

Nonfiction Texts

1. The VDOE includes an emphasis on nonfiction texts, text structures, and organizational patterns as one focus area that has increased in rigor.

I've listed the nonfiction text structure and organization patterns standards across grade levels. Remember, once the skill has been taught, the VDOE expects that it is secure and available for testing in subsequent years.

To understand the elaboration of the SOL skills, teachers should review the Curriculum Framework available on the [MCPS English/Language Arts Elementary Curriculum](#) page. Frameworks are listed under VDOE documents.

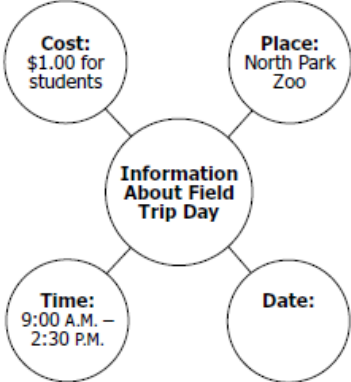
Nonfiction Structures and Patterns of Organization		
3rd	4th	5th
<p>Patterns of Organization</p> <p>Sequence</p> <p>Main Idea and Supporting Detail</p> <p>Cause/effect</p>	<p>Patterns of Organization</p> <p>Sequence</p> <p>Main Idea and Supporting Detail</p> <p>Cause/effect</p>	<p>Patterns of Organization</p> <p>Cause/effect</p> <p>Comparison/contrast</p> <p>Problem/solution</p> <p>Chronological</p>
<p>Students should be familiar with words that help them understand how the author has organized the information.</p>		

2. Another aspect of rigor will be applied to using graphic organizers after reading to synthesize information within a selection to show the relationship of ideas. Elementary students will not be given paired texts.

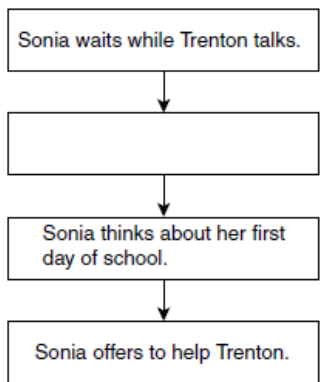
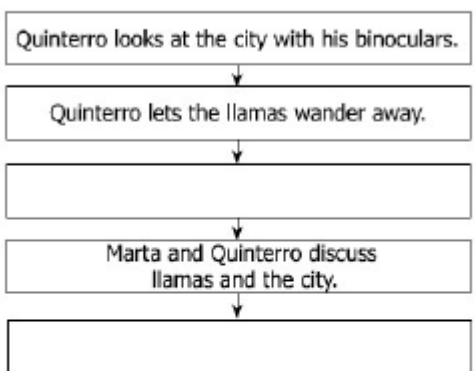
I've collected examples of the four types of graphic organizers that have been used on released SOL test and examples of the TEI format.

<p>Tree: Much like an outline, the two pieces of information directly relate to the topic above them. This is like a main idea and supporting details or evidence.</p>	
Standard Multiple Choice Format	Technology Enhanced Format
<p>25 This chart shows some important ideas in the story.</p> <div style="text-align: center;"> <pre> graph TD A[Lessons Learned] --- B[Hear details before next trip] A --- C[] </pre> </div> <p>Which idea belongs in the empty box?</p> <ul style="list-style-type: none"> A Remember those who work at the salt mine B Show respect to parents C Be thankful for returning home from the trip D Appreciate every grain of salt 	<p>Though the VDOE has not created a sample TEI for this format, one could easily be developed with one or more “open” spaces for information.</p>

Web: much like the hierarchical and outline format, the four bubbles all relate to a central idea. In the web, central, big, main idea is placed in the center circle. The details are placed in the four bubbles.

Standard Multiple Choice Format	Technology Enhanced Format
<p>13 Look at the web.</p>  <p>What information belongs in the circle titled "Date"?</p> <p>A May 2 B May 3 C May 6 D May 9</p>	<p>Though the VDOE has not created a sample TEI for this format, one could easily be developed with one or more "open" spaces for information.</p>

Flow chart: much like a time line, a flow chart captures the sequence or chronology of events or processes.

