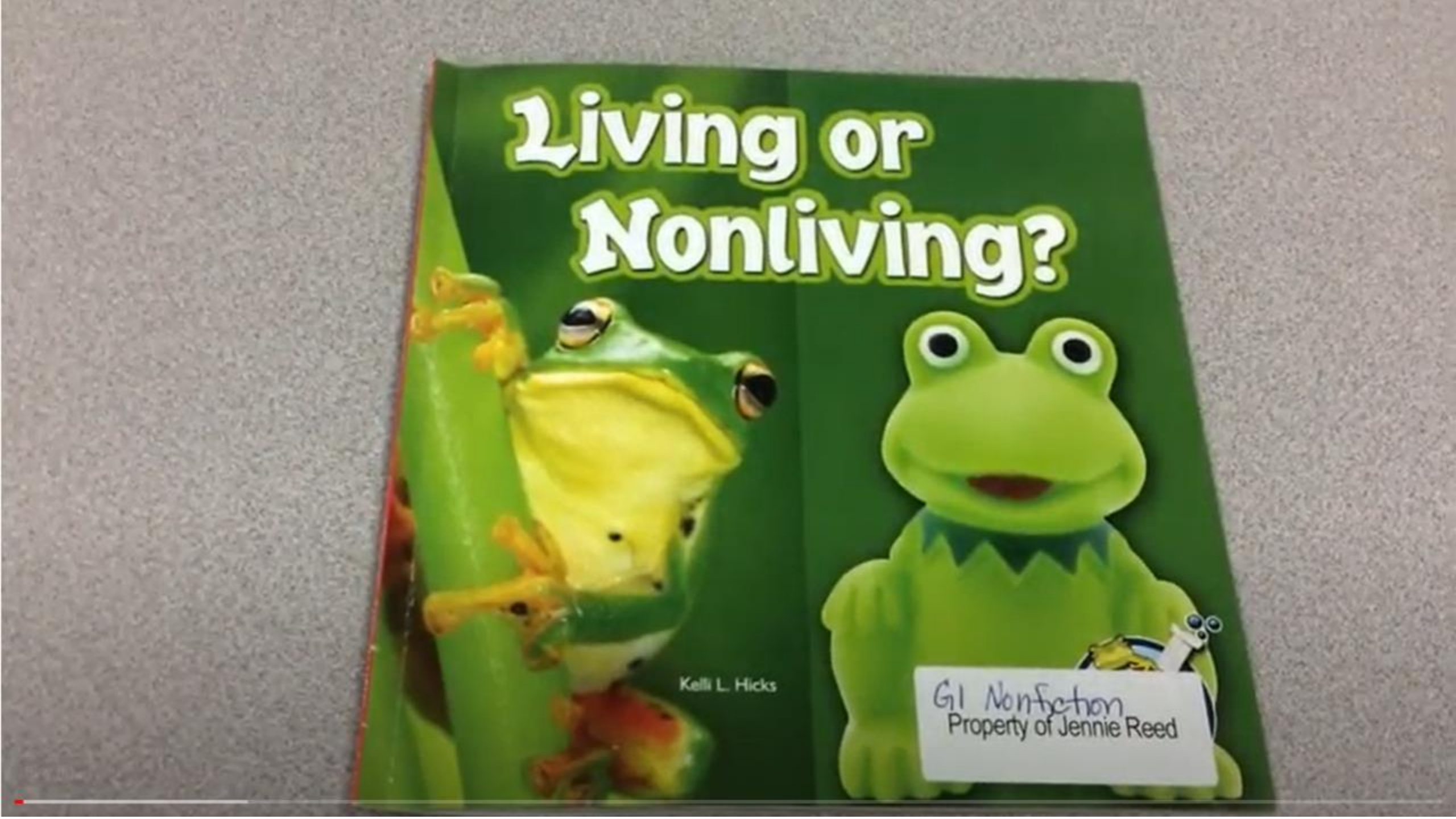
Step 4: Then ask the child or student to tell you how the text feature helps them understand more about the text.

