



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 3

How Text Structures Support Ideas: Analyzing Text Structures in “Youth Power”



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain how an author uses reasons and evidence to support particular points in a text. (RI4.8)
I can describe the organizational structure in informational text. (RI4.5)

Supporting Learning Targets

- I can describe the problem/solution text structure.
- I can analyze how authors use a variety of text structures to support their ideas.

Ongoing Assessment

- Text Structure Jigsaw handout



Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none">A. Engaging the Reader (10 minutes)B. Reviewing Learning Targets (5 minutes) <p>2. Work Time</p> <ul style="list-style-type: none">A. Reviewing Familiar Text Structures and Introducing a New Structure (10 minutes)B. Text Structure Jigsaw (20 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none">A. Debrief (5 minutes) <p>4. Homework</p> <ul style="list-style-type: none">A. Read the “I Can’t Wait to Vote!” article. Write the gist at the top of the text and circle any words you think should be added to our Important Voting Words anchor chart.	<ul style="list-style-type: none">• In this lesson, students reread “Youth Power” to analyze how authors use different text structures when organizing their reasons and evidence. They work in a small group to analyze an assigned excerpt for a particular text structure and share their findings with the class using a Jigsaw protocol.• The examination of text structure is a review for students; the skill was taught and assessed in Module 3 with a focus on chronology, and cause and effect. In this lesson, students focus more on problem solution, comparison, and claim with evidence (known to students as opinion with reasons).• Review the Concentric Circles protocol (see Appendix) for the opening of this lesson.• For the Text Structure Jigsaw, review the Jigsaw protocol (see Appendix) and arrange the Jigsaw groups in advance. There are five items in the Jigsaw. The activity is designed for one item per group, but you may modify this as needed to decrease group size by assigning a given excerpt to more than one group. Using smaller groups with multiple groups assigned to Excerpt 1 will provide additional practice with the problem/solution text structure.• Write the exit poll prompt in advance: “Are you excited to be a voter when you turn 18?” on chart paper or the board, to be revealed at the end of this lesson.• Post: Learning targets.



Lesson Vocabulary	Materials
<p>structure, chronology, comparison, cause, effect, problem, solution, opinion, reason</p>	<ul style="list-style-type: none"> • Text Structure Types and Examples handout (one per student; one to display) • Document camera • Text Structure Jigsaw handout (one per student) • Text Structure Jigsaw handout (answers, for teacher reference) • “I Can’t Wait to Vote!” article (one per student)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> • Remind students of their homework from the previous lesson: “Explain to a friend or adult why you think it’s important for young people to vote. Support your explanation with at least one example from the text ‘Youth Power.’ Prepare to share your explanation with a classmate tomorrow.” • Ask students to gather for a round of Concentric Circles. Remind them to wait for your prompt and signal before moving and sharing. • Once students have formed inner and outer circles and are facing a partner, ask: <ul style="list-style-type: none"> * “Why do you think it’s important for young people to vote? Support your explanation with at least one example from the text ‘Youth Power.’” • After a few minutes, move the inner or outer circle to place students with a new partner to share again. This time ask students to practice in a voice like the one they heard in the Public Service Announcement: “Wear Your Helmet!” audio recording. • Observe students to give them feedback like the following: “One thing I hear that sounded like a PSA was ... However, I also noticed that some voices sounded too silly or exaggerated to be a PSAs. Let’s try again to all sound like a real PSA.” • Give students feedback on the sound of their voices and ask them to silently set a personal goal for improving their PSA voice. • Move students to yet another new partner and ask them to repeat their response a final time with the same goal of having their voice sound like a PSA. 	<ul style="list-style-type: none"> • This round of Concentric Circles is a good opportunity for students to articulate their understanding of the readings so they can practice their speaking skills for the performance task.



Opening (continued)	Meeting Students’ Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Gather students to review the learning targets. Read them aloud and ask students to Think-Pair-Share on the following question:<ul style="list-style-type: none">* “What does the word <i>structure</i> mean in these learning targets?”• Listen for students to explain the word <i>structure</i> means how a text is organized (sentences, paragraphs, and overall).• Remind students that they learned about text structure in Module 3, specifically <i>chronology</i>, <i>cause and effect</i>, and <i>opinion with reasons</i>. Briefly remind students of the words’ meanings if necessary.• Explain they will learn a new text structure: <i>problem/solution</i>, and will analyze the text “Youth Power” to see how the author uses a variety of these text structures to support ideas.	



