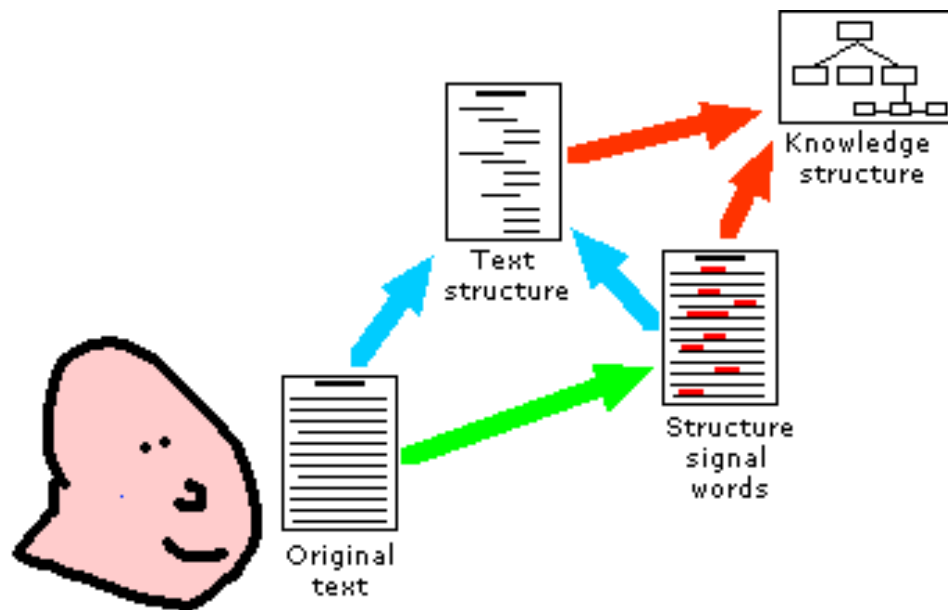


# Text Structure

## Features & Organization



# What is Text Structure?

Text structure refers to the ways that authors organize information in text. Teaching students to recognize the underlying structure of content-area texts can help students focus attention on key concepts and relationships, anticipate what's to come, and monitor their comprehension as they read.

As readers interact with the text to construct meaning, their comprehension is facilitated when they organize their thinking in a manner similar to that used by the author. Readers who struggle with text comprehension often do so because they fail to recognize the organizational structure of what they are reading, and they are not aware of cues that alert them to particular text structures (Cochran & Hain).


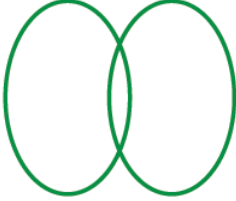


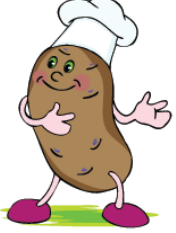
Obviously, all texts are different to a certain extent, but depending upon the author's purpose, the topic and the genre, reading selections tend to be organized to employ a few predominant structural patterns. The following should be explicitly taught to teach students to comprehend more effectively:


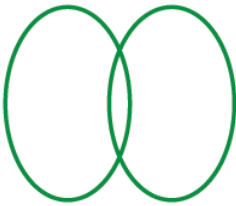


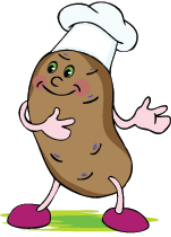
<b>Structure (Organization)</b>	
<b>Fiction</b>	<b>Non-Fiction</b>
Story Elements: <ul style="list-style-type: none"><li>• Characters</li><li>• Setting</li><li>• Problem/Solution</li><li>• Plot</li></ul>	<ul style="list-style-type: none"><li>• Cause and Effect</li><li>• Sequence</li><li>• Problem/Solution</li><li>• Description</li><li>• Compare and Contrast</li></ul>

Fiction texts typically have literary elements such as characters, setting, problem/ solution, and plot. Hearing stories told and read aloud helps children internalize the elements of fiction. When they begin to read, they expect that there will be characters and that some will be more important than others. They also expect a resolution, a satisfying ending.

One effective way to help students identify nonfiction structures is to teach words and phrases that frequently signal organization. For example, if students know that words such as like, unlike, and in contrast are often used when one thing is being compared to another, they can readily spot the author's intention and they'll be better equipped to understand the text as a whole. The following are typical signal words:

## Text Structure Signal Questions & Signal Words

Cause and Effect	Compare and Contrast	Sequence	Problem and Solution	Description
				
Cause is why something happened. Effect is what happened. (Sometimes the effect is listed first.)	Shows how two or more things are alike and/or how they are different.	Describes items or events in order or tells the steps to follow to do something or make something.	Tells about a problem (and sometimes says why there is a problem) then gives one or more possible solutions.	A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.
Signal Questions				
What happened? Why did it happen? What caused it to happen?	What things are being compared? In what ways are they alike? In what ways are they different?	What items, events, or steps are listed? Do they have to happen in this order? Do they always happen in this order?	What is the problem? Why is this a problem? Is anything being done to try to solve the problem? What can be done to solve the problem?	What specific topic, person, idea, or thing is being described? How is it being described (what does it look like, how does it work, what does it do, etc.)? What is important to remember about it?
Signal Words				
So Because Since Therefore If...then This led to Reason why As a result May be due to Effect of Consequently For this reason	Same as Similar Alike As well as Not only...but also Both Instead of Either...or On the other hand Different from As opposed to	First Second Next Then Before After Finally Following Not long after Now Soon	Question is... Dilemma is... The puzzle is... To solve this... One answer is... One reason for the problem is...	For instance Such as... To begin with An example To illustrate Characteristics  *Look for the topic word (or a synonym or pronoun) to be repeated

Cause and Effect	Compare and Contrast	Sequence	Problem and Solution	Description
				
Cause is why something happened. Effect is what happened. (Sometimes the effect is listed first.)	Shows how two or more things are alike and/or how they are different.	Describes items or events in order or tells the steps to follow to do something or make something.	Tells about a problem (and sometimes says why there is a problem) then gives one or more possible solutions.	A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.

### Preguntas reveladoras

¿Qué sucedió? ¿Por qué sucedió? ¿Qué provocó para que sucediera?	¿Qué cosas están siendo comparadas? ¿De qué maneras son similares? De qué maneras son diferentes?	¿Qué cosas, eventos o pasos son enumerados? ¿Tienen que suceder en orden? ¿Siempre suceden en este orden?"	¿Cuál es el problema? ¿Por qué es esto un problema? ¿Se está haciendo algo para intentar a resolver el problema? ¿Qué se puede hacer para resolver el problema?	¿Qué tema, persona, idea o cosa específica se está describiendo? ¿Cómo se está describiendo (a qué se parece, cómo funciona, qué hace, etc)? ¿Qué es importante recordar?
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### Palabras reveladoras

Entonces Porque Desde Por lo tanto Si...entonces Esto dio lugar La razón por que Como resultado Podría deberse a Efecto de Consecuentemente Por esta razón	Igual que Similar Parecido Tan bien como No solo...sino también Ambos En lugar de Éste o... Por otro lado A diferencia de Contrario a	Primero Secundo Siguiendo Luego Antes Después Finalmente Después de Al poco tiempo de Ahora Pronto	La pregunta es... El dilema es... El problema es... Para resolver este... Una respuesta es... La razón del problema es ...	Por ejemplo Tal como... Para empezar Un ejemplo Para ilustrar Características  *Espere que la palabra tópico (o un sinónimo o pronombre) sea repetida
---	---	--	---	--

Authors use text features to bring attention to important details. You can use the following features to become more successful and efficient in your reading:

<b>Text Features</b>	
<b>Fiction</b>	<b>Non-Fiction</b>
<ul style="list-style-type: none"> <li>• Title</li> <li>• Chapter Index (for Chapter Books)</li> <li>• Illustrations</li> <li>• Bold Print</li> <li>• Continuous Text</li> <li>• Paragraphing</li> <li>• Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> <li>• Table of Contents</li> <li>• Index*</li> <li>• Photos</li> <li>• Captions</li> <li>• Diagrams</li> <li>• Glossary</li> <li>• Date line (periodicals)</li> <li>• Bold Print</li> <li>• Headings</li> <li>• Sub-titles</li> </ul>

