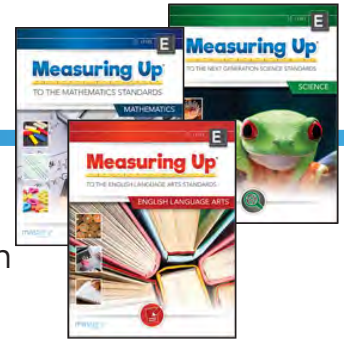


Try It Out! Sample Pack | ELA | Grade 6 | Lesson 28

Measuring Up to the Standards



The **Try It Out!** sample pack features:

- 1 full student lesson with complete Teacher Edition lesson
- 1 full Table of Contents for your grade level
- Correlation to the standards

Developed to meet the rigor of the standards, **Measuring Up** employs support for using and applying critical thinking skills with direct standards instruction that elevate and engage student thinking.

Standards-based lessons feature introductions that set students up for success with:

- ✓ Vocabulary in Action
- ✓ Relevant real-world connections
- ✓ Clearly identified learning goals
- ✓ Connections to prior learning

Guided Instruction and Independent Learning strengthen learning with:

- ✓ Deep thinking prompts
- ✓ Collaborative learning
- ✓ Self-evaluation
- ✓ Demonstration of problem-solving logic
- ✓ Application of higher-order thinking

Flexible design meets the needs of whole- or small-group instruction. Use for:

- ✓ Introducing standards
- ✓ Reinforcement or standards review
- ✓ Intervention
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Lesson 28

ANALYZE STRUCTURE OF A TEXT RI.6.5

INTRODUCTION

Real-World Connection

GEOGRAPHY CONNECTION

Derek and his family are going on a road trip through California this summer. Derek downloads a travel guide for California to learn more about the state. He shows the guide to his parents, and they use it to map out a travel route. The family finds the organization of the guide to be very helpful for their planning. It has step-by-step instructions on how to get to interesting sites as they drive across the state. However, some of the entries also include other information about these sites. Derek recognizes the step-by-step structure of the directions, but he is not sure how this other information is organized. How can Derek determine how the pieces of the text fit together and develop ideas? We will practice the necessary skills in **Guided Instruction** and **Independent Practice**. Then at the end of the lesson, we will revisit Derek's problem.

What I Am Going to Learn

- How to recognize and explain how various sections of a text fit into the overall structure of the text
- How to determine how the structure of a text affects the development of the ideas in the text

What I May Already Know RI.5.5

- I know how to identify text structure specific to informational texts.
- I know how to compare and contrast the structure of events, ideas, concepts, and information in two or more texts.

WORDS TO KNOW

structure

section



◀ THINK ABOUT IT

Write a short paragraph about what you did last weekend.

Try using a structure that tells what you did in the order that it happened. What other way could you structure your paragraph to suit your purpose?

TIPS AND TRICKS

Each type of structure has words that help link the ideas together. Use these signal words to help you figure out what the structure is and how the ideas relate to each other.

TURN AND TALK

Look back at a story you read recently. How does the author use structure to help to convey meaning?

THINK ABOUT IT

You can see that the writer's purpose is to inform the reader about the Golden Gate Bridge. Consider the different types of structures in the chart and ask yourself, "What structure does the author use to relate the ideas?"

Vocabulary in Action

As you read, you will come across words that are used in a variety of ways.

- Structure is the organization of a text. When you study the structure of a text, you study how the parts of the text fit together to communicate ideas. For a text to make sense, each piece of the structure must work together. You can think of elements of structure like pieces in a puzzle. Understanding the structure of a text helps you to better understand what you are reading.
- Sentences combine to form paragraphs. Paragraphs in a text form a section or a chapter. Sections and chapters are the separate parts of a text. Then the sections or chapters combine to make the overall text.

To communicate their ideas clearly, writers must structure texts in some kind of order. Figuring out the text structure allows you to understand how the writer's ideas relate to each other. Here are some ways a writer can structure a text.

