

DESE Model Curriculum

GRADE LEVEL/COURSE TITLE: 4/Expository Text Structures: Charting a Path for Comprehension

Course Code: ELA

COURSE INTRODUCTION:

Fourth graders will confidently navigate multiple genres of text through reading, writing, speaking and listening. As students compare and draw connections between a variety of themes, subjects and life experiences through literature, poetry, and informational text, they will personally experience the value literacy holds in their lives. Through their interactions with various texts, students will have opportunities to expand their vocabulary through discussions, readings, and research. Students will utilize technology as a communication tool to research information and to produce artifacts for presentation of their knowledge and findings.

In this document, teaching structures such as interactive writing, reading workshop, Socratic Seminar, etc. are highlighted in blue and linked directly to the State Literacy Plan in order to provide a more in-depth explanation.

UNIT DESCRIPTION:

The world of expository text can be overwhelming when an understanding of its organizational structures and text features has not been internalized. The purpose of this unit is to explore how expository text is organized and how the writer, through the purposeful use of text structures and text features, assists the reader in comprehending expository text.

The text structures and features to be explored in this unit will include:

Chronology	Charts	Index
Comparison	Graphs	Glossary
Cause/Effect	Diagrams	Bold Words
Problem/Solution	Timelines	Highlighted Words
Main Idea/Details	Photographs	Maps

SUGGESTED UNIT TIMELINE: Approx. 3 to 4 weeks.

CLASS PERIOD (min.): 60 to 90 minutes/daily

DESE Model Curriculum

GRADE LEVEL/COURSE TITLE: 4/Expository Text Structures: Charting a Path for Comprehension

Course Code: ELA

<p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Provide Feedback</p>						
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. How does expository text differ from fiction? 2. How do authors organize and present information in expository text to aid the reader in understanding the text? 3. Why do authors use certain text structures and features when presenting information in expository text? 4. How does understanding the authors' choices in the use of certain text features and structures assist me as a reader? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES						
		CROSSWALK TO STANDARDS				
	CCSS LEARNING GOALS (Anchor Standards/Clusters)	GLEs/CLEs	PS	CCSS	OTHER	DOK
1. The learner will interpret and explain information provided through the graphic features present in non-fiction text.	R.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.	R.3.A.4	1.5 1.6 2.4 3.5	RI.4.7		2
2. The learner will describe the organizational structures of non-fiction text.	R.5: Analyze the structure of texts, including how specific sentences, paragraphs,	R.3.A.4 R.3.C.4.a R.3.C.4.b R.3.C.4.c	1.5 1.6 2.4 3.1	RI.4.5		2

DESE Model Curriculum

GRADE LEVEL/COURSE TITLE: 4/Expository Text Structures: Charting a Path for Comprehension

Course Code: ELA

	and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	R.3.C.4.d R.3.C.4.e R.3.C.4.f R.3.C.4.j R.3.C.4.k	3.4 3.5 3.6 3.7 3.8			
3. The learner will explain how the organizational structures and graphic features aid in the comprehension of text.	R.10: Read and comprehend complex literary and informational texts independently and proficiently.	R.1.D.4.a R.1.D.4.b R.1.H.4.a		RI.4.10		1 3
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>ASSESSMENT DESCRIPTIONS*: Assessment Model: Formative</p> <ul style="list-style-type: none"> ○ Teacher observation, teacher conferring, anecdotal notes. <p>ASSESSMENT DESCRIPTIONS*: Assessment Model: Summative</p> <ul style="list-style-type: none"> ○ Use non-fiction passage/article as stimulus. Stimulus should exemplify one of the text structures [<i>chronology, comparison, cause/effect, and problem/solution</i>] and include a graphic feature [<i>chart, graph, diagram, or timeline</i>]. <p>ASSESSMENT DESCRIPTIONS*: Summative Item Prompt 1: RI.4.5 & RI.4.10; R3A.4, R3C.4a-k & R1D.4a-b; DOK2</p> <ul style="list-style-type: none"> ○ Provide prompt asking learners to describe the text structure of an informational text and provide text support. Explain its impact (advantages/disadvantages) on the meaning or presentation of the text. <p>ASSESSMENT DESCRIPTIONS*: Summative Item Prompt 2: RI 4.7 & RI.4.10; R3A.4; DOK2</p> <ul style="list-style-type: none"> ○ Provide prompt asking learners to analyze the impact (give advantages/ disadvantages) of the graphic information on the meaning or presentation in the text. <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>						
Obj.	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
1	<u>Instructional Design and Strategies:</u>					
2	This unit is designed to be delivered through the Reading Workshop (RW) model. The RW begins with direct, explicit					
3	instruction in the form of a brief mini-lesson presented in a whole-group format. The mini-lesson is followed by learners reading and responding to text either in partnerships; in small, teacher-led instructional groups; while conferring with the					