Standard Multiple Choice Format	Technology Enhanced Format
<p>3 Look at the flow chart.</p>  <p>The chart shows what happens in the story. Which of these belongs in the empty box?</p> <p>A Sonia eats her breakfast without milk. B Sonia tells Trenton about school. C Sonia tries to speak to Trenton. D Sonia gets ready for school.</p>	<p>Directions: Click and drag the answers to the correct boxes.</p> <p>Complete this flow chart.</p>  <div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p>Quinterro thinks about how he is different from his family.</p> <p>Ireneo talks quietly to his and Quinterro's father.</p> <p>Marta looks at the city through binoculars.</p> <p>Quinterro and Ireneo lead the llamas into the clearing.</p> <p>Quinterro thinks about the benefits of operating a llama caravan.</p> </div>

Cause-effect: Note the use of When ... Then

Standard Multiple Choice Format

30 Read this chart.

When:	Then:
<div style="border: 1px solid black; padding: 5px; width: 80px; margin: 0 auto;">Cheetahs use their energy very quickly.</div>	<div style="border: 1px solid black; padding: 5px; width: 80px; margin: 0 auto;">Cheetahs stop to rest if they do not catch their prey.</div>
<div style="border: 1px solid black; padding: 5px; width: 80px; margin: 0 auto;">Lions and hyenas hunt cheetahs.</div>	<div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>

The chart shows some information from the article. Which of these belongs in the empty box?

- F The number of cheetahs in Africa becomes smaller.
- G Zookeepers start catching cheetahs.
- H Ranchers ask wildlife experts for help to find new land.
- J People in Africa hunt lions and hyenas.

Technology Enhanced Format

Directions: Click and drag the correct answer to the box.

Which sentence belongs in the empty box?

When:	Then:
<div style="border: 1px solid black; padding: 5px; width: 80px; margin: 0 auto;">Cheetahs use their energy very quickly.</div>	<div style="border: 1px solid black; padding: 5px; width: 80px; margin: 0 auto;">Cheetahs stop to rest if they do not catch their prey.</div>
<div style="border: 1px solid black; padding: 5px; width: 80px; margin: 0 auto;">Lions and hyenas hunt cheetahs.</div>	<div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>

The number of cheetahs in Africa becomes smaller.

Ranchers ask wildlife experts for help to find new land.

Zookeepers start catching cheetahs.

People in Africa hunt lions and hyenas.

Lions and hyenas eat different food.

Comparison/Contrast Venn Diagram

Standard Multiple Choice Format

7 Read this chart.

Which of these belongs on the blank line?

- A Does well in sports
- B Becomes nervous
- C Meets friends at the course
- D Receives a medal

Technology Enhanced Format

Directions: Click and drag the answers to the correct circles.

Complete this Venn diagram.

Decides to help her friend

Discusses the problem at home

Worries about the choices to be made

Tries to be understanding

Problem/Solution	
Standard Multiple Choice Format	Technology Enhanced Format
<p>Released SOL tests do not provide a sample of this format which is new to Grade 5. The example below is taken from a released Grade 7 test.</p> <p>19 Read this graphic organizer for the letter.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;"> <p>Problem: Students want a different destination for their field trip.</p> </div> <div style="display: inline-block; vertical-align: middle; margin: 0 10px;"> </div> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>Solution:</p> </div> <p>Based on the letter, which idea belongs in the empty box?</p> <ul style="list-style-type: none"> A Include reasonable educational benefits in the letter. B Include the names of supportive teachers in the letter. C Include an estimate of the total cost in the letter. D Include a student signature list in the letter. 	<p>The VDOE has not created a sample TEI for this format. However, a click and drag could easily be used for this format.</p>

Scroll to the following pages for an explanation of each Pattern of Organization/ Structural Pattern and a list of transitional words that usually signal the pattern.

The final page of the document give a description of how graphic organizers can be used in After Reading engagements.