Work Time	Meeting Students’ Needs
<p>A. Reviewing Familiar Text Structures and Introducing a New Structure (10 minutes)</p> <ul style="list-style-type: none">• Display the Text Structures Types and Examples handout using a document camera and distribute one per student.• Remind students of the three structures they encountered in previous modules: chronology, cause and effect, and opinion/reasons. Help students to review these familiar text structures by asking them to do the following:<ol style="list-style-type: none">1. “Read these three text structure types and read the examples on the back of their handouts.”2. “Turn to a partner and review these three text structure types. Explain each of them in your own words to your partner.”• Call on a few pairs to share their explanations. Listen for: “Chronology is when the author explains events and how they happen in time. It shows things in order of what happened first, second, third, last,” “Cause and effect structure is when the author explains why and how things happen,” and “Opinion/reasons is what our PSAs will be; they give an author’s opinion on a topic, and then give reasons and evidence for that opinion.”• Next, point out the “Problem/Solution” text structure type at the bottom of students’ handouts.• Ask students to recall where they may have seen this text structure and call on a few students to share. Give a few examples of this structure from texts that are familiar to your students.• Clarify that students have a basic understanding of this structure with a thumbs-up, thumbs-sideways, or thumbs-down.	<ul style="list-style-type: none">• The thumb check for understanding in Work Time A will help you determine whether to allow students to attempt an analysis with a partner first or guide students through the first few excerpts on the Text Structures Jigsaw sheet. You can also use this information to determine which students may need practice and support with the problem/solution text structure during Jigsaw in Work Time B.



Work Time (continued)	Meeting Students’ Needs
<p>B. Text Structure Jigsaw (20 minutes)</p> <ul style="list-style-type: none">• Distribute a copy of the Text Structures Jigsaw handout to each student and display on the document camera.• Review the sheet and explain that each of the excerpts is from the article “Youth Power,” which the class read in the previous lesson.• Explain students will practice identifying the problem/solution structure together and then they’ll be assigned a group and a number. Groups will be responsible for analyzing one of the excerpts, then sharing their analysis with the class.• Review the example at the top of the sheet. Ask students to Think-Pair-Share, or guide students through the second excerpt, which is labeled for “all” of the class.• Once you feel students have a good grasp of the problem/solution text structure, assign them to a Jigsaw group and a numbered excerpt on the Text Structures Jigsaw sheet.• Allow groups 10 minutes to complete their task.• Mix groups so each group has a member assigned to a different excerpt. Have each person in each group share his or her assigned analysis (both what they identified as the structure and how it helps support the idea that voting is important). Give groups 5 minutes to share their work.• Use the Text Structures Jigsaw sheet (answers, for teacher reference) to review each excerpt with students, by cold calling students assigned to each excerpt to share their analysis.• Discuss the following question as each excerpt is shared:<ul style="list-style-type: none">* “How does this structure support the idea that voting is important?”• Ask all students to take notes on their sheets as each excerpt is shared.• During your discussion, draw out the following ideas related to text structure and how it supports ideas:<ul style="list-style-type: none">– Posing a problem and solution makes the topic of voting feel important to the reader.– Sharing opinions about voting and offering reasons for those opinions helps readers understand why youth are interested in voting.– Showing cause and effect helps the reader better understand why voting became so important to young people after September 11.	<ul style="list-style-type: none">• For students/Jigsaw groups struggling with identifying the text features, you may choose to assign them to work on Excerpt 1 for additional practice with the problem/solution text structure.• Alternatively, for students who quickly grasp the content and would benefit from acceleration, you may assign more than one item, or even the entire Jigsaw assignment to one student or group.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> – Using chronology helps the reader better understand the context for when this article was written (the primary for the 2008 election). – Using a comparison shows readers how politicians are focusing more on youth now that they are interested in voting. 	
Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Gather students for a quick round of Concentric Circles. • Use two rounds so students share twice with different partners. • Give students the following prompt: <ul style="list-style-type: none"> * “Just like any text, PSAs use a variety of text structures to support their ideas. You will be using the opinion/reasons text structure in your PSAs. Why do you think this is a good choice for a PSA?” • After Concentric Circles, review the homework and distribute the “I Can’t Wait to Vote!” article. 	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Read the “I Can’t Wait to Vote!” article. Write the gist at the top of the text and circle any words you think should be added to our Important Voting Words anchor chart. 	<ul style="list-style-type: none"> • For students who struggle to read grade-level texts, consider pulling a small group to preview this text before they take it for homework.



