

Sample Comprehension Lesson Plan: Get the Gist Strategy

Objective: Students will use the *Get the Gist* strategy to improve comprehension by identifying the author's main idea.

CCR ELA Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Time 8 - 12 lessons: Explanation, modeling, and initial whole group guided practice will take 2 days. Time beyond that will depend on how much guided practice the students need to master the strategy. Once they can successfully use the Get the Gist strategy to identify the main idea in texts at their instructional level for comprehension they will apply the strategy to comprehend texts at higher levels.

Assessment: The students will correctly identify the main ideas of the passages in increasingly difficult levels of text.

Steps	Materials
Explain: <i>Over the next several lessons we are going to be learning to use a strategy called “Get the Gist”. Getting the gist of something means that you are getting the main idea of it. Using this strategy will help you in two ways. First, it will help you in making sure that you are getting the most important information from what you read. And second, it will help you to create main idea sentences that will improve your ability to understand and remember what you read.</i>	
Model getting the gist using a picture or a short video. Walk through my thinking as I work through all the steps of getting the gist while the students watch and listen. <i>When I use “Get the Gist”, I start by asking myself: “Who or what is this mostly about?” So looking at this picture I see (list some key things about the picture). I would say that the picture is mostly about (fill in what the picture is about). Then I ask myself: “What is the most important thing about (what the picture is mostly about)?” And I look at the picture again and I see that (fill in more details about the picture). So now, what I’d want to do is to create a sentence about the gist, or main idea, of this picture. And I would want the sentence to be brief, let’s say about 10 words or so. Let me give it a try... (count the words on my fingers as I say the sentence) That’s _ (fill in number of words)_ words. Pretty good! I got the most important information from the picture and created a main idea sentence with only ___ words. So, if this picture were at the beginning of a story, my sentence would help me to understand and remember how the story started. Make sense so far?</i>	Picture or short video I will use

<p>Model with a short text at the 4th grade level. Read the text aloud, then walk through the steps of getting the gist while the students watch and listen.</p> <p><i>So now, let me try the “Get the Gist” strategy with a text instead of a picture. There’s a lot of information in this paragraph! But, using my strategy, I’m going to ask myself: “Who or what is this mostly about?” I read ...but I think that what this paragraph is mostly about is And I think that because...(I will highlight words and relate them all to the topic.) So now I need to ask myself: “What is the most important thing the author is saying about?” And I would have to say that the most important thing the author is saying about is (I will highlight the words in the text). Now I need to create a brief sentence about the gist, or main idea, of the paragraph. Let me give it a try... (count on my fingers) and say t.... __ words! Pretty good. Let me see if I can say it another way.... __ words! Often there is more than one way to state a main idea. So, it’s important to remember that there’s often not just one right answer.</i></p>	<p>4th grade short text I will use</p>
<p>Guided practice with lots of support: Engage the students in whole group guided practice using another short text at the 4th grade level. Provide support, but be sure the students are actively involved in providing information about the gist of the paragraph.</p>	<p>4th grade short text I will use</p>
<p>Guided practice with medium support: Give students a short text at their instructional level. Put them in pairs or small groups and have them work on getting the gist. Circulate. Give students a handout with a reminder of the three steps as scaffolding (1. <i>Who or what is this mostly about?</i> 2. <i>What is the most important thing the author is saying about this topic?</i> 3. <i>Create a brief sentence about the gist, or main idea, of the paragraph.</i>) Repeat this step with different texts at the students’ instructional levels as necessary until students are able to be successful on their own.</p>	<p>Get the Gist Scaffolding handout</p> <p>Short texts from the list below at the students’ instructional level for comprehension</p>
<p>Guided practice with medium support - longer passages: Give the students longer texts at their instructional levels and have them work in pairs to get the gist. Check in with each pair as they work to monitor their use of the strategy and to provide support if needed. They should use the scaffolding handout. Repeat this step with different texts at the students’ instructional levels as necessary until students are able to be successful on their own.</p>	<p>Get the Gist Scaffolding handout</p> <p>Longer texts from the list below at the students’ instructional level for comprehension</p>
<p>Guided practice with less support: Give the students longer texts at their instructional levels and have them work individually to get the gist. They should use the scaffolding handout. Check in with each student as they work to monitor</p>	<p>Get the Gist Scaffolding handout</p>

their use of the strategy and to provide support if needed. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.	Longer texts from the list below at the students' instructional level for comprehension
Application: Give the students longer texts at their instructional levels and have them work individually to get the gist. They may choose to use the scaffolding handout or not. They can choose not to write the topic and main point, but must write the summarizing sentences. Engage then students in a discussion about their assignment. Have them share the gist of the texts they read and talk about how they found the gist. Encourage students to reflect on the process they used to get the gist and how it helped them to understand and remember what they read. Ask students to think about how they could apply this strategy for different types of reading they do (e.g., helping children with schoolwork, reading on the job, studying in other classes, etc.). Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.	Get the Gist Scaffolding handout Longer texts from the list below at the students' instructional level for comprehension
Application: Once a student can consistently use the strategy to understand text at their instructional level for comprehension have them use the strategy to understand text at the next higher level until they can consistently apply the strategy to understand grade text.	Get the Gist Scaffolding handout Longer texts from the list below

Texts to select from

Grade level	Shorter Texts	Longer Texts
4		
5		
6		
7		
8		

Sample Comprehension Lesson Plan: Recognizing Text Structure - Compare/Contrast Strategy

Objective: Students will use the *Recognizing Text Structure* strategy to improve comprehension by analyzing the structure of the text to understand the author's purpose in writing a text and why certain information is included.

CCR ELA Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA Reading Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA Reading Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Time 8 - 12 lessons: Explanation, modeling, and initial whole group guided practice will take 2 days. Time beyond that will depend on how much guided practice the students need to master the strategy. Once they can successfully use the Recognizing Text Structure strategy to analyze the author's purpose and message they will apply the strategy to comprehend texts at higher levels.

Assessment: The students will correctly identify the structure of the text and use graphic organizers to identify relationships between key ideas and details presented in increasingly difficult levels of text.

Steps	Materials
<p>Explain: <i>Over the next several lessons we are going to be learning to use a strategy called "Recognizing Text Structures". Just as we readers have different reasons for reading, authors have different reasons for writing. They may want to show how things are alike or different. They may want to show how events are related. Or, they may want to outline a problem and its possible solutions. Whatever their purpose, their reason for writing determines how they organize their ideas, or the structure of their writing. We call the kinds of organization authors use their text structures.</i></p> <p><i>One simple text structure that you are probably familiar with is chronological, or sequence structure.</i></p>	<p>Graphic showing sequence with signal words; short paragraph with signal words highlighted or in bold; sequence graphic organizer</p>

<p><i>Authors use this text structure to show events that happened over time or a set of steps that must be presented in order. The author uses certain words to signal the order that things happen like first, next, at the same time, then, and finally. If you know to look for these words it's easy to pick out the important information and list it on an organizational tool like a graphic organizer.</i></p> <p><i>Showing events in a sequence is just one purpose an author can have for writing. Over the next several class sessions, we are going to learn about several different text structures. When you understand and recognize these text structures, it can help you to know why the author is writing, and that makes it easier to find the important ideas and to understand and learn from what you read. This is a very important skill that is helpful when you are taking a test, like the GED, over information you read.</i></p>	
<p>Model Compare/Contrast using a very short text at the 4th grade level. Walk through my thinking out loud while the students watch and listen.</p> <p><i>Recognizing the sequence text structure is pretty easy for most of us. We can easily see if there are steps to follow in order or a description of events that happened and the signal words stand out in the text. But some text structures are harder to recognize. Let me show you how you can use text structures to understand another kind of text.</i></p> <p><i>(Show a short text for modeling and read it aloud.) The first thing I ask myself is "What is this about?" And I think it's about (topic of the text). Then I ask myself "What is the most important thing the author is saying about (topic of the text)? One thing I notice is that the author has used some words that give me a clue about the purpose: (list compare/contrast signal words used in the text). Some of them like (list compare signal words) tell me something that's true for both (things that the text is comparing). And words like (list contrast signal words) are signals to me that the author is telling me how they aren't the same. And to help me keep track of all this, I'm going to use a picture to organize the author's information. (draw or project a Venn diagram and fill it in as I talk) In the left hand circle, I'm going to put only what the author says about (first topic from the text; list out the points as I add them to the circle). In the right hand circle, I'm going to put what the author says about (second topic from the text; list out the points as I add them to the circle). And in the middle area that the circles share I'm going to put what's common between both. (list the common points as I add them to the middle of the Venn diagram.) By using this picture it's easy for me to organize the information and remember it better.</i></p> <p><i>Let's try another one.</i></p>	<p>Very short (2-3 sentences) 4th grade text I will use to compare/contrast</p> <p>blank Venn diagram graphic organizer</p>
<p>Model with another short text at the 4th grade level. I will project the text so the students can see it and read the text aloud, then ask myself what the text is mostly about and call out the signal words for</p>	<p>4th grade short text I will use</p>

