



GRADE - 4th

UNIT - Nonfiction Texts

Relevant Essential Question(s)

Content-based

- Why is the Sun in an inactive cycle?
- What are the effects of the Sun's inactive cycle?

Skills-based

- What are the 5 types of text structures?
- What strategies help us distinguish one structure from the others?
- How does knowing the text structure help us better understand and analyze a text?

Focus Standard(s)

-R.I.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Learning Objective

SWBAT: Students will be able to identify text structure and describe how information is presented in this format by examining text features and keywords.

GENERAL GUIDELINE		DIFFERENTIATION
Materials and Resources	News-O-Matic article “Cicadas on the Way” News-O-Matic article “Sun Going Quiet” News-O-Matic Teacher Guide	
Vocabulary	<i>Content-based</i> - solar system: our Sun and everything that flies around it - minimum: least number - atmosphere: air around our planet - disrupts: affects <i>Skills-based</i>	

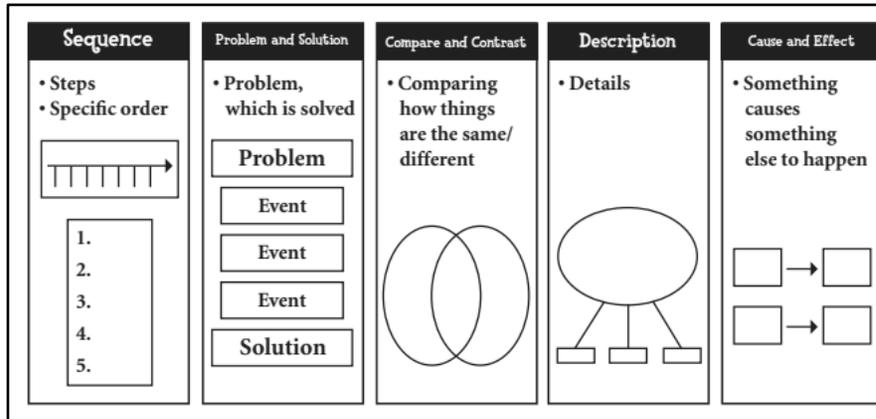


	-structure: a method of organization -sequence: an order that structures items by time of occurrence	
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	GENERAL GUIDELINE	DIFFERENTIATION
Do Now	<p>Please read the following sentence, then answer the question below:</p> <p style="padding-left: 40px;">The <u>structure</u> of the building is five floors, with a lobby on the first floor, offices in the middle, and conference rooms on the fifth floor.</p> <ul style="list-style-type: none"> ● Based on this sentence, how would you define the word 'structure'? <p>After students write their responses, they can turn and talk to share with a partner. A minute later, you can call on 3-4 students to share with the entire class.</p> <p><i>Students can share definitions. Teacher ensures students arrive at an accurate response before moving on.</i></p> <p><u>Connection:</u> "The way that items in life are structured helps create order. Like the Do Now sentence, finding our way in a new building begins the moment we enter as we look for clues to locate our destination.</p> <p>"When it comes to reading nonfiction texts, it's best to practice a similar style of navigation. In order to better understand what we read, we need to know the type of text structure and use it to help us sort through the information."</p>	

Mini-Lesson & Guided Practice
(with think aloud and exemplar)

Introduction/Accessing Prior Knowledge: “There are 5 types of text structures. Depending on the topic, authors will choose one of these structures to format the article. (Note: Occasionally, if the topic is a bit more complex, it may be possible for the author to overlap two of these types.) Let’s review together:



**Suggestion: Create a classroom anchor chart similar to the one above. Example courtesy of Balanced Literacy, Skidmore & Graber, Kagan Publishing.*

“In this mini-lesson, I’ll be using [“Cicadas on the Way”](#), an article about an interesting winged insect. Watch and listen for the steps I take to determine the type of text structure as I read — and how I use this to better understand what the text says.”

Mini-Lesson/Think Aloud: Using a Smart Board or screen share, show students the sample article, going step-by-step through your process:

“Strong readers make sure to skim and scan an article before diving straight in. This means I’ll start by reviewing the piece for

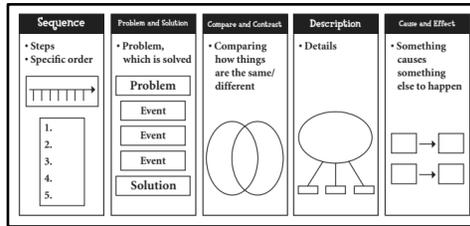
**Guided Practice: Provide fill-in-the-blank sentence:*
The text structure of the article is Sequence, which has to do with an order, like time or a start-to-finish process. I know this because the text says

_____.

text features and keywords that can serve as clues about the text. In the title and subtitle, I see ‘on the way’ and ‘soon,’ which means that timing will be important. This makes me think of the Sequence text structure, so I’ll keep that in mind as I scan for keywords.

Cicadas on the Way!

Billions of big-eyed bugs will soon come out of the ground.



“In the second sentence of the piece, I see ‘After 17 long years ...’ and in another sentence later, the word ‘now.’

