Understand how text structure impacts comprehension

SUPER SATURDAY READING CONFERENCE

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Move across the standards that target text organization.

TEXT FEATURES	LITERARY STRUCTURE	INFORMATIONAL STRUCTURES	ARGUMENTATIVE STRUCTURE
FOCUS: Visible tools help the reader find, understand, and learn more information.	**FOCUS**: Invisible organization incorporates story elements within a dependable structure. **STRATEGY INSTRUCTION**: • Reveal types of literature. • Root story elements in the plot map. • Understand how a story works.	**FOCUS**: Invisible organization connects the author's purpose with the type of information he provides. **STRATEGY INSTRUCTION**: • Compare nonfiction versus persuasive texts. • Understand the 6 ways to organize information. • Relate text structure to author's purpose. • Expect longer texts to vary structures.	**FOCUS**: Invisible organization relates an author's opinion with his reasoning— regardless of the persuasive genre. **STRATEGY INSTRUCTION**: • Recognize the *what-and-why* structure. • Compare an argument to parts of a table. • Identify *what* evidence supports *which* reason.
Grade K | RI5, RL6, RI6 Identify the front cover, back cover, and title page.…author and illustrator … and define the role of each… **Grades 1-2 | RI5** Know and use… text features… **Grade 3 | RI5, RI7** Use text features… to locate [and gain] information… **Grade 4 | RI7** Interpret information presented visually… or quantitatively… **Grade 5 | RI7** …Locate an answer to a question quickly or… solve a problem efficiently.	**Grade K | RL5** Recognize common types of texts… **Grade 1 | RL5** Explain… differences between… stories and… information… **Grade 2 | RL5** Describe the… structure of a story… **Grade 3 | RL5** Refer to parts… using terms…; …describe how each… builds on earlier sections. **Grade 4 | RL5** Explain… differences… and refer to the structural elements… **Grade 5 | RL5** Explain how… chapters, scenes, or stanzas fit together… **Grades 6-7 | RL5** Analyze how a particular [part] fits… and contributes to the development of the theme, setting, plot… or meaning. **Grade 8 | RL5** Compare and contrast the structure of two or more texts… **Grades 9-12 | RL5** Analyze how an author's [text structure] choices… create… mystery, tension, or surprise…impact meaning…	**Grade 2 | RI6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **Grade 3 | RI8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **Grade 4 | RI5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution)… **Grade 5 | RI5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. **Grades 6-7 | RI5** Analyze how a particular [part] fits into the overall structure… and contributes to the development of the ideas. **Grades 6-7 | RI6** Determine an author's… …purpose in a text…. **Grade 8 | RI5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. **Grade 8 | RI6** Determine an author's… purpose… **Grades 9-12 | RI5** Analyze… how… ideas or claims are developed… Evaluate the effectiveness of the structure… **Grades 9-12 | RI6** Determine an author's… purpose…, analyzing how style and content contribute to the power…	**Grades K-1 | RI8** …Identify the reasons an author gives to support points in a text. **Grades 2-4 | RI8** Describe/Explain how an author uses reasons and evidence to support particular points in a text. **Grade 5 | RI8** Explain… reasons and evidence…, identifying which reasons and evidence support which point(s). **Grades 6-7 | RI8** Trace and evaluate the argument… assessing whether the reasoning is sound and the evidence is relevant and sufficient… **Grade 8-12 | RI8** Evaluate the argument…, assessing whether the reasoning is valid and the evidence is relevant and sufficient…

SPIN-OFF SESSION

CONTENT-AREA READING | Session 3
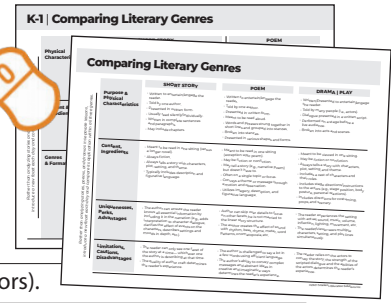Text Features

LITERARY STRUCTURE

Reveal literary genres.

Introduce the visible and invisible differences among **types of literature**.

SECRET SITE RESOURCES

SHORT STORY	POEM	DRAMA
Told by one author— usually.	Told by one author— usually.	Told by many people (i.e., actors).
Presented to the audience in written form.	Presented to audience in written form.	Presented to the audience orally and visually.
Usually read silently/individually.	Intended to be read aloud.	Performed on a stage before a live audience.
Written in complete sentences and paragraphs.	Written in words/phrases strung together in short lines.	Written as a script, a text version of planned dialogue.
May include chapters.	Broken into stanzas; may create a shape and form.	Broken into acts and scenes.
Always tells a story with characters, plot, setting, and theme.	May tell a story (e.g., narrative poem).	Always tells a story with characters, plot, setting, and theme.

