

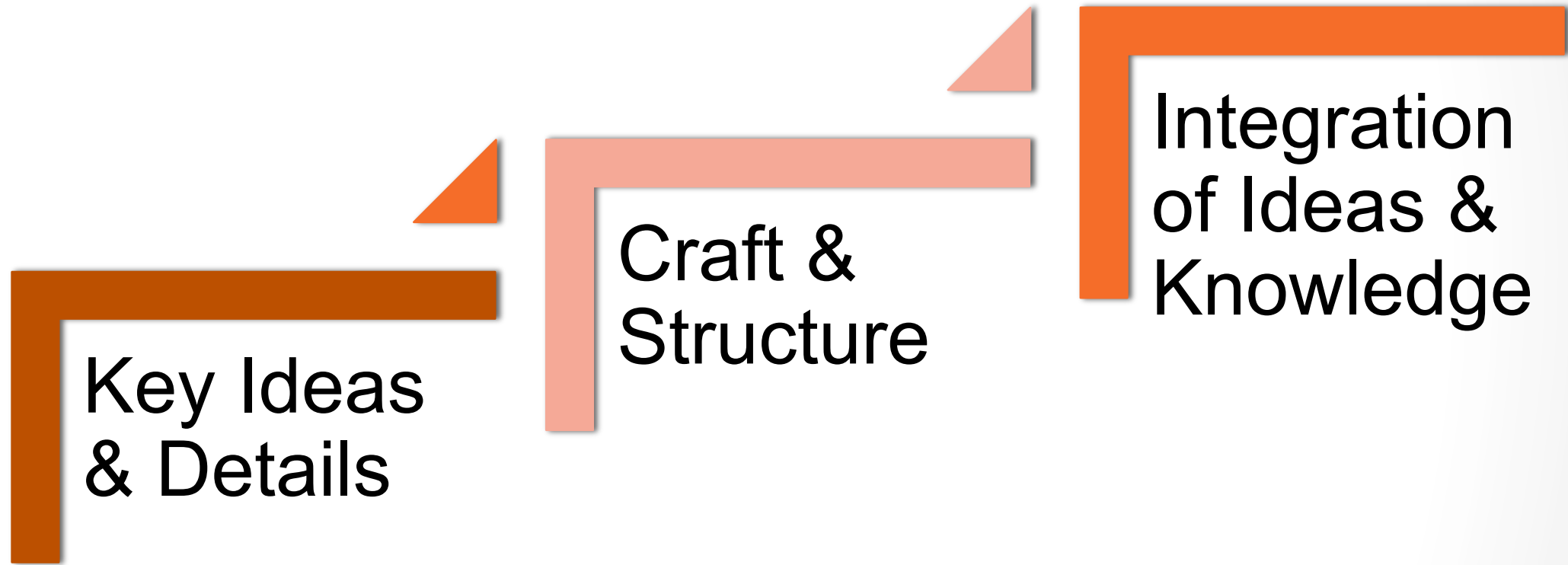


Understanding Text Structures

Read Like a Writer to Understand the Purpose of the Organization



New TJ Reading Aspire Categories



Key Ideas and Details

- The items in this category require students to read texts closely; to determine central ideas and themes, and summarize information and ideas accurately; and to understand relationships and to draw logical inferences and conclusions including understanding sequential, comparative, and cause-effect relationships.

Craft and Structure

- The items in this category require students to determine word and phrase meanings, analyze an author's word choice rhetorically, analyze text structure, and understand authorial purpose and characters' points of view. They interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.