Text Features list

CONNECTED CLASS

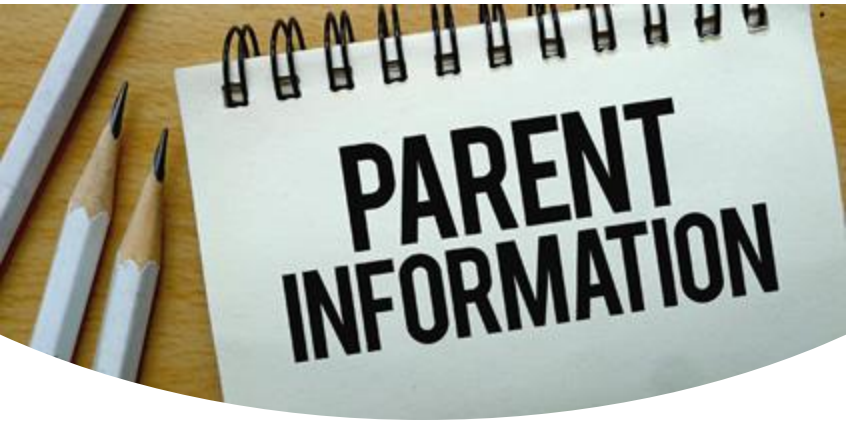
Text Features

Text Feature	Description
Annotation	A written note added to a text by way of comment or explanation.
Appendix	A section or table containing additional content or information at the end of a text.
Bold	Shows that the word is important by making the text thicker and darker.
Caption	A title or brief explanation added to an article, cartoon, illustration, photograph, or other graphic.
Chart	A visual representation of data or a visual depiction of information.
Diagram	A labeled illustration of an object. Explains information or how something works in a visual way.
Footnote	A note of reference, explanation, or comment printed at the bottom of the page.
Glossary	An alphabetized list of pertinent terms with corresponding definitions located at or near the end of a text.
Graph	A visual representation of data.
Heading	The title of a section of text that introduces its topic. Headings are also used to divide a larger text into smaller, more focused sections.
Illustration	A drawing used to emphasize an aspect of the text or to add reader interest.
Italics	Shows that the word is important by making the word slanted.
Map	Pictures that show the location of things or places.
Photograph	A picture taken with a camera that reflects actual objects, settings, or events, and is usually related to the topic of the text.
Table of Contents	An outline of chapters or section titles and their corresponding pages in a larger text.
Title	The name of an article, book, or other literary document.


Living or Nonliving?
Kelli L. Hicks
GI Nonfiction
Property of Jennie Reed

LEARNING INTENTIONS

- **Discuss** types of text structures.
- **Engage** in identifying signal words/phrases authors use when organizing texts.
- **Explore** ways to actively engage students in identifying and explaining text structures, orally and in writing.
- **Discuss** how to support ESE students.
- **Determine** how to get parents involved.



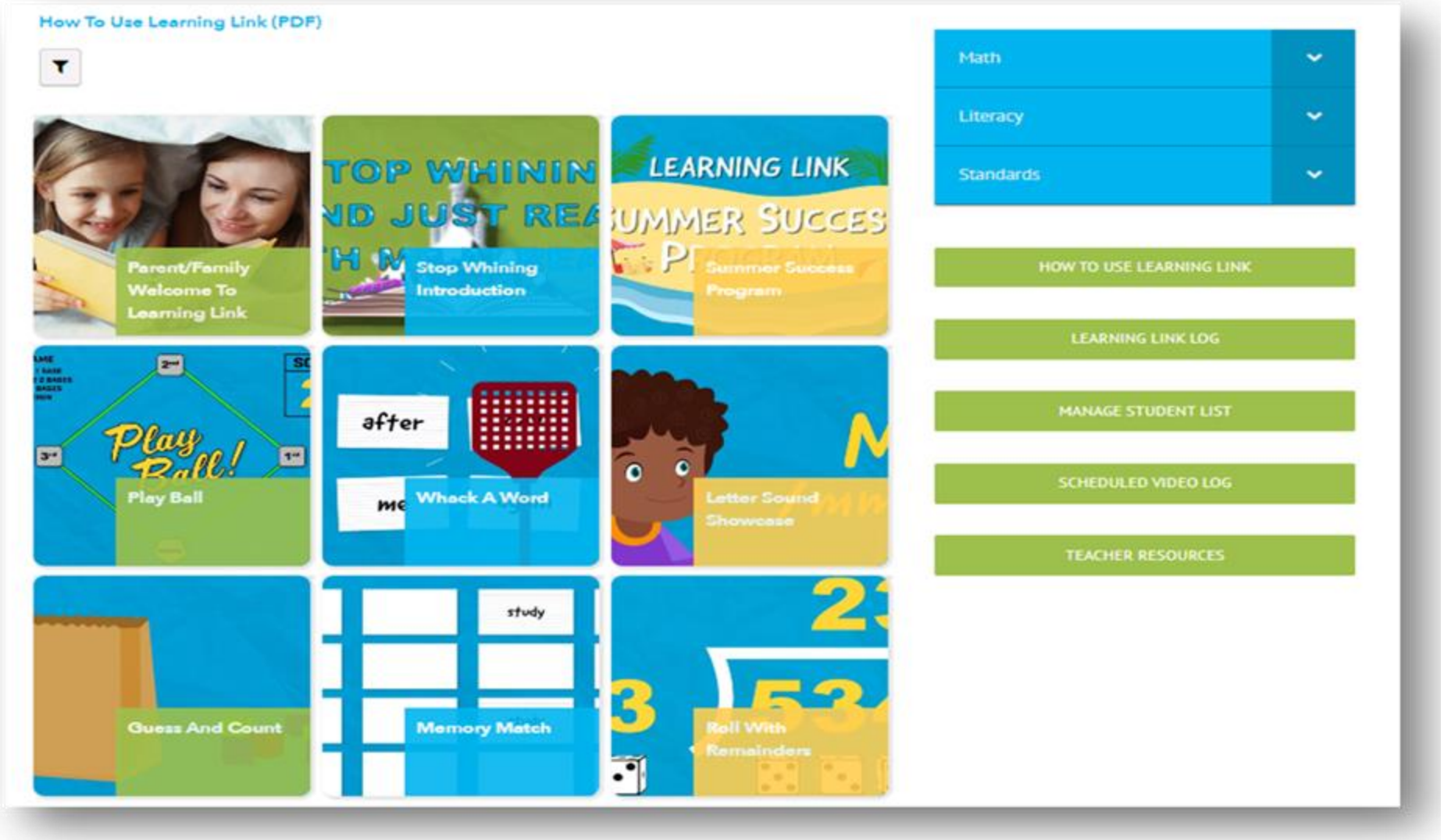
THE IMPORTANCE OF HOME & SCHOOL CONNECTION

