

# ANALYZING INFORMATIONAL TEXT STRUCTURE

## 7.RI.2.A Analyze how a text's organization or overall structure contributes to meaning.

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SUPPLEMENTS FOR LESSONS 1 & 3	Additional teacher resources to use during the lesson set. This unit's supplements are examples of completed activities.
STUDENT FEEDBACK GUIDE	A feedback tool for students to complete following the lesson set.

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# ANALYZING INFORMATIONAL TEXT STRUCTURE

## TEACHER NOTES

7.RI.2.A, Lessons 1–4

### UNIT OVERVIEW

In this unit, students analyze the structure of an informational text and explain how individual sections develop the structure and ideas.

**Lesson 1:** To open the unit, you review text structure by comparing literary and informational text. Then, small groups complete several pre-reading activities on different texts, including predicting the type of text structure, annotating the text to identify each structural element, and asking questions about the text features and what they communicate about the text’s content.

**Lesson 2:** In this lesson, students examine the text features in their group’s text to discover how the features provide a map of the text. Then they outline the text. Last, groups discuss why the author chose to structure the text in this manner.

**Lesson 3:** In this lesson, students create a poster that represents two details from their text and shows how the details are related.

**Lesson 4:** In this lesson, groups create and present a concept map of their informational text. As part of the presentation, each student in the group shares an analysis of how a major section contributes to the text and the development of the ideas.

### Research Findings

### Lesson Strategies, Approaches, or Activities

Secondary students must recognize that the structures of expository text are very different from the structure of narrative text.

(Watson, Gable, Gear, & Hughes, 2012)

Far less research is available about expository text structure as opposed to literary text structure; yet adolescents are required to spend more daily time working with expository texts.

(Malmgren & Trezek, 2009)

Understanding complex texts requires that students receive explicit strategy instruction.

(Keene, et al., 2011)

This unit provides explicit instruction of informational text structure. Lesson 1 begins with a comparison of narrative and informational text. Then throughout the unit, groups work on different texts that use different structures, so that through the sharing and discussion steps, all students gain experience with multiple text structures. In addition, all lessons include modeling steps to aide student in understanding and using specific strategies to process informational text.

<p>Mapping a text can encourage physical movement and accommodates a range of learning styles.</p> <p>(Middlebrook, 2007)</p> <p>Making concrete representations, maps, and diagrams increases students' awareness of how text elements and ideas interact in a text.</p> <p>(Armbruster &amp; Anderson, 1980; Berkowitz, 1986; Armbruster, Anderson, and Ostertag, 1987)</p>	<p>In each lesson, students arrange elements and ideas from the text into visual representations, including annotations, outlines, posters, and graphic organizers.</p>
<p>Students understand more of a text when they receive instruction on how to use clue words and visualize.</p> <p>(Dickson, Simmons, &amp; Kameenui, 1995; Williams, 2005)</p>	<p>Throughout the unit, students focus on text features, phrases, words, and symbols to foster understanding of informational text structure.</p>
<p>Text density limits a readers' opportunity to connect prior knowledge to new learning, especially for students with learning disabilities.</p> <p>Students with learning disabilities cannot be expected to benefit from instruction in the absence of experiences that enrich their topic knowledge or activate the appropriate schema prior to reading.</p> <p>(Mason &amp; Hedin, 2011)</p>	<p>To help struggling readers focus on text structure rather than on specifics related to content and topic, select a text for their group that connects to the student's prior knowledge; or, pre-teach new content.</p>
<p>Teacher modeling and thinking aloud encourages engagement of struggling readers as they learn how to monitor their understanding through self-questioning and reflection.</p> <p>(Edmonds et al., 2009)</p> <p>Teaching strategic behaviors of self-questioning and self-monitoring provides struggling readers with a consistent plan of action when encountering difficult text.</p> <p>(Berkeley, Scruggs, &amp; Mastropieri, 2010)</p>	<p>Throughout the unit, you are provided opportunities to model activities and think aloud. Checking for understanding questions guide students in gradually accepting the responsibility of comprehension before moving forward to independent self-reflection.</p>