<p>Compare/Contrast. As I list the signal words I will highlight them in the text.</p> <p><i>Identifying the structure of the text helps me to think about the author's purpose and to identify the important information to remember from the text. Let me see how the compare/contrast text structure strategy would work if I try it with a longer text. (read the text aloud)</i></p> <p><i>So, what is the passage mostly about? I'm going to say this passage is about (the topic of the passage). Right away I notice some words that are signaling the author's purpose. I see (highlight the compare/contrast signal words in the passage). These words are telling me that the author's purpose is to compare and contrast (the two topics in the passage).</i></p> <p><i>Using the diagram like before helps me organize what the author is saying. I'll put (topic one) on the left and (topic two) on the right. In the middle I'll put what's common to both. Since the author started with (topic one, topic two, or common elements) I'll start there, too. (List information about each topic and the common elements on the Venn diagram as I read through the passage again. Make comments about new things I'm learning from the passage as I go.)</i></p> <p><i>Let's try another one together.</i></p>	<p>Blank Venn diagram graphic organizer</p>
<p>Guided practice with lots of support: Engage the students in whole group guided practice using another short text at the 4th grade level. Provide support, but be sure the students are actively involved in determining what the text is about, finding signal words, and completing the Venn diagram.</p> <p><i>Let's look at another passage, and this time we'll try the strategy together.</i></p> <p>Read the text out loud.</p> <p><i>So...what's it mostly about?...Are there any words that tip us off to the author's purpose in writing about this topic?...</i></p> <p><i>What do these words tell us about the author's purpose?...Following the same strategy I've been using, what should we do next?</i></p> <p>Students should recognize that the next step is to fill in the Venn diagram. <i>So, what should we put in the middle?</i> Students should identify that common characteristics go in the middle part of the diagram. <i>What does the author tell us about how these things are alike?</i> Give the</p>	<p>4th grade short text I will use</p> <p>Blank Venn diagram graphic organizer</p>

<p>students a few minutes to think and review the text, then ask them for ideas, helping them to focus on the main similarities. Make sure students are filling in their own Venn diagrams as I complete the one I am sharing.</p> <p><i>What's the next question we should ask ourselves?</i> When students respond with “How are they different?” ask, <i>What does the author tell us about how they're different?</i> As students respond make sure they are adding information to the correct section of their Venn diagrams. Remind students that recognizing an author's purpose will help them to understand and remember information from a text.</p>	
<p>Guided practice with medium support: Give students a short text at their instructional level. Put them in pairs or small groups and have them work on the compare/contrast text structure. Circulate. Give students a blank Venn diagram and a list of Compare/Contrast signal words as scaffolding. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Blank Venn diagram graphic organizer with list of signal words</p> <p>Short texts from the list below at the students' instructional level for comprehension</p>
<p>Guided practice with medium support - longer passages: Give the students longer texts at their instructional levels and have them work in pairs on the Compare/Contrast text structure. Check in with each pair as they work to monitor their use of the strategy and to provide support if needed. They should use the Venn diagram handout. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Blank Venn diagram graphic organizer with list of signal words</p> <p>Longer texts from the list below at the students' instructional level for comprehension</p>
<p>Guided practice with less support: Give the students longer texts at their instructional levels and have them work individually using Compare/Contrast. They should use the Venn diagram handout. Check in with each student as they work to monitor their use of the strategy and to provide support if needed. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Blank Venn diagram graphic organizer with list of signal words</p> <p>Longer texts from the list below at the students' instructional level for comprehension</p>
<p>Application: Give the students longer texts at their instructional levels and have them work individually to Compare/Contrast. Engage the students in a discussion about their assignment. Have them share what</p>	<p>Blank Venn diagram graphic organizer with list of signal words</p>

the texts they read are about and talk about how they identified signal words. Encourage students to reflect on the process they used to determine the text structure and how it helped them to analyze the author's purpose. Ask students to think about how they could apply this strategy for different types of reading they do (e.g., helping children with schoolwork, reading on the job, studying in other classes, etc.). Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.	Longer texts from the list below at the students' instructional level for comprehension
<p>Application: Once a student can consistently use the strategy to understand text at their instructional level for comprehension have them use the strategy to understand text at the next higher level until they can consistently apply the strategy to understand grade appropriate text.</p> <p>Next, introduce the Cause/Effect strategy to students using the Sample Comprehension Lesson Plan: Recognizing Text Structure - Cause/Effect Strategy template.</p>	<p>Blank Venn diagram graphic organizer with list of signal words</p> <p>Longer texts from the list below</p>

Texts to select from

Grade level	Shorter Texts	Longer Texts
4		
5		
6		
7		
8		

Sample Comprehension Lesson Plan: Recognizing Text Structure - Cause/Effect Strategy

Objective: Students will use the *Recognizing Text Structure* strategy to improve comprehension by analyzing the structure of the text to understand the author's purpose in writing a text and why certain information is included.

CCR ELA Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA Reading Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA Reading Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Time 8 - 12 lessons: Explanation, modeling, and initial whole group guided practice will take 2 days. Time beyond that will depend on how much guided practice the students need to master the strategy. Once they can successfully use the Recognizing Text Structure strategy to analyze the author's purpose and message they will apply the strategy to comprehend texts at higher levels.

Assessment: The students will correctly identify the structure of the text and use graphic organizers to identify relationships between key ideas and details presented in increasingly difficult levels of text.

Steps	Materials
<p>Explain: <i>We've been talking about how an author's purpose affects the way information is presented, and how certain words the author uses can give us a clue to the purpose of the text. We've also been looking at how knowing the author's purpose can help us to locate and organize the important information in a text so we can understand and learn from what we read.</i></p> <p><i>Until now, we've been focused on texts that use the Compare/Contrast structure to organize information about two things that are different but share common characteristics. Today we're going to look at a different kind of text while still focusing on the structure and what it tells us about the author's purpose.</i></p>	<p>Graphic showing the relationship between purpose and structure.</p>

<p>Model Cause/Effect using a very short text at the 4th grade level. Read the text aloud then walk through my thinking out loud while the students watch and listen.</p> <p><i>I can use the same process I followed to figure out the structure of the compare/contrast texts I've been working on to recognize this new structure and what it tells me about the author's purpose.</i></p> <p><i>(Show a short text for modeling and read it aloud.) The first thing I ask myself is "What is this about?" And I think it's about (topic of the text). Then I ask myself "What is the most important thing the author is saying about (topic of the text)? Just like in the compare/contrast texts I've been working on, the author has used some words that give me a clue about the purpose: (list cause/effect signal words used in the text). In this passage, the words seem to be pointing to a relationship between certain things, like (list the causes and effects from the passage). When I see words like (so, because, as a result, etc.) it tells me that (effect/effects from the text) was caused by (cause/causes from the text). There's a lot of information here, and I need to make sure I understand the relationships between all the pieces of information. I'm going to use an organizer to help me focus on the important information and organize it so I can understand what the author is telling me. (draw or project a cause/effect diagram and fill it in as I talk) I already found one important piece of information when I figured out the most important thing the author was saying about (topic of the text). The author wanted me to understand that this happened. Now I have to ask myself, is this the cause of other things in text, or is it the effect of those things happening? This can be tricky, because you can have one cause with multiple effects, or multiple causes with one effect, so you really have to look at the signal words to see how these things are related. (Underline the causes and effects in the passage and highlight the signal words that link them. Explain how the signal words indicate whether an item is a cause or an effect, and fill out the cause/effect graphic organizer accordingly.) By using this chart it's easy for me to organize the information, see the relationships, and remember what I read.</i></p> <p><i>Let's try another one.</i></p>	<p>Short 4th grade cause/effect text I will use to model</p> <p>Blank cause/effect graphic organizer</p>
<p>Model with another short text at the 4th grade level. I will project the text so the students can see it and read the text aloud, then ask myself what the text is mostly about and call out the signal words for Cause/Effect. I will underline causes and effects and highlight signal words as I encounter them in the text.</p> <p><i>Identifying the structure of the text helps me to think about the author's purpose and to identify the important information to remember from the text. Let me see how the cause/effect text structure strategy would work if I try it with a longer text. (read the text aloud)</i></p> <p><i>So, what is the passage mostly about? I'm going to say this passage is about (the topic of the passage).</i></p>	<p>4th grade short text I will use</p> <p>Blank cause/effect graphic organizer</p>

<p><i>Right away I notice some words that are signaling the author's purpose. I see (highlight the cause/effect signal words in the passage). These words are telling me that the author's purpose is to show the relationship between (the causes and effects in the passage).</i></p> <p><i>Using the diagram like before helps me organize what the author is saying. Because I know the passage is about (the topic of the passage) I'll underline that, and then look for other things that could be causes or effects. (Underline causes and effects as I read through the passage again. Highlight the signal words and call attention to how they describe the relationships between causes and effects. As I determine causes and effects, write them on the cause/effect graphic organizer.)</i></p> <p><i>Let's try another one together.</i></p>	
<p>Guided practice with lots of support: Engage the students in whole group guided practice using another short text at the 4th grade level. Provide support, but be sure the students are actively involved in determining what the text is about, finding signal words, and completing the cause/effect graphic organizer.</p> <p><i>Let's look at another passage, and this time we'll try the strategy together.</i></p> <p>Read the text out loud.</p> <p><i>So...what's it mostly about?...Are there any words that tip us off to the author's purpose in writing about this topic?...</i></p> <p><i>What do these words tell us about the author's purpose?...Following the same strategy I've been using, what should we do next?</i></p> <p>Students should recognize that the next steps are to underline the causes and effects and highlight the signal words, then use the information to fill in the cause/effect graphic organizer. <i>So, what should we underline?</i> Students should identify the causes and effects listed in the passage. <i>What are the signal words? What do they tell us about what is a cause and what is an effect?</i> Allow students time to identify and highlight the signal words and to discuss which words point to causes and which words indicate effects. <i>How should I organize this information on my chart?</i> Give the students a few minutes to think and review the text, then ask them for ideas, helping them to focus on the relationships between causes and effects. Make sure students are filling in their own cause/effect charts as I complete the one I am sharing. Remind students that recognizing an author's purpose will help them to understand and remember information from a text.</p>	<p>4th grade short text I will use</p> <p>Blank cause/effect graphic organizer</p>