Tree Organizer	Web Organizer	Flow Chart				
<p>Used with</p> <p><i>Classification Structure</i></p> <ul style="list-style-type: none"> • a general statement, proposition, or claim that can be explained • a subject or topic that can be subdivided into parts or grouped according to a scheme • information has hierarchical nature with details having a super-ordinate, coordinate, or subordinate relationship to each other <p>information of support is grouped by a unifying idea</p> <p><i>Main Idea-Detail Structure</i></p> <ul style="list-style-type: none"> • a general statement that is the main idea of the piece • the main idea has several important ideas that are each developed details • information is grouped by the important ideas • may be used for description, explanation, to give reasons for an opinion 	<p>Used with</p> <p><i>Character Traits</i></p> <ul style="list-style-type: none"> • may be directly stated by narrator • may be inferred by reader based on <ul style="list-style-type: none"> ➢ what the character does, says, thinks, feels ➢ what other characters say about the character and how they act toward him/her ➢ appearance <p><i>Physical Traits</i></p> <ul style="list-style-type: none"> • may be directly stated or inferred • visual: appearance (size, shape, color, physical features) • appeal to other senses: smell, hearing, touch, taste • selected vocabulary to convey tone, author's attitude toward the thing being described • details arranged spatially, according to location: near to far, left to right, top to bottom, etc. <p><i>Main Idea-Detail Structure</i></p> <ul style="list-style-type: none"> • a general statement that is the main idea of the piece • the main idea has several important ideas that are each developed details • information is grouped by the important ideas • may be used for description, explanation, to give reasons for an opinion 	<p>Used with</p> <p><i>Sequence of Events or Chronological Order</i></p> <ul style="list-style-type: none"> • series of events that lead one to another • reader uses what has happened in the sequence to predict what will happen next • sequence followed to a final outcome or product • chronological order, may include flashback or give logical steps in a process • used in literary and history texts, texts that outline a process or procedure and texts that show stages • used in science when sequence ends approximately where it began as in a life cycle: circle of boxes 				
<p>Uses Signal Words</p> <p>first, second, third next another one part, second part for example a reason because finally most importantly</p>	<p>Uses Signal Words</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> • for example • for instance • in other words • is characterized by • refers to • specifically • that is • thus • usually • where • to begin with • appears to be • such as • looks like • for instance • to illustrate </td> <td> <ul style="list-style-type: none"> • an example • characteristic • feature • described as • look for the topic word (or a synonym or pronoun) to be repeated </td> </tr> </table>	<ul style="list-style-type: none"> • for example • for instance • in other words • is characterized by • refers to • specifically • that is • thus • usually • where • to begin with • appears to be • such as • looks like • for instance • to illustrate 	<ul style="list-style-type: none"> • an example • characteristic • feature • described as • look for the topic word (or a synonym or pronoun) to be repeated 	<p>Uses Signal Words</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> • after • afterwards • at (time) • before • begin by • finally • first • last • later • meanwhile • next • now </td> <td> <ul style="list-style-type: none"> • once • on (date) • previously • second • since then • steps (numbered or listed) • then • to finish • to start • until • when </td> </tr> </table>	<ul style="list-style-type: none"> • after • afterwards • at (time) • before • begin by • finally • first • last • later • meanwhile • next • now 	<ul style="list-style-type: none"> • once • on (date) • previously • second • since then • steps (numbered or listed) • then • to finish • to start • until • when
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Cause and Effect Chart	Comparison/Contrast Venn Diagram	Problem/Solution
<p>Used with</p> <p><i>Cause/Effect Relationships</i></p> <ul style="list-style-type: none"> • an effect and its cause or causes • how causes are linked to effects • events that produce a product or an effect • sequential chain of causes and/or interaction of various factors as well as multiple effects <p>relationships that may be explicitly stated or implied through making connections among ideas and events</p>	<p>Used with</p> <p><i>Items that have Similarities and/or Differences</i></p> <ul style="list-style-type: none"> • two topics: people/characters, places, things, ideas/concepts, time periods/events, sequences/processes/operations • the points that are being compared • the ways two things are similar • the ways two things are different • comparison may be explicit or implied 	<p>Used in</p> <p><i>Expository or Informational writing to explain a Problem that has been solved. The writing clarifies the Actions/ Solutions taken to resolve the problem</i></p> <ul style="list-style-type: none"> • Problem: desire or need that has been addressed is presented • explanation is given to clarify why the problem existed or why accomplishing a particular thing was worthy, why there was a need • actions to accomplish the desired outcome are enumerated and described • Solution: description of end result, which demonstrates that the problem has been resolved or a course of action has been put in place that will eventually resolve it <p>Used in</p> <p><i>Persuasive writing when the author of the selection has a perspective he/she wants to convince another person or group(the reader) to accept</i></p> <ul style="list-style-type: none"> • Problem: the author's perspective is presented • explanation is given to clarify why the author wants something to happen, why it is a worthy proposition, why there is a need • Solution: actions to accomplish the desired outcome are enumerated and described
<p>Uses Signal Words</p> <ul style="list-style-type: none"> • accordingly • as a result • because • consequently • due to • effects of • for this reason • hence • is caused by • if...then • is caused by • may be due to • nevertheless • since • so • so that • then • therefore • this led to/this leads to • thus 	<p>Uses Signal Words</p> <p><i>Similarities</i></p> <ul style="list-style-type: none"> • also • as • as well as • both • compared with/to • in common • in the same way • like • likewise • same as • similar to • similarly <p><i>Differences</i></p> <ul style="list-style-type: none"> • although • but • difference • differently • different from • even though • however • in contrast • on the other hand • otherwise • still • unlike • yet • while • less than • more than 	<p>Uses Signal Words</p> <ul style="list-style-type: none"> • a/the problem • a need • the question is • one reason for • one reason that • a second/another reason • a/the solution • another is • as a result • consequently • if ... then • one answer is • one thing to do • should do

