

LESSON PLAN

Text structure in informational texts

English Language Arts · Grade 4 · 45 min · Term 3, Week 1

CURRICULUM ALIGNMENT

Grade 4 ELA. CCSS.ELA-LITERACY.RI.4.5: Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

[Common Core State Standards](#) ↗

LEARNING INTENTION

Identify and name text structures used in informational texts

SUCCESS CRITERIA

- I can name at least three common text structures in informational writing.
- I can identify signal words that point to a specific text structure.
- I can match a short passage to its text structure and explain my thinking.
- I can explain why an author might choose a particular text structure.

Lesson Structure

HOOK

- Two short paragraphs on the board. Same topic, different structures.
- What is different about how these two paragraphs are organized?
- Share with a partner before sharing with the class.

TEACHING

- Five text structures: description, sequence, compare/contrast, cause/effect, problem/solution.
- Signal words are clues. First, next, finally point to sequence.
- Because, as a result, therefore point to cause/effect.
- I notice the word however. That signals the author is comparing two things.

PRACTICE

- Read one short paragraph aloud together as a class.
- Which text structure is this? Underline the signal words that helped you decide.
- Thumbs up for sequence, thumbs sideways for cause/effect, thumbs down for compare/contrast.

CLOSURE

- Hold up your signal word. Which structure did it come from?
- Name one text structure and one signal word for it.
- Which structure do you think would be hardest to spot? Why?

Differentiated Groups

EMERGING	DEVELOPING	EXTENDING
TASK - Sort signal word cards onto a labeled structure mat. - Match each signal word to one of three structures. - Name the structure aloud to a partner. MATERIALS Signal word cards (1 set of 15 per student), laminated text structure mat showing description/sequence/cause/effect/com with definitions (1 per student), short anchor passages printed double-spaced (3 passages, 1 per structure), pencils TEACHER ROLE - Sit with this group for first 10 minutes. - Read each passage aloud. Point to signal words together. - Check sorting before group moves to matching.	TASK - Read two short passages independently. - Underline signal words. Write the structure name. - Write one sentence explaining the author's choice. MATERIALS Two-passage worksheet (1 per student, passages on cause/effect and problem/solution), signal word reference bookmark (1 per student), pencils, highlighters TEACHER ROLE - Check in briefly at 5 minutes and 15 minutes. - Prompt: What signal word helped you decide? - Note who explains author's choice with confidence.	TASK - Read one unseen informational passage independently. - Identify the structure. Justify using at least two signal words. - Write: why might a different structure work better here? MATERIALS Unseen informational passage (1 per student, no labels or hints), response journal or lined paper (1 per student), pencils TEACHER ROLE - Give brief task directions. Then step back. - Check in at 15 minutes. Push: could another structure work? - Invite one student to share reasoning at closure.

ASSESSMENT NOTES - Criterion 1: Can students name three or more structures without the mat? - Criterion 2: Do students underline signal words accurately and consistently? - Criterion 3: Can students state a structure and explain their reasoning? - Criterion 4: Do students articulate a reason for the author's structural choice?

RELIEF TEACHER NOTES - Signal word cards and structure mats are in the labeled tray on the reading table. - Emerging group needs the most support. Sit with them first. - Developing group uses the bookmark for signal word reference independently. - Extending group works alone. Do not give hints on structure names.