<p>Guided practice with medium support: Give students a short text at their instructional level. Put them in pairs or small groups and have them work on the Cause/Effect text structure. Circulate. Give students a blank cause/effect chart and a list of Cause/Effect signal words as scaffolding. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Blank cause/effect graphic organizer with list of signal words</p> <p>Short texts from the list below at the students' instructional level for comprehension</p>
<p>Guided practice with medium support - longer passages: Give the students longer texts at their instructional levels and have them work in pairs on the Cause/Effect text structure. Check in with each pair as they work to monitor their use of the strategy and to provide support if needed. They should use the cause/effect handout. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Blank cause/effect graphic organizer with list of signal words</p> <p>Longer texts from the list below at the students' instructional level for comprehension</p>
<p>Guided practice with less support: Give the students longer texts at their instructional levels and have them work individually using Cause/Effect. They should use the cause/effect handout. Check in with each student as they work to monitor their use of the strategy and to provide support if needed. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Blank cause/effect graphic organizer with list of signal words</p> <p>Longer texts from the list below at the students' instructional level for comprehension</p>
<p>Application: Give the students longer texts at their instructional levels and have them work individually to identify Cause/Effect. Engage the students in a discussion about their assignment. Have them share what the texts they read are about and talk about how they identified signal words. Encourage students to reflect on the process they used to determine the text structure and how it helped them to analyze the author's purpose. Ask students to think about how they could apply this strategy for different types of reading they do (e.g., helping children with schoolwork, reading on the job, studying in other classes, etc.). Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Blank cause/effect graphic organizer with list of signal words</p> <p>Longer texts from the list below at the students' instructional level for comprehension</p>
<p>Application: Once a student can consistently use the strategy to understand text at their instructional level for</p>	<p>Blank cause/effect graphic organizer with list of signal</p>

comprehension, have them use the strategy to understand text at the next higher level until they can consistently apply the strategy to understand grade appropriate text.

Next, have students practice identifying whether texts follow the Compare/Contrast structure or the Cause/Effect structure using the **Sample Comprehension Lesson Plan: Which Text Structure?** template.

words

Longer texts from the list below

Texts to select from

Grade level	Shorter Texts	Longer Texts
4		
5		
6		
7		
8		

Sample Comprehension Lesson Plan: Which Text Structure?

Objective: Students will use the *Recognizing Text Structure* strategy to improve comprehension by analyzing the structure of the text to understand the author's purpose in writing a text and why certain information is included.

CCR ELA Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA Reading Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA Reading Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Time 6 - 8 lessons: Explanation, modeling, and initial whole group guided practice will take 2 days. Time beyond that will depend on how much guided practice the students need to master the strategy. Once they can successfully use the Recognizing Text Structure strategy to analyze the author's purpose and message they will apply the strategy to comprehend texts at higher levels.

Assessment: The students will correctly identify the structure of the text and use graphic organizers to identify relationships between key ideas and details presented in increasingly difficult levels of text.

Steps	Materials
<p>Explain: <i>We've been talking about how an author's purpose affects the way information is presented, and how certain words the author uses can give us a clue to the purpose of the text. We've also been looking at how knowing the author's purpose can help us to locate and organize the important information in a text so we can understand and learn from what we read.</i></p> <p><i>So far, we've worked with the Compare/Contrast and Cause/Effect text structures. These two structures are very common. I can tell which structure an author is using by looking at the signal words. But many times, an author will use more than one text structure in a passage. As readers, we need to be aware</i></p>	<p>Graphic showing the relationship between purpose and structure.</p>

<p><i>that multiple text structures could be used in a single text. Let's look at a text that is organized using multiple structures.</i></p>	
<p>Model Mixed structure text containing Compare/Contrast, Cause/Effect, and/or Sequence structures using a very short text at the 4th grade level. Read the text aloud then walk through my thinking out loud while the students watch and listen.</p> <p><i>I can stick with the process I followed to figure out the structure of the other texts I've been working on to recognize this new structure and what it tells me about the author's purpose.</i></p> <p><i>(Show a short text for modeling and read it aloud.) The first thing I always ask myself is "What is this about?" And I think it's about (topic of the text). Then I ask myself "What is the most important thing the author is saying about (topic of the text)? With the other texts I've done I looked for words the author used that give me clues about the purpose. I'm still going to do that, but I'm going to be sure to include all the signal words. I can see quite a few words that give me a clue about the author's purpose: (list signal words used in the text and highlight or underline them in the passage). I see words like (list the signal words from the first structure in the passage). They tell me that one purpose the author had was (comparing and contrasting, showing cause and effect, listing items in a sequence, etc.) But I also see words like (list the signal words from the next structure in the passage). They tell me that another purpose the author had was (comparing and contrasting, showing cause and effect, listing items in a sequence, etc.) I need to keep the information straight, so I'm sure I'm understanding the author's message and purpose. I'm not only going to use two graphic organizers to help me sort and arrange all this information. I'm also going to highlight the information in different colors so I can see what fits together. (Draw or project graphic organizers for each structure. Use different colors to highlight the information and talk through the process as I work) I already found one important piece of information when I figured out the most important thing the author was saying about (topic of the text). Now I ask myself, how does all of this information work together to support what the author wants me to know? (Mark the key information in the passage and talk about how the information from one structure supports or enhances the information from the other structure. For example, does the author use the Cause/Effect structure to illustrate an event and the Compare/Contrast structure to show the relationship between effects? Does the author use the Sequence structure to show the progression of a chain of effects? Fill out the graphic organizers and discuss the way the information on them is related as I go.) By using the charts it's easier for me to organize all of this information, see the relationships, and remember what I read.</i></p> <p><i>Let's try another one.</i></p>	<p>Short 4th grade mixed text I will use to model</p> <p>Blank graphic organizers for various text structures</p>
<p>Model with another short text at the 4th grade level. I will project the text so the students can see it and</p>	<p>4th grade short text I will</p>

<p>read the text aloud, then ask myself what the text is mostly about and call out the signal words for each structure. I will underline or highlight signal words as I encounter them in the text.</p> <p><i>Identifying the structures of the text helps me to think about the author's purpose and to identify the important information to remember from the text. Let me see how mixed text structures would look in a longer text. (read the text aloud)</i></p> <p><i>So, what is the passage mostly about? I'm going to say this passage is about (the topic of the passage). Right away I notice some words that are signaling the author's purpose. I see (highlight the signal words for the first structure in the passage). These words are telling me that one purpose the author has is (comparing and contrasting, showing cause and effect, listing items in a sequence, etc.). I want to keep looking, because the author might have had more than one purpose for writing this piece. Now I see (highlight signal words for the next structure in the passage) and they're telling me another purpose of the author is (comparing and contrasting, showing cause and effect, listing items in a sequence, etc.).</i></p> <p><i>Using the diagram like before helps me organize what the author is saying and understanding the relationships between the pieces of information. (Mark the key information in the passage and talk about how the information from one structure supports or enhances the information from the other structure. Fill out the graphic organizers and discuss the way the information on them is related as I go.)</i></p> <p><i>Let's try another one together.</i></p>	<p>use</p> <p>Blank graphic organizers</p>
<p>Guided practice with lots of support: Engage the students in whole group guided practice using another short text at the 4th grade level. Provide support, but be sure the students are actively involved in determining what the text is about, finding signal words, and completing the graphic organizers.</p> <p><i>Let's look at another passage, and this time we'll try the strategy together.</i></p> <p>Read the text out loud.</p> <p><i>So...what's it mostly about?...Are there any words that tip us off to the author's purpose in writing about this topic?...</i></p> <p><i>What do these words tell us about the author's purpose?...Following the same strategy I've been using, what should we do next?</i></p>	<p>4th grade short text I will use</p> <p>Blank graphic organizers</p>

<p>Students should recognize that the next steps are to highlight the signal words, use them to identify the text structures in the passage, then use the information to fill in the graphic organizers.</p> <p><i>What are the signal words? What do they tell us about this text structure?</i> Allow students time to identify and highlight the signal words and to discuss which structure they point to. <i>Are there signal words that point to another structure? What are they? What do they tell us about this structure?</i> Allow students time to identify and highlight the signal words and to discuss which structure they point to. <i>How should I organize this information on my chart?</i> Give the students a few minutes to think and review the text, then ask them for ideas, helping them to focus on the relationships between pieces of information. Make sure students are filling in their own charts as I complete the one I am sharing. Remind students that recognizing an author's purpose will help them to understand and remember information from a text.</p>	
<p>Guided practice with medium support:</p> <p>Give students a short text at their instructional level. Put them in pairs or small groups and have them work on the mixed text structure. Circulate. Give students blank graphic organizers and a list of signal words as scaffolding. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Blank graphic organizers with list of signal words</p> <p>Short texts from the list below at the students' instructional level for comprehension</p>
<p>Guided practice with medium support - longer passages:</p> <p>Give the students longer texts at their instructional levels and have them work in pairs on the mixed text structure. Check in with each pair as they work to monitor their use of the strategy and to provide support if needed. They should use the cause/effect handout. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Blank graphic organizers with list of signal words</p> <p>Longer texts from the list below at the students' instructional level for comprehension</p>
<p>Guided practice with less support:</p> <p>Give the students longer texts at their instructional levels and have them work individually using mixed text structures. They should use the organizers. Check in with each student as they work to monitor their use of the strategy and to provide support if needed. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Blank graphic organizers with list of signal words</p> <p>Longer texts from the list below at the students' instructional level for comprehension</p>
<p>Application:</p> <p>Give the students longer texts at their instructional levels and have them work individually to identify mixed text structures. Engage the students in a discussion about their assignment. Have them share what the texts they read are about and talk about how they identified signal words. Encourage students</p>	<p>Blank graphic organizers with list of signal words</p> <p>Longer texts from the list</p>

to reflect on the process they used to determine the text structure and how it helped them to analyze the author's purpose. Ask students to think about how they could apply this strategy for different types of reading they do (e.g., helping children with schoolwork, reading on the job, studying in other classes, etc.). Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.	below at the students' instructional level for comprehension
<p>Application: Once a student can consistently use the strategy to understand text at their instructional level for comprehension, have them use the strategy to understand text at the next higher level until they can consistently apply the strategy to understand grade appropriate text.</p> <p>Next, introduce the Cause/Effect strategy to students using the Sample Comprehension Lesson Plan: Recognizing Text Structure - Problem/Solution Strategy template.</p>	<p>Blank graphic organizers with list of signal words</p> <p>Longer texts from the list below</p>

