

# Exploring Text Structures

# Become a Writer

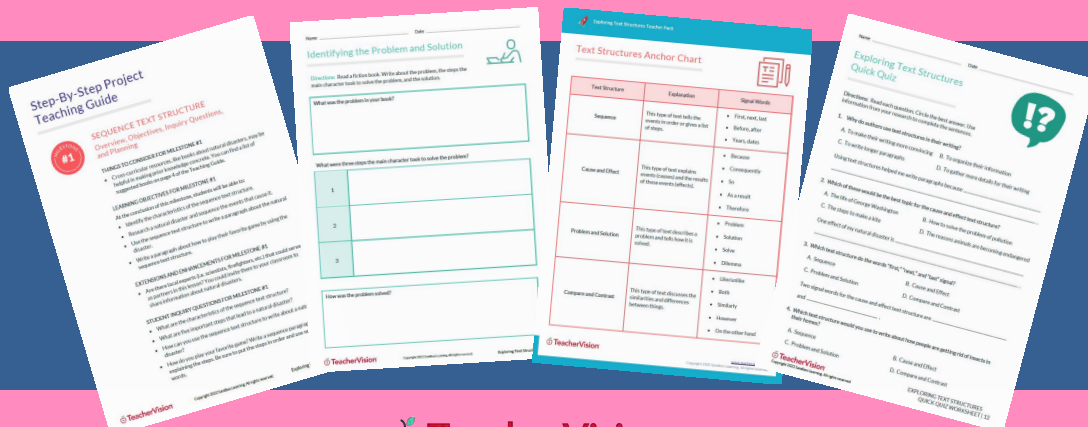


## ELA Project-Based Learning Grade 3

Learn About Non-Fiction Text Structures

Research a Natural Disaster

Write Paragraphs in Different Styles



# Lesson Plan: Exploring Text Structures

## ABOUT THIS PROJECT-BASED LESSON

This project-based learning unit is designed to teach and reinforce the concepts in a Grade 3 ELA unit on text structures and can be used in conjunction with existing curriculum materials.

The project is divided into 5 Milestones; each Milestone includes a self-contained student project activity. Done in sequence, the Milestones connect to enable students to produce a comprehensive capstone activity.

The minimum suggested duration for completing this project is 5 class periods. However, it is completely flexible and can be lengthened or shortened as necessary, based on available class time and interest level.

## HOW TO USE THIS TEACHING GUIDE

Each Milestone for this project-based learning unit includes detailed daily activities presented in step-by-step order, with teaching notes, instructional guidance, and page references to resources and materials included in the Teacher Pack and Student Pack.

Daily activities are organized for you as follows:

- **Prepare (Bell-ringer/opener activity)**  
Use these short opening activities at the beginning of class.
- **Present (Lecture/model)**  
Use this portion of the lesson to deliver new subject material and project information, and to model any instructions or activity required for Produce or Participate elements.
- **Produce (Student project work)**  
Use this portion of the lesson to allow students to work independently or in small groups on activities and other project elements.
- **Participate (Student/group share)**  
Use this portion of the lesson to allow students to share out any project, research, or presentation materials.
- **Practice (Homework/assessment/independent)**  
Use this optional portion of the lesson, if desired, to give students homework activities.

# CCSS Standard Alignment

- CCSS.ELA-LITERACY.RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- CCSS.ELA-LITERACY.RI.3.8 - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- CCSS.ELA-LITERACY.W.3.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.W.3.7 - Conduct short research projects that build knowledge about a topic.
- CCSS.ELA-LITERACY.L.3.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.3.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

# Step-By-Step Project Teaching Guide

---



## SEQUENCE TEXT STRUCTURE

### Overview, Objectives, Inquiry Questions, and Planning

#### THINGS TO CONSIDER FOR MILESTONE #1

- Cross-curricular resources, like books about natural disasters, may be helpful in making prior knowledge concrete. You can find a list of suggested books on page 4 of the Teaching Guide.

