

Lesson 30

DESCRIBE STRUCTURE OF A TEXT RI.4.5

INTRODUCTION

Real-World Connection

NATURAL WONDERS

Judy read an article about the Northern Lights. The Northern Lights is a beautiful natural light show that takes place in the far north region of Earth. Judy is having trouble understanding the purpose of the article. Her teacher suggests that she look at how the author arranged information in the text. What information is in each paragraph? How do the paragraphs work together? This may help her understand the author's purpose. We will practice the skills in **Guided Instruction** and **Independent Practice** and revisit Judy and her article about the Northern Lights at the end of the lesson.

What I Am Going to Learn

- How to know when an author's text structure is in chronological (time order), compare and contrast, cause and effect, or problem and solution mode
- How to describe the overall structure of a text
- How to determine from text structure the author's purpose for writing

What I May Already Know RI.3.5

- I know how to use text features such as headings to find information about a topic.
- I know how to use search tools such as keywords and hyperlinks to find information about a topic.

WORDS TO KNOW

structure

chronological order

compare/contrast

cause/effect

problem/solution

SKETCH IT

Give yourself a break from linear thinking. Another form of note taking is "visual" mind mapping. Small drawings of important details can be put into your mind map. Instead of drawing circle or square to record information in, draw an outline of the object. Colors may be added to show important points. Mind mapping allows you to make your own record of thoughts and connections.



Vocabulary in Action

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

TIPS AND TRICKS

When authors pick a text structure, they often use signal words. These words can provide clues to the author's purpose and the text's structure.

- The **structure** of a text is the way authors arrange information. Structure helps the author organize details to support a purpose. The structure affects how the information is presented. There are four main types of text structure: chronological order, compare/contrast, cause/effect, and problem/solution.
- **Chronological order** lists events in the order in which they happen. Here are some signal words you may see in a text arranged in chronological order.
 - first
 - during
 - next
 - finally
- **Compare/contrast** shows how things are alike or different. Some signal words for compare/contrast structure are the following.
 - although
 - but
 - both
 - likewise
- **Cause/effect** shows what caused something to happen. A text arranged by cause and effect may contain these signal words.
 - because
 - for this reason
 - in order to
 - if/then
- **Problem/solution** introduces a problem. Then, it provides a way to solve that problem (solution). Some of those signal words for this structure include the following.
 - the problem
 - the question is
 - a solution
 - one answer is

GUIDED INSTRUCTION

Now, it is time to test your skills in describing the structure of a text. Read the text below. Then, answer the questions that follow. As you read, underline signal words that may help you figure out the structure.

Clean Up the Beach!

Earth's beaches are among its greatest natural wonders. Many of the planet's animals and plants live in the oceans, with even more living on beaches and shores.

If you have ever seen trash scattered on the side of the road, you know how unpleasant littering can be. On beaches, trash is not just an eyesore. It can also be a dangerous problem for animals that live in the oceans. For example, sea turtles and seals can get hurt from swallowing pieces of plastic.

However, there is a way to help fix this. Pick up trash when you see it so that it does not find its way into the ocean. If you live near a beach, get your friends together and spend part of the day picking up trash. Some people mean to pick up their trash before going home, but then forget. Always remember—never leave trash on the beach!

The chart below shows different purposes for writing about trash on the beaches. It also shows how these purposes could help determine the text's structure. Can you complete the last two rows of the chart?

PURPOSE	STRUCTURE
To explain how animals are affected by trash on the beaches	The cause/effect structure is used to describe the events that lead to a particular result.
To describe the efforts of one community to clean up its beaches	The chronological order structure is used to describe the events in the order that they happen.
To talk about the negative effects of trash on the beaches and how to prevent those effects.	
To show the similarities and differences between a beach that is kept clean and another beach that is not	

TURN AND TALK

What is the author's purpose for writing this text? What information is he or she trying to give to the reader?

▶ HINT, HINT

Look at the second paragraph. The author is saying that trash is hurting the ocean and the creatures that live in it. What type of structure does this point to?

Part A

Which choice best describes the structure used to arrange the information in this text?

- Ⓐ chronological order Ⓑ compare/contrast
 Ⓒ cause/effect Ⓓ problem/solution

Part B

Underline one sentence in the text that best supports the answer to Part A.

▶ SKETCH IT

On a separate sheet of paper, draw a mind map to show an understanding of how ideas fit together in each of the organizational structures: chronological, cause/effect, problem/solution, and compare/contrast.

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



How Am I Doing?

What questions do you have?

Look at an essay you have written. What organizational structure did you use? Why did you choose that structure?