Texts to select from

Grade level	Shorter Texts	Longer Texts
4		
5		
6		
7		
8		

Sample Comprehension Lesson Plan: Recognizing Text Structure - Problem/Solution Strategy

Objective: Students will use the *Recognizing Text Structure* strategy to improve comprehension by analyzing the structure of the text to understand the author's purpose in writing a text and why certain information is included.

CCR ELA Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA Reading Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA Reading Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Time 8 - 12 lessons: Explanation, modeling, and initial whole group guided practice will take 2 days. Time beyond that will depend on how much guided practice the students need to master the strategy. Once they can successfully use the Recognizing Text Structure strategy to analyze the author's purpose and message they will apply the strategy to comprehend texts at higher levels.

Assessment: The students will correctly identify the structure of the text and use graphic organizers to identify relationships between key ideas and details presented in increasingly difficult levels of text.

Steps	Materials
<p>Explain: <i>We've been talking about how an author's purpose affects the way information is presented, and how certain words the author uses can give us a clue to the purpose of the text. We've also been looking at how knowing the author's purpose can help us to locate and organize the important information in a text so we can understand and learn from what we read.</i></p> <p><i>We've looked at a few different text structures so far. Today we're going to look at one more kind of text while still focusing on the structure and what it tells us about the author's purpose.</i></p>	<p>Graphic showing the relationship between purpose and structure.</p>

<p>Model Problem/Solution using a very short text at the 4th grade level. Read the text aloud then walk through my thinking out loud while the students watch and listen.</p> <p><i>I can use the same process I followed to figure out the structure of the compare/contrast texts I've been working on to recognize this new structure and what it tells me about the author's purpose.</i></p> <p><i>(Show a short text for modeling and read it aloud.) The first thing I ask myself is "What is this about?" And I think it's about (topic of the text). Then I ask myself "What is the most important thing the author is saying about (topic of the text)? Just like in the other texts I've been working on, the author has used some words that give me a clue about the purpose: (list problem/solution signal words used in the text). In this passage, the words seem to be pointing to a relationship between certain things, like (list the problems, steps, and solutions from the passage). Actually, this structure looks a lot like the cause/effect texts that we were working on before. Is this a Cause/Effect text? I can see some of the same signal words that I looked for in Cause/Effect texts. But here's something new: this word (highlight the signal word that indicates a possible solution) makes me think that this is a different kind of text. In a Cause/Effect text the author shows how one event leads to another. Here, though, the author seems to be showing that there is some kind of problem that needs to be addressed and then gives a possible solution to that problem. The author also lists the steps that were or could be taken to solve the problem. This looks pretty complicated. I need to make sure I understand the relationships between all the pieces of information. I'm going to use an organizer to help me focus on the important information and organize it so I can understand what the author is telling me. (draw or project a problem/solution diagram and fill it in as I talk) I know the most important thing the author was saying about (topic of the text). The author wanted me to understand that there is a problem, and that he/she is proposing a solution. (Underline or highlight the problem, solution, and signal words in the passage.) I can see from the signal words what the problem is and what the proposed solution is. There's some more information here, though, that I think might be important. It's an explanation of the steps people need to take to get to the solution. This information is important because it explains how the solution works and why the author thinks it's a good answer to the problem. I can see how the steps to the solution are organized by looking at more signal words. (Highlight the signal words that indicate the steps. If there is a clear structure such as sequence or cause/effect in the steps I should draw students' attention to it.) I can fill in the steps on my chart so I'll understand how the author connected the problem to the solution. By using this chart it's easy for me to organize the information, see the relationships, and remember what I read.</i></p> <p><i>Let's try another one.</i></p>	<p>Short 4th grade problem/solution text I will use to model</p> <p>Blank problem/solution graphic organizer</p>
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<p>Model with another short text at the 4th grade level. I will project the text so the students can see it and read the text aloud, then ask myself what the text is mostly about and call out the signal words for Problem/Solution. I will underline the problem, solution, and steps and highlight signal words as I encounter them in the text.</p> <p><i>Identifying the structure of the text helps me to think about the author's purpose and to identify the important information to remember from the text. Let me see how the problem/solution text structure strategy would work if I try it with a longer text. (read the text aloud)</i></p> <p><i>So, what is the passage mostly about? I'm going to say this passage is about (the topic of the passage). Right away I notice some words that are signaling the author's purpose. I see (highlight the problem/solution signal words in the passage). These words are telling me that the author's purpose is to identify a problem and a possible solution to it.</i></p> <p><i>Using the diagram like before helps me organize what the author is saying. Because I know the passage is about (the topic of the passage) I'll underline that, and then decide what the problem and solution are, and find the steps to get from the problem to the solution. (Underline problem, solution, and steps as I read through the passage again. Highlight the signal words and call attention to how they describe the relationships between the problem, the solution, and the steps. As I identify each element, write them on the problem/solution graphic organizer.)</i></p> <p><i>Let's try another one together.</i></p>	<p>4th grade short text I will use</p> <p>Blank problem/solution graphic organizer</p>
<p>Guided practice with lots of support: Engage the students in whole group guided practice using another short text at the 4th grade level. Provide support, but be sure the students are actively involved in determining what the text is about, finding signal words, and completing the problem/solution graphic organizer.</p> <p><i>Let's look at another passage, and this time we'll try the strategy together.</i></p> <p>Read the text out loud.</p> <p><i>So...what's it mostly about?...Are there any words that tip us off to the author's purpose in writing about this topic?...</i></p> <p><i>What do these words tell us about the author's purpose?...Following the same strategy I've been using, what should we do next?</i></p>	<p>4th grade short text I will use</p> <p>Blank problem/solution graphic organizer</p>

<p>Students should recognize that the next steps are to underline the problem, the solution, and the steps and highlight the signal words, then use the information to fill in the problem/solution graphic organizer. <i>So, what should we underline?</i> Students should identify the problem, solution, and steps listed in the passage. <i>What are the signal words? What do they tell us about what problem the author sees and what solution is being proposed?</i> Allow students time to identify and highlight the signal words and to discuss which words point to the problem and solution, and how the steps to get from problem to solution are organized. <i>How should I organize this information on my chart?</i> Give the students a few minutes to think and review the text, then ask them for ideas, helping them to focus on the relationships between the problem and the solution, and how the steps connect them. Make sure students are filling in their own problem/solution charts as I complete the one I am sharing. Remind students that recognizing an author's purpose will help them to understand and remember information from a text.</p>	
<p>Guided practice with medium support: Give students a short text at their instructional level. Put them in pairs or small groups and have them work on the Problem/Solution text structure. Circulate. Give students a blank problem/solution chart and a list of Problem/Solution signal words as scaffolding. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Blank problem/solution graphic organizer with list of signal words</p> <p>Short texts from the list below at the students' instructional level for comprehension</p>
<p>Guided practice with medium support - longer passages: Give the students longer texts at their instructional levels and have them work in pairs on the Problem/Solution text structure. Check in with each pair as they work to monitor their use of the strategy and to provide support if needed. They should use the problem/solution handout. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Blank problem/solution graphic organizer with list of signal words</p> <p>Longer texts from the list below at the students' instructional level for comprehension</p>
<p>Guided practice with less support: Give the students longer texts at their instructional levels and have them work individually using Problem/Solution. They should use the cause/effect handout. Check in with each student as they work to monitor their use of the strategy and to provide support if needed. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Blank problem/solution graphic organizer with list of signal words</p> <p>Longer texts from the list below at the students' instructional level for</p>

	comprehension
<p>Application: Give the students longer texts at their instructional levels and have them work individually to identify Problem/Solution. Engage the students in a discussion about their assignment. Have them share what the texts they read are about and talk about how they identified signal words. Encourage students to reflect on the process they used to determine the text structure and how it helped them to analyze the author's purpose. Ask students to think about how they could apply this strategy for different types of reading they do (e.g., helping children with schoolwork, reading on the job, studying in other classes, etc.). Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Blank problem/solution graphic organizer with list of signal words</p> <p>Longer texts from the list below at the students' instructional level for comprehension</p>
<p>Application: Once a student can consistently use the strategy to understand text at their instructional level for comprehension, have them use the strategy to understand text at the next higher level until they can consistently apply the strategy to understand grade appropriate text.</p> <p>Next, have students practice identifying whether texts follow the Compare/Contrast structure, the Cause/Effect structure, or the Problem/Solution structure using the Sample Comprehension Lesson Plan: Multiple Text Structures template.</p>	<p>Blank problem/solution graphic organizer with list of signal words</p> <p>Longer texts from the list below</p>

Texts to select from

Grade level	Shorter Texts	Longer Texts
4		
5		
6		

7		
8		

Sample Comprehension Lesson Plan: Multiple Text Structures

Objective: Students will use the *Recognizing Text Structure* strategy to improve comprehension by analyzing the structure of the text to understand the author's purpose in writing a text and why certain information is included.