Teaching with After-Reading Graphic Organizers

Patterns of Organization/Text Structures

Purpose for Using an After-Reading Graphic Organizer

After-reading graphic organizers help students to think about the relationship of ideas in the text they have read. Post reading graphic organizers give students an opportunity to revisit the text and use the author's text structure in order to comprehend the ideas the author has presented. Specific text/conceptual structures include the following: comparison-contrast, cause-effect, main idea-detail, sequence of events or processes, and problem/solution. Guided by the type of graphic organizer they are using, students search for important information and reorganize it in a special arrangement. To do this, students must analyze the relationship of ideas.

Planning Instruction that Includes After-Reading Graphic Organizers

Teachers

- Select a text that is appropriate for the class.
- Analyze the text and select the graphic organizer that will best help students understand the text structure. (Patterns of organization/text structures may shape the entire selection, a section of the selection, or a single paragraph.)
- Plan how to introduce the organizer.
- Plan how students will work. They need to talk with one another in order to think about the text. Talk is what helps students figure out how ideas are related in the text. Therefore, students should work in pairs or small groups to complete a graphic organizer.

Multi-Step Process: Teaching Students How to Use a Graphic Organizer

Teacher Modeling

1. Teachers model the use of the graphic organizer in a whole-class, shared reading setting. The teacher begins by explaining the task (the conceptual structure of the graphic organizer and how it is used). Next the teacher demonstrates how to do the task by using a teacher-think aloud that makes explicit the mental processes she uses.
2. When teaching how to use the organizer, the text should be one that is familiar to the students. It should be one that students have already discussed. Students will be using their cognitive capacity to understand the organizer. The text itself should not be too challenging.

Guided Practice

3. The teacher and the students practice the strategy together. Once students "hear" the kind of thinking that they need to do, pairs of students might work together to think about a portion of the organizer. Pairs share their thinking and the teacher coaches for on-target thinking. The guided practice might move from teacher think aloud to pair work to class sharing and back to teacher think aloud. (Variation: The teacher has determined the information that will be placed in the organizer and has written each piece on a separate piece of paper. Pairs of students are given a baggie with the pieces of information and a blank graphic organizer. Students collaborate to place the information on the graphic organizer. Accommodation: Some information may already be recorded on the graphic organizer. There will be "blank" spaces. Students need to determine what piece of information needs to go in each space.)
4. The teacher scaffolds the student's attempts and supports student thinking, giving feedback as students are practicing. Teachers may choose to guide practice within a whole class or small group setting.
5. A small-group setting is most appropriate for students who need more guided practice.

Independent Practice

Students may work in pairs or small groups to use the graphic organizer to think about the relationship of ideas in the text. Even in independent practice, it is important to create instruction that allows students to talk with one another as they work to think about the text.

Note: The process of modeling, guided practice, and independent practice may take place over multiple experiences with different texts. Instruction may take multiple days or weeks to scaffold students to an understanding of a particular pattern or organization and how to record the relationship of ideas on a graphic organizer.