#### LEARNING OBJECTIVES FOR MILESTONE #1

At the conclusion of this milestone, students will be able to:

- Identify the characteristics of the sequence text structure.
- Research a natural disaster and sequence the events that cause it.
- Use the sequence text structure to write a paragraph about the natural disaster.
- Write a paragraph about how to play their favorite game by using the sequence text structure.

#### EXTENSIONS AND ENHANCEMENTS FOR MILESTONE #1

- Are there local experts (i.e. scientists, firefighters, etc.) that could serve as partners in this lesson? You could invite them to your classroom to share information about natural disasters.

#### STUDENT INQUIRY QUESTIONS FOR MILESTONE #1

- What are the characteristics of the sequence text structure?
- What are five important steps that lead to a natural disaster?
- How can you use the sequence text structure to write about a natural disaster?
- How do you play your favorite game? Write a sequence paragraph explaining the steps. Be sure to put the steps in order and use sequence words.

## ASSESSMENT FOR MILESTONE #1

- **Formative Assessment for Individual Activity:** Check each student’s “Sequence Paragraph” printable on page 5 of the Student Pack.
- **Formative Assessment for Group Activity:** Have each group choose one sequence paragraph to share with the class.
- **Summative Assessment:** Have the students complete the response printable on page 6 of the Student Pack for the Inquiry Question, “How do you play your favorite game? Write a sequence paragraph explaining the steps. Be sure to put the steps in order and use sequence words.”

### Student Pack

- Page 3
- Page 4
- Page 5
- Page 6

### Teacher Pack

- Page 5
- Page 6
- Page 7

## Project Activities for Milestone #1: Sequence Text Structure

### PREPARE (Bell-ringer/opener activity)

Have the students turn and talk about the steps they use to brush their teeth. Allow a few students to share their answers. Point out that they put the steps in order, and discuss the sequence words they used, like first, next, and last. Tell them they just sequenced the steps they use to brush their teeth.

### PRESENT (Lecture/model)

Explain that the students will learn about the four different text structures that authors use to organize information, and the first one is sequence. Show the students the anchor chart on page 5 of the Teacher Pack. Discuss the explanation and signal words for the sequence text structure.

Tell the students that they are going to research a type of natural disaster and use the information to write a paragraph about it using each of the text structures.

Show the students the “Sample Sequence Organizer” on page 6 of the Teacher Pack. Tell the students that you researched landslides to find out how they start. Point out that you put the events in order from the first one to the last one.

Show the students the “Sample Sequence Paragraph” on page 7 of the Teacher Pack. Discuss how you used the information on the organizer to write a paragraph by using the sequence text structure. Point out the use of sequence words, like then, next, and finally.

## **PRODUCE (Student/group project work)**

Put the students into groups of 3 or 4. Give each group a natural disaster to research (tornado, hurricane, tsunami, volcanic eruption, earthquake, blizzard, avalanche, flood, wildfire).

Give each student the “Sequence Text Structure Organizer” on page 3 of the Student Pack. Have the students work with their groups to gather information about how the natural disaster occurs. They should use the books you collected and the Internet to put five steps in order.

As each group completes the organizer, give the students the “Text Structures Project Guidelines” on page 4 of the Student Pack. Go over the requirements for the “Sequence Paragraph.” Give each student the “Sequence Paragraph” printable on page 5 of the Student Pack. Have the students work independently to write a paragraph about their natural disaster by using the sequence text structure.

## **PARTICIPATE (Student/group share, group activity)**

Have the students meet with their groups and share their sequence paragraphs.

**Formative Assessment:** Have each group choose one sequence paragraph to share with the class.

## **PRACTICE (Homework/independent work/extensions)**

Give each student the writing response template on page 6 of the Student Pack and ask them to write an answer to the inquiry question for this Milestone: “How do you play your favorite game? Write a sequence paragraph explaining the steps. Be sure to put the steps in order and use sequence words.”

## **ASSESSMENT**

**Formative Assessment for Individual Activity:** Check each student’s “Sequence Paragraph” printable on page 5 of the Student Pack.