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Supporting Materials



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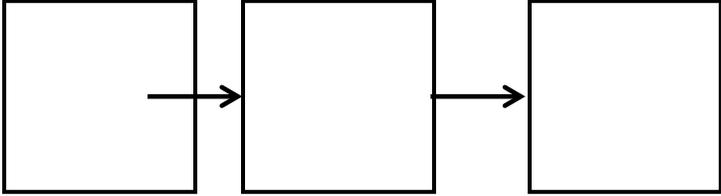
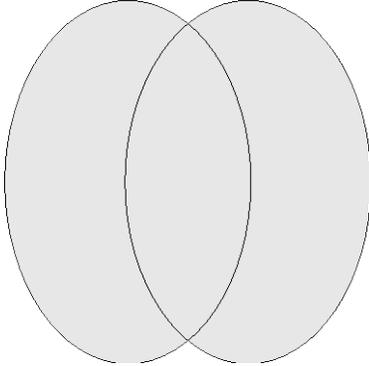
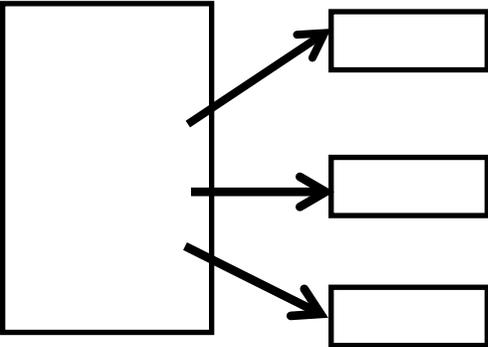
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Text Structure Types and Examples

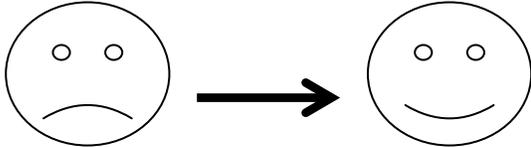
Name: _____

Date: _____

Text Structure	Signal Words	Visual
<p>Chronology: measuring time or dating events</p>	<p>before, in the beginning, to start, first, next, then, during, after, finally, last, in the end</p>	
<p>Comparison: examining similarities and differences</p>	<p>similar, same, alike, both, unlike, on the other hand, different</p>	
<p>Cause/Effect: the relationship between two events</p>	<p>since, because, if, then, as a result of, causes, therefore</p>	



Text Structure Types and Examples

Text Structure	Signal Words	Visual
Opinion/Reason: taking a position on a topic and providing reasons	for, against, position, reason, opinion, fact	Reason 1 Reason 2 Reason 3 
Problem/Solution: solving something that needs to be fixed or changed	problem, issue, since, as a result, solution, so, leads to	



Text Structure Types and Examples

Chronology: a structure of writing that tells how something unfolds over time. Ex. I was born in 1998, and we moved to New Mexico in 2001 when I was 3. I started kindergarten in 2003 and changed schools in fourth grade. I went to that school from 2007 until we moved to Arizona in 2010—and then my whole life changed!

Comparison: a structure of writing that compares two different items or ideas, identifying similarities and contrasting the differences. Ex. What is more important to me—sports or music? With sports, I enjoy being a part of a team, the physical activity, and the thrill of winning. With music, I enjoy playing my instrument and making music, but it's something I do on my own, not with others. They are both a lot of fun and make me happy, but one is outdoors and social, and the other is more personal and solitary.

Cause and Effect: a structure of text that identifies the causal relationships between events. Ex. I didn't use to eat breakfast before school, but I have changed my ways. When I started eating breakfast every morning, I noticed that I felt more awake and had more energy throughout my day. I even started getting better grades. Now I start each morning with a healthy breakfast, so I will continue to be prepared for the school day.

Opinion/Reason: a text structure in which a writer makes a claim that can be supported, but not proved, since opinions are by definition a person's perspective on a topic. Ex. It is best to learn piano as an introduction to musical instruments. Piano can be played in a simple way, allowing even a beginner to play music. Piano music includes both treble and bass clefs, allowing students to read music in both, as well as teaching students both melody and rhythm. All of these features provide a solid foundation for any student of music.

Problem/Solution: a structure of text that identifies a problem then shows a logical solution for it. Ex. The principal of our school had several rows of new bike racks installed to encourage students to ride their bikes to school, but only a few students rode bikes. He found out that security was the main problem: Students who left their bikes in the rack had tires deflated, seats removed, and helmets taken. The principal made two changes: First, he assigned a yard duty supervisor to the bike rack area during all times students were not in class, and second, he had fencing installed around the racks, so that they are closed off during schools hours. With the increased bike security, more students started riding bikes to school.