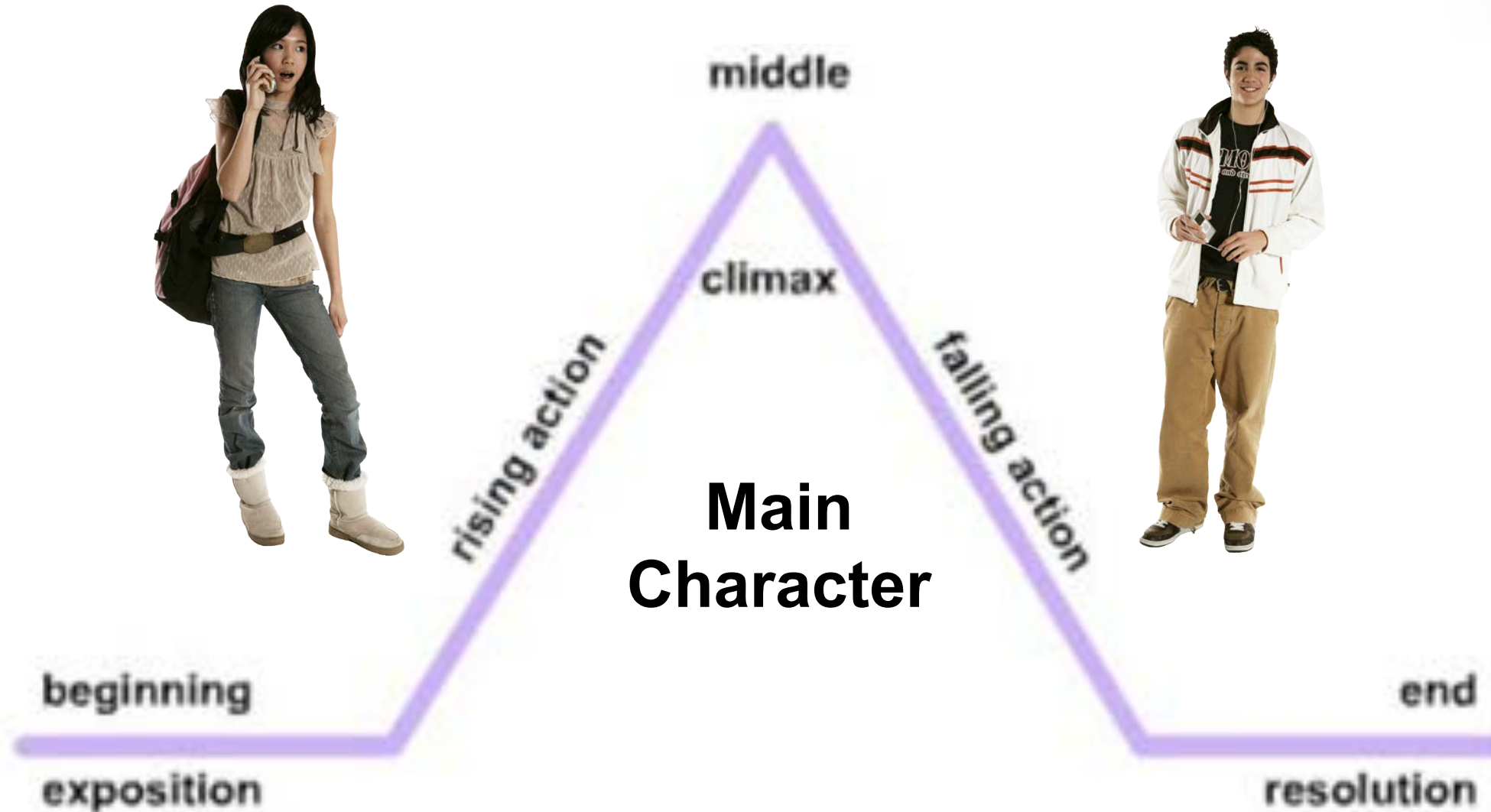
Integration of Knowledge and Ideas

- The items in this category require students to understand authors' claims, differentiate between facts and opinions, and use evidence to make connections between different texts that are related by topic. Students read a range of informational and literary texts critically and comparatively, making connections to prior knowledge and integrating information across texts. They analyze how authors construct arguments, evaluating reasoning and evidence from various sources.

Writer's Lens 2: Purpose of the Organization

| Types of Lenses | In Narratives | In Informational Texts |
|--|---|--|
| Lens 2: Purpose of the organization | <ul style="list-style-type: none"> • To set the stage • To reveal • To create suspense • To foreshadow | <ul style="list-style-type: none"> • To present a cause for an effect • To make a complex idea more concrete • To provide context • To clear up misconceptions • To develop a readers expertise |
| Types of Patterns | <p>How are the parts similar?</p> <p>How are the parts different?</p> <p>What purpose do the parts serve?</p> | |
| Types of Understandings | <p>Character:</p> <ul style="list-style-type: none"> • Development • Changes • Critical moments <p>Whole Text</p> <ul style="list-style-type: none"> • Themes • Central ideas • Issues • Lessons • Symbols, metaphors. Motifs • Author's purpose | <ul style="list-style-type: none"> • Definitions • Main idea of a section • Central idea of an entire text • Author's bias or point of view • Purpose behind the author's choices |

Writer's Lens 1: Looking at the Narrative Text Structure



Let me show you how!



→ Mary Cassatt defied tradition, family, and public opinion to become one of the most celebrated artists of the United States. Born in 1845, the daughter of a wealthy Pittsburgh banker, Cassatt spent several years of her childhood with her family in Europe. As she grew older, she gave up a life of ease to choose a path that at the time was almost impossible for a woman to follow. In 1861, while many of her friends were entering the social world of the upper classes, Cassatt was beginning her studies at the Pennsylvania Academy of Fine Arts. After four years, however, she felt stifled by the rigid curriculum. Against her father's wishes, she decided to return to Europe to study painting.

→ Cassatt spent several years, mainly in France and Italy, immersing herself in the works of great European painters of the past. Finally, in 1872, she settled in Paris permanently. There, Cassatt came to admire the work of the French Impressionists, a group of "outsiders" that included Degas, Monet, and Renoir. Unlike mainstream artists who produced the dark, polished, and detailed paintings favored by traditionalists and critics, these artistic revolutionaries applied pigment to the canvas in small dabs of pure color to achieve an illusion of light. Works painted in this manner presented not photograph-like detail but a softer focus that conveyed a highly personalized impression.