- Earn higher grades
- Attend school regularly
- Take rigorous courses
- Exhibit better behavior at home and at school
- Graduate and go on to both college and careers

Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis 2002*. Place of publication not identified: Distributed by ERIC Clearinghouse.

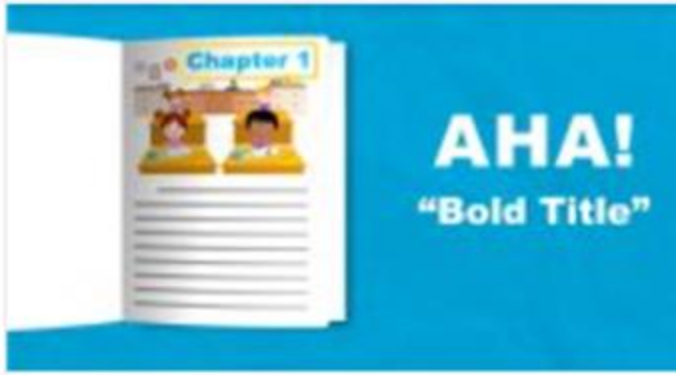
WAYS FAMILIES CAN SUPPORT AT HOME
CONNECTED CLASS LEARNING LINKS

CONNECTED CLASS



LEARNING LINKS THAT SUPPORT LITERACY ELEMENTS

I Spy Text Structure



Aha! Text Feature Scavenger Hunt

- Remember that Learning Links can be used by teachers and parents.
- Teachers can use this activity at school and students can also do it at home with parents to help reinforce learning.

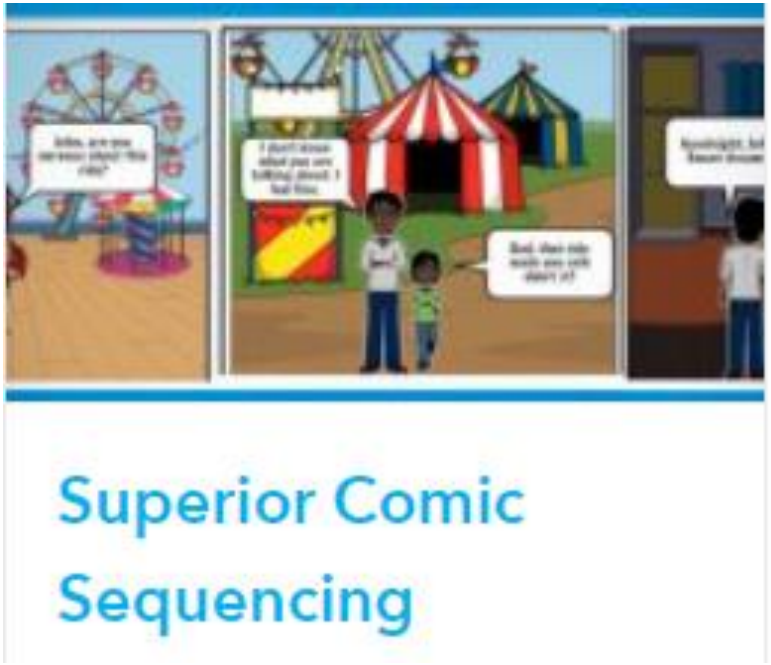
LEARNING LINKS THAT SUPPORT LITERACY ELEMENTS