CCR ELA Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA Reading Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA Reading Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Time 6 - 8 lessons: Explanation, modeling, and initial whole group guided practice will take 2 days. Time beyond that will depend on how much guided practice the students need to master the strategy. Once they can successfully use the Recognizing Text Structure strategy to analyze the author's purpose and message they will apply the strategy to comprehend texts at higher levels.

Assessment: The students will correctly identify the structure of the text and use graphic organizers to identify relationships between key ideas and details presented in increasingly difficult levels of text.

Steps	Materials
<p>Explain: <i>We've been talking about how an author's purpose affects the way information is presented, and how certain words the author uses can give us a clue to the purpose of the text. We've also been looking at how knowing the author's purpose can help us to locate and organize the important information in a text so we can understand and learn from what we read.</i></p> <p><i>So far, we've worked with the Compare/Contrast and Cause/Effect text structures. These two structures are very common. I can tell which structure an author is using by looking at the signal words. But many times, an author will use more than one text structure in a passage. As readers, we need to be aware</i></p>	Graphic showing the relationship between purpose and structure.

<p><i>that multiple text structures could be used in a single text. Let's look at a text that is organized using multiple structures.</i></p>	
<p>Model Mixed structure text containing Compare/Contrast, Cause/Effect, and/or Sequence structures using a very short text at the 4th grade level. Read the text aloud then walk through my thinking out loud while the students watch and listen.</p> <p><i>I can stick with the process I followed to figure out the structure of the other texts I've been working on to recognize this new structure and what it tells me about the author's purpose.</i></p> <p><i>(Show a short text for modeling and read it aloud.) The first thing I always ask myself is "What is this about?" And I think it's about (topic of the text). Then I ask myself "What is the most important thing the author is saying about (topic of the text)? With the other texts I've done I looked for words the author used that give me clues about the purpose. I'm still going to do that, but I'm going to be sure to include all the signal words. I can see quite a few words that give me a clue about the author's purpose: (list signal words used in the text and highlight or underline them in the passage). I see words like (list the signal words from the first structure in the passage). They tell me that one purpose the author had was (comparing and contrasting, showing cause and effect, listing items in a sequence, etc.) But I also see words like (list the signal words from the next structure in the passage). They tell me that another purpose the author had was (comparing and contrasting, showing cause and effect, listing items in a sequence, etc.) I need to keep the information straight, so I'm sure I'm understanding the author's message and purpose. I'm not only going to use two graphic organizers to help me sort and arrange all this information. I'm also going to highlight the information in different colors so I can see what fits together. (Draw or project graphic organizers for each structure. Use different colors to highlight the information and talk through the process as I work) I already found one important piece of information when I figured out the most important thing the author was saying about (topic of the text). Now I ask myself, how does all of this information work together to support what the author wants me to know? (Mark the key information in the passage and talk about how the information from one structure supports or enhances the information from the other structure. For example, does the author use the Cause/Effect structure to illustrate an event and the Compare/Contrast structure to show the relationship between effects? Does the author use the Sequence structure to show the progression of a chain of effects? Fill out the graphic organizers and discuss the way the information on them is related as I go.) By using the charts it's easier for me to organize all of this information, see the relationships, and remember what I read.</i></p> <p><i>Let's try another one.</i></p>	<p>Short 4th grade mixed text I will use to model</p> <p>Blank graphic organizers for various text structures</p>
<p>Model with another short text at the 4th grade level. I will project the text so the students can see it and</p>	<p>4th grade short text I will</p>

<p>read the text aloud, then ask myself what the text is mostly about and call out the signal words for each structure. I will underline or highlight signal words as I encounter them in the text.</p> <p><i>Identifying the structures of the text helps me to think about the author's purpose and to identify the important information to remember from the text. Let me see how mixed text structures would look in a longer text. (read the text aloud)</i></p> <p><i>So, what is the passage mostly about? I'm going to say this passage is about (the topic of the passage). Right away I notice some words that are signaling the author's purpose. I see (highlight the signal words for the first structure in the passage). These words are telling me that one purpose the author has is (comparing and contrasting, showing cause and effect, listing items in a sequence, etc.). I want to keep looking, because the author might have had more than one purpose for writing this piece. Now I see (highlight signal words for the next structure in the passage) and they're telling me another purpose of the author is (comparing and contrasting, showing cause and effect, listing items in a sequence, etc.).</i></p> <p><i>Using the diagram like before helps me organize what the author is saying and understanding the relationships between the pieces of information. (Mark the key information in the passage and talk about how the information from one structure supports or enhances the information from the other structure. Fill out the graphic organizers and discuss the way the information on them is related as I go.)</i></p> <p><i>Let's try another one together.</i></p>	<p>use</p> <p>Blank graphic organizers</p>
<p>Guided practice with lots of support: Engage the students in whole group guided practice using another short text at the 4th grade level. Provide support, but be sure the students are actively involved in determining what the text is about, finding signal words, and completing the graphic organizers.</p> <p><i>Let's look at another passage, and this time we'll try the strategy together.</i></p> <p>Read the text out loud.</p> <p><i>So...what's it mostly about?...Are there any words that tip us off to the author's purpose in writing about this topic?...</i></p> <p><i>What do these words tell us about the author's purpose?...Following the same strategy I've been using, what should we do next?</i></p>	<p>4th grade short text I will use</p> <p>Blank graphic organizers</p>

<p>Students should recognize that the next steps are to highlight the signal words, use them to identify the text structures in the passage, then use the information to fill in the graphic organizers.</p> <p><i>What are the signal words? What do they tell us about this text structure?</i> Allow students time to identify and highlight the signal words and to discuss which structure they point to. <i>Are there signal words that point to another structure? What are they? What do they tell us about this structure?</i> Allow students time to identify and highlight the signal words and to discuss which structure they point to. <i>How should I organize this information on my chart?</i> Give the students a few minutes to think and review the text, then ask them for ideas, helping them to focus on the relationships between pieces of information. Make sure students are filling in their own charts as I complete the one I am sharing. Remind students that recognizing an author's purpose will help them to understand and remember information from a text.</p>	
<p>Guided practice with medium support:</p> <p>Give students a short text at their instructional level. Put them in pairs or small groups and have them work on the mixed text structure. Circulate. Give students blank graphic organizers and a list of signal words as scaffolding. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Blank graphic organizers with list of signal words</p> <p>Short texts from the list below at the students' instructional level for comprehension</p>
<p>Guided practice with medium support - longer passages:</p> <p>Give the students longer texts at their instructional levels and have them work in pairs on the mixed text structure. Check in with each pair as they work to monitor their use of the strategy and to provide support if needed. They should use the cause/effect handout. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Blank graphic organizers with list of signal words</p> <p>Longer texts from the list below at the students' instructional level for comprehension</p>
<p>Guided practice with less support:</p> <p>Give the students longer texts at their instructional levels and have them work individually using mixed text structures. They should use the organizers. Check in with each student as they work to monitor their use of the strategy and to provide support if needed. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Blank graphic organizers with list of signal words</p> <p>Longer texts from the list below at the students' instructional level for comprehension</p>
<p>Application:</p> <p>Give the students longer texts at their instructional levels and have them work individually to identify mixed text structures. Engage the students in a discussion about their assignment. Have them share what the texts they read are about and talk about how they identified signal words. Encourage students</p>	<p>Blank graphic organizers with list of signal words</p> <p>Longer texts from the list</p>

to reflect on the process they used to determine the text structure and how it helped them to analyze the author's purpose. Ask students to think about how they could apply this strategy for different types of reading they do (e.g., helping children with schoolwork, reading on the job, studying in other classes, etc.). Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.	below at the students' instructional level for comprehension
<p>Application: Once a student can consistently use the strategy to understand text at their instructional level for comprehension, have them use the strategy to understand text at the next higher level until they can consistently apply the strategy to understand grade appropriate text.</p> <p>Next, introduce the Cause/Effect strategy to students using the Sample Comprehension Lesson Plan: Recognizing Text Structure - Problem/Solution Strategy template.</p>	<p>Blank graphic organizers with list of signal words</p> <p>Longer texts from the list below</p>

Texts to select from

Grade level	Shorter Texts	Longer Texts
4		
5		
6		
7		
8		

Sample Comprehension Lesson Plan: Reflect and Evaluate Strategy

Objective: Students will use the *Reflect and Evaluate* strategy to improve comprehension by analyzing the strength of the evidence provided by the author.

CCR ELA Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA Reading Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR ELA ReadingAnchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Time 8 - 12 lessons: Explanation, modeling, and initial whole group guided practice will take 2 days. Time beyond that will depend on how much guided practice the students need to master the strategy. Once they can successfully use the Reflect and Evaluate strategy to analyze the strength of the evidence in a text at their instructional level for comprehension they will apply the strategy to comprehend texts at higher levels.