SPINOFF SESSION

COMPREHENSION STANDARDS
Session 1 | Summarize Literature

Dismantle the *Story Structure.*

Root story elements in the **plot map**.
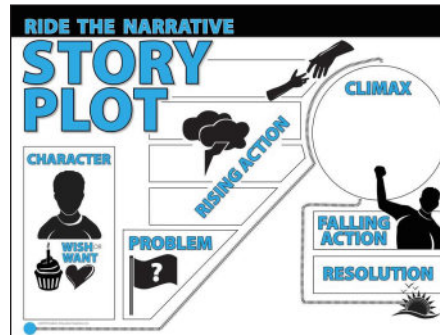
RIDE THE NARRATIVE
STORY PLOT
CLIMAX
CHARACTER
RISING ACTION
FALLING ACTION
WISH OR WANT
PROBLEM
RESOLUTION

Storyboard
Identify setting and what the main character(s) wants.
Identify the problem.
Describe the solution.

Storyboard
Identify setting and what the main character(s) wants.
Identify the problem.
Describe the problem getting worse or bigger.
Describe the solution.

Storyboard
Identify setting and what the main character(s) wants.
Identify the problem.
Describe the problem getting worse or bigger.
Describe the problem getting even worse or even bigger.
Describe the solution.

HOW A STORY WORKS

Readers know where they are on the plot map based on the details the author reveals.

	EXPOSITION description	PROBLEM conflict	RISING ACTION problem gets worse	CLIMAX crisis	RESOLUTION final status
CHARACTER	· Details about physical appearance and mannerisms relevant to the upcoming conflict. · The character's "default" personality. · Insights into his relationships and reputations. · Backstory that reveals goals, hopes, motivations, motives, desires, needs, etc.	· Conflict arises because of a character's flaws, fears, anxieties, weaknesses, or vulnerabilities.	· Each attempt to solve the problem reveals reactions that may affect the character's optimism and outlook. · Reveals more about the character's values. · Exposes more character weaknesses. · Exposes more character strengths. · Shows the character reluctant to make a difficult decision. · Shows the character making the wrong decision(s).	· The character is in crisis. · Insight into what he is willing to risk. · More insight about what's at stake and his fear of failure. · The character is forced to make a decision. · He may receive outside help or advice.	· The character relaxes and returns to his "default" personality. · The character experiences success/joy, demonstrates empathy, or reaches acceptance (apologies, punishment, death). · The character reflects and discovers more about himself. · The character may change, stay true to himself, or fail to learn from his experiences.
SETTING	· Reveals when and where the character "lives" and how it shaped who the character is. · Includes location, time, era, culture, surrounding activity, sensory details, weather.	· The setting or environment shifts.	· The setting (e.g., situation, circumstances, mood, time, etc.) is shifting. · The setting impacts the character's options, defining what is possible—and impossible. · Drama, suspense, and tension increase.	· The mood reaches a breaking point. · The setting is at its "worst." · A deadline is approaching.	· The mood and tone relax or lighten. · The tension eases. · The weather improves. · Time runs out.
PLOT	· May describe relevant or important events from the past. · May provide historical context.	· A danger may present itself. · An obstacle reveals itself, explaining why the character can't have what he wants.	· A series of progressively more complicated events and decisions. · Each scene or small moment adds a complication or obstacle (e.g., violence, threats, complaints, dishonesty, inaction, haste, deflection, etc.). · The character may be chasing an external reward (e.g., physical prize), an intrinsic/reward (e.g., personal satisfaction), or dodging a negative consequence or punishment.	· Events force the character to make a hard choice or difficult decision. · The "right" answer or solution is revealed. · May include last-minute information or an unexpected twist.	· Includes the final scenes, events, and actions. · The outcome of the original conflict is solved or resolved.

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● Understand **how a story works**. *Where* you are in the story determines *what* information is revealed about *which* story element.

INFORMATIONAL STRUCTURES

Identify differences between genres.

Compare **nonfiction** v **persuasive texts**.

INFORMATIONAL TEXT

NONFICTION	PERSUASIVE
• Informs the reader.	• Persuades the reader.
• Presents factual information.	• Presents opinions & facts interpreted by the author.
• Uses paragraphs to teach, explain, describe, or compare information.	• Uses paragraphs to reveal opinions with facts, examples, quotes, and data as support.
• Summary	• Opinion, editorial, essay
• Report	• Speech, debate
• Directions	• Review, evaluation
• Procedures	• Advertisement
• Business letter	• Commercial

RELEVANT RESOURCES

ANIMAL TESTING: Lifesaving Research vs. Animal Welfare

SECRET SITE RESOURCES
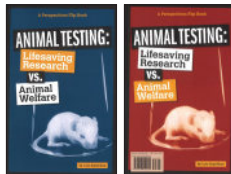
Comparing Fiction v. Nonfiction v. Persuasive

Recognize the overall structure of the information.

Understand the **6 ways to organize information**.

To persuade/argue
WHAT & WHY

INTRO | Reveals claim or overall opinion.

BODY | Provides reasons and evidence.
- **TOPIC SENTENCE |** States a reason or opinion.
- **SUPPORT |** Backs up the reason with facts, proof, and evidence.

CONCLUSION | Emphasizes the significance of the position/argument.

To teach how
PROCEDURAL

INTRO | Names the event/process.

BODY | Reveals info in order of occurrence.
- **TOPIC SENTENCE |** Introduces a step.
- **SUPPORT |** Describes what happened in that step, time, or phase.