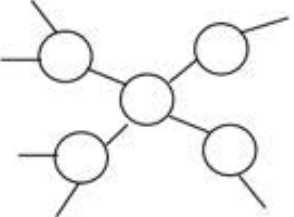
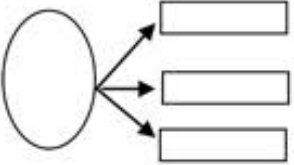
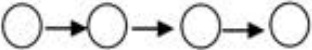
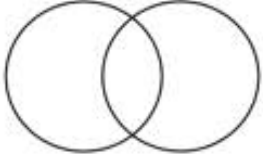
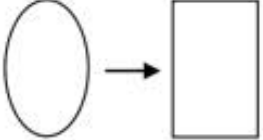
→ This new movement inspired Cassatt. Discarding the traditional European style, she adopted the luminous tones of the impressionists. Particularly interested in the human figure, Cassatt began creating pastels of groups of women—on outings in the park, having tea, and so forth. In 1879, Edgar Degas invited her to exhibit with the impressionists, and her paintings were included in four of their next five shows. Cassatt and Degas admired each other's work and a loyal friendship developed. It was Degas who first suggested the mother-child theme that became the hallmark of Cassatt's later work.

→ Throughout her years in Europe, Cassatt kept in touch with her wealthy friends in the United States, introducing them to impressionist art. Many of the excellent collections of impressionist paintings in this country are to a great extent the result of her influence. As a woman and as an American, Cassatt stood virtually alone among the impressionist painters. Since her death in 1926, the work of the "Impressionist from Pennsylvania" has been avidly sought by collectors.

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Types of Text Structures in Informational Texts

| Text Structure | Definitions | Critical Words | Graphic Organizer | High School Examples of Texts |
|--------------------------|--|--|---|--|
| Description | Descriptive details about characteristics, actions, etc. | Descriptive adjective and words like: on, over, beyond, within |  | Representative democracy involves leaders receiving votes from the populace after a period of campaigning for that office. Competition between candidates, coupled with free and open speech, is necessary for this system of government to be successful. |
| Problem/Solution | Sets up a problem and its solution | Propose, conclude, a solution, the reason for, the problem or question |  | The type of government created after the American Revolution included the ideals of protecting individual liberties while at the same time preserving the collective order of society. To that end, a government based on combining popular consent, separation of powers, and federalism was created. |
| Time/Order Chronological | Gives information in order of occurrence | First, second, before, after, finally, then, next, earlier |  | A proposed bill first goes to a committee to be reviewed. The second step in the process is for the House or Senate to debate the bill, making necessary revisions. The last step in the process of a bill becoming law is after both houses of Congress pass the bill, it goes to the President to be signed into law. |
| Comparison/Contrast | Looking at two or more items to establish similarities/differences | While, yet, but, rather, most, same, either, as well as, like, and unlike, as opposed to |  | Some customers like the conveniences offered by big banks including, computerized banking, multiple branches, and a large network of ATM machines. Other customers prefer small banks that often times offer more personalized service and are better connected to their communities. |
| Cause/Effect | Give reason/explanation for happening | Because, since, if/then, due to, as a result, for this reason, on account of, consequently |  | As a result of the Great Depression, almost half of all the elderly in the United States lost their savings and thus their ability to support themselves when they were ready to retire. As a result, Congress passed the Social Security Act of 1935 to help mitigate the disastrous impact of the Great Depression on the elderly. |

Let me show you how!



The beaver, the state animal of New York, has long played a role in the history of the state. Before European colonists arrived, Native Americans hunted this large rodent for fur pelts and meat. The colonists nearly exterminated beavers through overtrapping and destruction of forest habitat. During the twentieth century, however, careful management increased the beaver population of upstate New York from only about a dozen in 1895 to tens of thousands a century later.

This remarkable comeback has had significant effects on the environment. Most people know that beavers build dams, but few realize that these industrious rodents actually shape the character of the streams and forests in which they live. An average adult beaver cuts down more than a ton of wood per year. Beavers cut down only mature trees, and several beavers at work can soon open up the forest area around a pond to sunlight.

Once a dam is built across a stream, the water behind the dam forms a pond, which is warmer and more slow-moving than the stream it replaced. The pond tends to retain sediments and organic material, causing a shift in its mix of nutrients. In response, the plant and insect species that live in the pond change as well. These changes provide more food and habitat for fish and birds, which in turn attract larger animals. Thus, the beaver helps to determine the plant and animal population of its neighborhood.

As the beavers selectively cut deciduous trees such as aspen and birch from the stream banks, conifers such as spruce gradually take over the area. Eventually, when the area no longer has trees desirable for food or building supplies, the beaver colony moves on. However, the effects of beavers on their environment are noticeable to the knowledgeable observer long after the beavers have left. Their dams eventually fall apart, and the beds of their former ponds, rich in nutrients, may become farmland, grassy meadows, or lush new forests. New streambeds may develop in these former pond areas, and the meadows and farmlands that occupied them may begin to erode, continuing the cycle of stream-beaver pond-meadow-stream.

In Wyoming, wildlife scientists at the Bureau of Land Management have captured beavers and moved them to rapidly flowing streams in an attempt to halt soil erosion. The reported success of this effort suggests that beavers can be valuable allies in protecting natural resources for future generations.

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Let's discuss your answers!