**\*The more readers build up knowledge about these elements and underlying structures, the better they can use them as sources of information.**

## Text Structure in the TEKS

### Reading/Comprehension of Literary Text/NonFiction.

Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:

3 <sup>rd</sup> grade	4 <sup>th</sup> grade	5 <sup>th</sup> grade
<i>9(L1) distinguish between fiction and nonfiction;</i>	<i>7(L1) distinguish between fiction and nonfiction;</i>	<i>7(L1) distinguish between fiction and nonfiction;</i>

### Figure 19

#### Reading Comprehension/Skills.

Students use a flexible range of meta-cognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts, as they become self-directed, critical readers. The student is expected to:

3 <sup>rd</sup> grade	4 <sup>th</sup> grade	5 <sup>th</sup> grade
<i>Fig. 19 (L3) represent text information in different ways, including story maps, graphs, and charts;</i>	<i>Fig. 19 (L3) represent text information in different ways such as in outline, timeline, or graphic organizer;</i>	<i>Fig. 19 (L3) represent text information in different ways such as in outline, timeline, or graphic organizer;</i>

### Reading/Comprehension of Informational Text/Expository Text.

Students analyze, make inferences and draw conclusions about expository text and provide evidence from the text to support their understanding. Students are expected to:

3 <sup>rd</sup> grade	4 <sup>th</sup> grade	5 <sup>th</sup> grade
	<i>11(L2) recognize that authors organize information in specific ways;</i>	<i>11(L2) recognize that authors organize information in specific ways;</i>
13(C) identify explicit cause and effect relationships among ideas in texts; and	11(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, comparison, <i>problem/solution, or description</i> , and	11(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;
13(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	11(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.	11(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and

## Learning Intentions Related to The TEKS

### What do we want students to know and be able to do?

- Look at features and ask, “What does that tell me about the type of text I am about to read?” “Is that fiction or non-fiction?”
- Look deeply or process text features and ask, “What do I know now?” “What new information do I have about the text that will support my understanding/comprehension?”
- Use the information gleaned from ↑ to prepare for processing the specific type of text effectively.
- Consider: If this is a fiction text – “What should I expect in terms of the organization?” (story elements). If this is a non-fiction text – “What organizational structure did the author use?” (See above)
- Lastly, students should ask, “How does knowing or being familiar with text structures or how a text is organized help me as a reader?”

*The above lays out the ultimate goals around text features & organization. Our 3<sup>rd</sup> grade students should:*

- Learn how to distinguish Fiction & Non-fiction based on Text Features
- Identify text features specific to both Fiction & Non-fiction
- Understand that text features provide information that will support the building of meaning
- **Understand how knowing about and processing text features and organization help them prepare to process and understand specific types of text in the most effective way possible as readers** (i.e., If I know that I’m about to read a newspaper article that explains the collapse of the banking infrastructure – I will expect to be informed through cause and effect, so I’ll be looking for that in order to build my own understanding.)
- Take a close look at one way that Cause and Effect is organized (text dependent)

*Our 4<sup>th</sup> and 5<sup>th</sup> grade students should:*

- Know how to distinguish Fiction & Non-fiction based on Text Features
- Identify text features specific to both Fiction & Non-fiction
- Understand that text features provide information that will support the building of meaning
- **Understand how knowing about and processing text features and organization help them prepare to process and understand specific types of text in the most effective way possible as readers** (i.e., If I know that I’m about to read a newspaper article that explains the collapse of the banking infrastructure – I will expect to be

informed through cause and effect, so I'll be looking for that in order to build my own understanding.)

- Recognize that authors organize information in specific ways (Cause and Effect, Sequence, Problem/Solution, Description, Compare and Contrast)

*When teaching text features & organization consider where your students are in planning your day-to-day lessons.*

*Ask yourself – “Are my students proficient at distinguishing fiction from non-fiction?”*

*If more than 75% of your class struggles with this – this should be your starting point.*

## **Academic Terms Related to the TEKS**

- |  |
|--|
| <ul style="list-style-type: none"><li>▪ Cause and Effect</li><li>▪ Sequence</li><li>▪ Problem/Solution</li><li>▪ Description</li><li>▪ Compare and Contrast</li><li>▪ Photograph</li><li>▪ Problem/ solution</li><li>▪ Timeline</li><li>▪ Captions</li><li>▪ Headings</li><li>▪ Key words</li><li>▪ Legend</li></ul>                   |
| <ul style="list-style-type: none"><li>▪ Causa y efecto</li><li>▪ Secuencia</li><li>▪ Problema/Solución</li><li>▪ Descripción</li><li>▪ Comparación y Contraste</li><li>▪ Fotografía</li><li>▪ Problema/ solución</li><li>▪ Cronología</li><li>▪ Subtítulos</li><li>▪ Encabezados</li><li>▪ Palabras claves</li><li>▪ Leyenda</li></ul> |



# Teaching Structures

## Features and Organization

### Mixed Bags: Fiction and Nonfiction

In order to understand nonfiction as a genre, it is useful to compare and contrast it to fiction. This lesson uses bags (paper or cloth) filled with matching fiction and nonfiction books to help the students discover the differences.

#### OBJECTIVE

##### Students will:

1. Explore the contents of their "mixed bags" — nonfiction and fiction books
2. Determine the differences and similarities between fiction and nonfiction
3. Share their findings with the class to create a classroom resource

#### MATERIALS

1. Multiple book bags (bags containing one fiction and one nonfiction book on the same topic)
2. Chart paper and markers
3. [Book Bag T-Chart](#) (attached)

#### SET UP AND PREPARE

1. Create multiple book bags containing one fiction and one nonfiction book on the same topic. Prepare one bag for every two students. **Books will vary according to grade level.** Examples of some good pairs include:

*Days With Frog and Toad* paired with *From Tadpole to Frog*

*Gregory the Terrible Eater* paired with *Eating Right*

*The Adventure of Spider* paired with *Insects and Spiders*

*Little Polar Bear and the Brave Little Hare* paired with *Polar Mammals*

You will be surprised at how many matches you can find in your own library and Literacy Library!

2. Create a chart for the end of the lesson to record your findings. You might simply title it: "What we noticed about nonfiction books."

## REPRODUCIBLES

1. [Book Bag T-Chart](#)

### DIRECTIONS

**Step 1:** Gather students on the carpet and discuss what you already know about nonfiction. Review the features of nonfiction from Lesson 1.

**Step 2:** Introduce the idea of book bags as sets of books on the same topic. Explain that one book is fiction and one book is nonfiction. It is their job to tell the difference between the two books and make observations.

**Step 3:** Match the students with their partners and hand out the Book Bags T-Chart worksheet. They are to record whatever observations they make on the sheet to share later. Hand each partnership one book bag.

**Step 4:** Allow the students to work with their partner and record their observations on the T-chart. Allow about 15-20 minutes of work.

**Step 5:** Regroup on the carpet and share the findings from the partners. Record any interesting observations on the chart labeled: "What we noticed about nonfiction books."

**Step 6:** The next day, go through the same lesson, but with different book bags for different groups. At the end, record any new observations on T-charts. Repeat another day if you find it necessary or helpful. Or, if you have enough book bags, allow the students to try to complete the T-chart independently and share their findings.

**Step 7:** Post the chart somewhere in the room for the students to use as a resource. This is a GREAT Anchor of Support.

### SUPPORTING ALL LEARNERS

As always, take into consideration the partnerships. Make sure that slow learners are matched with someone who might be able to read the books or understand the assignment more clearly.

### ASSESS STUDENTS

1. Check the T-Charts to make sure that all students are understanding and able to complete the assignment independently.
2. Ask questions and monitor for understanding during class discussions.

### HOME CONNECTION

Asking the students to bring in book sets as homework after the first day of the activity might be a great way to build your supply of book bags. Most families have at least one set they could make from their own books. I've had a book on leprechauns matched with an Irish travel book. If they look hard, they should find something!

