



<b>Program Information</b>	<i>[Lesson Title]</i>		<b>TEACHER NAME</b>		<b>PROGRAM NAME</b>	
	<b>Text Structure in Nonfiction: Construction Contextualization Lesson</b>		Hayley Williams		Parma City School District	
<b>Instruction</b>	<i>[Unit Title]</i>		<b>NRS EFL(s)</b>		<b>TIME FRAME</b>	
			3 – 5		120 minutes	
<b><u>ABE/ASE Standards – English Language Arts and Literacy</u></b>						
<b>Reading (R)</b>		<b>Writing (W)</b>		<b>Speaking &amp; Listening (S)</b>		<b>Language (L)</b>
Foundational Skills		Text Types and Purposes		Comprehension and Collaboration	<b>S.3.1, S.4.1, S.3.2, S.3.3, S.4.2</b>	Conventions of Standard English
Key Ideas and Details	<b>R.5.3</b>	Production and Distribution of Writing		Presentation of Knowledge and Ideas		Knowledge of Language
Craft and Structure	<b>R.3.10, R.3.11, R.4.7</b>	Research to Build, and Present Knowledge				Vocabulary Acquisition and Use
Integration of Knowledge and Ideas	<b>R.3.14</b>					<i>Benchmarks identified in <b>RED</b> are priority benchmarks. To view a complete list of priority benchmarks and related Ohio ABE lesson plans, please see the <a href="#">Curriculum Alignments</a> located on the <a href="#">Teacher Resource Center</a>.</i>



<p><b>LEARNER OUTCOME(S)</b></p> <ul style="list-style-type: none"> <li>• Explain the types of text structures that writers use to organize information</li> <li>• Identify signal words that indicate text structure, coding these in a single text</li> <li>• Describe the structure of information in texts.</li> <li>• Compare and contrast the structure of two or more texts.</li> <li>• Analyze a series of events to determine the relationships between events.</li> </ul>	<p><b>ASSESSMENT TOOLS/METHODS</b></p> <ul style="list-style-type: none"> <li>• Organize information about text structure into notes, discussing main points</li> <li>• Explore a variety of texts, identifying signal words and analyzing text structure</li> </ul>
<p><b>LEARNER PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Learners understand how to use context clues to infer meaning and determine unfamiliar vocabulary words</li> <li>• Learners are familiar working in groups</li> </ul>	
<p><b>INSTRUCTIONAL ACTIVITIES</b></p> <ol style="list-style-type: none"> <li>1. Introduce text structure by asking students to look through the newspaper. Are all of the articles written in the same format? For the same reason? No!</li> <li>2. Have students look through the newspaper to see what the purpose of articles are. Hopefully they come up with: to inform, to persuade, to describe, etc. Because articles are written for different purposes, they do not all follow the same structure.</li> <li>3. We are going to look at the five text structures today and learn how to differentiate between them as both readers and writers.</li> <li>4. Handout <a href="#">20 Strategies to Teach Text Structure</a> for reference throughout the lesson. Also handout the <i>Text Structure PowerPoint</i></li> </ol>	<p><b>RESOURCES</b></p> <p>Newspapers for student use</p> <p>Computer with Internet access</p> <p>Projector, ability to project</p> <p>White/chalk board</p> <p>Student copies of <i>20 Strategies to Teach Text Structure</i>  <i>20 Strategies to Teach Text Structure</i> [PDF file]. (n.d.). Retrieved from <a href="https://education.illinoisstate.edu/downloads/casei/3-01-04-handout TextStructureResources 1.pdf">https://education.illinoisstate.edu/downloads/casei/3-01-04-handout TextStructureResources 1.pdf</a></p> <p>Student copies of <i>Text Structure PowerPoint Student Copy</i> (attached)</p>