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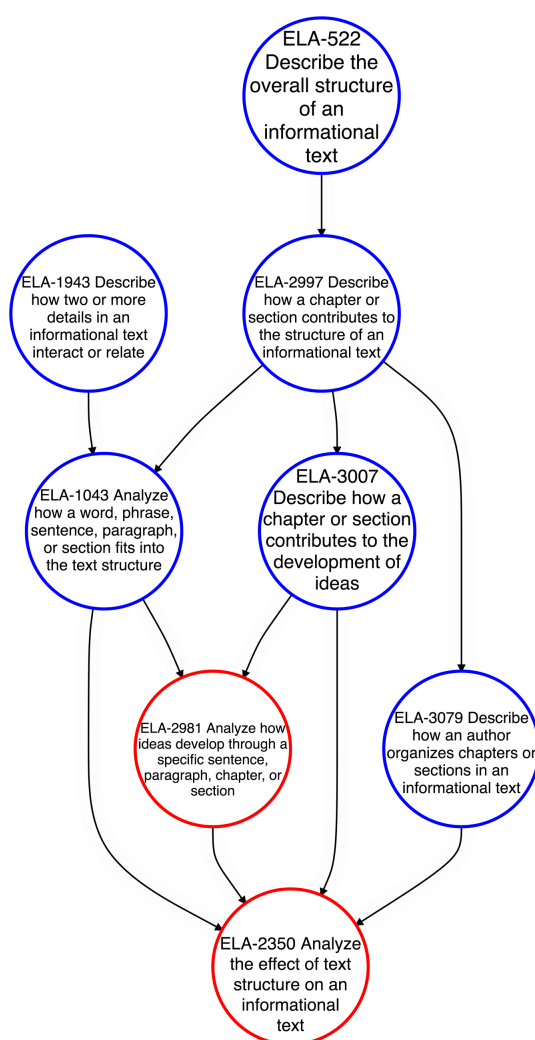
# ANALYZING INFORMATIONAL TEXT STRUCTURE

## LEARNING MAP TOOL

7.RI.2.A

### STANDARD

**7.RI.2.A** Analyze how a text's organization or overall structure contributes to meaning.



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*\*Learning map model for 7.RI.2.A.*

Node ID	Node Name	Node Description
ELA-522	DESCRIBE THE OVERALL STRUCTURE OF AN INFORMATIONAL TEXT	Describe the overall structure (e.g., procedural, description, compare and contrast, cause and effect, or problem and solution) of events, ideas, concepts, or information in an informational text.
ELA-1043	ANALYZE HOW A WORD, PHRASE, SENTENCE, PARAGRAPH, OR SECTION FITS INTO THE TEXT STRUCTURE	Analyze how a specific sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of ideas in the text. For example, a text about the American Civil War may have sections about the war's causes, combatants, key battles, conclusion, and aftermath.
ELA-1943	DESCRIBE HOW TWO OR MORE DETAILS IN AN INFORMATIONAL TEXT INTERACT OR RELATE	Describe the interaction or relationship between two or more individuals, events, ideas, or other details in an informational text.
ELA-2350	ANALYZE THE EFFECT OF TEXT STRUCTURE ON AN INFORMATIONAL TEXT	Analyze the structure an author uses to organize an informational text, including how the major sections contribute to the whole and to the development of the ideas in the text.
ELA-2981	ANALYZE HOW IDEAS DEVELOP THROUGH A SPECIFIC SENTENCE, PARAGRAPH, CHAPTER, OR SECTION	Analyze how a specific sentence, paragraph, chapter, or section contributes to the development of ideas in an informational text. For example, each section in a text about the American Civil War may provide details that show Northern leaders were committed to the idea of one nation.
ELA-2997	DESCRIBE HOW A CHAPTER OR SECTION CONTRIBUTES TO THE STRUCTURE OF AN INFORMATIONAL TEXT	Describe how a specific chapter or section contributes to the overall structure of an informational text.
ELA-3007	DESCRIBE HOW A CHAPTER OR SECTION CONTRIBUTES TO THE DEVELOPMENT OF IDEAS	Describe how a specific chapter or section in an informational text contributes to the development of ideas.
ELA-3079	DESCRIBE HOW AN AUTHOR ORGANIZES CHAPTERS OR SECTIONS IN AN INFORMATIONAL TEXT	Describe the ways an author arranges chapters or sections to support text structure and enhance meaning.

