



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 1: Lesson 8

Describing Text Structures: Rereading and Analyzing Informational Text about the Revolution



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can describe the organizational structure in an informational text. (RI.4.5) I can explain what a text says using specific details from the text. (RI.4.1) I can summarize an informational text. (RI.4.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can describe the various text structures authors use to organize information in their writing.• I can analyze a text to determine its text structure.• I can explain how understanding the text structure of “An Incomplete Revolution” helps me to better understand the text.	<ul style="list-style-type: none">• Text Structure Types handout

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Introducing Text Structures in Informational Text (10 minutes) B. Guided Practice: Determining Text Structure (10 minutes) C. Partner Practice: Determining Text Structure (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (10 minutes) B. Exit Ticket (10 minutes) 4. Homework <ol style="list-style-type: none"> A. Using the evidence on your exit ticket, write a paragraph comparing and contrasting reasons why blacks fought for the Patriots and the Loyalists during the American Revolution. 	<ul style="list-style-type: none"> • In this lesson, students learn about text structure to help them better understand their reading about the American Revolution thus far. • As a class, they reread excerpts of “Revolutionary War” to analyze text structure; then, they reread “Loyalist” and “An Incomplete Revolution” to analyze text structure with their partner. During both the whole group and partner work, the Text Structure Types handout guides students’ work. • At the conclusion of this lesson, students should begin to understand that text structure can help readers understand the main ideas of a text. The exit ticket should demonstrate progress toward this understanding. • Post: Learning targets.



Lesson Vocabulary	Materials
structure, description, chronology, comparison, cause, effect, problem, solution	<ul style="list-style-type: none">• Text Structure Types handout (one per student and one to display)• Sticky notes (two per student)• “Revolutionary War” (from Lesson 2; one per student and one to display)• “Loyalists” (from Lesson 4; one per student)• “An Incomplete Revolution” (from Lesson 7; one per student)• 3x5” Index cards (two per pair)• Exit ticket (one per student)• Exit ticket: Answers (one for teacher reference)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Focus students' attention on the learning targets and read them aloud: <ul style="list-style-type: none"> * "I can describe the various text structures authors use to organize information in their writing." * "I can analyze a text to determine its text structure." * "I can explain how understanding the text structure of "An Incomplete Revolution" helps me to better understand the text." • Circle the word <i>structure</i> in all of the learning targets. • Ask for volunteers to define this word. • Listen for students' ideas and build upon them to explain that the word <i>structure</i> is often used to describe buildings, and that it means different parts that are connected together to make a whole. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * "Using what we know about the word <i>structure</i>, what do you think the phrase <i>text structure</i> means in these learning targets?" • Listen for students to explain that the word <i>text structure</i> means how a text is built or put together (sentences, paragraphs, and overall). 	

Work Time	Meeting Students' Needs
<p>A. Introducing Text Structures in Informational Text (10 minutes)</p> <ul style="list-style-type: none"> • Display and distribute the Text Structure Types handout and two sticky notes per student. • Ask students to read through the handout and record the following on each sticky note: <ol style="list-style-type: none"> 1. One thing they notice about text structures. 2. One thing they wonder about text structures. • After about 5 minutes, cold call several students to share what they notice and wonder about text structures. • Use what students notice and wonder to guide the discussion about text structure. Students may or may not cite examples from text they have recently read. Do not explain the structure of any texts students have read in this unit so far or confirm/deny students' references to the structures of these texts, since they will be analyzed over the course of this lesson. • Be sure to discuss the following: <ul style="list-style-type: none"> – Determining the structure of a text can help a reader understand what the text is about or the main idea. – Determining the structure of a text can also help a reader locate important information in a text. – Readers can find signal words in the text that can help them figure out the structure of the text. • Pay special attention to students' understanding of the words <i>description</i>, <i>chronology</i>, <i>compare</i>, <i>contrast</i>, <i>cause</i>, and <i>effect</i>. • Use the discussion to confirm that the class has a general understanding of what text structure means and assure students that these specific structures will be come clearer as they look for them in the texts they have recently read. Be sure to point out the Signal Words column as a helpful part of this tool if students do not comment on this column. • Clarify that students have a basic understanding of what text structure is with a thumbs-up, thumbs-sideways, or thumbs-down. 	<ul style="list-style-type: none"> • Students may benefit from previewing the vocabulary on the Text Structure Types handout in advance of this lesson. Consider doing some vocabulary work with these words before this lesson if these terms are unfamiliar to your students.