The songs of buzzing bugs are ringing! After 17 long years, a group of cicadas is coming out. The bugs are starting to emerge in areas of America’s Southeast. People are now hearing the insects’ songs around parts of Virginia, West Virginia, and North Carolina.

“Closer to the bottom of the page, I catch the word ‘now’ again and ‘Over the next few weeks ...’ which makes me think I’m on the right track by guessing the Sequence text structure. Now it’s time to read the text in full and see if I’m right.

This brood of cicadas has now begun to crawl out from holes in the earth. The big bugs will climb all over trees. Don't worry; cicadas don't bite or sting. But they *do* sing loudly.

Over the next few weeks, billions of cicadas will pop out over the ground. They will shed their skin in a process called molting. (You can

“Reading the article for the first time, start-to-finish, I’m doing so for basic comprehension. As I read a second time, I see several mentions of time for when these bugs emerge.

“The article also talks in-depth about how the cicadas crawl out. This makes me consider the Description text structure as an alternative option, but overall, I believe timing is the key. I can confirm this by referring back to the title and subtitle, as well as all my other clues that reference time elements, meaning my guess on the Sequence text structure is correct. Knowing this, I’ll read the article a third and final time so that I can make sure I fully and completely understand the Sequence of events.

“OK, now can our class identify the steps I took to find the text structure?”

Steps:

- 1) *Skim & scan for text features and keywords that indicate how the information is being organized (i.e., first, second, specific dates/spans of time, next, because, due to, so, then, however, on the other hand ...)*
- 2) *Read the text once for basic comprehension*
- 3) *Read the text again, this time to decide the structure: a) Sequence, b) Problem & Solution, c) Compare & Contrast, d) Description, or e) Cause & Effect.*



	<p><i>*Remember to refer back to the text features & keywords from Step 1.</i></p> <p><i>*If it's hard to decide between two structure types, is it possible there may be more than one structure being used?</i></p> <p><i>4) Read the text once more, this time with the structure as your lens to collect information (meaning you read with that specific framework at the front of your thinking).</i></p> <p><i>5) Use the text structure to determine the overall meaning of the article (i.e., if Sequence, what was the process? If Problem & Solution, what was the issue, and how was it fixed? If Compare & Contrast, what were the items, and how are they alike and/or different?).</i></p> <p><u>Guided Practice:</u> "With a partner, take a moment to find a new keyword, one I didn't show you, that supports this as an article with the Sequence text structure." <i>*See differentiation column on the right.</i></p> <p><i>Give students 3-5 minutes to turn & talk and come up with a response. Circulate to determine who might need additional support, who might be exemplary for a share-out, and any common misconceptions.</i></p>	
Student Practice	Students will read the " Sun Going Quiet " article, using the same steps as above to determine the text structure. Students can also complete the 5Ws & H handout:	

Find the Five Ws and How!

Headline: _____

Author: _____

Who	_____
What	_____
When	_____
Where	_____
Why	_____
How	_____

-If desired, the class could be split into three homogeneous groups. One adult could work with the lowest-level group, while the other could work with the mid-level group and check in with the highest-level group occasionally.

-Or, if a learning specialist is available, he/she could work with the lowest-level group, the teacher with the mid-level group, and an assistant with the highest-level group.

-Alternatively, students can work in heterogeneous pairings or independently.

Closure

Students can complete the multiple-choice and discussion questions provided in the [News-O-Matic Teacher Guide](#):

1 **Sun Going Quiet**

Discussion: Do you think it is important to study space? Why or why not?

1. In which year will there likely be a solar minimum?
 A. 2024
 B. 2028
 C. 2035
 D. 2042

2. Which would you most expect to see during a solar minimum?
 A. few sunspots
 B. many solar flares
 C. the Northern lights
 D. many sunspots

3. Which is the minimum number in the following set?
 A. 12
 B. 20
 C. 39
 D. 45

Assessment

Exit Ticket: The “Sun Going Quiet” article was one that could have possibly overlapped two different text structures, one of which could be Sequence again. However, if you had to select a second type of text structure for the article, which would be the best choice? Please provide evidence to prove this. **See differentiation below*

High-level group - 4 multiple-choice options:
 a) *Problem & Solution*, b) *Compare & Contrast*, c) *Description*, d) **Cause & Effect.**

Multiple-choice answer: Cause & Effect. The Sun activity changes are caused by the cycle timing. Additionally, the Sun activity effects include technology issues and weather changes.

*Evidence answers will vary. Should provide 2-3 examples.

Medium-level group - 3 multiple-choice options:
 a) *Problem & Solution*, b) *Compare & Contrast*, c) **Cause & Effect.**

*Evidence answers will vary. Should provide 2 examples.

**See differentiation notes on the left*



	<p><i>Low-level group - 2 multiple-choice options: a) Problem & Solution, b) Cause & Effect.</i></p> <p><i>*Evidence answers will vary. Should provide 1 example.</i></p>	
Homework	<p><u>Optional:</u> Students may choose any one of the remaining News-O-Matic articles and question sets to complete.</p>	<p><i>Student choice of the articles allows for flexibility. Higher-level students may also read multiple remaining articles.</i></p>