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# PREVIEWING TEXT STRUCTURE

## INSTRUCTIONAL ACTIVITY

7.RI.2.A, Lesson 1

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### LEARNING GOAL

In this lesson, students annotate an informational text to preview the text structure and text features.

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### STANDARD

**7.RI.2.A** Analyze how a text's organization or overall structure contributes to meaning.

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### PREPARATION

Before the lesson, plan groups of two to four students. Select a different engaging informational text for each group from a curriculum resource that has been purchased for individual student use. The text should be brief and have a clear purpose and organizational structure (problem and solution, cause and effect, chronology, procedure, compare and contrast, etc.). It should also contain several kinds of text features, such as bold print, bullets, headings, pictures, or diagrams. Assign articles with different informational structures to different groups. Remember to consider text density and prior knowledge to provide scaffolding for students with disabilities.

Prepare the text so that students are able to see the entire piece. This will help them view and mark the structural organization and features. For example, tape multiple single-sided pages side by side.

Additionally, select and arrange to display a different sample text for modeling the activities.

Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

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## MATERIALS & HANDOUTS

- ▶ whiteboard or chart paper
  - ▶ examples of literary and informational texts (optional)
  - ▶ infographic, displayed (optional)
  - ▶ informational texts for student use
  - ▶ sample informational text, displayed
  - ▶ [SUPPLEMENT: TEXT ANNOTATION MODEL](#)
  - ▶ colored highlighters (2 per student)
  - ▶ sticky notes (5–10 per student)
  - ▶ [STUDENT HANDOUT: PREVIEWING TEXT STRUCTURE](#)
- 

## IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can annotate an informational text to preview the text structure and text features.”

Begin the lesson with a class brainstorming activity to investigate student knowledge of literary and informational text. **Create** a T-chart on the board or chart paper and label the two sides *Literary Text* and *Informational Text*. **Ask** students what they recall about each text type and record responses. For literature, students may recall terms such as *fiction*, *stories*, *plays*, *fables*, or *characters*. They may also recall that in fiction the author’s purpose is usually to entertain. For informational text, students might recall the terms *nonfiction*, *newspapers*, *textbooks*, *index*, *captions*, or *reports* and that the author’s purpose is to inform about a topic or express facts. **Address** any misconceptions students have about the two text types.

**Call on** students to share what they know about the structure of each text type. **Show** examples of literary or informational text to aid student thinking. **Prompt** students by providing cues about text organization, such as that works of literature typically include story elements and that informational text is organized according to the author’s purpose and includes text features. If students struggle, ask “How does a writer entertain us with a story?” or “How does an author organize information about a topic?” **Add** the responses to the chart, including the following.



Literary Text	Informational Text
characters	procedure
setting	chronology
plot	compare and contrast
problem	description
climax	problem and solution
solution	cause and effect

**Ask**, “Why is it important to be able to understand informational text?” **Call on** students to share real-world situations in which they encounter informational text, such as websites, newspapers, schedules, and instructions.

If you wish to extend the review of informational text features, **show** students an infographic and **call on** students to share what makes the infographic informational text. **Point out** the different components and ask students if the creator is communicating information clearly and concisely. Encourage students to ask questions and share their opinions.

Next, **explain** that students will use a pre-reading strategy to map the structure and text features an author uses to organize an informational text.

**Group** students and **distribute** prepared articles. **Tell** students to skim the text and share with the group why they think it is informational.

**Direct** students to record a prediction at the top of the article about what kind of text structure the author uses. Allow students time to share and explain the prediction to their group.

With the sample text, **model** annotating the text structure. (See [SUPPLEMENT: TEXT ANNOTATION MODEL](#) for an example.) Use one color to **highlight** the text features that organize the paragraphs or sections, such as title, headings, and subheadings. As you explain your thinking about how each subheading or section is connected to the title, **draw** a line from the article title to the heading. Next, **draw** boxes around each graphic and main section of text with a second color. Explain that some sections might be longer than others and that using color to “chunk” the text will allow students to see the shape of the article’s structure. **Distribute** or make highlighters available and **direct** groups to follow the same procedure to mark their articles.

Circulate and **ask** the Checking for Understanding questions.