Work Time (continued)	Meeting Students' Needs
<p>B. Guided Practice: Determining Text Structure (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to get out their copies of: <ul style="list-style-type: none"> – “Revolutionary War” (from Lesson 2) – “Loyalists” (from Lesson 4) – “An Incomplete Revolution” (from Lesson 7) • Ask students to take these texts and the Text Structure Types handout and join a predetermined partner. • Display the “Revolutionary War” text. • Remind students that determining the structure of a text can help a reader understand what the text is about or the main idea, and that it can also help them locate important information in a text. • Ask students to place their copy of the “Revolutionary War” texts side by side with their Text Structure Types handout. • Go on to explain that while texts usually have an overall text structure, sometimes they have sections or paragraphs that use different types of structures. Explain that the text “Revolutionary War” is one such text. • Distribute two index cards to each pair. • Tell students that you will read the first paragraph aloud and that they should read along silently, looking for clues about what the structure of this text might be and to circle any words they think may be signal words. • After you finish reading, ask students to review their Text Structure Types handout with their partner and try to determine a text structure. • Ask students to write this text structure on one of their index card and place them face-down. • Ask them to hold up their cards. Scan the answers to determine which students may need more support in Work Time C. • Cold call a few pairs to share their thinking. Listen for students to point out the date as “signal words” in the first sentence of this paragraph and identify “chronology” as a possible text structure. • Confirm that this is in fact the overall text structure and point out other “signal words” throughout the text (primarily dates). 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that you will now read the next section titled “The Founders” aloud and that you would like them to read along silently, thinking about the structure of this section of the text.• After reading the excerpt, give students a moment to consult their partner and write the structure on their second index card.• Ask students to hold up their cards or boards. Scan the answers to determine which students may need more support in Work Time C.• Cold call a few pairs to offer up possible structures and prompt them to support their answers with evidence from the text.• Students may struggle to identify the structure of this section of text as “descriptive” because it does not contain many of the “signal words” listed on their handouts.• Point out that the section title is a clue and if they think about what this section of the text is about, they can determine that it is describing several Founding Fathers.	<ul style="list-style-type: none">• Use the answers students display on their index cards or dry erase boards to determine if your class needs further support with more guided practice in Work Time C, or if some students would benefit from working in a small guided group while others continue with independent practice or working with partners, or if the entire class should move on to work with partners.
<p>C. Partner Practice: Determining Text Structure (15 minutes)</p> <ul style="list-style-type: none">• Tell students they will now practice determining text structure with their partners.• Ask students to take their copies of “Loyalists” and “An Incomplete Revolution” and place them next to their Text Structure Types handout.• Explain that you would like them to determine the overall structure of “Loyalists.”• Give students the following directions and circulate to support pairs as they work:<ol style="list-style-type: none">1. Read “Loyalists” section by section and circle possible signal words.2. Decide on a possible structure and write this next to the section in the margin.3. Decide on a possible structure for the entire text of “Loyalists.”4. Read and determine the structure of the first two sections of “An Incomplete Revolution.”	<ul style="list-style-type: none">• To support students, consider allowing them to use their dry erase boards to write a “come see us” message board. This allows students to ask for help if they get stuck on a section, and move on to work on the next section while they wait for assistance.• If you notice that your students are becoming too frustrated, refocus and continue this section as guided practice.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">• Refocus students whole group and congratulate them on persevering through such a difficult challenge. Tell them that determining text structure is often more difficult with complex texts. This is because the ideas and concepts in these texts are	

also more complex.

