



Uncover the Structure Implementation Guide

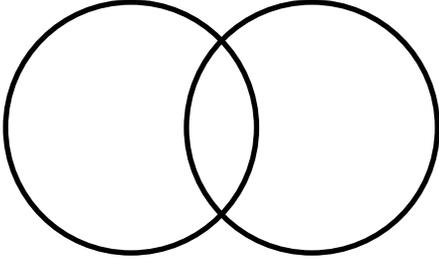
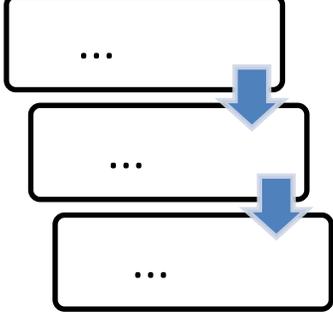
(DRAFTv5_July 2022)

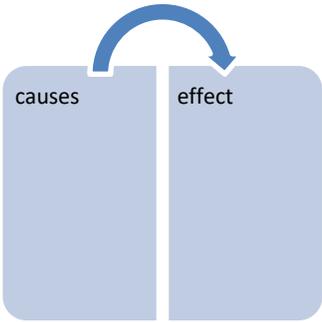
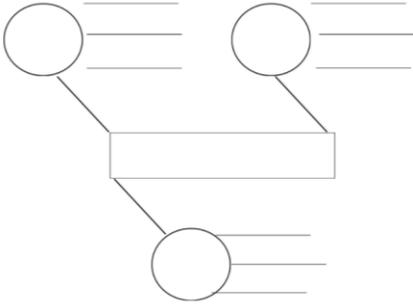
Overview and Purpose of the Component

The purpose of *Uncover the Structure* (UtS) is to enhance students’ comprehension by helping them use their awareness of organizational structure to inform the mental models they build when reading expository texts. A typical UtS lesson should take approximately 15-20 minutes.

The table below outlines the four expository text structures taught in the K.L.I. intervention. For each structure, the table shows signal words, a graphic organizer, and structure-related questions teachers can ask. Each K.L.I. module focuses explicitly on two of the structures.

Table 1: Text Structures Included in Uncover the Structure Lessons

Structure*	Signal Words	Graphic Organizer	Example Structure-Related Question
Compare and contrast: “The author’s intent is to describe a connection between two things. They make connections by telling us similarities or differences”	Compare: <i>Same as, similar(ly), both, have in common, likewise, alike</i> Contrast: <i>Different, in comparison, in contrast, however, but, on the other hand</i>		What are similarities and differences in how dolphins and bats communicate?
Sequence: “The author’s intent is to describe the order in which things happen. There are three types of Sequence: steps, timeline, and cycle. Regardless of the type, the author is putting	<i>First, second, third..., initially, preceding, before, next, then, finally, now, following, after</i>		How did scientists develop the Mars Rover?

information in an order”			
Cause and effect: “The author’s intent is to tell us how an event leads to an outcome. The event is the cause and the outcome is the result. The relationship is between the cause and the effect”	<i>Because, as a result, outcome, so, thus, consequently, leads to, is caused by, if...then, produces, therefore</i>		What are some reasons why the spacecraft was not able to take off successfully?
Descriptive: “The author’s intent is to tell us about something. They use characteristics or facts to describe it.”	<i>looks like, sounds like, feels like, tastes like, etc. for example, for instance, specifically, such as, in particular</i>		What did we learn about the three types of robots?

*Examples and quotes are from: Roehling, J. V., Hebert, M., Nelson, J. R., & Bohaty, J. J. (2017). Text structure strategies for improving expository reading comprehension. *The Reading Teacher*, 71(1), 71-82.

Materials and Resources

In addition to this implementation guide, the following resources are used when implementing Uncover the Structure:

Text 3 from Confident Reading. Uncover the Structure should be implemented using a short text, already familiar to the students, with an identifiable organizational structure. In K.L.I., teachers can use the final text of each Confident Reading stack (text 3) for this purpose. Each student will need their own copy of the text.

Graphic Organizers. The group will need a blank copy of the graphic organizer for the appropriate structure.

Elaborative Lesson Plans. These lesson plans are written to give teachers a sense of the language and rhythm of a well-paced UtS lesson. These plans contain detailed guidance on how to implement the lesson. They are not, however, intended to be used as a script. An example elaborative plan is found at the end of this manual.

Implementation of the Component

Each UtS lesson is implemented using the following six-step sequence. See the elaborative lesson below for an example of how to implement each step.

1. **Reviewing the Text**

During this part of the lesson, the teacher will reintroduce the level 3 text from a previous Confident Reading lesson. Students will be given the opportunity to reread the text, either as a group or individually.

2. **Identifying the Structure of the Text**

If the lesson is the first time a text structure has been introduced to students, the teacher will explicitly define the structure and introduce the associated graphic organizer and signal words. If the text structure has already been introduced in a previous UtS lesson, the teacher will present the two graphic organizers used during the module and guide students in determining which one best fits the text.

3. **Identifying Signal Words**

Teachers and students will take a few moments to review the signal words associated with the targeted text structure and identify these words (and any similar words that signal the structure) within the day's text. Students may highlight, circle, or verbally identify these words on their copies of the text.

4. **Structure-Related Questioning**

Once the text has been reviewed, the text structure established, and signal words identified, the teacher will guide students in answering questions specifically related to the text structure. For example, if they are working on a sequentially organized text, the teacher might ask: *"We learned in this text that the British Army used drones in World War I, but what happened before that in this text?"*

5. **Completing the Graphic Organizer**

Students will collaborate with the teacher to jot the ideas from the text into a shared graphic organizer to help them visualize the structure of the text.