## CHECKING FOR UNDERSTANDING

Determine if the student can **DESCRIBE THE OVERALL STRUCTURE OF AN INFORMATIONAL TEXT (ELA-522)**:

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>▶ Why did you highlight this text feature?</li><li>▶ What is the function of this text feature?</li></ul> | <ul style="list-style-type: none"><li>▶ What do you think the purpose of the text is?</li><li>▶ What do you think the structure of the text is? Why?</li></ul> | <ul style="list-style-type: none"><li>▶ What do you think the main idea is? Why?</li><li>▶ Is the text well organized? Why or why not?</li></ul> |
|---|--|--|

**Call on** students to share what they notice about the article as a whole and how it is divided and organized.

**Instruct** students to refer to their original prediction of the text structure and to confirm or revise it.

Next, **think aloud** as you preview the sections of the sample article. For example, read the title and ask yourself a question about the article content based on the title. Write the question on a sticky note and place it next to the title. Continue by asking a question about a heading. For example, for a heading titled “Alternatives Are Popular,” you could ask “What kinds of alternatives are popular?”

**Distribute** sticky notes and **instruct** students to annotate the text with their own questions. Be sure to give students a minimum expectation for the number of questions to write. Remind students they are not reading the entire article but just previewing and skimming.

**Tell** students that they will discuss their annotations with their group. **Model** the activity with your sample text, explaining that students will stop at each highlighted section, read the heading, compare their highlighting, and share their questions. **Direct** students to complete the group activity.

To close the lesson, **distribute** [STUDENT HANDOUT: PREVIEWING TEXT STRUCTURE](#). Instruct students to collaborate to complete the reflection questions.

Consider having a class discussion about the questions after students have had time to complete them in their groups.

**Collect** student texts and handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

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## PREVIEWING TEXT STRUCTURE

### STUDENT HANDOUT

Lesson 1

Text Title \_\_\_\_\_

1. What was your prediction of the text structure?

2. Is the structure you predicted correct? Why or why not?

3. What patterns, unique elements, or clue words stand out?

4. Which section did your group ask the most questions about? Why do you think this is the case?

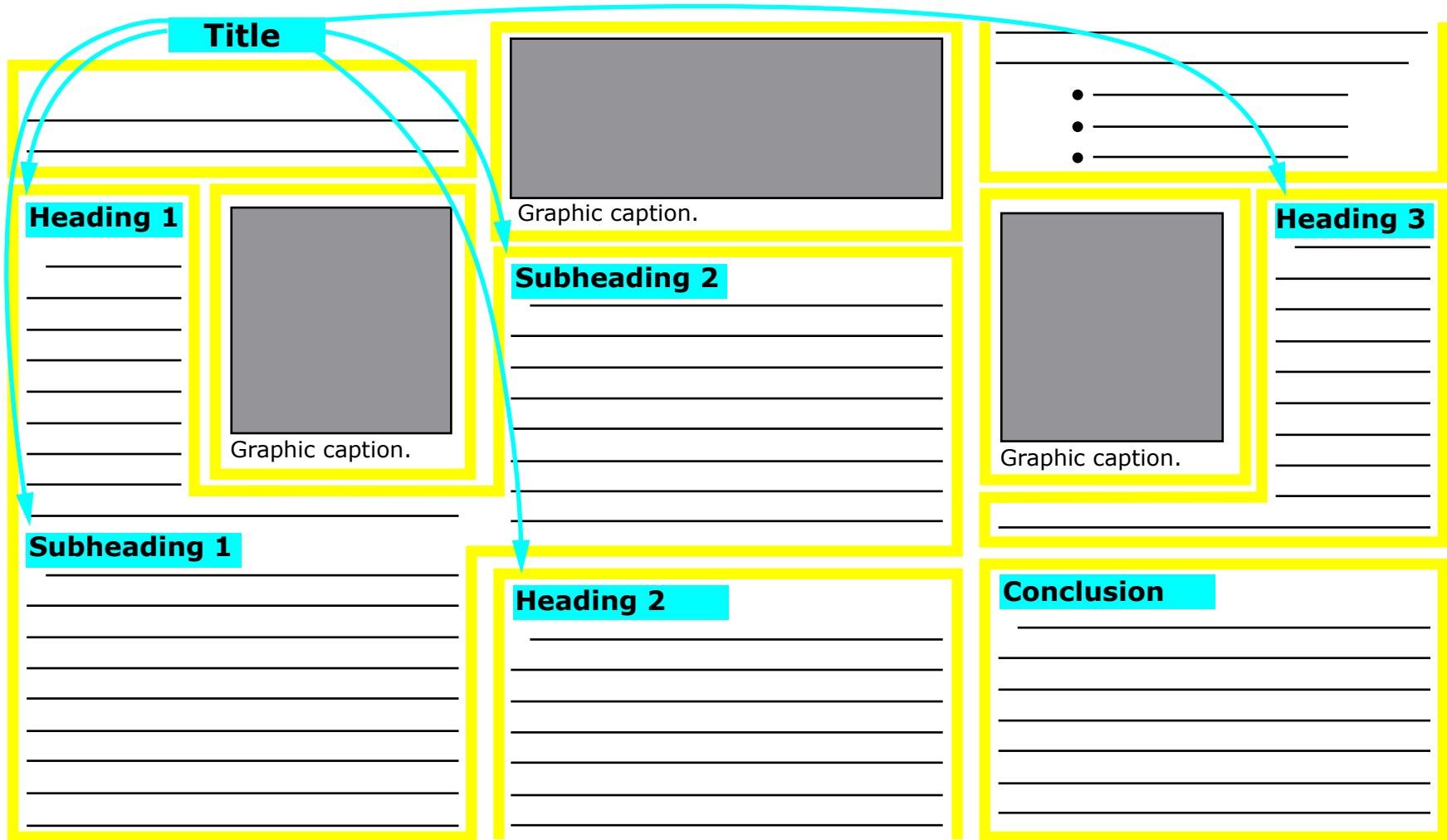
5. Which section looks the most interesting to read? Why?