STRUCTURE	DEFINITION	EXAMPLE
Time Order	The order in which events happen in time	In March, it snowed. In April it rained, but in May it was sunny.
Step by Step	The order in which tasks are done	First, turn on the oven. Next, wait for it to heat up. Finally, put the pan in the oven.
Cause and Effect	The cause explains why the event happened. The effect explains what happened as a result of the cause.	We had a big snowstorm last night. Therefore, there was no school today.
Compare and Contrast	When you compare, you find how things are alike. When you contrast, you find how they are different.	My sister and I enjoy school. She likes science, and I like English.
Problem and Solution	The problem is the question that needs to be solved. The solution is the answer.	We lost power in our classroom, so we used paper and pens instead of computers.
List or Description	The writer organizes the information as a list or set of descriptions.	For example, you can visit the ocean, desert, or mountains.

GUIDED INSTRUCTION

Read this section from Derek's travel guide about California. Think about the types of structure that the writer used in this part of the text.

The Golden Gate Bridge

Why build an enormous bridge suspended over the water in San Francisco? Until the bridge was built, the only way to cross the San Francisco Bay was by boat, which was not very convenient. So many people needed to get back and forth that the bay was clogged with boats.

Then, engineer Joseph Strauss decided that he could create a better way to travel from San Francisco to Marin County by building a bridge across the bay. Of course, building the bridge was not an easy task because it had to stretch over a mile of water that would batter at the bridge with powerful waves and strong currents. The high winds and dense fog in the area added extra challenges.

To make things even more complicated, not everyone wanted a bridge. Some people thought the bridge would ruin the beautiful views in the area. The ferry owners were worried that they would lose business. Also, the bigger ship owners were afraid the bridge would make it difficult to sail in the bay.

Strauss was convinced he could make a bridge that would work, and he did. The team that built the bridge worked in dangerous conditions. They often braved difficult weather while working high above the bay. When the Golden Gate Bridge was finished, it was the longest suspension bridge in the world. It stands today as one of the engineering wonders of the world.



Part A

How does paragraph 1 add to the overall structure of the text?

- (A) It lists the order in which the bridge was built.
- (B) It compares the bridge to other types of bridges.
- (C) It explains why the engineer liked to build bridges.
- (D) It presents the problem that building the bridge solved.

Part B

Underline two sentences from the text that best support the answer to Part A.

◀ HINT, HINT

Ask yourself, “What idea is the writer relating in this paragraph?” Then think about how that idea relates to the paragraphs that follow it.

▶ TURN AND TALK

Work with a partner. On a separate sheet of paper, rewrite “The Golden Gate Bridge” using a different text structure, such as time order. Then present your rewritten story to the rest of the class.

How Am I Doing?

What questions do you have?

How do the specific parts of an informational text contribute to the development of the text’s ideas? What are some examples from a text you have read that show such contributions?

What is the purpose of paragraph 4 in “The Golden Gate Bridge”?

How does it relate to the earlier paragraphs? What does it help the reader understand about the main ideas of the text?

Color in the traffic signal that shows how you are doing with the skill.



INDEPENDENT PRACTICE

Read the article. Then, answer the questions that follow.

Tracking the Wandering Albatross

by Jack Myers | Genre: Magazine Article

- 1 The wandering albatross is a famous and mysterious bird that few of us ever see. Its fame began with sea stories in the days of sailing ships. Those few sailors who ventured into the stormy waters of the southern oceans had a story to tell. Their ships might be followed for days, even for weeks, by an albatross gliding close behind.
- 2 There have been scientific studies of the wandering albatross as an interesting bird with a special way of life. To start with, it's the largest seabird, weighing about twenty pounds and with a wingspan often more than ten feet. Its long, narrow wings are better for gliding than for flapping.
- 3 The wandering albatross also has two tricks that allow it to spend most of its life on the wing. Gliding looks easier than flying. But just holding wings outstretched takes work by a bird's wing muscles. (Just try holding your arms outstretched for a few minutes. Even though you are not doing any useful work, your arm muscles will soon get tired.)
- 4 For the albatross, gliding is easy because of a tricky wing design. A sheet of cartilage can lock and hold the wing in position so that gliding does not take much work. That's the first trick.

Uplifting Air

- 5 The second trick has to do with ocean winds. Most gliding birds, like the hawks and buzzards, are high flyers. They use the upward-blowing air of warm updrafts to keep them in flight.
- 6 The wandering albatross is a low flyer, usually skimming along a few feet above the waves. The waves are the key to the second trick. Ocean waves also make waves in the air above them. A wind blowing over the ocean surface has an upward swirl above every wave it passes.
- 7 You know about people who have fun using surfboards to ride the big ocean waves that come onto beaches. The wandering albatross is a wind surfer. It rides each little updraft that a wave gives to the wind blowing against it. Each updraft gives the bird enough lift to coast to the updraft of the next wave.