DESE Model Curriculum

GRADE LEVEL/COURSE TITLE: 4/Expository Text Structures: Charting a Path for Comprehension

Course Code: ELA

	<p>teacher one-one-one or with a partner; or independently. Within the RW model, a gradual release of responsibility design is utilized, wherein the teacher begins by showing or modeling for learners the desired behavior. The teacher then invites the learner to engage in the behavior with the level of support necessary to ensure success. Finally, the learner is asked to engage in the behavior independently. At every level of support, the teacher is observing, assessing, and moving in and out as learner needs dictate. Instructional strategies include:</p> <ul style="list-style-type: none"> • Read Aloud (whole group) • Think-Aloud (whole group) • Teacher-led explorative discussion with students to co-construct meaning (whole group) • Guided Practice (small group and partner settings) • Teacher Conferring (individual and partner settings) <p>NOTE:</p> <ul style="list-style-type: none"> • Each mini-lesson begins by reaching back to what the learner knows in order to connect with the new. • The mini-lessons listed below often need more than one day to complete, depending upon the learners' needs. The most effective instruction occurs in small groups and one-on-one, therefore whole group instruction should be kept to a minimum of ten to fifteen minutes.
<p>1 2</p>	<p>ESSENTIAL QUESTION #1: HOW DOES EXPOSITORY TEXT DIFFER FROM FICTION?</p> <p>1. Mini-Lessons: Text Characteristics</p> <p>Using big books, a document camera or SMART Board, the teacher provides examples of fiction and expository text with which learners have had previous experiences through read-aloud and/or mini-lessons. The teacher and learners co-construct a T-chart with the headings "Fiction" and "Non-Fiction," exploring and charting observations regarding the organizational structures and text features of both genres. The teacher leads a brief discussion regarding how these genres differ and how the purpose for reading differs, as this would impact the reader's plan for organizing their thinking and creating meaning (i.e. within a fictional narrative text I would expect to have a story with a setting, a main character, a beginning, middle, and end, etc., and perhaps a problem the main character has to solve; I would be reading for enjoyment and to discover the main character's traits, how characters respond to each other and to the problems of their world, to connect to other texts, etc. Within a non-fiction text I would be reading to gain information and would expect to see a big idea or topic; description with details, headings, photographs, etc.)</p> <p>Following the mini-lesson, the teacher provides pairs of learners with a copy of non-fiction text. As the learners analyze the texts for characteristics, the teacher moves among the partners to assess and provide support as needed. The teacher then has the partners pair with another partnership to form a group of four. The small groups share their books and compare the characteristics of the texts. Again, the teacher moves among the groups, dropping in to assess and provide support. A whole group share follows, discussing what the learners have found.</p>
<p>1</p>	<p>ESSENTIAL QUESTION #2: HOW DO AUTHORS ORGANIZE AND PRESENT INFORMATION IN EXPOSITORY TEXT TO AID THE READER IN UNDERSTANDING THE TEXT?</p> <p>ESSENTIAL QUESTION #3: WHY DO AUTHORS USE CERTAIN TEXT STRUCTURES AND FEATURES WHEN</p>

DESE Model Curriculum

GRADE LEVEL/COURSE TITLE: 4/Expository Text Structures: Charting a Path for Comprehension

Course Code: ELA

PRESENTING INFORMATION IN EXPOSITORY TEXT?

ESSENTIAL QUESTION #4: HOW DOES UNDERSTANDING THE AUTHORS' CHOICES IN THE USE OF CERTAIN TEXT FEATURES AND STRUCTURES ASSIST ME AS A READER?