## **EVALUATE THE LESSON**

Ask questions of yourself and the lesson:

- What went well?
- What didn't?
- Do the students have a greater understanding of the book sets and could they create their own set if they wanted?
- Did all the students understand the lesson separate from their partner?
- Did you help encourage original thinking?
- How could you change the lesson to better suit the needs of your class?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Book Bag T-Chart

<b>FICTION</b>	<b>NON-FICTION</b>
<b>Author:</b>	<b>Author:</b>
<b>Title:</b>	<b>Title:</b>
<b>What do you notice about your fiction book?</b>	<b>What do you notice about your non-fiction book?</b>



<http://teacher.scholastic.com>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Book Bag T-Chart

<b>FICCIÓN</b>	<b>NO FICCIÓN</b>
<b>Autor:</b>	<b>Autor:</b>
<b>Título:</b>	<b>Título:</b>
<b>¿Qué notas acerca de tu libro de ficción?</b>	<b>¿Qué notas acerca de tu libro de no ficción?</b>

Name \_\_\_\_\_ Date \_\_\_\_\_

# Finding Nonfiction Features

## OBJECTIVE

### Students will:

1. Observe the differences between a nonfiction book and a fiction book
2. Discover the 11 features found in many nonfiction books
3. Evaluate whether a book is fiction or nonfiction

## MATERIALS

1. Chart paper and markers
2. [Nonfiction Feature Find](#) (Attached)
3. Many, many, many nonfiction books

## SET UP AND PREPARE

1. Gather lots of nonfiction books from your own library or school library. Try to make them diverse in topic, reading level, and writing style.
2. Make a T-chart with the left side heading being Feature Name and the right side heading being Purpose.
3. Make or gather notebooks for the students to record the name, purpose, and an example of each feature.

## REPRODUCIBLES

1. [Nonfiction Feature Find](#) (Attached)

## DIRECTIONS

**Step 1:** Gather the students on the carpet or in a group area. Ask them if they have noticed or know where to find nonfiction books within your classroom library. Ask what they think the difference is between fiction and nonfiction. They should already have an understanding that nonfiction is real information.

**Step 2:** Discuss what makes a story nonfiction or fiction. Is it real (true) that Cinderella's godmother turned a pumpkin into a carriage? Is it possible that Jack really climbed a beanstalk and met a giant? We know these things are fictional because they can't happen. Nonfiction teaches us real, factual information. It is important to notice whether a book is nonfiction or fiction when reading because you need to know if the information is accurate or just a story.

**Step 3:** Inform them that for the next few days they are going to be finding different types of features or conventions within nonfiction.

The following is a list of all the features and their purposes. You can decide the number and order in which you will teach them each day.

- **Labels** help the reader understand the small parts of a picture.
- **Photographs** help the reader see what the real topic looks like.
- **Captions** help the reader understand what they are looking at in a picture.
- **Comparisons** help the reader compare the item to something they are already familiar with.
- **Cross Sections** help the reader see what something looks like from the inside.
- **Maps** help the reader know where something is located in the world.
- **Types of Print** help the reader know that the word or words are important.
- **Close-Ups** help the reader see what something looks like from up close.
- **Tables of Contents** help the reader know how the book is organized.
- **Indexes** help the reader find specific information in a book.
- **Glossaries** help the reader understand the definitions of important words in the book.

**Step 4:** Prior to the lesson, decide how many features per day and which ones you will be teaching. Use the following routine for the introduction of each feature.

- Introduce the name of the feature.
- Show many different examples of the feature in nonfiction books. (The use of real literature helps students understand the importance of each one.)
- Discuss and record on the class chart what the class thinks is the purpose of each feature.
- Have students write the name and purpose of the feature in their notebooks. Then have them hunt through nonfiction books to find their own example of the feature and record it in their notebook.
- Take time at the end of each day to share some examples that they found.

**Step 5:** Each feature should be taught individually even if you are teaching more than one a day. The same applies to making the chart and sharing notebook findings. Make sure the students really have a grasp on the vocabulary of the different features.

**Step 6:** On the final day of features, hand out the Nonfiction Feature Find (PDF). Tell the students that now that they are experts, they must find all the different conventions and record their findings on the worksheet.

**Step 7:** As a culminating point of features, allow them to share their findings and add them to the class chart. Hang the chart the class created and keep it up through the next lessons and until you are done teaching nonfiction. It will prove to be a valuable resource when the students are reading or writing nonfiction.

## **SUPPORTING ALL LEARNERS**

Always take into consideration your students' personalities and learning styles. When they are off hunting through books, check in with the ones who may need more assistance. Also, have some books in mind that have each of the features in them, so that you can guide some of the struggling learners to the right books. Some features are definitely harder to find than others. *Make sure you have resources for all the features.*

## **ASSESS STUDENTS**

1. Ask and monitor for understanding during group discussions.
2. Monitor the ability of each child to individually find the features and accuracy of their findings.

## **ASSIGNMENTS**

- Feature Notebook
- Nonfiction Feature Find worksheet

## **HOME CONNECTION**

Taking this type of genre-hunt home is always a great way to connect the lesson to the students' homes. Ask the students to bring in some examples of nonfiction books from home, or send the Feature Find home to see if they can find the features at home.

## **EVALUATE THE LESSON**

Ask questions of yourself and the lesson:

- What went well?
- What didn't?
- Did the activity help them grow as learners?
- How could you change the lesson to better suit the needs of your class?
- Were the features explained well and understood by all of the students?
- How many do you think are appropriate to teach each day with your class?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Nonfiction Feature Find

Use nonfiction books to find one example of each common nonfiction feature below. Write the title of the book you found it in and a brief description of what the feature is showing in that book.

<b>Feature</b>	<b>Title</b>	<b>What is it?</b>
<b>Label</b>		
<b>Photograph</b>		
<b>Caption</b>		
<b>Comparison</b>		
<b>Cross Section</b>		
<b>Map</b>		



<http://teacher.scholastic.com>

# Nonfiction Feature Find (cont.)

<b>Feature</b>	<b>Title</b>	<b>What is it?</b>
<b>Types of Print</b>		
<b>Close-Up</b>		
<b>Table of Contents</b>		
<b>Index</b>		
<b>Glossary</b>		

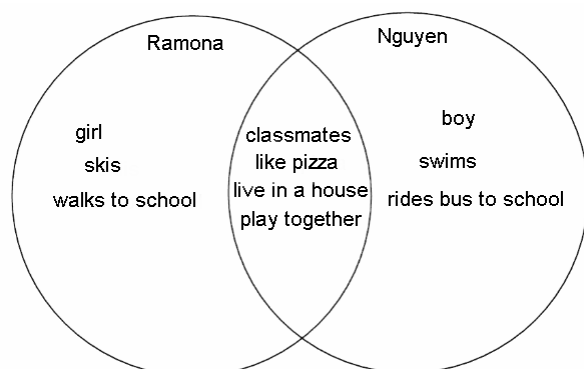


<http://teacher.scholastic.com>

# Representing Text Information

Third, fourth, and fifth graders will be required to identify, and compare and contrast text information. The following graphic will assist students in organizing their thoughts as they read to identify likenesses and differences in expository text. The following is one type of graphic that the TAKS may utilize. As mentioned previously, students should not be taught to memorize the graphic, but should have multiple opportunities to employ and create their own Venn diagrams.

The following graphic is a Venn diagram that illustrates a compare and contrast relationship.



<http://www.graphic.org>

## Using a Venn Diagram to Represent Text Information

Objective: The learner will compare and contrast text information using graphic organizers.

### Activity:

Rationale: Students will represent text information and organize their thoughts using graphic organizers.

Preparation: The teacher will need a blank Venn diagram, and a copy of the selection, *The Funny Thing About Cats and Dogs*.

Lesson:

1. Display a Venn diagram either on an overhead or draw on the board to assess students' prior knowledge about the attributes of a Venn diagram. Pointing to the outer circles,

**Say:** The outer circles show unique features (differences) on aspects of a topic. The overlapping part shows common features (likeness) about the topic.

### Directed Practice:

**Say:** Other graphics can be used to organize information in a similar manner. Today we are going to learn to organize compare/contrast information using a similarities and differences chart.