- Cold call pairs to share their work, section by section. Help students determine the following about the text structure in “Loyalists” and “An Incomplete Revolution”:
 - The structure of “Loyalists” is mostly descriptive (signal words: many, some, most, “Loyalists” repeated over and over)
 - The first section of “An Incomplete Revolution” is mostly chronological (signal words: dates, on that day, soon, when it was over)
 - The second section of “An Incomplete Revolution” is comparison (signal words: different reasons, most white colonists, many American blacks, however)
- Explain to students that the overall text structure of “An Incomplete Revolution” could be considered descriptive. Point out the first sentence in the introduction and the first sentence in the concluding section as evidence. The topic of the text is American blacks fighting during the Revolution.
- Go on to explain that this text also uses the comparison text structure since it compares the experience of white colonists to that of black slaves (in the second section of the text) and compares reasons some blacks fought for the British with reasons some blacks fought for the Patriots.

B. Exit Ticket (10 minutes)

- Distribute the **exit ticket**. Tell students that understanding the structure of this complex text will help them complete their exit ticket.
- Review the exit ticket and homework and allow students who finish their exit ticket early to begin writing their paragraphs for homework.
- Explain to students that they will keep their exit tickets so they can write their paragraphs for homework and turn them both in at the start of Lesson 9.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">Using the evidence on your exit ticket, write a paragraph comparing and contrasting reasons why blacks fought for the Patriots and the Loyalists during the American Revolution.	



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Supporting Materials



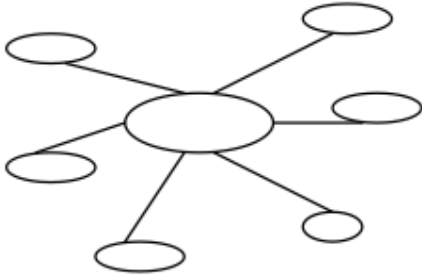
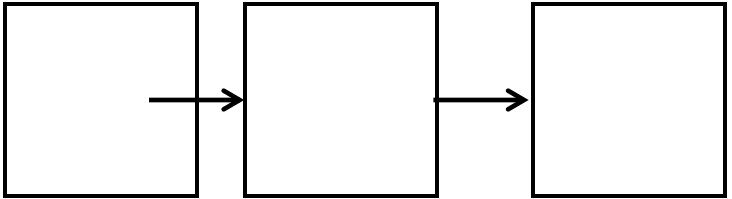
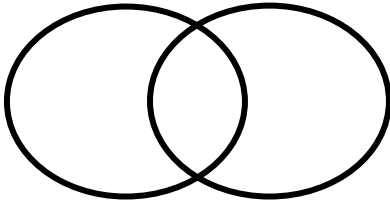
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Text Structure Types Handout

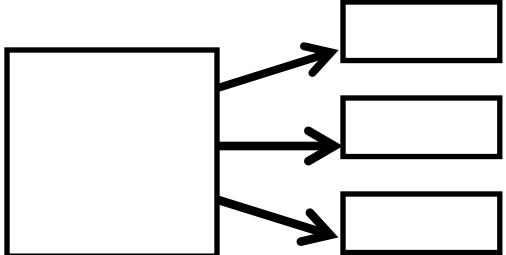
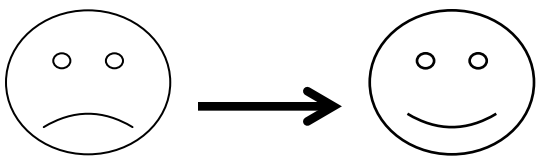
Name: _____

Date: _____

Text Structure	Signal Words	Visual
Description: description of a topic by listing characteristics, features, or examples	many, some, most, one, for example, for instance, such as, including *The topic word is often repeated (ex. <u>Snakes</u> are reptiles. Some <u>snakes</u> can be venomous.)	
Chronology: describing a sequence of events or measuring time	before, in the beginning, to start, first, next, then, during, after, finally, last, in the end *Dates (ex. Sept. 18th)	
Comparison: examining similarities and differences	similar, same, alike, both, unlike, different, on the other hand, however	



Text Structure Types Handout

Text Structure	Signal Words	Visual
Cause/Effect: the relationship between two events	since, because, if, then, as a result of, causes, therefore	
Problem/Solution: solving something that needs to be fixed or changed	problem, issue, since, as a result, solution, so, leads to	