2. Mini-Lessons: Previewing and Reading Non-fiction Text using Text Features

Previewing and reading a non-fiction text using the following text features allows the reader to understand the author's text-level organizational structure as well as clarify the meaning of challenging text. (Note: this lesson may carry over several days depending upon the needs of the learners.)

Table of Contents	Charts
Forward	Graphs
Introduction	Diagrams
Titles	Index
Subtitles	Glossary
Illustrations	Bold/Highlighted Words
Captions	Maps

Connecting to Background Knowledge: The teacher asks the learners to observe and take note of how the teacher identifies, through a think-aloud process, a fiction text and prepares to read the text based on what the teacher knows about how fiction is organized regarding title, table of contents, setting, main character, etc.

The teacher again asks the learners to observe and take note of how the teacher, through a think-aloud process, prepares to read non-fiction text based on what the teacher knows about how this text is organized and the text features available.

(*Hurricanes: Earth's Mightiest Storms* by Patricia Lauber, *Rocks and Minerals: The World Beneath Our Feet* by Gail Saunders-Smith, and *The Surprising World of Plants* by Helen Strahinich, are excellent resources. Science and social studies textbooks are also resources that, if used, can be tied directly to content area instruction.) The teacher elicits from the learners what they noticed about how the teacher prepared to read the text, charting the behaviors the learners observed and adding any they may not have noticed.

The teacher begins constructing a chart: "How I Use Text Features to Read Non-Fiction" (see Print Resources); the chart includes the text feature and how it helps the reader. After previewing the text, the teacher begins to work through the text, showing learners how using the text features allows the teacher to understand the text more clearly and how the information adds to what the text has provided.

This lesson will extend over several days, utilizing various non-fiction texts to show how a reader flexibly adapts to how authors choose to support the reader through the use of text features. The teacher continues to add to the chart as the unit continues. During this conversation, labels for text features are identified; these terms are charted and learners develop a section on non-fiction terminology in their vocabulary notebooks.

DESE Model Curriculum

GRADE LEVEL/COURSE TITLE: 4/Expository Text Structures: Charting a Path for Comprehension

Course Code: ELA

2	3. Mini-Lessons: Text Structures
3	<p>The mini-lessons for text structures include providing text examples of each of the following:</p> <ul style="list-style-type: none">• Main Ideas/Details• Chronology• Comparison• Cause/Effect• Problem/Solution <p>The teacher first introduces the term “structure,” providing learners with the understanding that when the phrase “text structure” is used, it is referring to how the writer has decided to organize the information in a passage; it is what the writer uses to hold the meaning of the text together. Just as an architect plans the structure of a building based on its purpose, an author uses a specific plan for writing based on the topic the author has chosen (See <i>Text Structures for Young Readers</i> in Instructional Resources below. This PowerPoint was created to assist the learner in understanding how text structures work.):</p> <ul style="list-style-type: none">• Main Idea/Details: Typically writers use sections and paragraphs that cover certain topics. Within those sections and paragraphs, writers will have one specific topic or idea that is supported by details or facts. Knowing what the topic is and then discovering the facts the writer uses to support the topic helps the reader understand what is most important, allowing the reader to more easily summarize and synthesize the author’s ideas. Within the structure of main idea and details, writers often use the following structures to help the reader connect to and understand the topic.• Chronological Order: If a writer wishes to tell about historical events or steps in a process, the writer may use chronological order.• Comparison: If a writer desires to teach about ecosystems, the writer may compare different systems in order to provide the reader with a clearer understanding of how the ecosystems work.• Cause/Effect; Problem/Solution: If a writer wants to discuss the environment, the writer may use cause and effect to show the reader what happens if the environment is polluted and then may also use problem and solution to show how pollution can be avoided and/or remedied. <p>Within the mini-lessons, the teacher:</p> <ul style="list-style-type: none">• shows the learners how the teacher thinks through a text (think-aloud), discovering the writer’s structure and discussing how knowing the structure assists the teacher as a reader/learner. (The text <i>Missouri</i>, 2007 edition, MacMillan McGraw-Hill, is an excellent read-aloud /think-aloud source for teaching text structures.)• uses graphic organizers (see “5 Expository Text Structures” in Instructional Resources below; Cause/Effect Graphic Organizers, Compare/Contrast Graphic Organizers, Chain Graphic Organizers: Sequence, Cycle,