6. Why do you think the author decided to write about this topic?

# TEXT ANNOTATION MODEL

## SUPPLEMENT

Lesson 1



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# DESCRIBING TEXT STRUCTURE

## INSTRUCTIONAL ACTIVITY

7.RI.2.A, Lesson 2

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### LEARNING GOAL

In this lesson, students describe how organization contributes to the structure of an informational text.

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### STANDARD

**7.RI.2.A** Analyze how a text's organization or overall structure contributes to meaning.

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### PREPARATION

Before the lesson, decide the method students will use to organize their findings about the article. Two versions of an outlining handout are provided. Alternatively, you may use another outlining, mapping, or note-taking method that your students are familiar with.

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### MATERIALS & HANDOUTS

- ▶ annotated informational texts from previous lesson
- ▶ sample informational text from previous lesson, displayed
- ▶ [STUDENT HANDOUT: ROMAN NUMERAL OUTLINE](#) or [FREE-FORM OUTLINE](#)

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### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can describe how organization contributes to the structure of a text.”

As you **distribute** the annotated articles from Lesson 1, **ask** students to share their experiences with maps, including how they used the map and if the map was helpful.

Have students share their thoughts about how or why an author might provide a reader with a map. Help students make connections to their article. **Direct** them to locate a highlighted text feature and explain to a partner how the feature might provide a clue or direction for the reader.

**Distribute** the [STUDENT HANDOUT](#) of your choice. **Explain** that students will read the article and make an outline, or map, of the main points. They will use the outline in the final lesson to create a visual framework. Use the sample article to **model** how to fill out the handout for one section.

While students work, circulate and **ask** the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING	
<p>Determine if the student can <b>DESCRIBE HOW A CHAPTER OR SECTION CONTRIBUTES TO THE STRUCTURE OF AN INFORMATIONAL TEXT (ELA-2997)</b>:</p> <ul style="list-style-type: none"><li>▶ What is the purpose of this section?</li><li>▶ Is this a good heading [or subheading] for this section? Why?</li><li>▶ Is this the best place for this section or could it go somewhere else in the article?</li></ul>	<p>Determine if the student can <b>DESCRIBE HOW A CHAPTER OR SECTION CONTRIBUTES TO THE DEVELOPMENT OF IDEAS (ELA-3007)</b>:</p> <ul style="list-style-type: none"><li>▶ Do you think this section is important to understanding the main idea? Why?</li><li>▶ How do the details or key points in this section support the heading [or subheading]?</li><li>▶ If this section were removed, how would it affect the meaning of the text?</li></ul>

Next, **post** the following questions and direct students to discuss them in their group:

- What text structure does the author use?
- How does the author communicate the structure?
- Why might the author use this structure and organization?