Text Structure Jigsaw

Name: _____

Date: _____

Directions:

- 1) With your group, read the passage for your assigned number and identify the examples of your text structure within the passage.
- 2) Discuss as a group how this text structure helps to support the idea that voting is important.

(Ex.) Problem/Solution:

From “Youth Power”

“John Roboski is particularly concerned about national security. For that reason, the 18-year-old signed on with Republican John McCain’s campaign in Aiken, South Carolina. ‘Young people have seen what our country really needs,’ John tells [*Junior Scholastic Magazine*], ‘and that’s a great leader to make sure we’re safe from the threat of terrorism.’”

Problem: concerns about national security

Solution: supporting the campaign of a candidate whose leadership will keep the country safe from terrorism

(ALL) Problem/Solution:

From “Youth Power”

“A recent survey showed that a majority of young people believe that America is headed down the wrong path. Concerns over jobs, health care, and global warming are driving them to the polls. ‘They see that it matters that they’re involved,’ says Robert Alexander, a political science professor at Ohio Northern University. ‘They see that government matters.’”

Problem: _____

Solution: _____



Text Structure Jigsaw

(Group 1) Problem/Solution:

From “Youth Power”

“Part of [Obama’s] appeal is his promise to rise above the bickering that has defined Washington politics. Miriam Berger, an 18-year-old Obama volunteer, believes that he would be a ‘President who reaches across party lines, who sticks by his morals and listens to people.’”

Problem: _____

Solution: _____

(Group 2) Opinion/Reason:

From “Youth Power”

“The youth vote was going to be huge! In fact, the turnout of Iowa voters under 30 had tripled from 2004. Since then, young people’s participation has only increased. On Super Tuesday alone, more than 3 million people under age 30 voted.... It is all evidence of a youth surge in politics.”

Opinion: _____

Reason: _____

(Group 3) Cause and Effect:

From “Youth Power”

“September 11 was the beginning of a new generation.... I think the attacks brought a deeper feeling for our country.... People began to be more worried about what would happen to us.”

Cause: _____

Effect: _____



Text Structure Jigsaw

(Group 4) Chronology:

From “Youth Power”

“The Los Angeles resident was in Des Moines, Iowa on January 3 for the first presidential caucuses. Waking at 5:00 a.m., the youth-vote organizer spent the day in a flurry of activity. One minute she was being interviewed by C-SPAN, the next she was organizing a phone bank, or texting first-time voters. After the polls closed, Sujatha joined friends from Rock the Vote to watch the returns.”

Chronological events:

- 1) _____
- 2) _____
- 3) _____

(Group 5) Comparison:

From “Youth Power”

“[In this election,] Candidates are addressing issues young people care about. She was especially excited when she heard Clinton promise to fight for students who can’t afford college. “That’s the kind of thing you just didn’t hear about in previous elections,’ she tells JS.”

Compare:

In this election ...	In previous elections ...

Text Structure Jigsaw
(Answers, for Teacher Reference)

(Ex.) Problem/Solution:

From “Youth Power”

“John Roboski is particularly concerned about national security. For that reason, the 18-year-old signed on with Republican John McCain’s campaign in Aiken, South Carolina. ‘Young people have seen what our country really needs,’ John tells [*Junior Scholastic Magazine*], ‘and that’s a great leader to make sure we’re safe from the threat of terrorism.’”

Problem: **concerns about national security**

Solution: **supporting the campaign of a candidate whose leadership will keep the country safe from terrorism**

(1) Problem/Solution:

From “Youth Power”

“A recent survey showed that a majority of young people believe that America is headed down the wrong path. Concerns over jobs, health care, and global warming are driving them to the polls. ‘They see that it matters that they’re involved,’ says Robert Alexander, a political science professor at Ohio Northern University. ‘They see that government matters.’”

Problem: **A majority of young people thinks that America is headed down the wrong path.**

Solution: **Being involved in politics and government will make a difference.**

(2) Problem/Solution:

From “Youth Power”

“Part of [Obama’s] appeal is his promise to rise above the bickering that has defined Washington politics. Miriam Berger, an 18-year-old Obama volunteer, believes that he would be a ‘President who reaches across party lines, who sticks by his morals and listens to people.’”