<p><i>Student Copy</i> for them to fill in the blanks as it is viewed as a class.</p> <ol style="list-style-type: none"><li>Show students the <a href="#">Text Structure Lesson 2 PowerPoint</a> going through each slide (1- 9) slowly so that students have time to fill in their notes.</li><li>Ask for volunteers to read each slide. Explain as necessary and/or allow for students to share examples of their own.</li><li>Review how to identify text structure (asking what the author is doing and look for signal words) on slide #9.</li><li>Students will work with a partner to identify text structure of slides #10-17. They should highlight key signal words in each paragraph that indicate text structure and then write the type beside the title.</li><li>Review the practice slides #10-17 with the class, encouraging students to point out the clues (signal words) they found.</li></ol> <p>5. Next, students will examine various workplace related documents for text structure in stations. Each student will be assigned a number (1- 5), reporting to the assigned station. Each station has a text for students to evaluate the text type and participate in the activity for that table. Students will complete the activities that are assigned to each numbered table station. *See corresponding activities for each station.</p> <ol style="list-style-type: none"><li>Station #1, Activity 1 (Cause and Effect)<ol style="list-style-type: none"><li>Laptop displaying a blog on the aging workforce <a href="#">Age Safe: How an Aging Workforce Impacts the Construction Industry</a></li></ol></li><li>Station #2, Activity 2 (Sequence)<ol style="list-style-type: none"><li>Printed (2 copies of the article) <a href="#">Stormwater and the Construction Industry: Planning and Implementing Erosion and Sediment Control Practices</a></li></ol></li><li>Station #3, Activity 3 (Compare/Contrast)<ol style="list-style-type: none"><li>Printed (2 copies of the article) <a href="#">Differences between union and nonunion compensation, 2001 – 2011</a></li></ol></li><li>Station #4, Activity 4 (Chronological)</li></ol>	<p>Text Structure Lesson 2 PowerPoint. (n.d.). Retrieved from <a href="http://www.ereadingworksheets.com/text-structure/text-structure-activities/">http://www.ereadingworksheets.com/text-structure/text-structure-activities/</a></p> <p>Highlighters for student use</p> <p>Copies of <i>Station Activity 1 – 5 (attached)</i></p> <p>Laptops for station/student use</p> <p>Hildebrandt, K. (2014, February). Age Safe: How an Aging Workforce Impacts the Construction Industry. Retrieved from <a href="http://www.naylor-network.com/ngc-constructor/articles/?aid=253843&amp;issueID=31705">http://www.naylor-network.com/ngc-constructor/articles/?aid=253843&amp;issueID=31705</a></p> <p>2 copies of <i>Stormwater and the Construction Industry: Planning and Implementing Erosion and Sediment Control Practices</i></p> <p>Stormwater and the Construction Industry: Planning and Implementing Erosion and Sediment Control Practices [PDF file]. (n.d.). Retrieved from <a href="http://www.provo.org/home/showdocument?id=2060">http://www.provo.org/home/showdocument?id=2060</a></p> <p>2 copies of <i>Differences between union and nonunion compensation, 2001 – 2011</i></p> <p>Long, G. I. (2013). Differences between union and nonunion compensation, 2001 - 2011 [PDF file]. <i>Monthly Labor Review</i>, 16-23. Retrieved from <a href="http://www.bls.gov/opub/mlr/2013/04/art2full.pdf">http://www.bls.gov/opub/mlr/2013/04/art2full.pdf</a></p> <p>Copy of <i>Steps to Building a New Home Activity and Strips</i> (attached)</p> <p>2 copies of <i>Apprentice Electrician Job Description</i></p> <p>Apprentice Electrician Job Description Example. (n.d.). Retrieved from</p>
---	---



<p>i. <i>Steps to Building a New Home Activity and Strips</i></p> <p>e. Station #5, Activity 5 (Spatial/Descriptive)</p> <p>i. Printed (2 copies of the article) <a href="#">Apprentice Electrician Job Description</a></p> <p>6. Review text structure by asking students the following questions (write these on the board or display on the smart board:</p> <p>a. How does text structure relate to author's purpose. Have them turn and talk with a partner for 2 minutes to come up with a response to this question. Share a couple volunteer responses out loud with the class. As a class, the consensus should be that writers organize information in a way that best supports their purpose and aids in reader comprehension. If text is already well organized then we, as readers, do not have to organize it in a way that makes sense to us.</p> <p>b. How can understanding text structure assist us, as readers, in better comprehending a text? Again, have students turn and talk with a partner before sharing responses. As a class, they should come to the conclusion that recognizing text structure helps us to get the big picture of the text and not get caught up in vocabulary or minor details.</p> <p>7. Culminate the lesson by asking students to write down the clearest point of the lesson and the muddiest point. This will assist with organizing any review that needs to take place.</p>	<p><a href="http://jobdescriptionandresumeexamples.com/apprentice-electrician-job-description-example/">http://jobdescriptionandresumeexamples.com/apprentice-electrician-job-description-example/</a></p>
<p><b>DIFFERENTIATION</b></p> <ul style="list-style-type: none"><li>• Visual presentation</li><li>• Whole class, small group, partner, and independent work</li><li>• Station activities can be leveled groups</li><li>• Additional Text Structure Worksheets can be found here:<ul style="list-style-type: none"><li>○ Text Structure Worksheets   Reading Worksheets. (n.d.). Retrieved from <a href="http://www.ereadingworksheets.com/text-structure/text-structure-worksheets/">http://www.ereadingworksheets.com/text-structure/text-structure-worksheets/</a></li></ul></li><li>• Extension Activity:</li></ul>	