**Formative Assessment for Group Activity:** Have each group choose one sequence paragraph to share with the class.

**Summative Assessment:** Have the students complete the response printable on page 6 of the Student Pack for the Inquiry Question, “How do you play your favorite game? Write a sequence paragraph explaining the steps. Be sure to put the steps in order and use sequence words.”



# CAUSE AND EFFECT TEXT STRUCTURE

## Overview, Objectives, Inquiry Questions, and Planning

### THINGS TO CONSIDER FOR MILESTONE #2

- Have the students keep all of their paragraphs in one folder. They will need them in Milestone #5.

### LEARNING OBJECTIVES FOR MILESTONE #2

At the conclusion of this milestone, students will be able to:

- Identify the characteristics of the cause and effect text structure.
- Research a natural disaster and negative effects of it.
- Use the cause and effect text structure to write a paragraph about the natural disaster.
- Write a paragraph about the negative effects of pollution by using the cause and effect text structure.

### EXTENSIONS AND ENHANCEMENTS FOR MILESTONE #2

- Could you have your students review cause and effect by watching the "[Cause and Effect Video](#)" on the Room Recess website? Then, they can take the quiz and play the game to practice this skill.

### STUDENT INQUIRY QUESTIONS FOR MILESTONE #2

- What are the characteristics of the cause and effect text structure?
- What are three negative effects of the natural disaster?
- How can you use the cause and effect text structure to write about a natural disaster?
- What are some of the negative effects of pollution? Write a cause and effect paragraph explaining the effects of pollution. Be sure to include at least 2 effects and use cause and effect signal words.

### ASSESSMENT FOR MILESTONE #2

- **Formative Assessment for Individual Activity:** Check each student's "Cause and Effect Paragraph" printable on page 8 of the Student Pack.
- **Formative Assessment for Group Activity:** Have each group choose one cause and effect paragraph to share with the class.
- **Summative Assessment:** Have the students complete the response printable on page 9 of the Student Pack for the Inquiry Question, "What

are some of the negative effects of pollution? Write a cause and effect paragraph explaining the effects of pollution. Be sure to include at least 2 effects and use cause and effect signal words.”

### Student Pack

- Page 4
- Page 7
- Page 8
- Page 9

### Teacher Pack

- Page 5
- Page 8
- Page 9

## Project Activities for Milestone #2: Cause and Effect Text Structure

### PREPARE (Bell-ringer/opener activity)

Blow up a balloon and hold it closed with your fingers. Ask the students what will happen if you let go of the balloon. Allow students to share their answers. Release the balloon and watch it fly across the room. Tell the students that this is a cause and effect relationship because letting go of the balloon resulted in it flying across the room.

### PRESENT (Lecture/model)

Tell the students that the next type of text structure they are going to learn about is cause and effect. Look at the cause and effect text structure’s explanation and signal words on the anchor chart on page 5 of the Teacher Pack.

Tell the students that they are going to look for cause and effect relationships that relate to their natural disaster. Then, they will use the information to write a paragraph about it.

Show the students the “Sample Cause and Effect Organizer” on page 8 of the Teacher Pack. Tell the students that you researched the effects of a landslide. Point out that you found three effects of landslides.

Show the students the “Sample Cause and Effect Paragraph” on page 9 of the Teacher Pack. Discuss how you used the information on the organizer to write a paragraph using the cause and effect text structure. Point out the use of the signal words “as a result,” “so,” and “because.”

### PRODUCE (Student/group project work)

Have the students meet with their groups. Give each student the “Cause and Effect Text Structure Organizer” on page 7 of the Student Pack. Have the students work with their groups to gather information about the effects of their natural disaster. They should use the books you collected and the Internet to find three things that happen as a result of the natural disaster.

As each group completes the organizer, go over the “Cause and Effect Paragraph Guidelines” on the “Text Structures Project Guidelines” on page 4 of the Student Pack. Give each student the “Cause and Effect Paragraph” printable on page 8 of the Student Pack. Have the students work independently to write a cause and effect paragraph about their natural disaster.