Where Albatrosses Meet

- 8 Once every two years, the wandering albatrosses return to the same lonely islands where they were born. Male and female of a pair have a big greeting ceremony and then get to the business of nest building, mating, and egg laying.



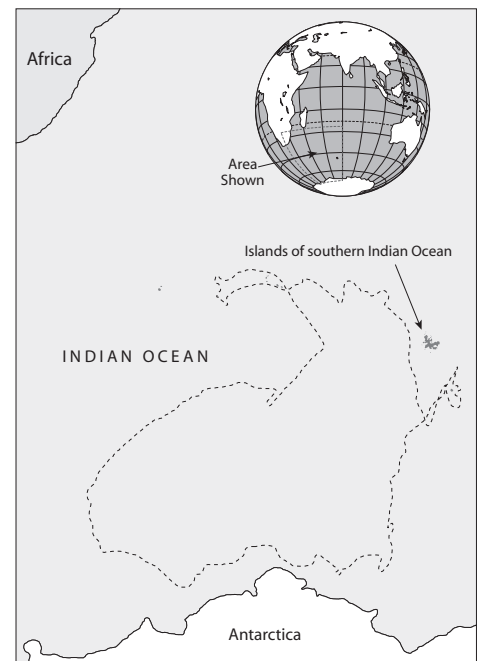
READING NOTES

- 9 Both parents take turns at the forty-day job of incubating the egg. After that comes a 280-day job of feeding the chick. Male and female go out on flights of several days looking for fish and squid to feed the chick. After the chick learns to fly, it goes off on its own lonely wander, and the parents go off on theirs.

Studies on Land and Sea

- 10 The wandering albatross has never known predators. It has no fear of people and has been easy to study during its brief home life on land.
- 11 But how do you study the albatross during most of its life wandering over the oceans? Two French scientists figured out how to track the birds for long flights during the nesting season.
- 12 They put little radio transmitters on several birds. Then they could locate the birds' positions every few hours by using radio receivers on two satellites. Observations from the satellites were sent to computers in France and were used to draw a map of each bird's flight path.

- 13 On the map to the right, you can see the thirty-three-day, 9,400-mile flight path of a male out searching for food while the female was home incubating an egg. Details of the map told a lot that had not been known.



- 14 By day, the albatross traveled distances up to 600 miles. At night, flights were much shorter, and the bird often stopped to rest on the water. But it never stopped for longer than a few hours at a time. It lived up to its reputation as a wanderer.

When the Wind Dies

- 15 One kind of weather the albatross did not like was a dead calm with no wind at all. Then it would rest, taking only short flights, waiting for the wind to come. That need for wind explains why the wandering albatross lives where it does—only in the southern ocean around Antarctica, the windiest of all the seas.
- 16 Satellite tracking has taken away some, but not all, of the mystery from the wandering albatross. We can only wonder how these birds navigate and find their way where there are no signposts or landmarks. How do they travel thousands of miles on erratic or even zigzag courses, and how does each find its way home to a tiny speck of an island?

I. Part A

How do paragraphs 2–7 contribute to the overall structure of the passage?

- (A) They explain why early sailors had a problem with the wandering albatross.
- (B) They contrast the wings of the wandering albatross with the wings of other birds.
- (C) They provide a description of the wandering albatross by listing its characteristics.
- (D) They present the history of the wandering albatross from its discovery to modern times.

Part B

Which two details best support the answer to Part A?

- (A) “Its fame began with sea stories in the days of sailing ships.” (paragraph 1)
- (B) “Those few sailors who ventured into the stormy waters of the southern oceans had a story to tell.” (paragraph 1)
- (C) “To start with, it’s the largest seabird, weighing about twenty pounds” (paragraph 2)
- (D) “The wandering albatross also has two tricks that allow it to spend most of its life on the wing.” (paragraph 3)
- (E) “Most gliding birds, like the hawks and buzzards, are high flyers.” (paragraph 5)
- (F) “You know about people who have fun using surfboards to ride the big ocean waves that come onto beaches.” (paragraph 7)

◀ TIPS AND TRICKS

This question asks for two details. First go through the answers and cross off the ones you know for sure do not support Part A.

