

Critical Concepts 6.5A Text Structure

Non Fiction Lesson Plans

Skill Focus: CC.6.5A – Analyze how a particular sentence paragraph chapter or section fits the overall structure of a text and contributes to the development of ideas

Vocabulary: The six types of text structures, (also refer to page 43 in the CC Interpretation and Resource Guide 2 section of your binder for more in depth vocabulary list)

January Lesson Objectives:

1. Students will be able to identify the structure of an informational text.
2. Students will be able to analyze how a specific section fits into the overall structure.
3. Students will be able to explain how that section helps develop the ideas in the text

Non-Fiction Texts Suggestions for January (text selections are suggestion only, teachers can change the text to fit their classroom needs, if choosing another text it should come from the Educational Epiphany Curriculum)

- *Cesar E. Chavez*
- *What Has Science Done for You Lately?*
- *The Iraq War: Causes and Effects*
- *The War on Bullying*

Graphic Organizer: Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 6.5A pages 61-64

Before the I Do: Teach the Six Text Structures (10-15 minutes)

Before modeling the I Do portion, explicitly teach and review these six text structures. Provide examples or anchor charts for visual support.

Structure	Description
1. Descriptive	Describes what a person, place, thing, or idea is. Uses details to give a clear picture.
2. Compare and Contrast	Explains how two or more people, places, things, or ideas are alike and how they are different.

3. Chronological Order	Presents information in time order. Often includes dates, years, and historical timelines. <i>(All chronological texts are sequential, but not all sequences are chronological.)</i>
4. Sequential Order	Presents steps or events in the order they occurred or should occur (e.g., recipes, directions, scientific processes).
5. Cause and Effect	Explains an event (the cause) and what happened as a result (the effect).
6. Problem and Solution	Presents a challenge or struggle and explains how it is or could be solved Includes both the problem and a possible answer.

Teacher Tip:

Use a short example of each (1–2 sentences) to solidify the concept. Example for “Cause and Effect”:

“The streets flooded because of the heavy rain. As a result, school was canceled.”

After teaching, display the structure names and their definitions visually in the room or on screen for student reference during the lesson.

I Do (15 minutes) – Teacher Model

Text: *What Has Science Done for You Lately?*

1. Distribute the 6.5A graphic organizer.
2. Read aloud an excerpt (e.g., first two paragraphs).
3. Think Aloud (Example):

“Let’s start by identifying the **overall structure**. This text explains what science does in our everyday lives. I notice the author lists a lot of examples—smartphones, cars, medicines. That pattern shows a **descriptive structure**.”

“Now I’ll analyze a specific **paragraph**. I’ll look at paragraph 2. I write that in the ‘Section under study’ box.”

“How does this paragraph fit the overall structure? It’s one part of a list of everyday items—so it fits the description format by giving examples of science at work.”

“Now, how does it help develop ideas? It supports the main idea that science is all around us, helping in ways we may not notice.”

Fill in the graphic organizer together as a class.

We Do (20 minutes) – Guided Practice

Text: *The War on Bullying*

1. Read a selected excerpt aloud together (e.g., middle paragraphs on prevention programs).
2. Prompt students with these questions:

- What is the overall structure of this text?
 - What paragraph or section should we analyze?
 - How does that section fit the structure?
 - How does it help develop the ideas in the text?
3. Complete the graphic organizer together as a class.

Sample structure:

- **Structure:** Problem/Solution
- **Section Under Study:** Paragraph 4 – Description of school programs
- **How it fits structure:** Provides an example of the solution
- **How it develops ideas:** Shows how schools are addressing the bullying problem

You Do with a Partner (25 minutes)

Text: *Cesar E. Chavez*

1. Pairs read a designated excerpt (e.g., describing Chavez's early activism).
2. Together, they complete the 6.5A organizer:
 - Identify the overall structure
 - Choose a section to analyze
 - Explain how it fits into the structure and how it develops the text's ideas

Teacher circulates and supports pairs as needed.

You Do Independently (Homework or Exit Task)

Text: *The Iraq War: Causes and Effects*

1. Students choose a paragraph or section to analyze.
2. Fill out the full CC 6.5A graphic organizer on their own.
3. Turn in for assessment or review in the next lesson.