### **PARTICIPATE (Student/group share, group activity)**

Have the students get into their groups. They should share their cause and effect paragraphs.

**Formative Assessment:** Have each group choose one cause and effect paragraph to share with the class.

### **PRACTICE (Homework/independent work/extensions)**

Give each student the writing response template on page 9 of the Student Pack and ask them to write an answer to the inquiry question for this Milestone: “What are some of the negative effects of pollution? Write a cause and effect paragraph explaining the effects of pollution. Be sure to include at least 2 effects and use cause and effect signal words.”

### **ASSESSMENT**

**Formative Assessment for Individual Activity:** Check each student’s “Cause and Effect Paragraph” printable on page 8 of the Student Pack.

**Formative Assessment for Group Activity:** Have each group choose one cause and effect paragraph to share with the class.

**Summative Assessment:** Have the students complete the response printable on page 9 of the Student Pack for the Inquiry Question, “What are some of the negative effects of pollution? Write a cause and effect paragraph explaining the effects of pollution. Be sure to include at least 2 effects and use cause and effect signal words.”



# PROBLEM AND SOLUTION TEXT STRUCTURE

## Overview, Objectives, Inquiry Questions, and Planning

### THINGS TO CONSIDER FOR MILESTONE #3

- If any students have fallen behind on writing their paragraphs, you may want to give them some extra time to catch up. They will need to have all of their paragraphs finished in Milestone #4.

### LEARNING OBJECTIVES FOR MILESTONE #3

At the conclusion of this milestone, students will be able to:

- Identify the characteristics of the problem and solution text structure.
- Research a natural disaster and how to stay safe during it.
- Use the problem and solution text structure to write a paragraph about the natural disaster.
- Write a paragraph about how they would find a birthday gift for their best friend by using the cause and effect text structure.

### EXTENSIONS AND ENHANCEMENTS FOR MILESTONE #3

- Could you have the students read a fiction book? Give them the “Identifying the Problem and Solution” printable on page 10 of the Student Pack. Have them write about the problem, the steps the character took to solve it, and the solution.

### STUDENT INQUIRY QUESTIONS FOR MILESTONE #3

- What are the characteristics of the problem and solution text structure?
- What are three ways you can stay safe during your natural disaster?
- How can you use the problem and solution text structure to write about a natural disaster?
- You don't have a gift for your best friend's birthday party. What would you do to solve this problem? Write a paragraph using the problem and solution text structure. Tell at least 2 possible solutions to this problem, and use problem and solution signal words.

### ASSESSMENT FOR MILESTONE #3

- **Formative Assessment for Individual Activity:** Check each student's “Problem and Solution Paragraph” printable on page 12 of the Student Pack.

- **Formative Assessment for Group Activity:** Have each group choose one problem and solution paragraph to share with the class.
- **Summative Assessment:** Have the students complete the response printable on page 13 of the Student Pack for the Inquiry Question, “You don’t have a gift for your best friend’s birthday party. What would you do to solve this problem? Write a paragraph using the problem and solution text structure. Tell at least 2 possible solutions to this problem, and use problem and solution signal words.”
- **Summative Assessment:** Have the students complete the “Exploring Text Structures Quick Quiz” on page 12 of the Teacher Pack. Use the “Exploring Text Structures Quick Quiz Answer Key” on page 13 of the Teacher Pack to correct the quizzes prior to starting Milestone #4.

### Student Pack

- Page 4
- Page 11
- Page 12
- Page 13

### Teacher Pack

- Page 5
- Page 10
- Page 11
- Page 12
- Page 13

## Project Activities for Milestone #3: Problem and Solution Text Structure

### PREPARE (Bell-ringer/opener activity)

Have the students turn and talk about a problem they had and how they solved it. Allow a few students to share their answers with the class.

### PRESENT (Lecture/model)

Tell the students that today they’re going to learn about the problem and solution text structure. Look at the problem and solution text structure’s explanation and signal words on the anchor chart on page 5 of the Teacher Pack.

Tell the students that they are going to research ways to stay safe during their natural disaster. The problem is that the natural disaster is approaching their house, and they need to stay safe. They should write about three possible solutions to this problem.