2. How does the writer structure the section “Where Albatrosses Meet”?

3. In paragraphs 3–5, what problem does the writer present? What are its solutions? Use the sentences below to fill out the chart.

“But just holding wings outstretched takes work by a bird’s wing muscles.” (paragraph 3)

“Just try holding your arms outstretched for a few minutes.” (paragraph 3)

“For the albatross, gliding is easy because of a tricky wing design.” (paragraph 4)

“They use the upward-blowing air of warm updrafts to keep them in flight.” (paragraph 5)

PROBLEM	
SOLUTION 1	
SOLUTION 2	

4. How do paragraphs 11 and 12 contribute to the overall structure of the passage?

5. Part A

Why is paragraph 14 included in the section “Studies on Land and Sea”?

- (A) It provides a link to the next section.
- (B) It provides a conclusion to the section.
- (C) It uses the same structure as the overall text.
- (D) It explains the main idea of the overall text.

Part B

Which detail from paragraph 14 best supports the answer to Part A?

- (A) “By day, the albatross traveled distances up to 600 miles.”
- (B) “At night, flights were much shorter.”
- (C) “The bird often stopped to rest on the water.”
- (D) “It lived up to its reputation as a wanderer.”

6. How does the second sentence of paragraph 15 fit in with the overall structure of the paragraph?

- (A) It compares the kinds of weather the wandering albatross faces.
- (B) It explains the effect of calm weather on the wandering albatross.
- (C) It describes the problem the wind causes the wandering albatross.
- (D) It lists the habits of the wandering albatross during windy weather.

◀ HINT, HINT

When writers explain why, they often use a problem-and-solution or a cause-and-effect structure to relate ideas.

EXIT TICKET

RI.6.5

Now that you know how to analyze the structure of a text, let’s revisit the Real-World Connection. Imagine you are helping Derek figure out the structure of his travel guide. Recall what you have learned about how to recognize and explain how various pieces of a text fit into the overall structure of the text. Recall how the structure of a text affects the development of the ideas. Then, read the following page from Derek’s California travel guide. Write a few sentences explaining the structures that are used in each of the paragraphs.

The Salton Sea

Wondering why there is a sea in the California desert? In 1905, the Colorado River flooded, and waters spilled into the valley where the Salton Sea is. In 1907, the flooding stopped, and the Salton Sea was born. It is one of the world’s largest inland seas, and it is also one of the lowest spots around because it is 227 feet below sea level. Over time, the sea has become more and more salty, and it is now about 50% more salty than the Pacific Ocean.

You can visit the Salton Sea to go boating or fishing. Many types of birds live near the sea, so bird watching is a popular activity. Keep in mind that although you are visiting the sea, you are also visiting the desert, and the temperature between June and September can reach 115 degrees. However, this is the best time to go fishing!

ANNOTATED TEACHER EDITION

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CORRELATIONS

Correlation to the Common Core State Standards

This worktext is customized to the Common Core State Standards for English Language Arts.

Common Core State Standards	Lessons
Reading Standards for Literature, Grade 6	
Key Ideas and Details	
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	11
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	12, 13
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	14
Craft and Structure	
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	15, 16
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	17–19
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	20
Integration of Knowledge and Ideas	
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	21
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	22
Range of Reading and Level of Text Complexity	
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Embedded throughout Unit 2
Reading Standards for Informational Text, Grade 6	
Key Ideas and Details	
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	23
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	24, 25
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	26

Common Core State Standards	Lessons
Craft and Structure	
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	27
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	28
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	29
Integration of Knowledge and Ideas	
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	30
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	31
RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	32
Range of Reading and Level of Text Complexity	
RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Embedded throughout Unit 3
Writing Standards, Grade 6	
Text Types and Purposes	
W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	6
a. Introduce claim(s) and organize the reasons and evidence clearly.	6
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	6
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	6
d. Establish and maintain a formal style.	6
e. Provide a concluding statement or section that follows from the argument presented.	6
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	7
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	7
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	7
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	7
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	7

CORRELATIONS

Common Core State Standards	Lessons
e. Establish and maintain a formal style.	7
f. Provide a concluding statement or section that follows from the information or explanation presented.	7
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	8
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	8
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	8
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	8
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	8
e. Provide a conclusion that follows from the narrated experiences or events.	8
Production and Distribution of Writing	
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6–8
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	9
W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	9
Research to Build and Present Knowledge	
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	10
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	10
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Embedded throughout Units 2 and 3
a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	Embedded throughout Unit 2
b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	Embedded throughout Unit 3