As students discuss, check for understanding.

## CHECKING FOR UNDERSTANDING

Determine if the student can **DESCRIBE HOW AN AUTHOR ORGANIZES CHAPTERS OR SECTIONS IN AN INFORMATIONAL TEXT (ELA-3079)**:

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>▶ What text features help you understand the article?</li><li>▶ Why does the author include this information here?</li><li>▶ Why do you think the author includes this section?</li><li>▶ What does the author want us to know?</li></ul> | <ul style="list-style-type: none"><li>▶ Why do you think the author uses this structure?</li><li>▶ Do you think the author arranged the sections in a good order? Why?</li></ul> | <ul style="list-style-type: none"><li>▶ How could the article be improved? Would adding or taking away a section make the text better?</li></ul> |
|---|--|--|

To expand the lesson, **provide** time for students to use the outline to write a summary of the article or of a section.

**Collect** the texts and handouts. Following the lesson, review student responses and plan to deliver feedback and adjust the next lesson based on the evidence collected.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

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# FREE-FORM OUTLINE

## STUDENT HANDOUT

Lesson 2

**Text Title:**

**Section # \_\_\_\_**

Heading or description:

Key Points:

**Section # \_\_\_\_**

Heading or description:

Key Points:



**Section # \_\_\_\_**

Heading or description:

Key Points:

Other text feature title or description:

Key points:

Other text feature title or description:

Key points:

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# ROMAN NUMERAL OUTLINE

## STUDENT HANDOUT

Lesson 2

**Text Title:**

### **I. Introduction**

A. Background information or context:

B. Thesis sentence:

### **II. Heading 1:**

Text feature description:

A. Key point:

B. Key point:

C. Key point:

**III. Heading 2:**

Text feature description:

A. Key point:

B. Key point:

C. Key point:

**IV. Heading 3:**

Text feature description:

A. Key point:

B. Key point:

C. Key point:

## **V. Conclusion**

A. Concluding statement:

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# ANALYZING RELATED DETAILS

## INSTRUCTIONAL ACTIVITY

7.RI.2.A, Lesson 3

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### LEARNING GOAL

In this lesson, students create a poster that demonstrates how details of an informational text are related.

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### STANDARD

**7.RI.2.A** Analyze how a text's organization or overall structure contributes to meaning.

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### PREPARATION

Before the lesson, select two seemingly unrelated details from the sample article to use in the modeling activity.

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### MATERIALS & HANDOUTS

- ▶ **SUPPLEMENT: MODEL POSTER**
- ▶ sample article from previous lessons, displayed
- ▶ annotated articles from Lesson 1
- ▶ unlined large paper (one sheet per student)
- ▶ markers

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### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can describe the relationship between details.”

**Explain** that today students will try to entice the class to read their article. Students will select two seemingly unrelated details from the text, display them in a creative way, and explain how the details are related.

**Model** the activity using the sample article. (Reference [SUPPLEMENT: MODEL POSTER](#) for an example.) **Write** the title and details on the board or chart paper, and describe how you went about locating interesting details from the article. Explain that by choosing details that seem unrelated, the poster will be more intriguing. **Draw** images that represent the details and draw lines, arrows, or other symbols to represent a relationship between the details. **Provide** a description of how the details in the example are related.

**Clarify** questions or procedures and distribute student articles and materials. Post expectations such as the following:

- Display two interesting details.
- Include the title of the article.
- Write a description of how the details are related.
- Use color and graphics.

Alternatively, have students complete the activity using computers.

While students work, **check** for understanding.