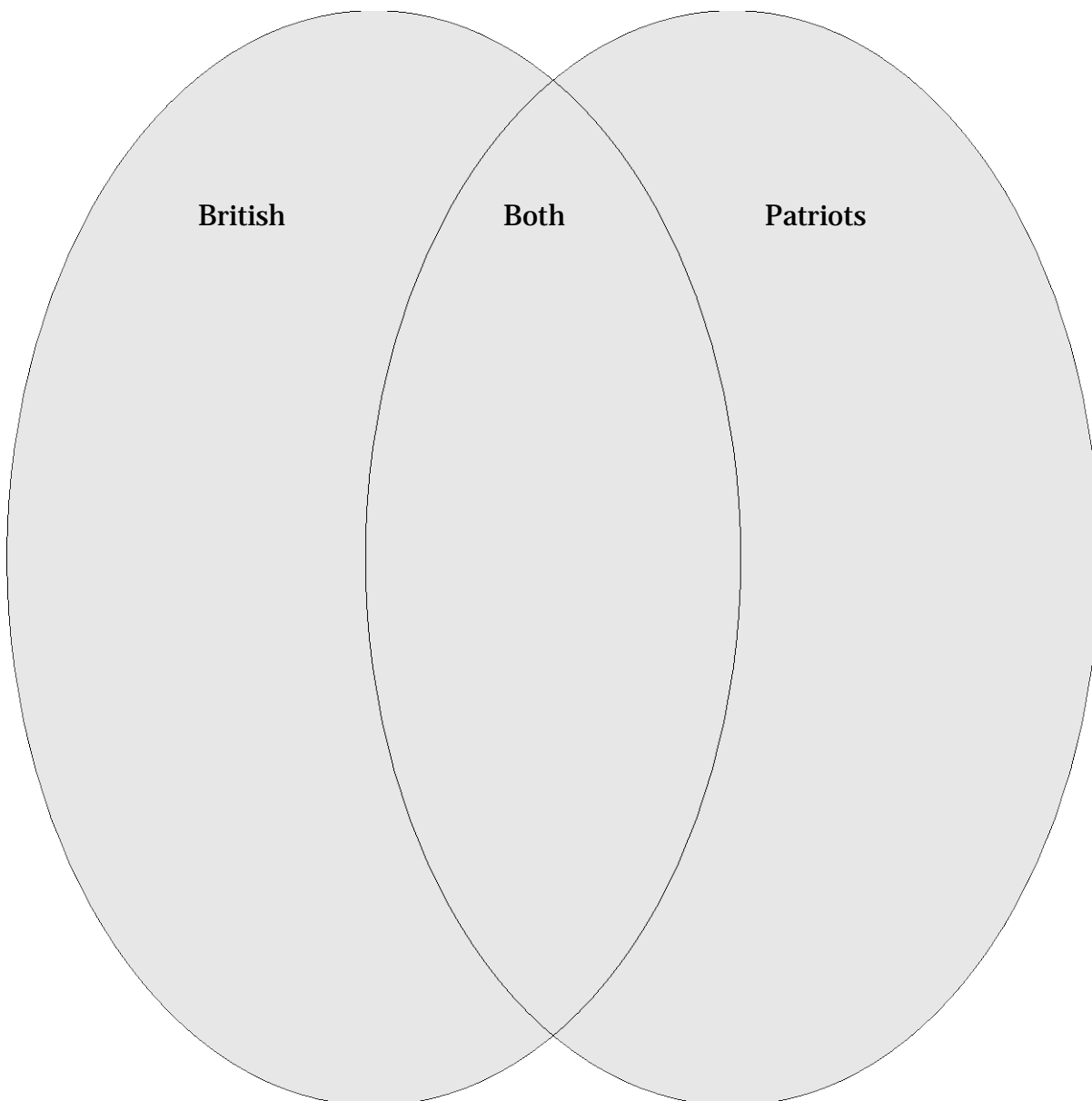


Exit Ticket

Name:

Date:

Directions: In the circles below, record evidence from the text in order to compare and contrast reasons why American blacks fought during the Revolutionary War.





Exit Ticket Answers
For Teacher Reference

Directions: In the circles below, record evidence from the text in order to compare and contrast reasons why American blacks fought during the Revolutionary War.