Common Core State Standards	Lessons
Range of Writing	
W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Embedded throughout Lessons 6–10
Language Standards, Grade 6	
Conventions of Standard English	
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Embedded throughout Unit 1
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Embedded throughout Unit 1
Knowledge of Language	
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Embedded throughout Unit 1
Vocabulary Acquisition and Use	
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	1, 5
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	1
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).	1
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	5
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	5
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	2–4
a. Interpret figures of speech (e.g., personification) in context.	3
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	2
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	4
L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Embedded throughout Unit 1

Lesson 28

ANALYZE STRUCTURE OF A TEXT RI.6.5

INTRODUCTION

Real-World Connection

GEOGRAPHY CONNECTION

Derek and his family are going on a road trip through California this summer. Derek downloads a travel guide for California to learn more about the state. He shows the guide to his parents, and they use it to map out a travel route. The family finds the organization of the guide to be very helpful for their planning. It has step-by-step instructions on how to get to interesting sites as they drive across the state. However, some of the entries also include other information about these sites. Derek recognizes the step-by-step structure of the directions, but he is not sure how this other information is organized. How can Derek determine how the pieces of the text fit together and develop ideas? We will practice the necessary skills in Guided Instruction and Independent Practice. Then at the end of the lesson, we will revisit Derek's problem.

What I Am Going to Learn

- How to recognize and explain how various sections of a text fit into the overall structure of the text
- How to determine how the structure of a text affects the development of the ideas in the text

What I May Already Know RI.5.5

- I know how to identify text structure specific to informational texts.
- I know how to compare and contrast the structure of events, ideas, concepts, and information in two or more texts.

THINK ABOUT IT

Write a short paragraph about what you did last weekend. Try using a structure that tells what you did in the order that it happened. What other way could you structure your paragraph to suit your purpose?

WORDS TO KNOW

structure
section



▶ TIPS AND TRICKS

Each type of structure has words that help link the ideas together. Use these signal words to help you figure out what the structure is and how the ideas relate to each other.

▶ TURN AND TALK

Look back at a story you read recently. How does the author use structure to help to convey meaning?

▶ THINK ABOUT IT

You can see that the writer's purpose is to inform the reader about the Golden Gate Bridge. Consider the different types of structures in the chart and ask yourself, "What structure does the author use to relate the ideas?"

Vocabulary in Action

As you read, you will come across words that are used in a variety of ways.

- Structure is the organization of a text. When you study the structure of a text, you study how the parts of the text fit together to communicate ideas. For a text to make sense, each piece of the structure must work together. You can think of elements of structure like pieces in a puzzle. Understanding the structure of a text helps you to better understand what you are reading.
- Sentences combine to form paragraphs. Paragraphs in a text form a section or a chapter. Sections and chapters are the separate parts of a text. Then the sections or chapters combine to make the overall text.

To communicate their ideas clearly, writers must structure texts in some kind of order. Figuring out the text structure allows you to understand how the writer's ideas relate to each other. Here are some ways a writer can structure a text.

STRUCTURE	DEFINITION	EXAMPLE
Time Order	The order in which events happen in time	In March, it snowed. In April it rained, but in May it was sunny.
Step by Step	The order in which tasks are done	First, turn on the oven. Next, wait for it to heat up. Finally, put the pan in the oven.
Cause and Effect	The cause explains why the event happened. The effect explains what happened as a result of the cause.	We had a big snowstorm last night. Therefore, there was no school today.
Compare and Contrast	When you compare, you find how things are alike. When you contrast, you find how they are different.	My sister and I enjoy school. She likes science, and I like English.
Problem and Solution	The problem is the question that needs to be solved. The solution is the answer.	We lost power in our classroom, so we used paper and pens instead of computers.
List or Description	The writer organizes the information as a list or set of descriptions.	For example, you can visit the ocean, desert, or mountains.

GUIDED INSTRUCTION

Read this section from Derek's travel guide about California. Think about the types of structure that the writer used in this part of the text.

The Golden Gate Bridge

Why build an enormous bridge suspended over the water in San Francisco? Until the bridge was built, the only way to cross the San Francisco Bay was by boat, which was not very convenient. So many people needed to get back and forth that the bay was clogged with boats.