CHECKING FOR UNDERSTANDING		
Determine if the student can <b>DESCRIBE HOW TWO OR MORE DETAILS IN AN INFORMATIONAL TEXT INTERACT OR RELATE (ELA-1943)</b> :		
<ul style="list-style-type: none"><li>▶ Why did you choose these details?</li><li>▶ Where are the details located in the article?</li></ul>	<ul style="list-style-type: none"><li>▶ Why are the details located there?</li><li>▶ What is happening in these details?</li></ul>	<ul style="list-style-type: none"><li>▶ How are these details related to each other?</li></ul>

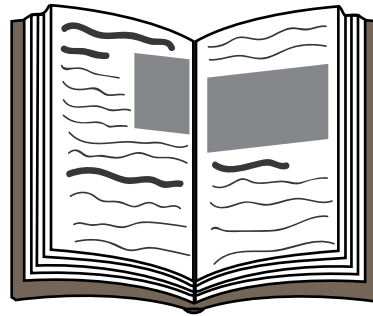
**Provide time** for students to share their posters with the class or within small groups. Consider calling on volunteers to ask questions about the presenter's article based on the details and descriptions shared.

**Collect** or display student work. Collect texts.

To extend the activity, direct students to select a third detail and write an explanation of how it is related to the first two.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

**Coming Attractions: Sweet Alternatives**



**Detail #1**

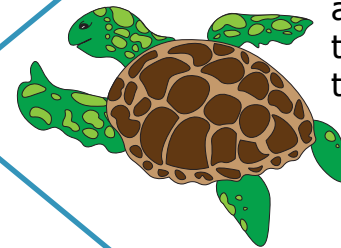
"The best part is eating the chocolate straw!"



Plastic straws produce so much waste that restaurants and companies are coming up with other solutions. Detail #1 tells that straws are being made out of materials other than plastic. Detail #2 refers to the damage plastic straws do to sea life and that some restaurants will stop using them. Sea turtles are one reason for the chocolate straws!

**Detail #2**

"Restaurants agree with the sea turtles."



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# ANALYZING TEXT STRUCTURE

## INSTRUCTIONAL ACTIVITY

7.RI.2.A, Lesson 4

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### LEARNING GOAL

In this lesson, students analyze the structure of an informational text and explain how the major sections contribute to the whole.

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### STANDARD

**7.RI.2.A** Analyze how a text's organization or overall structure contributes to meaning.

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### PREPARATION

Before the lesson, prepare to show sample diagrams or concept maps of informational texts. Be sure to select examples for multiple types of text structure. Also, decide what medium students will use to create a visual representation of their article's text structure. Possibilities include posters, PowerPoint presentations, or computer graphics.

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### MATERIALS & HANDOUTS

- ▶ whiteboard or chart paper
- ▶ sample concept maps
- ▶ annotated informational articles from previous lessons
- ▶ completed [STUDENT HANDOUT](#) from Lesson 2
- ▶ [STUDENT HANDOUT: EXAMINING TEXT STRUCTURE](#)
- ▶ art supplies or computers



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## IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can analyze the structure of an informational text and explain how the major sections contribute to the whole.”

**Display** a question to guide student thinking throughout the lesson. For example, write, “How does an author use structure to help you understand what you are reading?”

**Show** the example concept maps. **Ask** students to explain how the maps communicate the flow or structure of the text. Instruct students to tell a partner which concept map they like the most and why.

Using the sample article and your outline from Lesson 2, **model** the procedure for creating a concept map. Read significant parts of the text (such as the title, headings, and key points) and think out loud as you move between the article and outline. **Engage** students in the process with dialogue, such as “I know that the structure of my article is problem and solution. How could I represent that structure in my diagram? I could show the problem in one section and draw arrows to point to the solutions. How many solutions are there? Let’s look at the paragraphs in the outline.” **Draw** a brief sketch of a concept map for the article.

**Distribute** annotated articles and completed [STUDENT HANDOUTS](#) from Lesson 2. **Explain** that students will collaborate with their group to create a diagram or visual representation that shows how their article is structured. Each student in a group will then analyze how one section fits into the whole structure. Then the group will teach the class about the text’s structure, with each student explaining the importance of their section.

**Provide time** for groups to brainstorm and come to a consensus about the creative framework they will use to represent the structure of their article. Encourage students to sketch their ideas.