2. Display the **Similarities and Differences chart** to assist students in filling in the appropriate information. Examples of possible student responses are already written in.

<b>Cats</b>	<b>Similarities</b>	<b>Dogs</b>
Cleans themselves		Waits to be washed

3. When the table has been completed, draw a Venn diagram around the chart to show students how the information would be displayed in a Venn diagram.
4. Direct students to the attached selection: *The Funny Thing About Cats and Dogs*. Help students to begin filling in the **Similarities and Differences chart** by pointing out that things that are only unique to cats should be listed under “cats”, and things that are common to both should be listed under “similarities”.

Student Practice:

Direct students to read the selection *The Funny Thing About Cats and Dogs* to complete the **Similarities and Differences chart** independently.

# The Funny Thing About Cats and Dogs

1 A funny thing about cats and dogs is that they both come from the same ancestor. This animal lived 40 million years ago in caves. The animal is called Miacis. Many scientists think that the Miacis was a tree climber, and lived in a den or cave. Scientists believe that cats and dogs make good house pets because their relative, the Miacis, lived inside of a dwelling.

2 Unlike wild animals like the tiger and the wolf, cats and dogs can live around people. This may be why they are so popular as pets. Most of the time, cats and dogs will not harm children or adults.

3 Cats and dogs have other things in common. They both can be trained to do tricks. They will also eat leftover food. The dog is often believed to be friendly. The cat is believed not to be as friendly as the dog. Cats can make good pets if they are allowed to do what they please. Dogs and cats both like to be petted. Dogs like to run, catch balls and sticks, and play. Cats are more settled and quiet. Many people think that cats enjoy playing with a ball or yarn or a rubber mouse.

4 Many people also think that cats will look you in the eye and that dogs will turn away when you stare at them. Dogs are seen as humble and cats are seen as proud. Others believe that dogs depend on people for their care. Cats mainly take care of themselves.

5 Another funny thing about cats and dogs is that most people think that they are enemies. Cartoons and some books show cats and dogs fighting each other. People who own both cats and dogs disagree with this belief. These two animals can be good friends.

6 Yet another funny thing about cats and dogs is that even though they are the most popular pets in America, most Americans do not know all the facts about them.

## **Lo curioso acerca de los gatos y perros**

1 Una cosa curiosa acerca de los gatos y perros es que ambos vienen del mismo ancestro. Este animal vivió hace 40 millones de años en las cuevas. El animal se llama Miacis. Muchos científicos creen que el Miacis se la pasaba en los árboles pero vivía en una cueva. Los científicos creen que los gatos y perros son buenos animales domésticos debido a que su antecesor, el Miacis, vivía bajo techo.

2 A diferencia de los animales salvajes como el tigre y el lobo, los gatos y el perro pueden vivir rodeados de la gente. Esto podría ser la razón del por que son muy populares como mascotas. La mayor parte del tiempo, los gatos y los perros no dañarán a los niños o adultos.

3 Los gatos y los perros tienen otra cosa en común. Ambos pueden ser entrenados para que hagan trucos. También se pueden comer sobras. Por lo general se cree que el perro es amigable. Se cree que el gato no es tan amigable como el perro. Los gatos pueden llegar a ser buenas mascotas si se les permite hacer lo que quieran. Tanto los perros y los gatos les gustan ser acariciados. Los perros les gusta correr, ir tras pelotas y palos y jugar en general. Los gatos son más tranquilos y callados. Muchas personas creen que a los gatos les gusta jugar con una bola de estambre o un ratón de hule.

4 Muchas personas también creen que los gatos te miran a los ojos y que los perros se alejan cuando a éstos se les queda mirando. Los perros son considerados humildes y los gatos son considerados orgullosos. Otros creen que los perros dependen de las personas para su cuidado. Los gatos por lo general cuidan de si mismos.

5 Otra cosa curiosa acerca de gatos y perros es que la mayoría de las personas piensan que éstos son enemigos. Las caricaturas y algunos libros muestran los gatos y los perros peleándose

entre si. Las personas que tienen tanto gatos como perros no están de acuerdo con esta creencia. Estos dos animales pueden ser buenos amigos.

6 Aún otra cosa curiosa acerca de los gatos y perros es que aunque son las mascotas más populares en América, la mayoría de los americanos no conocen todo acerca de ellos.

# Comparing and Contrasting Fiction and Nonfiction

## OBJECTIVE

### Students will:

1. Compare and contrast fiction and nonfiction
2. Evaluate their understanding of fiction and nonfiction individually
3. Create a class diagram to demonstrate their understanding

## MATERIALS

1. Labeled Venn diagram blanks (see below), one for every student
2. Chart paper and markers

## SET UP AND PREPARE

1. Draw a Venn diagram on chart paper. Label the diagram: "What we've come to expect when we read fiction and nonfiction." Then label one side Fiction and the other side Nonfiction.
2. Make copies of Venn diagram for students.

## DIRECTIONS

**Step 1:** Review. Discuss all the features of fiction and nonfiction, as well as observations they made during the Mixed Bag activity.

**Step 2:** Display the large Venn diagram. Quickly review how it works for students who aren't familiar with Venn diagrams. (Consider modeling the diagram with the differences between cats and dogs, then with ONE difference or similarity between fiction and nonfiction.)

**Step 3:** Distribute the student Venn diagram form and explain that they will individually fill out as many similarities and differences as they can. Allow about 7 minutes of independent work.

**Step 4:** Allow the students to partner up. They can work with their partner to share their findings. They can then continue brainstorming and adding ideas to both Venn diagrams. Allow another seven minutes for this. Students can either work around the room or right on the carpet; it's up to you.

**Step 5:** Regroup as a class, and record the findings on the large Venn diagram on chart paper. Make sure some key-points are mentioned: real vs. not real, features (cross sections, glossary, photographs) vs. story elements (characters, problem, solution).

**Step 6:** Make sure your class Venn diagram is displayed so that students can refer back to it throughout all nonfiction units. This is a GREAT anchor of support. If you are going directly into nonfiction writing, use the charts to help add nonfiction features to their writing.



## **SUPPORTING ALL LEARNERS**

Filling out the Venn diagram individually may be challenging for some students, but it is an important step for assessment. The students have had a lot of time to work on nonfiction reading, so they should be able to write something by themselves. If a student is having major difficulty, prompting them to look at some of the charts is certainly welcome.

## **LESSON EXTENSION**

As I stated earlier, all these lessons lead easily into a nonfiction writing unit. Try to stress what the students have learned about reading nonfiction when they write nonfiction. Also, continually using the vocabulary of the features allows them to retain the information throughout the year and into the next.

## **ASSESS STUDENTS**

1. Ask questions and observe during class discussions.
2. Observe individual ability during Venn diagram completion.

## **ASSIGNMENTS**

Ask students to use their Venn diagram as a way to compare and contrast fiction/nonfiction book sets in the classroom.

## **HOME CONNECTION**

You could ask students to use their Venn diagram as a way to evaluate fiction/nonfiction book sets that they may have at home. See if they can add anything to the diagram for homework.

## **EVALUATE THE LESSON**

Ask questions of yourself and the lesson:

- What went well?
- What didn't?
- Are the students able to name some similarities and differences of fiction and nonfiction?
- How could you change the lesson to better suit the needs of your class?

## 1. Instructional Focus

- Today's lesson focuses on appropriate reading strategies that students use when reading for different purposes.