	<ul style="list-style-type: none"><li>○ Scholastic. (n.d.). Nonfiction Text [PDF file]. Retrieved from <a href="http://www.scholastic.com/teachers/sites/default/files/asset/file/reading_bestpractices_nonfiction_nonfictiontools_1.pdf">http://www.scholastic.com/teachers/sites/default/files/asset/file/reading_bestpractices_nonfiction_nonfictiontools_1.pdf</a></li></ul>
<b>Reflection</b>	<b>TEACHER REFLECTION/LESSON EVALUATION</b>
	<b>ADDITIONAL INFORMATION</b> <ul style="list-style-type: none"><li>• Articles and activities for stations could be changed if you do not wish the lesson to be contextualized to construction</li></ul>



### Station Activity 1

1. View the blog displayed on the laptop titled: [Age Safe: How an Aging Workforce Impacts the Construction Industry](#)
2. This information is presented in a blog. What is the purpose of this blog?
3. Can you infer anything about text type based on the title? If so, how?
4. Determine the text type and cite three signal words that indicate this to you?
5. What was your take away from this article? Is this at all relevant to you?



## Station Activity 2

1. Review the article, [\*Stormwater and the Construction Industry: Planning and Implementing Erosion and Sediment Control Practices\*](#)
2. Just by looking at the article title and diagram, can you infer the text type?
3. Do you anticipate seeing a lot of these types of text in your workplace? Explain why or why not.
4. Determine the text type of this article and provide at least three signal words that helped to indicate this.
5. Briefly explain the importance of erosion and sediment control practices for the construction industry.



### Station Activity 3

1. Review the article, [\*Differences between union and nonunion compensation, 2001 – 2011\*](#)
2. Can you infer anything about text type based on the title? If so, how?
3. Determine the text type and cite three signal words that indicate this to you?
4. Would you want to work in a union or do you believe they are a thing of the past? Discuss this with your group and then provide a brief response with your opinion below (1-2 paragraphs).





### **Station Activity 4 – Steps to Building a New Home**

1. Review the strips on the table. Each strip is one step in the home building process.
2. Put the steps (strips) in order, reflecting the correct order of events when it comes to home building. \* This must be checked by your instructor once you are finished, so please raise your hand once you get to this point.
3. What text type did this activity represent? List at least three signal words that indicate this.
4. How could the home building process be explained through cause and effect? Provide at least one example.



### Station 4 Activity – Steps to Building a New Home Strips

First you must prepare the site and pour the foundation.

Second comes the initial inspection, then onto the rough framing.

Once the rough framing is in place, plumbing, electric and HVAC can take place.

Next come more inspections prior to installation of the insulation.

Following the insulation comes the drywall, interior fixtures, and then the beginning of the exterior finishes including installing the exterior driveway and walkways.

Then it is onto finish the interior by installing countertops, flooring and bathroom fixtures.

The final touches include landscaping.

The building concludes with a final walkthrough.



### Station Activity 5

1. Review the [Apprentice Electrician Job Description](#)
2. Just by looking at the title and layout of the text, can you infer the text type?
3. Determine the text type of this article and provide at least three signal words that helped to indicate this.
4. Why do you think this text type is best suited to a job description?
5. Is this a job you would be interested in? Why or why not? Refer to the job description for details to include in your short response.