Smith decided to turn Spotted Lake into a tourist attraction. He planned to charge travelers a fee to use the special site as a spa. For twenty years, the Okanagan people fought to stop this. The legal battle lasted until 2001, when the Okanagan people were finally able to buy back a large part of the land from Ernest Smith's descendants.

- 6 If you visit Spotted Lake today, it looks like round, colorful candies spread out on a game board. It has a fence around it to preserve it for the First Nations people. It inspires many travelers to pull over on the shoulder of the highway to peek over the fence. Everyone wants to see this strange and beautiful wonder of nature. It has a sign at the entrance that says, "Spotted Lake is a medicine lake for the Okanagan People." Visitors are expected to keep a respectful distance. Kliluk is an interesting geologic site, but it is due to its priceless history that it remains protected by the Okanagan.

TIPS AND TRICKS

Phrases such as *on the other hand* are often used in a compare/contrast text structure.

1. Why does the author use a compare/contrast structure to describe the lake in paragraph 1?
 - (A) to explain how the lake got its name
 - (B) to show how the lake changes during the year
 - (C) to show how important the lake is to the Okanagan people
 - (D) to explain why people are able to walk between the lake's pools
2. Which sentence from paragraph 2 best shows what causes the lake to have healing properties?
 - (A) "Part of Okanagan culture says that the lake has healing properties."
 - (B) "An old Okanagan story tells of a tribal battle that was paused so that both sides could use the lake to heal their wounded."
 - (C) "Spotted Lake has one of the highest amounts of magnesium, calcium, and sodium of any mineral source in the world."
 - (D) "The First Nations people used the circular pools between the salt crystal paths as spa baths."

3. Label the sentences from the text with the correct text structure that they show. Not all structure types will be used.

chronological order
 compare/contrast
 cause/effect
 problem/solution

STRUCTURE	EXAMPLE
	“During the winter months, the lake looked just like any other lake. By summertime, most of the water in the lake disappeared because of the dry desert conditions.” (paragraph 1)
	“Spotted Lake has one of the highest amounts of magnesium, calcium, and sodium of any mineral source in the world. This is how the strange colors and their effects were produced.” (paragraph 2)
	“For twenty years, the Okanagan people fought to stop this. The legal battle lasted until 2001, when the Okanagan people were finally able to buy back a large portion of the land from Ernest Smith’s descendants.” (paragraph 5)

4. Part A

What type of structure is used to describe the graves in paragraph 4?

- (A) chronological order
- (B) cause/effect
- (C) problem/solution
- (D) compare/contrast

Part B

Which word or phrase best signals the type of structure used to describe graves in paragraph 4?

- (A) “in addition”
- (B) “all along”
- (C) “because”
- (D) “some”

◀ TIPS AND TRICKS

The phrase *in addition* introduces a new idea.

5. Part A

What happened that made the Okanagan first lose control of Spotted Lake?

- (A) People from outside the tribe discovered other uses for the lake's minerals.
- (B) The Okanagan began to allow people from outside the tribe to visit the lake.
- (C) People from outside the tribe discovered that the lake's minerals had healing powers.
- (D) The Okanagan were forced to give away most of the lake to people outside the tribe.

Part B

Which sentence in paragraph 5 best supports the answer to Part A?

- (A) "Even though the Okanagan never gave away Kliluk, they did lose control of it."
- (B) "During World War I, Chinese workers collected the lake's minerals to make weapons."
- (C) "In the twentieth century, Spotted Lake came to be owned by the Ernest Smith family."
- (D) "In 1979, Ernest Smith decided to turn Spotted Lake into a tourist attraction."

6. Part A

Which sentence describes a problem that the Okanagan have had with Spotted Lake?

- (A) It dries up during the summer.
- (B) Other tribes have claimed to own it.
- (C) The older gravestones have faded away.
- (D) They have had trouble legally controlling it.

Part B

Underline the sentence in the text that best describes how this problem was solved.

7. Match each event in the text with the order in which it happened.

Spotted Lake became a protected site.
The minerals in Spotted Lake were discovered.
Ernest Smith turned Spotted Lake into a tourist attraction.

First
Second
Third

8. What is the structure of paragraph 5? Use details from the text to support your answer.

9. What structure does the author use in paragraph 6? Use details from the text to support your answer.

EXIT TICKET

RI.4.5

Now that you have mastered the art of recognizing the structures of texts, let's revisit the Real-World Connection.

Imagine that Judy has asked for your help to understand the article about the Northern Lights. Complete the chart by identifying the text structure used in each of the sentences from the article.



SENTENCE	TEXT STRUCTURE
The question is how particles from the sun get to the Earth.	
First, winds on the Sun's surface begin to blow.	
Because the Sun's winds are so strong, the particles reach Earth and cause the Northern Lights.	
Both the Sun and the Northern Lights are bright, beautiful lights in the sky.	