- This Learning Link activity is a great way to explore the text structure of **Sequence**.
- While doing this activity, parents can also have their child identify any sequence words/phrases they notice in the recipe.
- As a follow-up activity, parents can have their child write their own recipe or step-by-step directions, for example, making a peanut butter and jelly sandwich. After the child writes the directions, the parent and child can follow them explicitly and then talk about it.

LEARNING LINKS THAT SUPPORT LITERACY ELEMENTS

- This Learning Link activity is a great way to support students who might need to better understand **Cause and Effect** in order to find it in texts.
- After playing this game, parents and children can read some informational texts together and note when they come across cause and effect text structure.

LEARNING LINKS THAT SUPPORT LITERACY ELEMENTS



- This Learning Link activity is a great way to explore the text structure of **Chronological**. They must put the pictures in the order in which they occurred in time.
- This activity helps the child because familiar with and use transition words that signal the sequence text structure.

LEARNING LINKS THAT SUPPORT LITERACY ELEMENTS

- This Learning Link activity is a great way to support the text structure of **Description**.
- This activity helps the child because they engage in writing down facts and details as they are reading.
- While doing this activity, parents can also have their child identify any signal words/phrases they notice.

SUCCESS CRITERIA

- I can incorporate at least one activity I learned today for teaching text structure in my lesson plans.

REFLECTING AND GOAL-SETTING

What have you learned about the importance of identifying and understanding text structure? How will this affect the way you currently teach text structure?

_____

_____

_____

How will you immediately use the information you learned during today's session?

_____

_____

_____

_____

_____

FOLLOW-UP

CONNECTED CLASS

In-Service Follow-Up Option IV

Training Session:

Directions:

Connect to parents and families based on student need using Learning Link on Connected Class. Complete the following to earn three in-service points:

- Set-up your student list for Learning Link. Directions for set-up.
- Select two videos and teach the concepts to some or all of your students.
- Send the videos you used with the students to their families and encourage them to play the game, strategy or activity at home.
- Collect the following evidence and email it to Katie when you are complete:
  - Take a screen shot of your student list. You can use your phone to take the photo.
  - Answer these questions:
    - What videos did you use?
    - How many of your parents participated?
    - Did you see increased student achievement? Explain.

Please submit via email **katie@connectedclass.com**
no later than 30 days after the training date.

Three In-Service Points will be awarded for this option.

RESOURCES

- https://teachingwithamountainview.com/informational-text-structures/
- https://classroominthemiddle.com/thirteen-ideas-for-teaching-text-structures/
- https://www.literacyforbigkids.com/blog/using-movie-clips-to-teach-nonfiction-text-structures
- https://www.stellarteacher.com/blog/teaching-non-fiction-text-structure/
- https://www.readingrockets.org/article/how-teach-expository-text-structure-facilitate-reading-comprehension

RESOURCES

- https://ourjourneywestward.com/using-picture-books-to-teach-text-structure
- https://ila.onlinelibrary.wiley.com/doi/epdf/10.1002/trtr.1590
- chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://education.illinoisstate.edu/downloads/casei/3-01-04-handout%20TextStructureResources%201.pdf

SESSION MATERIALS

Copy of each handout

-Spiraled Standard R.2.1

-Text Structure Matching Activity

-I Spy Card for Text Structure Activity

-Text Features List for AHA! Text Feature Scavenger Hunt

-Text Features and Text Structures Supporting Documents

-Text Structure Graphic Organizers

-Link to Florida's B.E.S.T. Standards (link provided to view/print)

Optional to print/access

-text, "National Parks" by Andrea Silen (in folder and linked here)

-https://youtu.be/TjwkFSFa0AI?t=1 (*Living or Nonliving Things* text – read aloud)

Supplies

- Scratch paper
- Sticky notes (optional)
- Highlight marker

10
min

"BREAK TIME"

10
min

"BREAK TIME"