## 2. Instruction

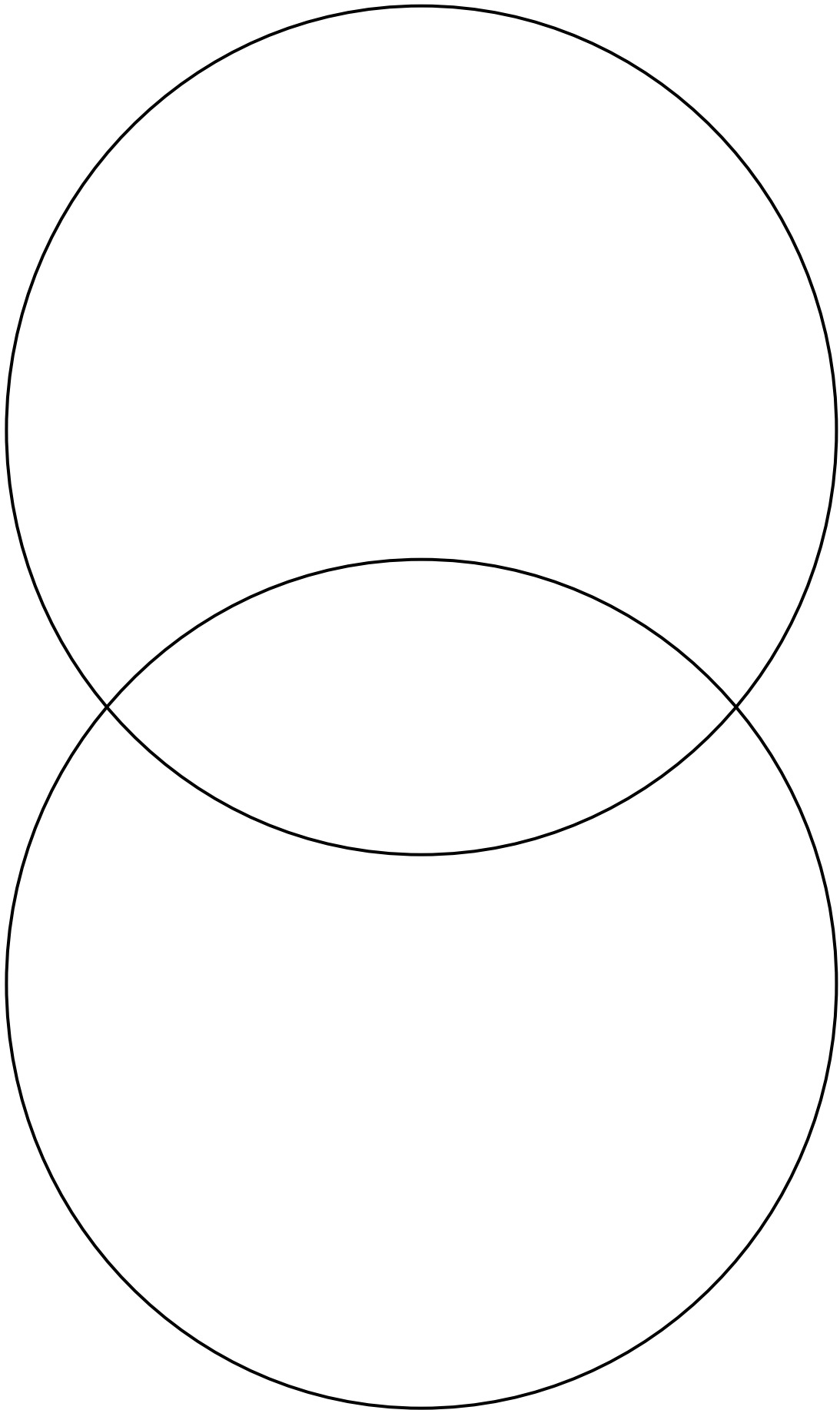
- Begin by showing students several different types of related texts. For example, show the students three books about a specific topic. One, a novel, a textbook or non-fiction text, and lastly a how-to piece.
- Next, discuss the differences between fiction and non-fiction text structures. Point out the differences with the texts you have (e.g. full comprehension, location of information, personal enjoyment).
- Give an in-depth description of fiction and non-fiction.

## Fiction

- Front vs. back cover
- Chapter titles
- Illustrations
- Read from beginning to end

## Non-fiction

- Table of contents
- Titles/subtitles
- Photos/captions/diagrams/maps
- Index
- Read where interest is or for specific information



# Learning About Text Features in Nonfiction Texts (Stephanie Harvey's Lesson)

## OBJECTIVE

### Students will:

1. Explore a range of non-fiction text
2. Notice text features and think and discuss how they aid comprehension
3. Make predictions about the content of the text based on the text features
4. Locate specific information in different parts of the text with the help of the features.

## MATERIALS

A variety of nonfiction books, article, magazines, etc.

## SET UP AND PREPARE

- Co-construct a Features/Purpose T-chart by listing different features as they are presented and discovered and jot down the purpose of each feature.
- Discuss the idea and importance of accuracy in understanding nonfiction texts.
- Add new text features and their purposes as you continue to read.

## DIRECTIONS

1. **Introduce** student to some great nonfiction books. Tell them that you all will be spending some time looking through them to see what you notice about text features. If this is a new concept, you will need to introduce some of the text features first in a book you have selected.
2. Discuss the fact that text features signal readers to pay attention and provide us with a lot of interesting information. There are two categories of features: **visual**, such as illustrations, photographs, maps, and diagrams (“a picture is worth a thousand words”) and **text** – title, subtitle, heading, labels, captions, timelines, table of contents, etc.
3. Some text features help organize the text – headings, table of contents for example. Others, like bold bring or italics signal “Pay attention!” Often the text and visual features work together. We also rely on words, like labels or captions, to accurately explain or describe a photograph, illustration, or diagram.
4. Take a few minutes for students to look through the books and articles and begin to make a list of features that you and your students notice.

**Model:**

1. Share a book that you chose and some of the features that you noticed. Begin your anchor T-chart labeled *Feature/Purpose*.
2. Tell students that you will all be describing the purpose of each feature – how it guides our reading and helps us understand the information presented in nonfiction texts. As the class investigates more features, you will co-construct the chart together and post in the room for reference.
3. Guide students through this process as you share nonfiction books and articles together. (Teacher tip: Look for books and articles that contain multiple text features versus only one or two, such as a title and some captions only.)

**Independent Practice:**

1. Tell students that they are ready to find features and think about the different purposes with their own nonfiction texts. Ask them to include their thinking about the purpose – how the feature helps them understand the information and write that down. Students can use sticky notes to record some of the cool information they are learning from the features or they may use a T-chart and record this information in their Reader's Notebooks.

# Comparing Fiction and Non-Fiction

Using several texts, both fiction and non-fiction, on the same topic or theme, sort out facts from fiction and from opinions.

## Text Feature Scavenger Hunt

1. Find and check out the index. How many pages does it have? Locate a key topic that has several pages of information. Find a topic that has only a single page listed.
2. Look through the Table of Contents. Where did you find it? How is the book divided up? What chapters look interesting to you?
3. Find the glossary. Where is it located? What information is in the glossary?
4. Write down two words that are familiar and two that are unknown. Find those words in the chapters of the book. How can a glossary help you?
5. List the information found on the first page of a chapter.
6. How does the text show that some words are important? (ex: bold print) Find 3 words in a chapter that seem important. Write them down, find out what each means and write that meaning.
7. What are the ways you can find out the meaning of a word in this book?
8. Find a photograph within the book. Note the page number. Study the photo and read the caption. Write what you learned. How does this photo help you understand the information in the text?
9. Find a graph, chart, diagram or map. Note the page number. Study this feature and write what you can learn from it.
10. Flip through a couple more chapters in the book. What other features do you find? How do they help you understand the information in the chapter?
11. Look at the last page of the chapter. What did you find? How will it help you with learning what is in the chapter? Would it be helpful to look at this page *before* reading the chapter?
12. Skim through a chapter. Is there anything that seems to confuse you? How can being familiar with the way nonfiction text “works” help you in learning?

Scavenger Hunt adapted from: Robb, L. *Teaching Reading in Social Studies, Science, and Math*.

# Lesson Plan: Cause and Effect

## Learning Objective:

Identify cause and effect structures within nonfiction texts.

## Teacher Directions:

Cause and effect relationships occur whenever one event makes other events happen. Sometimes one event causes one other event. Sometimes one event causes more than one event. Sometimes one event causes a series of events. And sometimes there are many events that cause another event.