Show the students the “Sample Problem and Solution Organizer” on page 10 of the Teacher Pack. Tell the students that you researched three ways to stay safe during a landslide.

Show the students the “Sample Problem and Solution Paragraph” on page 11 of the Teacher Pack. Discuss how you used the information on the organizer to write a paragraph by using the problem and solution text structure. Point out the use of the signal words “problem,” “solution,” and “solve.”

### PRODUCE (Student/group project work)

Have the students meet with their groups. Give each student the “Problem and Solution Text Structure Organizer” on page 11 of the Student Pack. Have the students work with their groups to gather information about ways

to stay safe during their natural disaster. They should use the books you collected and the Internet to find three possible solutions to this problem. As each group completes the organizer, go over the “Problem and Solution Paragraph Guidelines” on the “Text Structures Project Guidelines” on page 4 of the Student Pack. Give each student the “Problem and Solution Paragraph” printable on page 12 of the Student Pack. Have the students work independently to write a problem and solution paragraph about their natural disaster.

### **PARTICIPATE (Student/group share, group activity)**

Have the students get into their groups. They should share their problem and solution paragraphs.

**Formative Assessment:** Have each group choose one problem and solution paragraph to share with the class.

### **PRACTICE (Homework/independent work/extensions)**

Give each student the writing response template on page 13 of the Student Pack and ask them to write an answer to the inquiry question for this Milestone: “You don’t have a gift for your best friend’s birthday party. What would you do to solve this problem? Write a paragraph using the problem and solution text structure. Tell at least 2 possible solutions to this problem, and use problem and solution signal words.”

### **ASSESSMENT**

**Formative Assessment for Individual Activity:** Check each student’s “Problem and Solution Paragraph” printable on page 12 of the Student Pack.

**Formative Assessment for Group Activity:** Have each group choose one problem and solution paragraph to share with the class.

**Summative Assessment:** Have the students complete the response printable on page 13 of the Student Pack for the Inquiry Question, “You don’t have a gift for your best friend’s birthday party. What would you do to solve this problem? Write a paragraph using the problem and solution text structure. Tell at least 2 possible solutions to this problem, and use problem and solution signal words.”

**Summative Assessment:** Have the students complete the “Exploring Text Structures Quick Quiz” on page 12 of the Teacher Pack. Use the “Exploring Text Structures Quick Quiz Answer Key” on page 13 of the Teacher Pack to correct the quizzes prior to starting Milestone #4.



# COMPARE AND CONTRAST TEXT STRUCTURE

## Overview, Objectives, Inquiry Questions, and Planning

### THINGS TO CONSIDER FOR MILESTONE #4

- You may want to collect your students' completed paragraphs and use the "Exploring Text Structures Project Rubric" on page 18 of the Teacher Pack to assess their work.

### LEARNING OBJECTIVES FOR MILESTONE #4

At the conclusion of this milestone, students will be able to:

- Identify the characteristics of the compare and contrast text structure.
- Share facts about their natural disaster with a partner.
- Use the compare and contrast text structure to write a paragraph that tells how the natural disasters are the same and different.
- Write a paragraph about how an elephant and a giraffe are the same and different.

### EXTENSIONS AND ENHANCEMENTS FOR MILESTONE #4

- Could you have your students play "[Compare and Contrast Hangman](#)" to review the signal words for comparing and contrasting and to identify ways two things are the same and different? They could complete the activity independently or with a partner.

### STUDENT INQUIRY QUESTIONS FOR MILESTONE #4

- What are the characteristics of the compare and contrast text structure?
- What are the most important pieces of information about your natural disaster?
- How can you use the compare and contrast text structure to explain how two natural disasters are the same and different?
- How are a giraffe and an elephant the same and different? Write a paragraph using the compare and contrast text structure. Tell at least 2 ways they are the same, 3 ways they are different, and use compare and contrast signal words.