Next, **distribute** [STUDENT HANDOUT: EXAMINING TEXT STRUCTURE](#) and **explain** that each student will select one section, one sentence from the section, and one word from the sentence. Students will analyze how the word fits into the sentence, how the sentence fits into the section, and how the section fits into the overall text structure. **Model** how to fill out the handout using the sample article, outline, and concept map.

**Release** students to work and ensure that students within each group choose different sections. **Ask** the Checking for Understanding questions.

## CHECKING FOR UNDERSTANDING

Determine if the student can **ANALYZE HOW A WORD, PHRASE, SENTENCE, PARAGRAPH, OR SECTION FITS INTO THE TEXT STRUCTURE (ELA-1043)**:

- ▶ Why did you choose this sentence?
- ▶ What is the purpose of this sentence?
- ▶ How does this section fit into the article?
- ▶ Is this the best place for this detail? Section? Why or why not?

Determine if the student can **ANALYZE HOW IDEAS DEVELOP THROUGH A SPECIFIC SENTENCE, PARAGRAPH, CHAPTER, OR SECTION (ELA-2981)**:

- ▶ How does this detail support the section?
- ▶ How does this section develop a main idea about the topic?
- ▶ How does this section help you understand the article?

**Provide time** for groups to prepare their presentations. **Explain** that each student should share the importance of their section with the group and then the group should decide together how to structure the presentation to share the overall structure of the article as well as each person's section. Consider having groups get their final decision approved by you before obtaining art supplies. Alternatively, provide students with computers to create their presentation.

Consider providing the following suggestions for presentations:

- ▶ Include symbols or pictures to represent a sequence or relationship. (For example, include pictures of a bird; sticks, leaves, and mud; and a nest to show the procedural text structure of an article on how birds build nests.)
- ▶ Include signal words or phrases from the article that provide clues about the organization.
- ▶ Use arrows or other symbols to show connections or relationships.

**Allow time** for groups to present. **Ask** the Checking for Understanding questions about each presentation to prompt students to clarify their thinking, or have the audience ask questions.

## CHECKING FOR UNDERSTANDING

Determine if the student can **ANALYZE THE EFFECT OF TEXT STRUCTURE ON AN INFORMATIONAL TEXT (ELA-2350)**:

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"><li>▶ Why does the author use this particular structure for this information?</li><li>▶ What is the relationship between your section and [other feature]?</li></ul> | <ul style="list-style-type: none"><li>▶ Does the text structure provide enough clues to help you understand the article? Why or why not?</li></ul> | <ul style="list-style-type: none"><li>▶ How could the author improve the article to help a reader better understand the information?</li></ul> |
|--|--|--|

**Distribute** and explain the **STUDENT FEEDBACK GUIDE**. Review student responses and consider providing written feedback. Plan to make adjustments to your teaching approach as needed.

For a discussion of the research that supports this instructional model, see the **TEACHER NOTES** for this lesson set.

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## EXAMINING TEXT STRUCTURE

### STUDENT HANDOUT

Lesson 4

Word	How is the word related to the sentence and the text's main idea?
Sentence	How is the sentence related to the section and the text's main idea?
Section Heading	How does the section fit into the article and communicate the text's main idea?

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## ANALYZING INFORMATIONAL TEXT STRUCTURE

### STUDENT FEEDBACK GUIDE

7.RI.2.A, Lessons 1–4

**Directions:** For each learning goal, circle the sentence that best matches what you can do.

Learning Goal	Level 1	Level 2	Level 3
<b>Describe the structure of an informational text</b>	I can map the structure of an informational text by identifying the different sections.	I can determine the text structure an informational text uses by identifying the different sections.	I can describe how the specific structure type of an informational text helps develop the ideas in the text.
<b>Describe how a section in a text contributes to the structure and main ideas</b>	I can describe how a section heading is related to the text's title.	I can describe the purpose of a section within the overall structure of a text.	I can describe how a section fits into the structure and develops the main ideas of a text.
<b>Describe how details are related</b>	I can paraphrase two details.	I can describe how two details relate to each other.	I can describe how two details relate to each other and to the whole text.
<b>Analyze how the parts of a text combine to create a structure and to develop main ideas</b>	I can visually represent a text's structure.	I can visually represent a text's structure and explain the purpose of a section.	I can explain a text's structure and how a section contributes to the structure and the main ideas.