Let's use the following diagrams to analyze causes and effects of events in your life

Use the **Cause and Effect T-Chart** to display causes and effect from your life. In column one, list an event that caused one significant other event in your life. This is the cause. In column two, list the event that resulted. This is the effect. Here's an example:

**Cause:** When I was a child, I was carelessly jumping up on a windowsill on our back porch.

**Effect:** My arm went through the window and was cut. I had to get about ten stitches.

Use the **Chain of Events diagram** to display an event that ended up causing a series of events to occur. Write the initial event in the first box. Then use the sequence of boxes to show the series of events that then occurred. Here's an example:

**Box 1:** I joined the gymnastics team.

**Box 2:** I practiced three times a week.

**Box 3:** I struggled with my vault routine on my first meet.

**Box 4:** I asked for more help from my coaches.

**Box 5:** I got the highest score ever on my vault routine.

Use the **Venn diagram** to show how two seemingly unrelated events caused other events. Write one event in the left circle. Write the other unrelated event in the right circle. Write the event that resulted in the shared area. Here's an example:

**Event 1:** I went to a city park for a family picnic.

**Event 2:** It unexpectedly rained.

**Effect:** We decided to go to the Science Museum and learned that there was a special dinosaur exhibit that just came to town. We had a great time.

Use the **Problem/ Solution diagram** to display a situation where one event caused several simultaneous events that then also caused other events. In the “Problem” box, list the initial event. In the boxes called “Solution 1-4,” write three or four events that were the result of the initial event. Then use the “Result” boxes, to show events that resulted from those events. If there was one end result, write that in the box titled “End Result.” Don’t feel that you need to use all of the boxes. Here’s an example:

**Problem:** I had to do a school report with three other students and we were having a hard time agreeing on the topic and on how to split up responsibilities.

**Solution 1:** One of us could take charge.

**Solution 2:** We could vote.

**Solution 3:** We could sit down and discuss; and then vote.

**Solution 4:** We could discuss until we come up with a plan that we all agree with.

**Result:** If one of us just takes charge, or if we vote, we might not all agree and not work as hard.

**Result:** If we all agree, we most likely will work harder.

**End Result:** If we don’t work hard, we might not do too well on the report. If we work hard and work together, we most likely will do better on the report.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Cause and Effect T-Chart

<b>Cause</b>	<b>Effect</b>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Gráfica T sobre causa y efecto