### ASSESSMENT FOR MILESTONE #4

- **Formative Assessment for Individual Activity:** Check each student's "Compare and Contrast Paragraph" printable on page 15 of the Student Pack.

- **Formative Assessment for Group Activity:** Have each group choose one compare and contrast paragraph to share with the class.
- **Summative Assessment:** Have the students complete the response printable on page 16 of the Student Pack for the Inquiry Question, “How are a giraffe and an elephant the same and different? Write a paragraph using the compare and contrast text structure. Tell at least 2 ways they are the same, 3 ways they are different, and use compare and contrast signal words.”

### Student Pack

- Page 4
- Page 14
- Page 15
- Page 16

### Teacher Pack

- Page 5
- Page 14
- Page 15

## Project Activities for Milestone #4: Compare and Contrast Text Structure

### PREPARE (Bell-ringer/opener activity)

Show the students two pens that write in different colors. Have them turn and talk about how the pens are the same and how they are different. Allow the students to share their answers.

### PRESENT (Lecture/model)

Tell the students that they are going to learn about the last text structure, compare and contrast. Look at the compare and contrast text structure’s explanation and signal words on the anchor chart on page 5 of the Teacher Pack.

Tell the students that they are going to meet with someone who researched a different natural disaster. They will share their information and work together to compare and contrast the two disasters.

Show the students the “Sample Compare and Contrast Organizer” on page 14 of the Teacher Pack. Tell the students that you compared and contrasted a landslide and a tornado.

Show the students the “Sample Compare and Contrast Paragraph” on page 15 of the Teacher Pack. Discuss how you used the information on the organizer to write a paragraph by using the compare and contrast text structure. Point out the use of the signal words “both,” “on the other hand,” and “however.”

### PRODUCE (Student/group project work)

Have the students meet a partner who researched a different natural disaster. Give each student the “Compare and Contrast Text Structure Organizer” on page 14 of the Student Pack. Have the students share the facts they learned about the natural disaster they researched. The partners should look for two ways the natural disasters are the same and three ways

they are different. They should work together to add two similarities and three differences to the Venn diagram.

As each pair completes the organizer, go over the “Compare and Contrast Paragraph Guidelines” on the “Text Structures Project Guidelines” on page 4 of the Student Pack. Give each student the “Compare and Contrast Paragraph” printable on page 15 of the Student Pack. Have the students work independently to write a compare and contrast paragraph about the two natural disasters.

### **PARTICIPATE (Student/group share, group activity)**

Have the students get into their groups. They should share their compare and contrast paragraphs.

**Formative Assessment:** Have each group choose one compare and contrast paragraph to share with the class.

### **PRACTICE (Homework/independent work/extensions)**

Give each student the writing response template on page 16 of the Student Pack and ask them to write an answer to the inquiry question for this Milestone: “How are a giraffe and an elephant the same and different? Write a paragraph using the compare and contrast text structure. Tell at least 2 ways they are the same, 3 ways they are different, and use compare and contrast signal words.”

### **ASSESSMENT**

**Formative Assessment for Individual Activity:** Check each student’s “Compare and Contrast Paragraph” printable on page 15 of the Student Pack.

**Formative Assessment for Group Activity:** Have each group choose one compare and contrast paragraph to share with the class.

**Summative Assessment:** Have the students complete the response printable on page 16 of the Student Pack for the Inquiry Question, “How are a giraffe and an elephant the same and different? Write a paragraph using the compare and contrast text structure. Tell at least 2 ways they are the same, 3 ways they are different, and use compare and contrast signal words.”



# IDENTIFYING TEXT STRUCTURES

## Overview, Objectives, Inquiry Questions, and Planning

### THINGS TO CONSIDER FOR MILESTONE #5

- You may want to photocopy your students' paragraphs if you don't want them to cut the tops of their original pages.

### LEARNING OBJECTIVES FOR MILESTONE #5

At the conclusion of this milestone, students will be able to:

- Use strategies to identify the text structures of a partner's paragraphs.
- Explain whether it was easy or difficult to identify the text structures.