DESE Model Curriculum

GRADE LEVEL/COURSE TITLE: 4/Expository Text Structures: Charting a Path for Comprehension

Course Code: ELA

	<p>Time Line, and Chain of Events in Technology Resources below) to visually represent the structures</p> <ul style="list-style-type: none"> • generates a list of words that signal the reader regarding the type of organizational structure the writer is using (see “Difficult Text” in Instructional Resources below) • uses mentor texts that do not use signal words to indicate organizational structure, modeling for the learners how to infer the structure
Obj.	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1 2	<p>ESSENTIAL QUESTION #1: HOW DOES EXPOSITORY TEXT DIFFER FROM FICTION?</p> <p>1. Text Characteristics</p> <p>Whole Group: The learners observe and interact with the teacher as the teacher compares fiction and non-fiction text. The learner assists the teacher in developing a T-chart that lists the characteristics of fiction and non-fiction, noting how the organizational structures and text features affect reading strategies used when constructing meaning within each genre.</p> <p>Small Group: The learners meet with a partner to analyze a non-fiction text, mark the characteristics with sticky notes, and discuss what they’re learning from the text based on those characteristics. Next partners meet with another set of partners to share what they’ve learned and then report to the group regarding what they’ve discovered.</p> <p>Learners participate in small group discussion/guided reading groups using non-fiction text.</p> <p>Independent: Learners are provided time to read and respond to non-fiction text at their instructional and independent levels.</p> <p>Conferring: The learner meets with the teacher to discuss what the learner is noticing regarding expository text structures and features.</p>

DESE Model Curriculum

GRADE LEVEL/COURSE TITLE: 4/Expository Text Structures: Charting a Path for Comprehension

Course Code: ELA

<p>1</p> <p>2</p>	<p>ESSENTIAL QUESTION #2: HOW DO AUTHORS ORGANIZE AND PRESENT INFORMATION IN EXPOSITORY TEXT TO AID THE READER IN UNDERSTANDING THE TEXT?</p> <p>ESSENTIAL QUESTION #3: WHY DO AUTHORS USE CERTAIN TEXT STRUCTURES AND FEATURES WHEN PRESENTING INFORMATION IN EXPOSITORY TEXT?</p> <p>ESSENTIAL QUESTION #4: HOW DOES UNDERSTANDING THE AUTHORS' CHOICES IN THE USE OF CERTAIN TEXT FEATURES AND STRUCTURES ASSIST ME AS A READER?</p> <p>2. Previewing and Reading Non-fiction Text using Text Features</p> <p>Whole Group: The learners observe as the teacher models the use of text features and text structures to construct meaning. The learner assists the teacher in developing a T-chart that lists how and why text features are used while reading non-fiction.</p> <p>Small Group: The learners meet with a partner to preview and read non-fiction text, using a copy of the "How I Use Text Features..." T-chart to note the text features and how the text features assist the learner in comprehending the text. Next partners meet with another set of partners to share what they've learned and then report to the group regarding what they've discovered. Learners participate in small group discussion/guided reading groups using non-fiction text</p> <p>Independent: Learners are provided time to read and respond to non-fiction text at their instructional and independent levels.</p> <p>Conferring: The learner meets with the teacher to discuss how the learner is using text features to comprehend non-fiction text.</p>
<p>2</p> <p>3</p>	<p>3. Text Structures</p> <p>Whole Group: The learners observe as the teacher demonstrates how the teacher discerns the organizational structures of non-fiction text and how often the writer will provide cue words that indicate the structure. The teacher provides examples of how this knowledge assists the teacher in comprehending the text.</p> <p>Small Group: Learners, with a partner, read short pieces of non-fiction text and complete graphic organizers that correspond to the organizational structure of the text. Partners share what they've learned with another set of partners and then share with the group.</p> <p>Learners participate in small group discussion/guided reading groups using non-fiction text while focusing on organizational structures and how those structures assist them in comprehending the text.</p> <p>Independent: Learners are provided time to read and respond to non-fiction text at their instructional and independent levels. Responses could include noting topics, main ideas and details, and using graphic organizers.</p> <p>Conferring:</p>

DESE Model Curriculum

GRADE LEVEL/COURSE TITLE: 4/Expository Text Structures: Charting a Path for Comprehension

Course Code: ELA

The learner meets with the teacher to discuss how the learner is using text structures to comprehend non-fiction text.