<b>Causa</b>	<b>Efecto</b>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

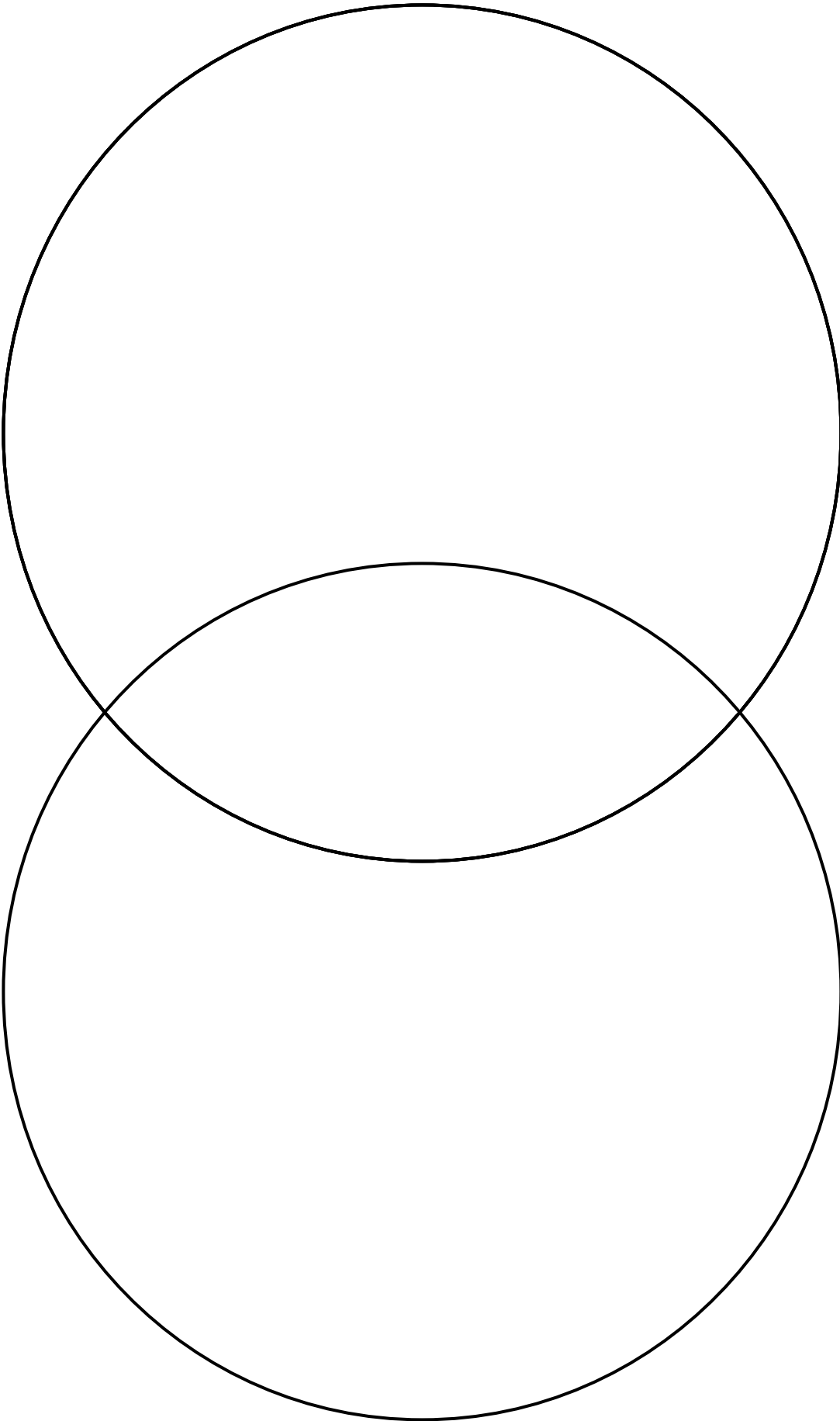
# Chain of Events



Name: \_\_\_\_\_ Date: \_\_\_\_\_

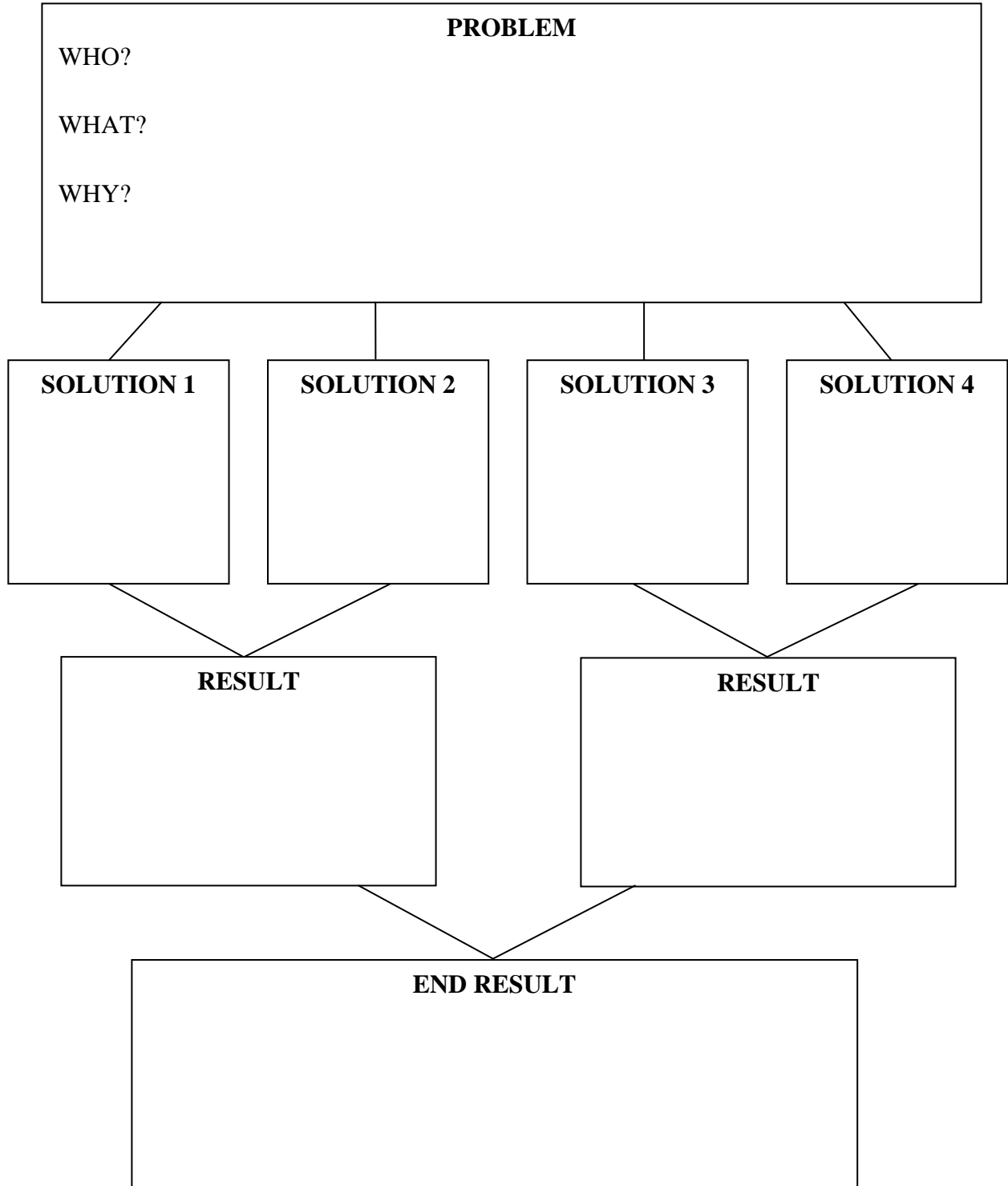
# Cadena de eventos





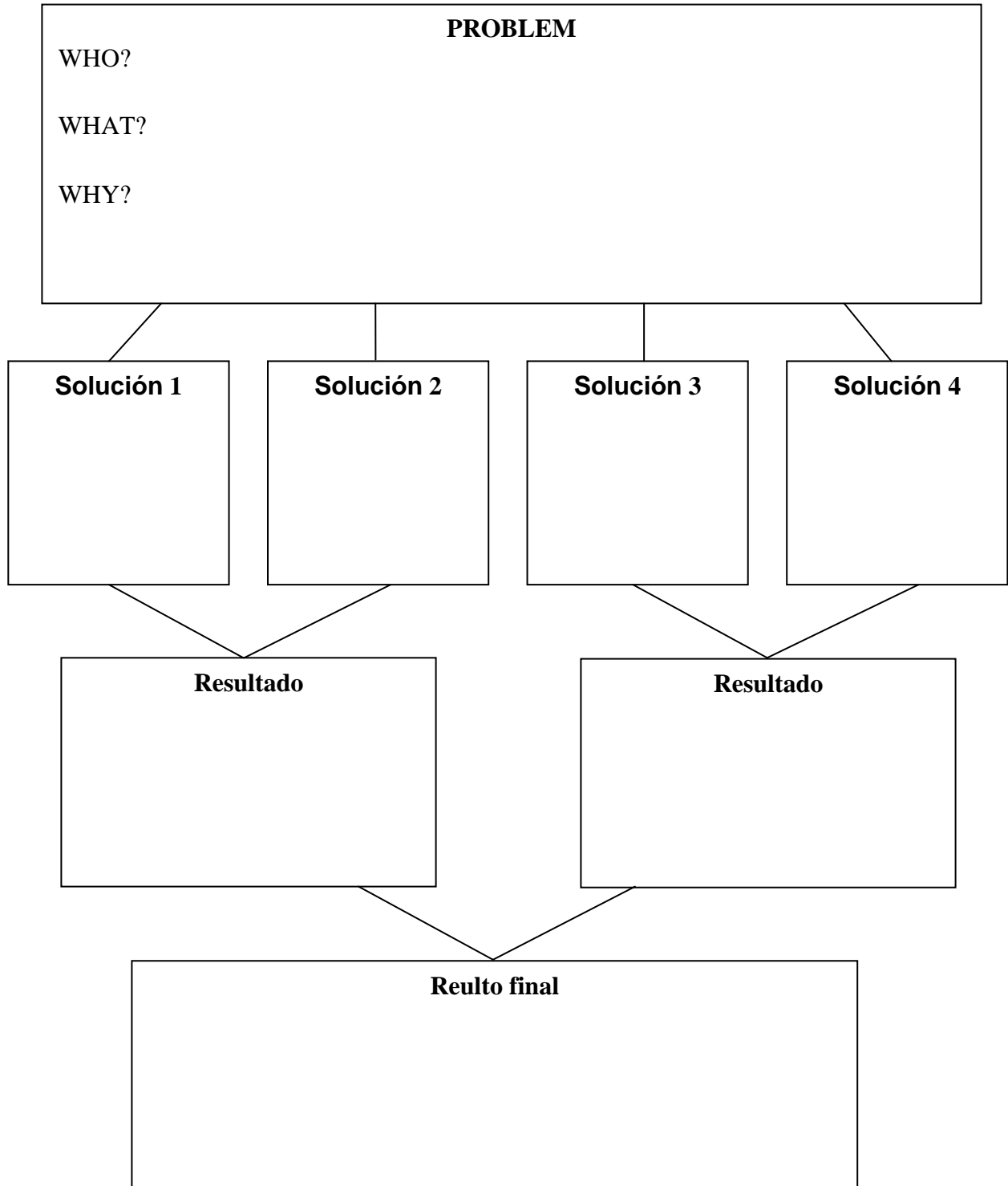
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Problem/Solution



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Problema/Solución



# Examples of Text Feature Questions on 3<sup>rd</sup> Grade TAKS

*From the TAKS Information booklet:*

*Items that assess a student's ability to distinguish among different forms of text might require a student to identify the unique characteristics of newsletters, articles, or signs. One type of item might ask students to locate a specific part of a text, such as the title of a newspaper. Other items might require students identify the purpose of a particular text.*

*Items that require a student to distinguish among different genres will focus on the characteristics of stories or information texts. One type of item might require students to identify specific details that distinguish the text as fictional or nonfiction.*

1. The reader can tell that this story is make-believe because –

- A the story happens long ago
- B the farmer makes his own bow and arrows
- C the wife cooks stew
- D the lion talks to the farmer

2. The title of this article is –

- A Volume 6, Issue 4
- B Space Kids
- C Hard Works Makes Dreams Come True
- D By Debbie Davis, Staff Writer

3. The date is shown on James's letter so that the reader will –

- A start writing letters like James's
- B know that the letter was written long ago
- C be able to tell the date that James was born
- D remember other things that happened on that date

4. Why does Roberto most likely write this journal entry?

- A To describe seeing the mysterious lights
- B To tell his friends how to get to Marfa
- C To sell it to a magazine
- D To tell his parents what he saw



# Ejemplos de preguntas sobre características de texto en el TAKS del 3º grado

*From the TAKS Information booklet:*

*Items that assess a student's ability to distinguish among different forms of text might require a student to identify the unique characteristics of newsletters, articles, or signs. One type of item might ask students to locate a specific part of a text, such as the title of a newspaper. Other items might require students identify the purpose of a particular text.*

*Items that require a student to distinguish among different genres will focus on the characteristics of stories or information texts. One type of item might require students to identify specific details that distinguish the text as fictional or nonfiction.*

1. El lector puede concluir que este cuento no puede ser real porque –
  - A el cuento ocurre hace mucho tiempo
  - B el granjero hace su propio arco y sus propias flechas
  - C la esposa prepara un guisado
  - D el león hable con el granjero
  
2. El título de este artículo es –
  - A Vol. 6, Número 4
  - B Chicos astronautas
  - C Con esfuerzo los sueños se hacen realidad
  - D Por Debbie Davis, reportera
  
3. Lo más probable es que Roberto escribe esta información en su diario para –
  - A describir las luces misteriosas
  - B decirles a sus amigos cómo llegar a Marfa
  - C venderle a una revista lo que escribió
  - D contarles a sus papás lo que vio