### EXTENSIONS AND ENHANCEMENTS FOR MILESTONE #5

- Could you have your students make a book about their natural disaster by putting all of their paragraphs together? If you photocopied their paragraphs, use those pages to create a book. Have the students create a cover for the book, and staple it on the front of the paragraph pages. Other students could read the books to learn about the different natural disasters.

### STUDENT INQUIRY QUESTIONS FOR MILESTONE #5

- How can I identify the text structure that was used to write a paragraph?
- Was it easy or hard to identify the text structures of the paragraphs? Why? What could your partner have done to make it easier?

### ASSESSMENT FOR MILESTONE #5

- **Formative Assessment for Individual Activity:** Check the students' "Text Structures Answer Key" on page 17 of the Student Pack to make sure their answers are correct.
- **Summative Assessment:** Collect the "Text Structures Answer Key" printables on page 17 of the Student Pack to see which students were able to identify the text structures of their partner's paragraphs.
- **Summative Assessment:** Have the students complete the response printable on page 18 of the Student Pack for the Inquiry Question, "Was it easy or hard to identify the text structures of the paragraphs? Why? What could your partner have done to make it easier?"
- **Summative Assessment:** Give the students the "Exploring Text Structures Summative Assessment" on page 16 of the Teacher Pack. Use



the “Exploring Text Structures Summative Assessment Answer Key” on page 17 of the Teacher Pack to correct the assessments.

### Student Pack

- Page 17
- Page 18

### Teacher Pack

- Page 16
- Page 17

## Project Activities for Milestone #5: Identifying Text Structures

### PREPARE (Bell-ringer/opener activity)

Review the text structures by showing the students “[The Structures of Informational Texts](#)” video. Tell the students that today they are going to use the tips in the video to identify the different text structures in their classmates’ writing.

### PRESENT (Lecture/model)

Tell the students that they are going to be reading the paragraphs that were written by someone who researched a different natural disaster. Their job is to identify the text structure of each paragraph.

### PRODUCE (Student/group project work)

Have the students take out all four of the paragraphs they wrote, or hand them back if you collected them. Tell them to mix up the papers so the paragraphs aren’t in the order they wrote them. Then, they should write a number at the bottom of each page from 1 to 4.

Give each student the “Text Structures Answer Key” printable on page 17 of the Student Pack. On the top half of the page, they should create an answer key by writing the text structure they used to write each paragraph.

Once their answer keys are created, have the students use scissors to cut off the top part of each paragraph page, including the title and directions.

### PARTICIPATE (Student/group share, group activity)

Give each student a partner who wrote about a different natural disaster. Have the students trade paragraph papers. They should keep the answer keys they created. The students should read their partner’s paragraphs and identify the text structures. They should record their answers on the bottom “Identifying Text Structures” section of the “Text Structures Answer Key” page.

Once both partners have finished, have them meet and use their answer keys to check their partner’s work. They should give their partner a star for each correct answer and discuss any incorrect answers.

**Summative Assessment:** Collect the papers to see which students were able to identify the text structures.

## **PRACTICE (Homework/independent work/extensions)**

Give each student the writing response template on page 18 of the Student Pack and ask them to write an answer to the inquiry question for this Milestone: “Was it easy or hard to identify the text structures of the paragraphs? Why? What could your partner have done to make it easier?”

## **ASSESSMENT**

**Formative Assessment for Individual Activity:** Check the students’ “Text Structures Answer Key” on page 17 of the Student Pack to make sure their answers are correct.

**Summative Assessment:** Collect the “Text Structures Answer Key” printables on page 17 of the Student Pack to see which students were able to identify the text structures of their partner’s paragraphs.

**Summative Assessment:** Have the students complete the response printable on page 18 of the Student Pack for the Inquiry Question, “Was it easy or hard to identify the text structures of the paragraphs? Why? What could your partner have done to make it easier?”

**Summative Assessment:** Give the students the “Exploring Text Structures Summative Assessment” on page 16 of the Teacher Pack. Use the “Exploring Text Structures Summative Assessment Answer Key” on page 17 of the Teacher Pack to correct the assessments.