Then, engineer Joseph Strauss decided that he could create a better way to travel from San Francisco to Marin County by building a bridge across the bay. Of course, building the bridge was not an easy task because it had to stretch over a mile of water that would batter at the bridge with powerful waves and strong currents. The high winds and dense fog in the area added extra challenges.

To make things even more complicated, not everyone wanted a bridge. Some people thought the bridge would ruin the beautiful views in the area. The ferry owners were worried that they would lose business. Also, the bigger ship owners were afraid the bridge would make it difficult to sail in the bay.

Strauss was convinced he could make a bridge that would work, and he did. The team that built the bridge worked in dangerous conditions. They often braved difficult weather while working high above the bay. When the Golden Gate Bridge was finished, it was the longest suspension bridge in the world. It stands today as one of the engineering wonders of the world.

[Reading Level: 900–1000L; Word Count: 236]



Part A

How does paragraph 1 add to the overall structure of the text?

- A It lists the order in which the bridge was built.
- B It compares the bridge to other types of bridges.
- C It explains why the engineer liked to build bridges.
- D It presents the problem that building the bridge solved.

Part B

Underline two sentences from the text that best support the answer to Part A.

◀ HINT, HINT

Ask yourself, "What idea is the writer relating in this paragraph?" Then think about how that idea relates to the paragraphs that follow it.

TURN AND TALK

Work with a partner. On a separate sheet of paper, rewrite "The Golden Gate Bridge" using a different text structure, such as time order. Then present your rewritten story to the rest of the class.



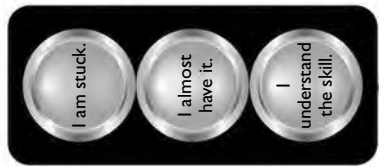
How Am I Doing?

What questions do you have?

Blank lines for writing answers to the question above.

How do the specific parts of an informational text contribute to the development of the text's ideas? What are some examples from a text you have read that show such contributions?

Blank lines for writing answers to the question above.



Color in the traffic signal that shows how you are doing with the skill.

What is the purpose of paragraph 4 in "The Golden Gate Bridge"?

How does it relate to the earlier paragraphs? What does it help the reader understand about the main ideas of the text?

Blank lines for writing answers to the questions above.

INDEPENDENT PRACTICE

Read the article. Then, answer the questions that follow.

Tracking the Wandering Albatross

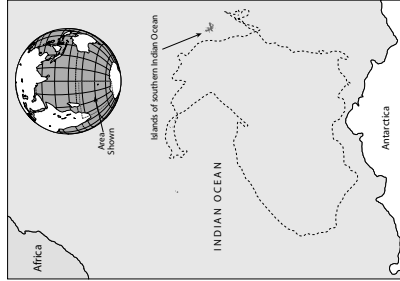
by Jack Myers | Genre: Magazine Article



- 1 The wandering albatross is a famous and mysterious bird that few of us ever see. Its fame began with sea stories in the days of sailing ships. Those few sailors who ventured into the stormy waters of the southern oceans had a story to tell. Their ships might be followed for days, even for weeks, by an albatross gliding close behind.
- 2 There have been scientific studies of the wandering albatross as an interesting bird with a special way of life. To start with, it's the largest seabird, weighing about twenty pounds and with a wingspan often more than ten feet. Its long, narrow wings are better for gliding than for flapping.
- 3 The wandering albatross also has two tricks that allow it to spend most of its life on the wing. Gliding looks easier than flying. But just holding wings outstretched takes work by a bird's wing muscles. (Just try holding your arms outstretched for a few minutes. Even though you are not doing any useful work, your arm muscles will soon get tired.)
- 4 For the albatross, gliding is easy because of a tricky wing design. A sheet of cartilage can lock and hold the wing in position so that gliding does not take much work. That's the first trick.
- 5 **Uplifting Air**
The second trick has to do with ocean winds. Most gliding birds, like the hawks and buzzards, are high flyers. They use the upward-blowing air of warm updrafts to keep them in flight.
- 6 The wandering albatross is a low flyer, usually skimming along a few feet above the waves. The waves are the key to the second trick. Ocean waves also make waves in the air above them. A wind blowing over the ocean surface has an upward swirl above every wave it passes.
- 7 You know about people who have fun using surfboards to ride the big ocean waves that come onto beaches. The wandering albatross is a wind surfer. It rides each little updraft that a wave gives to the wind blowing against it. Each updraft gives the bird enough lift to coast to the updraft of the next wave.
- 8 **Where Albatrosses Meet**
Once every two years, the wandering albatrosses return to the same lonely islands where they were born. Male and female of a pair have a big greeting ceremony and then get to the business of nest building, mating, and egg laying.