Problem: **the bickering in Washington politics**

Solution: **a president who reaches across party lines, follows beliefs, and listens to the American people**



Text Structure Jigsaw
(Answers, for Teacher Reference)

(3) Opinion/Reason:

From “Youth Power”

“The youth vote was going to be huge! In fact, the turnout of Iowa voters under 30 had tripled from 2004. Since then, young people’s participation has only increased. On Super Tuesday alone, more than 3 million people under age 30 voted.... It is all evidence of a youth surge in politics.”

Opinion: **The youth vote would be huge.**

Reason: **The youth vote made a big difference in Iowa in 2004; since then, the number of youth voters has increased.**

(4) Cause and Effect:

From “Youth Power”

“September 11 was the beginning of a new generation.... I think the attacks brought a deeper feeling for our country.... People began to be more worried about what would happen to us.”

Cause: **September 11 attacks**

Effect: **deeper feelings for one’s country; people began to worry about what would happen**

(5) Chronology:

From “Youth Power”

“The Los Angeles resident was in Des Moines, Iowa on January 3 for the first presidential caucuses. Waking at 5:00 a.m., the youth-vote organizer spent the day in a flurry of activity. One minute she was being interviewed by C-SPAN, the next she was organizing a phone bank, or texting first-time voters. After the polls closed, Sujatha joined friends from Rock the Vote to watch the returns.”

Chronological events:

1. in Des Moines, Iowa, on January 3

2. awake at 5:00 a.m., spent day in a flurry of activity: interviews, phone banks, texting voters

3. after polls closed, joined friends of Rock the Vote to watch returns



Text Structure Jigsaw
(Answers, for Teacher Reference)

(6) Comparison:
From “Youth Power”

“[In this election] Candidates are addressing issues young people care about. She was especially excited when she heard Clinton promise to fight for students who can’t afford college. ‘That’s the kind of thing you just didn’t hear about in previous elections,’ she tells JS.”

Compare:

<p>In this election ...</p> <p>Clinton promises to fight for students</p>	<p>In previous elections ...</p> <p>That’s the kind of think you just didn’t hear about</p>
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I Can't Wait to Vote!

Young Americans have the lowest voter turnout of all groups. But the excitement for voting is growing with this group. In 2008 the turnout for young voters 18–29 was the highest it has been since 1972. Young people today have many different reasons for wanting to vote. Here are few reasons given by a group of high school students.

“When I turn 18, I am definitely going to vote. It’s how our system of government works. Citizens are supposed to vote to elect people to represent them,” remarked a student named Niklas. He added, “I can’t wait to vote!”

Niklas’ response that voting is a responsibility of every citizen is a common reason given for wanting to vote. The dictionary defines a democracy as a government in which power rests with the people directly or through elected representatives. Voting is how the leaders of our country are elected. And sometimes laws are passed directly through the ballot. Our system of government depends on citizens exercising their right to vote.

Many groups have fought for and were given the right to vote throughout American history. This is another reason some young people believe that voting is important. This is the reason a high-schooler named Karina gave for wanting to vote.

“Voting is a right. And a lot of people have fought very hard over the years to make sure that women, African Americans, and other minorities get to use this right,” she said.

In 1869 African American men were given the right to vote. In 1920 women were given the right to vote. In 1965 the Voting Rights Act ensured that minorities could exercise their right to vote. And in 1971 the voting age was lowered from 21 to 18, giving young adults the right to vote. The historical struggle for the right to vote is one reason young people feel it is so important.

Many youth also feel that voting is a way to express your opinions about what is important to the country’s future. This is the reason a student named Matt gave for wanting to vote.

“I will vote for the candidates who think about the future, because that’s where I’m going to be. I’m young! We’re going to be around for a long time, and I don’t want to live in some dirty, polluted country that used up all its resources from bad, greedy decisions,” he said.



I Can't Wait to Vote!

Many young people agree with Matt, and their concerns are reflected in a Rock the Vote 2010 Young Voter Poll. This poll found that 96% of youth identified unemployment as a concern, 69% were concerned that the country is failing to take action about global warming, and 93% were concerned about the country's rising national debt. Unemployment, global warming, and the national debt were all topics of debate and legislation in recent years. Many youth believe voting impacts the country's future laws and allows their opinions on important issues to be heard. And this is why they choose to vote.

Young people give many reasons for why voting is important to them, and many are excited to turn 18 and vote for the first time. Perhaps, in this next election, young adults will turn out in even greater numbers.

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Sources:

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<http://www.wordcentral.com/cgi-bin/student?book=Student&va=democracy>

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