# Examples of Text Structure or Organization Questions on 4<sup>th</sup> & 5<sup>th</sup> Grade TAKS

*From the TAKS Information Booklet:*

*For items of this type, students will be expected to identify general patterns rather than use specific terminology. For example, for an item assessing an understanding of an author's use of sequencing, the student might be required to know that the author has presented ideas in the order in which they occur. However, the student would not be required to know the term chronological.*

1. The author organizes the story by –
  - A telling about the things that happen to Jordan at Mrs. Radcliff's house in the order they occur
  - B explaining why Mrs. Radcliff needs help taking care of her house and yard
  - C describing what children say about Mrs. Radcliff and what she is really like
  - D comparing Mrs. Radcliff with other people in the neighborhood
  
2. How does the author tell this story?
  - A By describing the efforts of Mateo and his father to win the fishing contest
  - B By comparing Mateo and his father as fisherman
  - C By showing how bass fishing can be done from a small boat
  - D By explaining why it is so hard to catch a largemouth bass
  
3. How does Enrique organize what he wrote about the rain forest?
  - A By discussing his trip to the rain forest from start to finish
  - B By describing what a canopy tram looks like and how it works
  - C By explaining how he changed during the course of his trip
  - D By describing the problems of the rain forest and how they can be Showed

# Ejemplos de preguntas sobre estructuras del texto en el TAKS del 4º y 5º grados

*From the TAKS Information Booklet:*

*For items of this type, students will be expected to identify general patterns rather than use specific terminology. For example, for an item assessing an understanding of an author's use of sequencing, the student might be required to know that the author has presented ideas in the order in which they occur. However, the student would not be required to know the term chronological.*

1. El autor organice este artículo –
  - A describiendo cómo dos niños resolvieron un problema de diseño
  - B recomendando un juguete nuevo y dando razones para que se compre
  - C diciendo cómo la idea de dos niños se convirtió en un juguete popular
  - D comparando un juguete Nuevo con otros juguetes que son parecidos
  
2. ¿Cómo organiza el autor los párrafos del 3 al 6 en este artículo?
  - A El autor explica cómo fue que se dañó el arte rupestre y qué están haciendo las personas encargadas del parque para protegerlo.
  - B El autor compara Hueco Tanks antes y después de que se declarara parque histórico estatal.
  - C El autor describe los diferentes grupos de personas que dejaron arte impreso sobre las rocas de Hueco Tanks.
  - D El autor cuenta acerca de la tecnología que los científicos están usando para descubrir nuevos dibujos y pinturas.

# *Appendix*

## *Resources to support Text Structure Instruction*

## **Questions that Evoke Conversation**

### **Text Structure**

**What type of text is this? How do you know?**

**What text features has the author used to help you understand what you are reading?  
How do they help you?**

**How do you think the author organized the information?**

**Why do you think the author chose to organize the information in this way?**

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## **Questions that Evoke Conversation**

### **Text Structure**

**What type of text is this? How do you know?**

**What text features has the author used to help you understand what you are reading?  
How do they help you?**

**How do you think the author organized the information?**

**Why do you think the author chose to organize the information in this way?**

**Preguntas para promover la conversación**

**Estructura del texto**

**¿Qué tipo de texto es éste? ¿Cómo sabes?**

**¿Qué elementos del texto ha usado el autor para ayudarte a comprender lo que estás leyendo? ¿Cómo te ayudan?**

**¿Cómo crees que el autor organizó la información?**

**¿Por qué crees que el autor decidió organizar la información de esta manera?**

---

**Preguntas para promover la conversación**

**Estructura del texto**

**¿Qué tipo de texto es éste? ¿Cómo sabes?**

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**¿Cómo crees que el autor organizó la información?**

**¿Por qué crees que el autor decidió organizar la información de esta manera?**

# Aligning Curriculum, Instruction, and Assessment

Use multiple text features and graphics to make predictions and gain an overview of the contents of text and to locate information.

<p><b>SEs posted in language of TEKS</b> 7(L1) Distinguish between fiction and nonfiction.</p> <p>Use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text. (3<sup>rd</sup>/4<sup>th</sup> grades)</p> <p>Use multiple text features and graphics to gain an overview of the contents of text and to locate information. (5<sup>th</sup>)</p>	<p><b>Curricular assessments aligned to SEs</b></p> <p>Understand that text features provide information that will support the building of meaning. Can students make predictions about the content of a new piece of text by studying text features? What information is provided by specific text features (purpose of the text feature)?</p>	<p><b>SEs paraphrased in student language</b></p> <p>Use text features to make predictions and find information in the text that I am reading,</p>						
<p><b>Models of SEs available to students</b> Enlarged text containing multiple text featured labeled, poster listing text features and the purpose for each.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Feature</th> <th style="width: 50%;">Purpose</th> </tr> </thead> <tbody> <tr> <td>Title</td> <td>tells us what we'll Be reading about</td> </tr> <tr> <td>Photograph</td> <td>shows us exactly what something looks like</td> </tr> </tbody> </table> <p>*Add to chart as you discover new text features</p>	Feature	Purpose	Title	tells us what we'll Be reading about	Photograph	shows us exactly what something looks like	<p><b>Instruction explicitly teaching the SE</b> Teacher finds fiction and nonfiction texts (possibly on same topic) to show and compare the various text features of fiction/nonfiction.</p> <p>During shared reading of nonfiction text with multiple text features, teacher leads students to locate text feature, determine the purpose of the feature and after discussing all, predict what selection will be about and where certain information might be located.</p>	<p><b>Use of academic language (language of SEs) by teacher</b></p> <p>Teacher will teach and appropriately use terms like:</p> <p><i>Title, Table of Contents, Index, Photos, Captions, Diagrams, Glossary, Bold Print, Headings, Sub-titles</i></p>
Feature	Purpose							
Title	tells us what we'll Be reading about							
Photograph	shows us exactly what something looks like							
<p><b>Use of academic language (language of SEs) by student</b></p> <p>Students appropriately use terms like: <i>Title, Table of Contents, Index, Photos, Captions, Diagrams, Glossary, Bold Print, Headings, Sub-titles.</i></p> <p>Students use terms both in speaking and in journals and writing.</p>	<p><b>Student work aligned to SE</b></p> <p>Have student read independently in an array of nonfiction books and articles. Find features and record their purposes on own Feature/Purpose chart.</p> <p>Students might examine an article with multiple text features (content covered by sticky notes and copied), make predictions about content in writing, then read article to confirm/adjust predictions, discuss.</p>	<p><b>Evidence of planning across grade level</b></p> <p>Artifacts and Anchors of Support posted</p> <p>Common student work displayed</p> <p>Use of academic language by students</p>						

## **Websites on Identifying Text Structure:**

Literacy Matters: Text Structure

<http://www.literacymatters.org/content/text/intro.htm#geninfo>

Text Structure Resources

<http://www.literacyleader.com/?q=textstructure>

Text Structure

<http://forpd.ucf.edu/strategies/strattextstructure.html>

Structural Clues in Nonfiction - PDF

[http://www.eastsideliteracy.org/tutorsupport/documents/HO\\_StructuralClues.pdf](http://www.eastsideliteracy.org/tutorsupport/documents/HO_StructuralClues.pdf)

## **Resources for teaching text structure**

[http://t4.jordan.k12.ut.us/teacher\\_resources/inspiration\\_templates/#cause](http://t4.jordan.k12.ut.us/teacher_resources/inspiration_templates/#cause) – printable graphic organizers for various text types; also features downloadable organizers in Inspiration or Adobe to use for Powerpoints or Smartboards.

<http://www.literacymatters.org/content/text/intro.htm> - good info on instructional techniques for text structure, with links to many helpful sites which contain lesson plans, organizers, and more.

<http://teacher.scholastic.com/reading/bestpractices/nonfiction/fiveTextStructures.pdf> - a printable STUDENT page from Scholastic.

[http://www.heinemannlibrary.com/tools/Nonfiction\\_Instruction.pdf](http://www.heinemannlibrary.com/tools/Nonfiction_Instruction.pdf) - good basic information for students or teachers from Heinemann.