READING NOTES

- 9 Both parents take turns at the forty-day job of incubating the egg. After that comes a 280-day job of feeding the chick. Male and female go out on flights of several days looking for fish and squid to feed the chick. After the chick learns to fly, it goes off on its own lonely wander, and the parents go off on theirs.
- Studies on Land and Sea**
- 10 The wandering albatross has never known predators. It has no fear of people and has been easy to study during its brief home life on land.
- 11 But how do you study the albatross during most of its life wandering over the oceans? Two French scientists figured out how to track the birds for long flights during the nesting season.
- 12 They put little radio transmitters on several birds. Then they could locate the birds' positions every few hours by using radio receivers on two satellites. Observations from the satellites were sent to computers in France and were used to draw a map of each bird's flight path.



- 13 On the map to the right, you can see the thirty-three-day, 9,400-mile flight path of a male out searching for food while the female was home incubating an egg. Details of the map told a lot that had not been known.
- 14 By day, the albatross traveled distances up to 600 miles. At night, flights were much shorter, and the bird often stopped to rest on the water. But it never stopped for longer than a few hours at a time. It lived up to its reputation as a wanderer.
- When the Wind Dies**
- 15 One kind of weather the albatross did not like was a dead calm with no wind at all. Then it would rest, taking only short flights, waiting for the wind to come. That need for wind explains why the wandering albatross lives where it does—only in the southern ocean around Antarctica, the windiest of all the seas.
- 16 Satellite tracking has taken away some, but not all, of the mystery from the wandering albatross. We can only wonder how these birds navigate and find their way where there are no signposts or landmarks. How do they travel thousands of miles on erratic or even zigzag courses, and how does each find its way home to a tiny speck of an island?

[Reading Level: 900–1000L; Word Count: 769]

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1. Part A
How do paragraphs 2–7 contribute to the overall structure of the passage?

- (A) They explain why early sailors had a problem with the wandering albatross.
- (B) They contrast the wings of the wandering albatross with the wings of other birds.
- (C) They provide a description of the wandering albatross by listing its characteristics.
- (D) They present the history of the wandering albatross from its discovery to modern times.

Part B
Which two details best support the answer to Part A?

- (A) "Its fame began with sea stories in the days of sailing ships." (paragraph 1)
- (B) "Those few sailors who ventured into the stormy waters of the southern oceans had a story to tell." (paragraph 1)
- (C) "To start with, it's the largest seabird, weighing about twenty pounds" (paragraph 2)
- (D) "The wandering albatross also has two tricks that allow it to spend most of its life on the wing." (paragraph 3)
- (E) "Most gliding birds, like the hawks and buzzards, are high flyers." (paragraph 5)
- (F) "You know about people who have fun using surfboards to ride the big ocean waves that come onto beaches." (paragraph 7)

TIPS AND TRICKS
This question asks for two details. First go through the answers and cross off the ones you know for sure do not support Part A.

2. How does the writer structure the section "Where Albatrosses Meet"?
Sample response: The writer structures the section "Where Albatrosses Meet" as a step-by-step description of the albatrosses' mating process.

3. In paragraphs 3–5, what problem does the writer present? What are its solutions? Use the sentences below to fill out the chart.

- “But just holding wings outstretched takes work by a bird’s wing muscles.” (paragraph 3)
- “Just try holding your arms outstretched for a few minutes.” (paragraph 3)
- “For the albatross, gliding is easy because of a tricky wing design.” (paragraph 4)
- “They use the upward-blowing air of warm updrafts to keep them in flight.” (paragraph 5)

PROBLEM	“But just holding wings outstretched takes work by a bird’s wing muscles.” (paragraph 3)
SOLUTION 1	“For the albatross, gliding is easy because of a tricky wing design.” (paragraph 4)
SOLUTION 2	“They use the upward-blowing air of warm updrafts to keep them in flight.” (paragraph 5)

4. How do paragraphs 11 and 12 contribute to the overall structure of the passage?

Sample response: Paragraphs 11 and 12 explain how the scientists were able to track the wandering albatross. This provides the solution to the overall problem discussed in the passage.