Assessment: The students will correctly identify the main ideas and cite details to support their analysis of the strength of the evidence presented in increasingly difficult levels of text.

Steps	Materials
Explain: <i>Over the next several lessons we are going to be learning to use a strategy called “Reflect and Evaluate”. After I read something and figure out the author’s main ideas, the next step I should take is to think about the strength or value of the evidence that the author provided to support those ideas. I can ask what reasons the author gives for supporting the main idea. This is a good strategy for analyzing what I’ve read, especially if there are two different viewpoints presented on a topic. Using this strategy after you find the gist will help you determine how well the author</i>	Graphic depicting the main idea with reasons branching off of it.

<p><i>supported their main idea.</i></p>	
<p>Model Reflect and Evaluate using advertisements. Walk through my thinking out loud while the students watch and listen.</p> <p><i>Advertisements are good examples of this. I don't just want to find the author's main idea. I want to see the reasons or evidence that the author uses to support that idea. (show an advertisement and point out the text and the pictures) Then say: I can see this advertisement is about (the main idea of the ad). That's what the author wants me to (think or do). Now I ask myself, what reasons or evidence did the author give me for (thinking or doing) that? One reason is (list a piece of evidence from the ad), also, the ad says (list a few more reasons given in the ad). These seem like good reasons to (think or do what the ad suggests).</i></p> <p><i>Let's look at another ad. (show the second ad and point out its features as you talk about it). This ad is about (the main idea of the ad) and its reasons for me (doing or thinking) that are (list the evidence from the ad). These don't seem like the best reasons. It's not that I disagree, but this isn't the best evidence to support it because (list the reasons the evidence is not strong).</i></p>	<p>Advertisements I will use, one with strong evidence and one with weak evidence.</p>
<p>Model with a short text at the 4th grade level. I will project the text so the students can see it and read the text aloud, then ask myself what reasons the author gives and evaluate them while the students watch and listen. As I list the reasons I will highlight them in the text.</p> <p><i>Finding the evidence and thinking about how strong it is helps me to think about and evaluate the author's message. Let me see how the "Reflect and Evaluate" strategy would work if I try it with a text.</i></p> <p><i>So, first I'm going to get the gist of the passage. I'm going to ask myself: What is the passage mostly about? I'm going to say this passage is about (the topic of the passage). The most important idea the author has about it is (list the main idea). I'm going to write that on my chart. Now, I need to list all the reasons or evidence the author gives so I can evaluate how well I think the author supported the case for this idea. One reason is (list evidence and write it on the scaffolding handout). Now that I have all the reasons listed, I want to think about how good I think those reasons are for supporting the main idea. (Talk through the strength and weakness of each piece of evidence).</i></p> <p>Let's look at another text and evaluate the author's support for that main idea.</p>	<p>4th grade short text I will use</p> <p>Reflect and Evaluate Scaffolding handout</p>

<p>Guided practice with lots of support: Engage the students in whole group guided practice using another short text at the 4th grade level. Provide support, but be sure the students are actively involved in asking and answering the questions.</p> <p><i>Let's look at another passage, and this time we'll try the strategy together.</i></p> <p>Read the text out loud.</p> <p><i>So...what's the topic of this one?What's it mostly about?...What's the author telling us?...</i></p> <p><i>And what evidence does the author give to support that idea?... Do you think the author did a good job in supporting the main idea?</i></p> <p>I will help the students to identify the evidence in the passage. If a student misidentifies evidence as weak or strong I'll explain what we look for in strong evidence and then direct the student toward additional information in the passage. I will reinforce that evaluating evidence is different than agreeing or disagreeing with the author's position. I can disagree with the author's stance on an issue but still recognize that the author provided many strong reasons to support that stance. If students identify evidence as weak I will ask them to think about what kinds of evidence would make a stronger case.</p>	<p>4th grade short text I will use</p>
<p>Guided practice with medium support: Give students a short text at their instructional level. Put them in pairs or small groups and have them work on Reflecting and Evaluating. Circulate. Give students a handout with places to write the main idea and reasons as scaffolding. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Reflect and Evaluate Scaffolding handout</p> <p>Short texts from the list below at the students' instructional level for comprehension</p>
<p>Guided practice with medium support - longer passages: Give the students longer texts at their instructional levels and have them work in pairs to Reflect and Evaluate. Check in with each pair as they work to monitor their use of the strategy and to provide support if needed. They should use the scaffolding handout. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.</p>	<p>Reflect and Evaluate Scaffolding handout</p> <p>Longer texts from the list below at the students' instructional level for</p>

	comprehension
Guided practice with less support: Give the students longer texts at their instructional levels and have them work individually using Reflect and Evaluate. They should use the scaffolding handout. Check in with each student as they work to monitor their use of the strategy and to provide support if needed. Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.	Reflect and Evaluate Scaffolding handout Longer texts from the list below at the students' instructional level for comprehension
Application: Give the students longer texts at their instructional levels and have them work individually to Reflect and Evaluate. They may choose to use the scaffolding handout or not. Engage the students in a discussion about their assignment. Have them share the gist of the texts they read and talk about how they identified support. Encourage students to reflect on the process they used to evaluate the evidence and how it helped them to analyze the author's message. Ask students to think about how they could apply this strategy for different types of reading they do (e.g., helping children with schoolwork, reading on the job, studying in other classes, etc.). Repeat this step with different texts at the students' instructional levels as necessary until students are able to be successful on their own.	Reflect and Evaluate Scaffolding handout Longer texts from the list below at the students' instructional level for comprehension
Application: Once a student can consistently use the strategy to understand text at their instructional level for comprehension have them use the strategy to understand text at the next higher level until they can consistently apply the strategy to understand grade appropriate text. They may choose to use the scaffolding handout or not.	Reflect and Evaluate Scaffolding handout Longer texts from the list below