CONCLUSION | Highlights the impact or describes the result.

To explain
DESCRIPTIVE

INTRO | Introduces the broad subject.

BODY | Organizes specific details into subtopics.
- **TOPIC SENTENCE |** Names 1 part/facet.
- **SUPPORT |** Describes that single part or facet.

CONCLUSION | Emphasizes the significance or importance.

To study 2 things
COMPARE-CONTRAST

INTRO | Names items being compared.

BODY | Examines two items by category.
- **TOPIC SENTENCE |** Identifies a category.
- **SUPPORT |** Reveals similarities & differences within that category.

CONCLUSION | Draws an overall conclusion about the two items.

Relate 2 things
CAUSE-EFFECT

INTRO | Introduces the effect(s) and suspected cause(s)— or visa versa.

BODY | Describes the effects (or causes).
- **TOPIC SENTENCE |** Names 1 cause/effect.
- **SUPPORT |** Describes why or how one impacts the other.

CONCLUSION | Reinforces what happened because of something else.

To show before & after
PROBLEM-SOLUTION

INTRO | Introduces the problem.

BODY | Describes the responses/actions.
- **TOPIC SENTENCE |** Reveals an attempted remedy.
- **SUPPORT |** Describes (& might evaluate) the result of each "solution."

CONCLUSION | Reveals the solution, outcome, or current status.

Author Purpose | Tornado Example

Relate text structure to author's purpose.

IF THE AUTHOR USED THE…	HE WANTS TO…
• Procedural text structure…	• Teach or instruct the reader.
• Descriptive text structure…	• Explain or illustrate something.
• Compare-Contrast text structure…	• Study 2 separate items.
• Cause-Effect text structure…	• Relate 2 things.
• Problem-Solution text structure…	• Name a problem & its solution.
• Argumentative text structure…	• Persuade the reader.

● Expect longer texts to **vary structures among sections**.

ARGUMENTATIVE STRUCTURE

Arguments always include a proposition with support.

Recognize the *what-and-why* structure.

WHAT | The first sentences reveal what the author thinks believes, feels, or wants— his overall position or claim.

WHY | The body paragraphs provide information about why he thinks that.

What the author thinks.
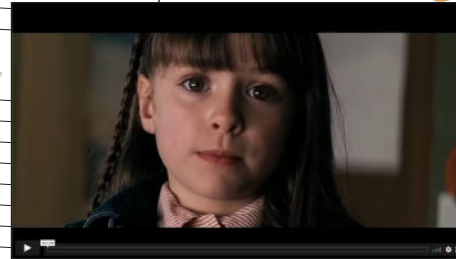
Why he thinks it.

Why he thinks it.

Why he thinks it.

THE AUTHOR'S OPINION: **What & Why**

WHAT HE THINKS, FEELS, OR BELIEVES?

WHY HE THINKS, FEELS, OR BELIEVES IT?

1.

2.

3.

SECRET SITE RESOURCES

Compare an argument to **parts of a table**.

TABLE CLOTH The overall position/claim.

TABLE TOPS Each reason.

TABLE LEGS Evidence that supports each reason.

Position **What**

Reason

Evidence

Why

Reason

Evidence

Why

Reason

Evidence

Why
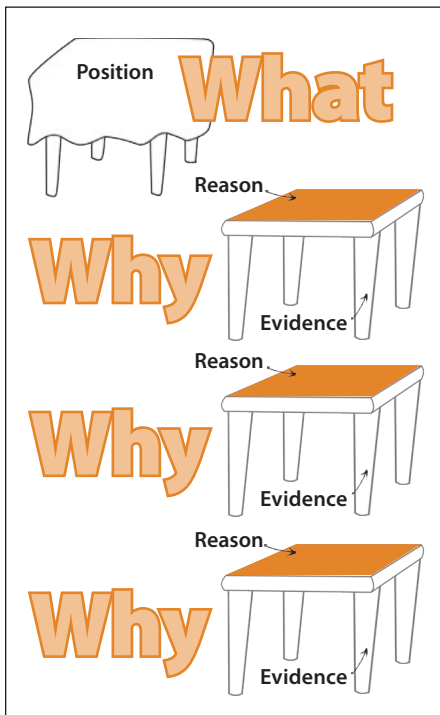
Identify *what* evidence supports *which* reason.
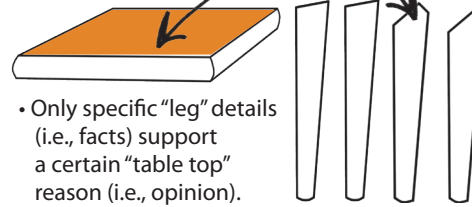
- Only specific "leg" details (i.e., facts) support a certain "table top" reason (i.e., opinion).

- Supporting "leg" details from one reason cannot be interchanged for another.

- Accurately and objectively tracing an author's argument requires delineating what evidence supports which reason.

SPINOFF SESSIONS
TEXT-BASED RESPONSES
Session 2 | Primary Writing
Session 3 | Constructed Responses

ANCHOR CHARTS

GRADES 2-3

GRADES 6-12