UNIT RESOURCES: (include internet addresses for linking)

Print Resources:

- *A Drop of Water: A Book of Science and Wonder*, Walter Wick, Scholastic, 1998: Photographs, main ideas & details, italicized words
- *About Time: A First Look at Time and Clocks*, Bruce Koscielniak, Houghton Mifflin, 2004: Text features, esp. illustrations, text structures, esp. chronology
- *Horses*, Seymour Simon, Harper Collins, 2006: Photographs, italicized words, main idea & details, comparison, chronology
- *Hurricanes: Earth's Mightiest Storms*, Patricia Lauber, Scholastic, 1996: Text features, main idea & details, chronology, cause & effect
- *Lewis and Clark on the Trail of Discovery: The Journey that Shaped America*, Rod Gragg, Rutledge Hill Press, 2003: Text features, text structures
- *Missouri*, (textbook), Macmillan/McGraw/Hill, 2007: Text features, text structures
- *Our Planet Earth: The Changing Earth—Its Land, Its Life, and Its Weather*, Claire Llewellyn, Scholastic, 1997: Text features, text structures
- *Our Solar System*, Seymour Simon, Morrow Junior Books, 1992: Text features, esp. charts, illustrations, photographs, index; main idea & details, comparison
- *Science*, (textbook), Harcourt, 2006: Text features, text structures
- Steck-Vaughn, *Pair-It-Books* (a non-fiction series of leveled texts): Text features, text structures
- *The Kid's Guide to Money*, Steve Otfinoski, Scholastic, 1996: Text features, text structures
- *Volcanoes*, Seymour Simon, Harper Collins, 1988: Photographs, maps, pronunciation guides, comparison, main ideas & details, cause & effect
- *Why Do Volcanoes Blow Their Tops? Questions and Answers About Volcanoes and Earthquakes*, Melvin and Gilda Berger, Scholastic, 1999: Text features, text structures, main idea & details

Instructional Resources:

- PPT: Targeting Text Structure
- PPT: Teaching Text Structure
- PPT: Difficult Text
- PPT: 5 Expository Text Structures
- PPT: Text Structures for Young Readers
- Text Structures

DESE Model Curriculum

GRADE LEVEL/COURSE TITLE: 4/Expository Text Structures: Charting a Path for Comprehension

Course Code: ELA

- Non-Fiction Passages
- Non-Fiction Text Feature Chart

Technology Resources:

Reading Nonfiction

<http://www.brainpopjr.com/readingandwriting/readingskills/readingnonfiction/>

Teaching Text Structure

<http://www.slideshare.net/elkissn/teaching-text-structure>

Text Structures

<http://exchange.smarttech.com/details.html?id=30074e2b-99f7-4f11-853a-5ef14437ffe0>

<http://exchange.smarttech.com/details.html?id=60f7c943-769c-4634-8ce8-78f46ce582db>

Structural Features

<http://exchange.smarttech.com/details.html?id=b95cbb1a-97b0-461f-bc78-96a252d94fd0>

Text Structure Review

<http://exchange.smarttech.com/details.html?id=be825d86-8b80-457f-980f-ad716637dbc1>

Understanding Main Idea

<http://exchange.smarttech.com/details.html?id=5d5e311e-b396-47b8-b230-dda9fb57dc42>

<http://www.brainpop.com/english/writing/mainidea/>

Cause/Effect Graphic Organizers

http://www.educationoasis.com/curriculum/GO/cause_effect.htm

Compare/Contrast Graphic Organizers

http://www.educationoasis.com/curriculum/GO/compare_contrast.htm

Chain Graphic Organizers: Sequence, Cycle, Time Line, and Chain of Events

<http://www.educationoasis.com/curriculum/GO/sequence.htm>