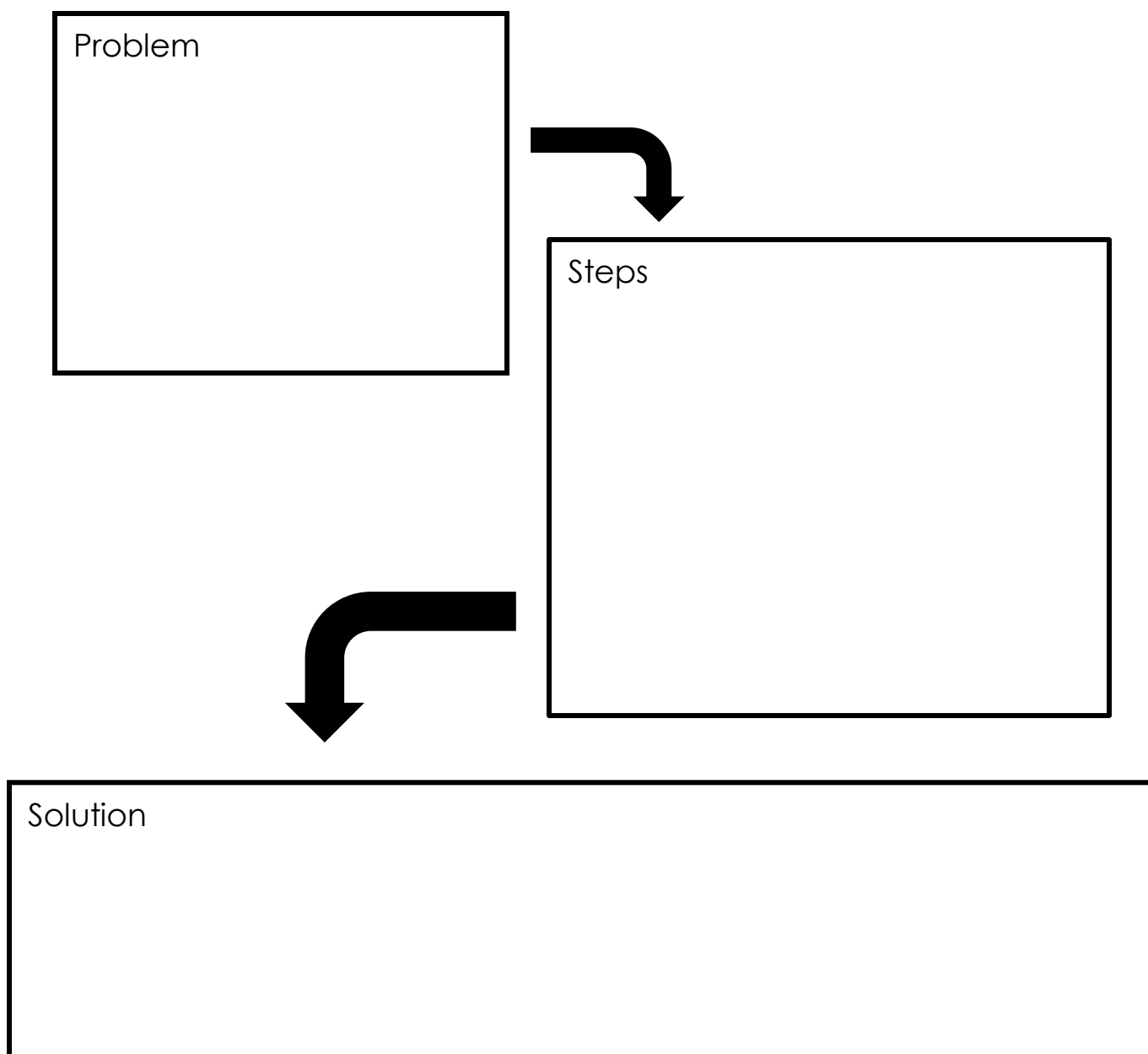
Texts to select from

Grade level	Shorter Texts	Longer Texts
4		
5		
6		

7		
8		

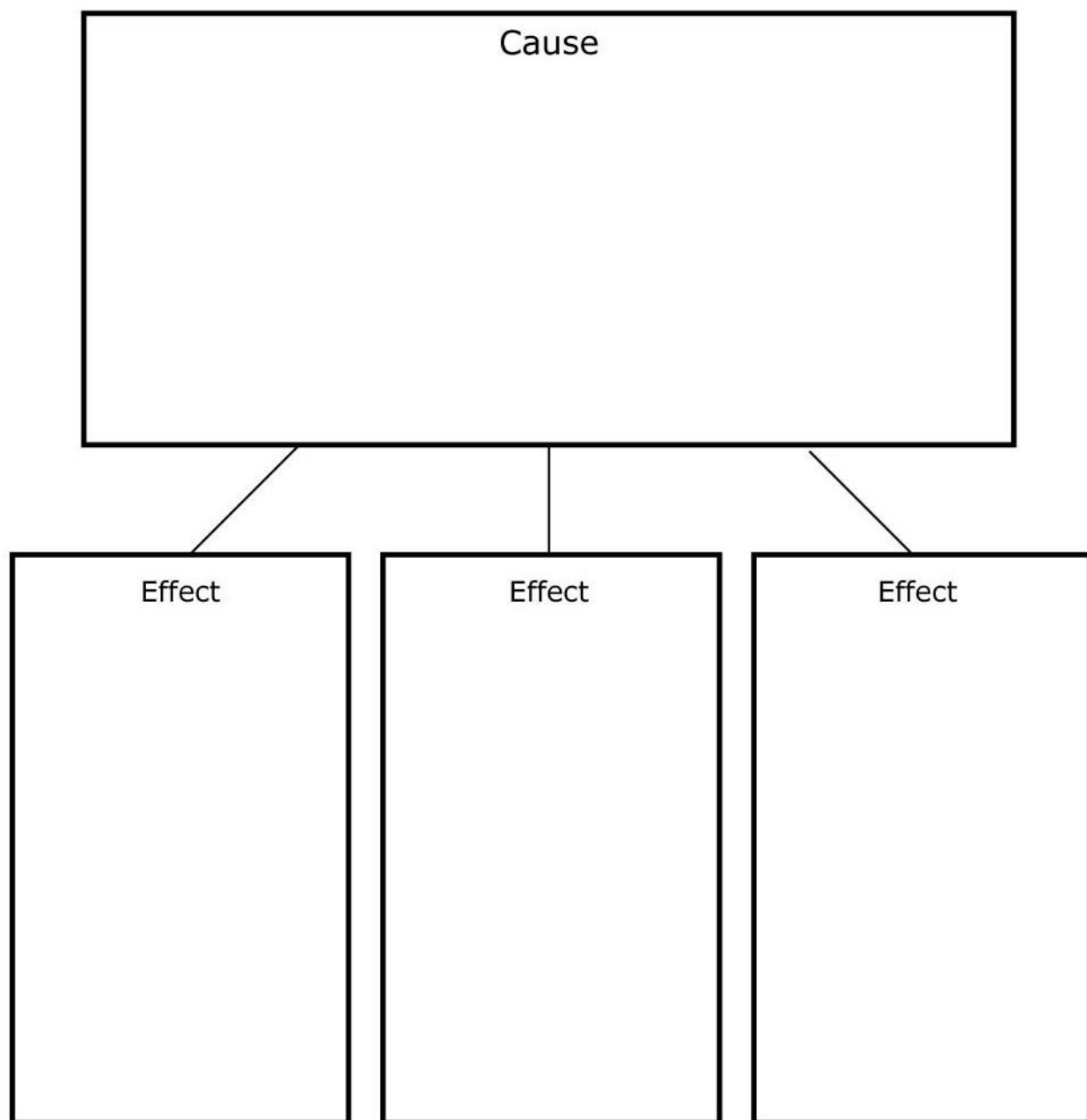
Module 21: Graphic Organization — Text Structure

Problem/Solution:



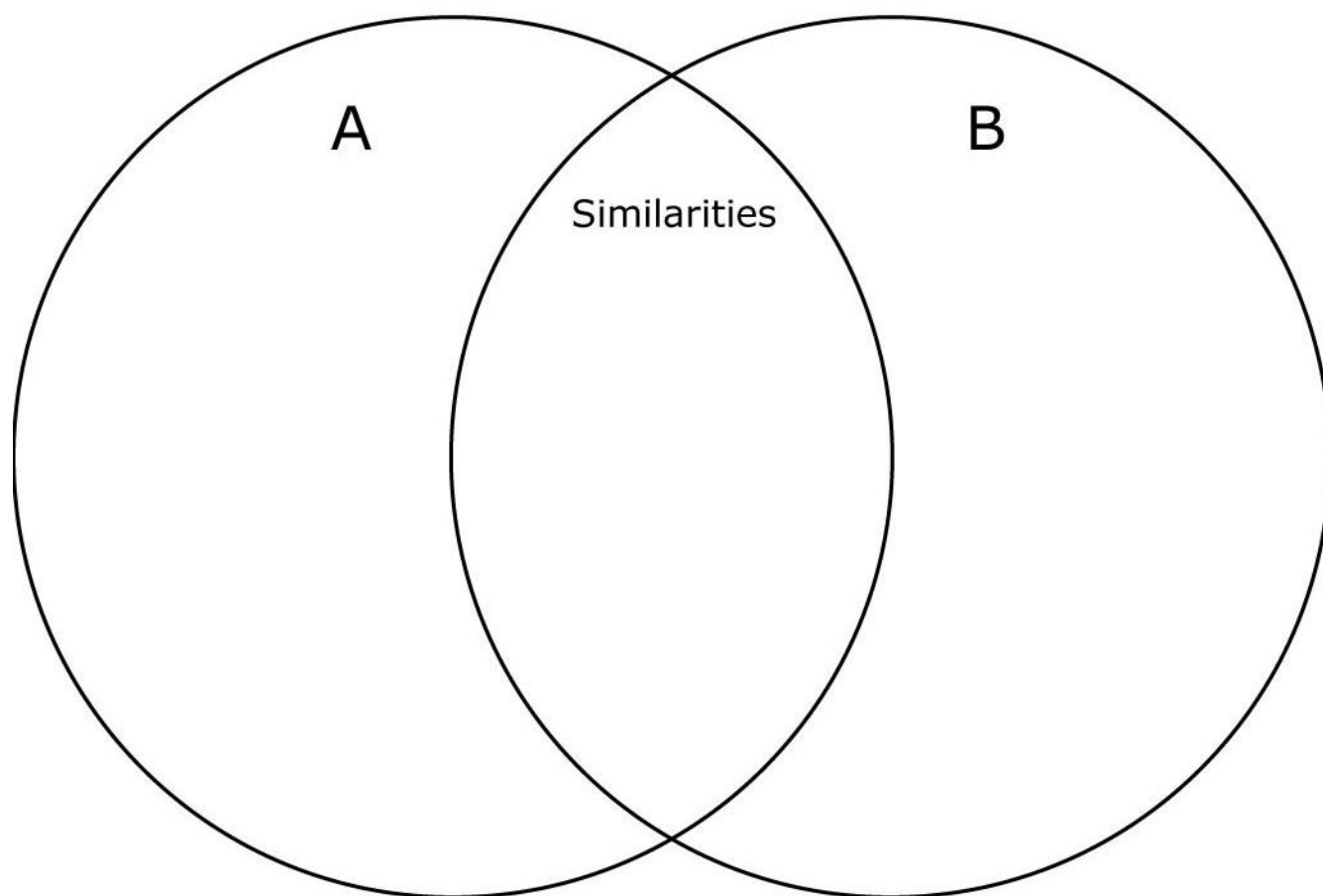
Module 21: Graphic Organization – Text Structure

Cause/Effect:



Module 21: Graphic Organization – Text Structure

Compare/Contrast:



Module 21: Graphic Organization – Text Structure

Sequence:

First...