5. Part A
Why is paragraph 14 included in the section “Studies on Land and Sea”?

- (A) It provides a link to the next section.
- (B) It provides a conclusion to the section.
- (C) It uses the same structure as the overall text.
- (D) It explains the main idea of the overall text.

Part B
Which detail from paragraph 14 best supports the answer to Part A?

- (A) “By day, the albatross traveled distances up to 600 miles.”
- (B) “At night, flights were much shorter.”
- (C) “The bird often stopped to rest on the water.”
- (D) “It lived up to its reputation as a wanderer.”

6. How does the second sentence of paragraph 15 fit in with the overall structure of the paragraph?

- (A) It compares the kinds of weather the wandering albatross faces.
- (B) It explains the effect of calm weather on the wandering albatross.
- (C) It describes the problem the wind causes the wandering albatross.
- (D) It lists the habits of the wandering albatross during windy weather.

HINT, HINT

When writers explain why, they often use a problem-and-solution or a cause-and-effect structure to relate ideas.

EXIT TICKET

RI.6.5

Now that you know how to analyze the structure of a text, let's revisit the Real-World Connection. Imagine you are helping Derek figure out the structure of his travel guide. Recall what you have learned about how to recognize and explain how various pieces of a text fit into the overall structure of the text. Recall how the structure of a text affects the development of the ideas. Then, read the following page from Derek's California travel guide. Write a few sentences explaining the structures that are used in each of the paragraphs.

The Salton Sea

Wondering why there is a sea in the California desert? In 1905, the Colorado River flooded, and waters spilled into the valley where the Salton Sea is. In 1907, the flooding stopped, and the Salton Sea was born. It is one of the world's largest inland seas, and it is also one of the lowest spots around because it is 227 feet below sea level. Over time, the sea has become more and more salty, and it is now about 50% more salty than the Pacific Ocean.

You can visit the Salton Sea to go boating or fishing. Many types of birds live near the sea, so bird watching is a popular activity. Keep in mind that although you are visiting the sea, you are also visiting the desert, and the temperature between June and September can reach 115 degrees. However, this is the best time to go fishing!

[Reading Level: 900–1000L; Word Count: 148]

Sample answer: The first paragraph uses a time-order structure. The author talks about the flooding of the Colorado River. The first fact states that it flooded in 1905. Then, it says the flooding stopped in 1907. Last, it discusses what the Salton Sea is like today.

The second paragraph uses a list or description structure. The author lists some possible activities to do during a visit to the area. The author also describes the weather and wildlife of the region.

TEACHER NOTES

REAL-WORLD GOAL FOR STUDENTS

- Analyze how various sections of a text fit into the overall structure of a text and contribute to the development of the ideas.

TIPS FOR THE STRUGGLING LEARNER

- Students may have trouble understanding how structure can impact the meaning of a text. Explain that each paragraph in a text communicates a main idea or key detail about a topic, and the individual sentences in a paragraph help to develop and refine that concept. Carefully organizing a paragraph ensures that the details in each sentence add meaning to the text and support the paragraph's main idea. Encourage students to use questions about the topic to find what the author may be trying to accomplish. Then, students can look for ways the text answers questions with details about the topic.
- Help students see that there are different ways of structuring a text for different purposes. Explain that most paragraphs in an informational text include a topic sentence, supporting details, and a concluding sentence. Authors organize these key components within a paragraph to achieve different purposes.

For example, imagine an author who is writing an essay to persuade readers to exercise more often. This author might use a problem and solution structure in one paragraph to help achieve this purpose. The author could describe the negative effects of not exercising and then explain how to solve these problems with a particular kind of exercise.

TIPS FOR THE ENGLISH LANGUAGE LEARNER

- English learners may have difficulty deciding how the structure of a text affects the development of the ideas in the text. For the passage “The Golden Gate Bridge,” have students work in pairs to discuss the underlined sentences and how they affect the development of a main idea. Remind students that these sentences use a common structural pattern to help the author achieve a particular purpose.

ACTIVITIES FOR THE ADVANCED LEARNER

- Students can choose topics, conduct research, and write brief informational texts, such as a persuasive or explanatory essay, that uses multiple organizational patterns in the structure of the sentences and paragraphs. Have students identify where in the text they use these patterns and the purposes they hope to achieve in doing so.