6. **Summarizing Aligned to the Structure**

With partners, students will use the graphic organizer to orally summarize the ideas from the text in a way that keeps the structure of the text intact. Then, as a group, the teacher and student will construct a written summary of the text that attends to structure, signal words, and academic vocabulary. At the beginning of the intervention, the teacher will write the summary with student input, but as students gain confidence and skill, students can take on increased responsibility. The written summary will be added to the Inquiry Space for future reference.

Leveraging Students' Full Linguistic Repertoire (FLR)

The K.L.I. intervention focuses on English language development, but there are many opportunities for students to access and use their full range of language knowledge during each lesson. For example, in Uncover the Structure, students may ask questions of each other in their home language when discussing the text and its structure. They can use their home language to create the graphic organizer and the summary. Also, they can make connections between home languages and English when discussing signal words for each organizational structure.

Example Lesson

Uncover the Structure Lesson Plan Template: Elaborative

Text: Big Changes in Voting Rights Over Time_3

Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

CR Text 3 (Completed Maze)

¹When the U.S. was founded in the 1700s, only white males over the age of twenty-one who owned property could vote. ²Voting has been expanded to other groups since then. ³The Constitution is the document that explains the most important laws and rights in the country. ⁴When something new is added to the Constitution, it is called an amendment. ⁵The Fifteenth Amendment gave African American men the right to vote in 1870. ⁶For many years, women fought for the right to vote. ⁷They finally won this right in 1920 when the Nineteenth Amendment was adopted. ⁸That's more than one hundred and thirty years after the Constitution was written! ⁹In 1971, the Twenty-Sixth amendment changed the voting age from twenty-one to eighteen. ¹⁰These changes have allowed more and more people to participate fully in our democracy.

Steps One and Two. Reviewing the Text/ Identifying the Structure of the Text

“We read several different versions of a text about how voting rights have changed over time. Now, we will revisit one of them. Take a moment and re-read this text to yourself.”

“Now, we’re going to ‘uncover the structure’ of this text. That means we are going to figure out how the author has organized the ideas in this text so that we can understand them. When writing, authors make choices about how they communicate ideas to help their readers learn. They choose the structure that best fits the ideas they want to communicate to their readers.”

“There are lots of different ways that authors can organize their thoughts, but as we learn about our topic, we are just going to focus on a couple.”

*Here the teacher shows the empty sequence graphic organizer

"Sometimes, an author wants to show us the order of events in a text. They use language to tell what happened first, then what happened next, and so on. When authors show us these kinds of relationships within a text, it's called *sequence*."

“The text we are reading today uses the sequence structure to teach us how voting rights have changed over time and expanded to give these rights to more people.”

Step Three. Identifying Signal Words

“There are some words that authors sometimes use to signal, or show us, how they are organizing a text. Let’s take a moment to look back at our text and see if we can find a few. Some examples of words that signal sequence are ***first, then, next, last, finally, now, after*** (show list to students).

The teacher will have students reread the text to locate a few examples, which they should circle or highlight on their papers, pointing out the relationship between ideas and how cues in the text alert the reader to the sequence.

If students have difficulty, have students read a sentence aloud to help them locate the signal word. **For example:**

“Let’s reread these sentences together: ⁷*They finally won this right in 1920 when the Nineteenth Amendment was adopted.* ⁸*That’s more than one hundred and thirty years after the Constitution was written!* I see several cue words here: finally, 1920, and one hundred and thirty years after. So this text is using these cue words to tell us a story about history in the order in which it happened. Finally here means something happened much later than other things– in this case, 130 years later. The author uses

words like *finally* and *after* to show that women earned the right to vote a long time after white men who owned land had those rights. This kind of shows readers that it was a long process or battle over time in order for that to happen, just as we've learned during Discovery Reading."

Step Four. Structure-Related Questioning

"Now, I'm going to ask you a few questions about this text. In order to answer these questions, you will have to think about how the ideas in the text are organized, or structured."

Teacher should ask 1-2 of the following (depending on time):

Who had the right to vote first? Who earned that right next?

What was the voting amendment in this text that happened most recently?

Teacher calls on students to share, prompting them to refer back explicitly in the text to explain their thinking.

Step Five. Completing the Graphic Organizer

"Now we are going to take what we learned and put all the ideas from the text into our graphic organizer so that we can really see how this text uses the structure."

As a group, the teacher and students will work together to complete the sequence graphic organizer, paying close attention to the big details in the discussion of the expansion of voting rights to certain groups. The teacher will transcribe student responses into a shared document by filling out the organizer. **In later lessons, teachers could release this responsibility to their students based upon ability and comfort.*

"Awesome! So we've 'uncovered' the structure of this text. We know that this text uses the sequence structure to explain changes in voting rights in the United States over time."

Step Six. Summarizing Aligned to the Structure

"Now, we're going to practice summarizing this text. When we summarize, we want to explain the ideas in the text to someone else who hasn't read it so that they can understand it. That means we want to explain it in a way that uses the same structure that the author used."

"Using your graphic organizer, summarize what you learned about voting and changes to

voting rights over time.”

Teacher gives students a minute to practice with their partners.

“Before we go, we are quickly going to write a summary of what we learned together. What should we begin with?”

Teacher will prompt students as the group writes a summary together, which the teacher will record to include on the Inquiry Space for future reference. As the teacher guides students through the shared-writing exercise, make sure to include structural cue words and appropriate academic vocabulary from the text and module.

Example: *Over time, the United States has made changes to the Constitution to expand voting rights to more people. At first, only white men who owned land were allowed to vote. But amendments to the Constitution gave African American men the right to vote in 1870 and for women to vote in 1920. Lastly, the voting age has been lowered to 18 to allow for younger people to vote in elections.*