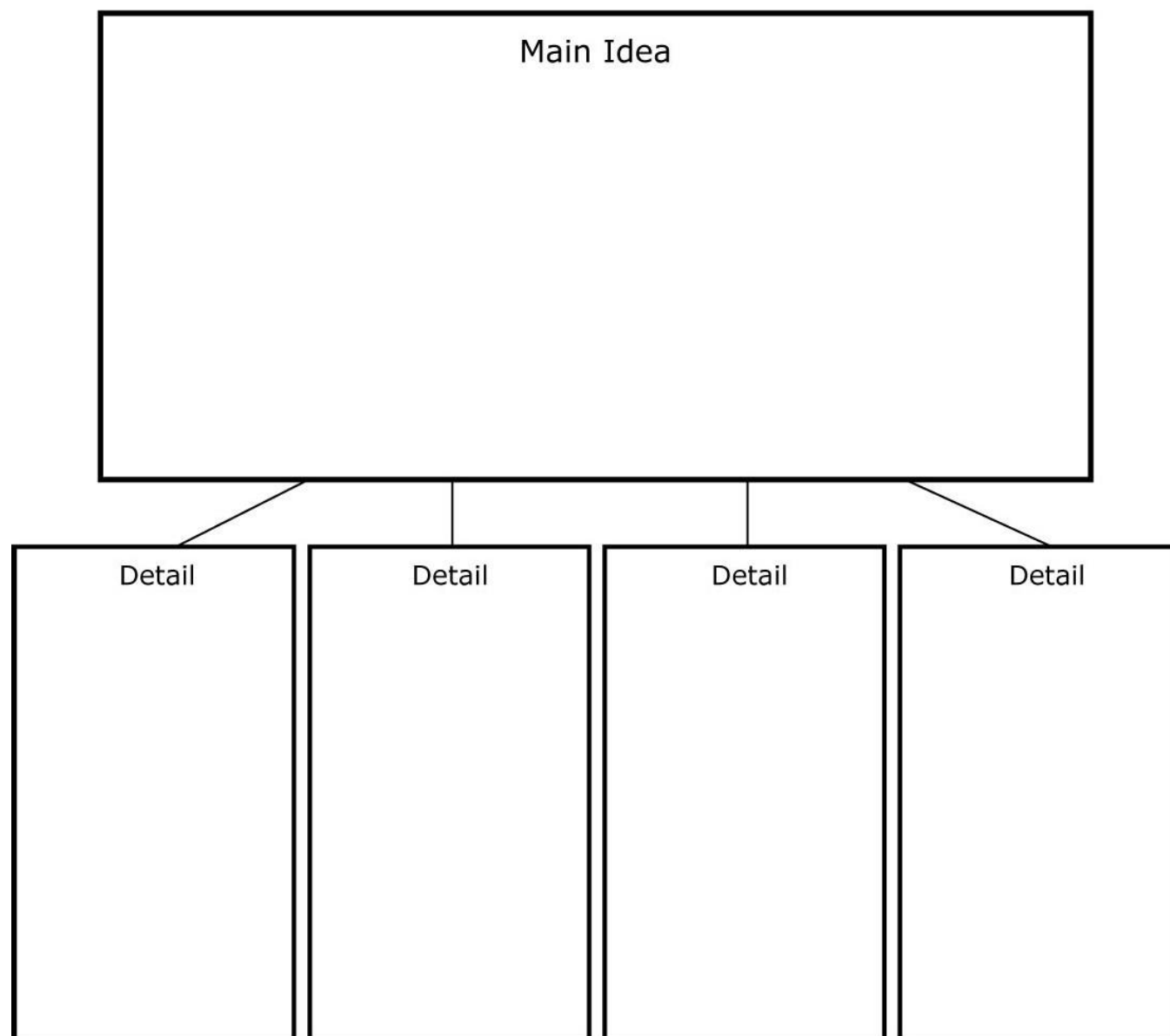
Next...

Third...

Then...

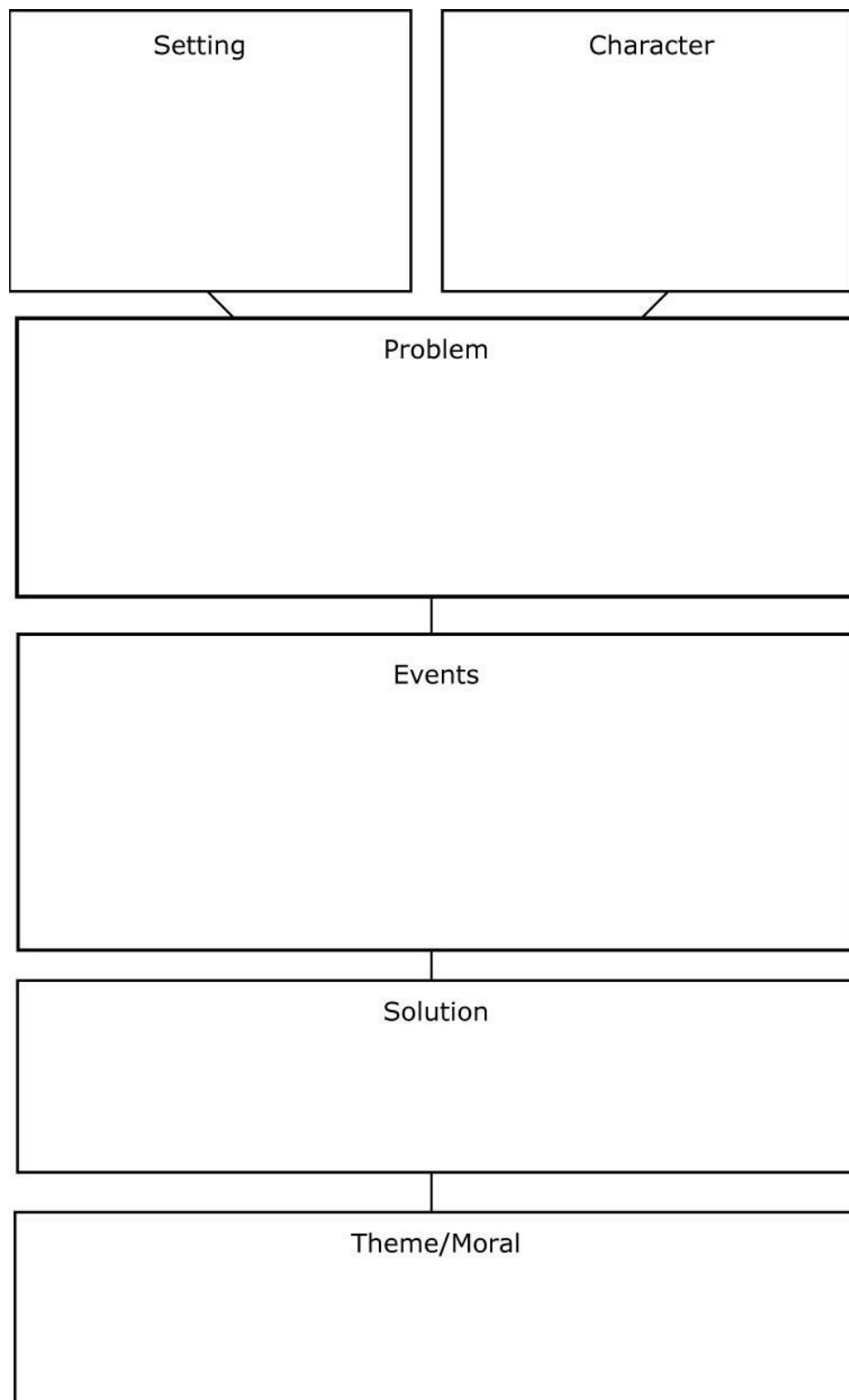
Module 21: Graphic Organization – Text Structure

Description:





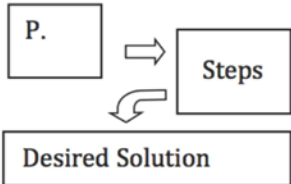



Module 21: Graphic Organization – Text Structure

Story:



Module 21: Words Signaling Text Structure

Text Structure	Purpose	Signal Words
Description 	just to describe	to begin with, for example, for instance, most important, in front, beside, near, sensory words: looks like, sounds like, etc.
Sequence or Timeline 	to convey events or steps that must be presented in order	first, second, third, before, on (date), not long after, after that, next, at the same time, finally, then, following
Compare and Contrast 	to present likenesses and differences	like, unlike, but, in contrast, on the other hand, however, both, also, too, as well as
Causes and Effects 	to explain evidence of causes and effects	so, therefore, consequently, this led to, as a result, because, if...then
Problem and Solution 	to describe a problem (and possibly the causes/effects of it), the desired solution, and the steps taken to solve it	because, one part of, as a result, consequently, this led to, if...then, remedy, one step of the solution is....
Argument and Evidence 	to convince the reader to do or believe something by making a strong claim and providing evidence for it	therefore, accordingly, as you can see, in addition to, another reason, finally, In conclusion

Sample Vocabulary Unit Lesson Plan Template

Objective: The students will understand and use the words in daily life. The students will use their knowledge of word meanings to understand increasingly difficult levels of text.

CCR ELA Reading Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Time: 4 lessons per unit of 10 words

Assessment: Students self-report use of words in daily lives. Unit quiz which also includes review words.

Notes for introducing the words

[illegible]

Unit vocabulary activities plan: (Workbook referenced is *Groundwork for a Better Vocabulary*, Townsend Press)

	Day 1	Day 2	Day 3	Day 4
In Class Activities	<p>Introduce words using 3 step process with notes from chart</p> <ul style="list-style-type: none"> – Tell meaning of the word – Model using the word in context – Give a prompt to help students use the word in context <p>Make quadrant charts</p>	<p>Check homework with discussion</p> <p>Fill in the blank from workbook (check 1 and 2)</p> <p>Who needs to know this word</p>	<p>Check cloze paragraph homework orally</p> <p>Report out on word sightings outside of class</p> <p>Read and respond with oral answers to questions *see below</p>	<p>Discuss Yes/No/Why homework</p> <p>Report out on word sightings outside of class</p> <p>Vocabulary quiz</p>
Homework	<p>workbook (Ten words in context)</p>	<p>Cloze paragraph from workbook final check</p> <p>Use words and listen for use of words outside of class and be prepared to report to class</p>	<p>Yes/No/Why see below</p> <p>Use words and listen for use of words outside of class and be prepared to report to class</p>	

*** Texts and Questions for Read and Respond**

Grade level	Text	Questions using this week’s vocabulary words
4		
5		
6		
7		
8		

**** Questions for Yes/No/Why**