CRAFT AND STRUCTURE

Emily Douglas, Tatum Bunker, Janey Stoddard, Jenni Brown
WELCOME BACK

- Review Close Reading Article
- Write down your favorite quote on a small strip of paper
- Think about what the statement means to you
Stand and share your name and thoughts with three people you didn’t get to meet on day 1.
INFORMATIONAL TEXT

Close Reading and Writing for Craft and Structure
CORE STANDARDS

Informational Text

Craft and Structure

RI:K.4-6 Core Standards
4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI:1.4-6 Core Standards
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
GUIDING ESSENTIAL QUESTIONS

- What do penguins look like?
- Where do penguins live?
RI:K.5
5. Identify the front cover, back cover, and title page of a book.

RI:1.5 Core Standards
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
Essential Text Feature Questions:

- What is the text feature?
- What is the text features purpose?
- How do these features help us access information and add to our learning?
• What is the text feature?
• What is the text features purpose?
• How do these features help us access information and add to our learning?
All penguins live between the Equator and the South Pole. Some live where it’s very cold. Some live in warmer places like the coasts of Africa or Australia.

Penguins live on islands, on coasts, and even on icebergs in the sea. They just need to be near water, because they spend most of their lives IN the water.

• What is the text feature?
• What is the text features purpose?
• How do these features help us access information and add to our learning?
Penguins are perfect for their lives at sea. They have a sleek shape for speed. A layer of blubber keeps them warm.

- Stiff flippers act like boat paddles to push and steer.
- Big eyes to see underwater.
- Layers of soft feathers trap heat. Stiff, oily feathers on top keep out water.

**WEBBED:** Connected by skin.
Their black backs make them hard to see from above. Their light bellies make them hard to see from below. But it’s their strong, solid flippers that help them escape predators and get where they want to go.

Penguins can swim about 15 miles an hour. When they want to go faster, they leap out of the water as they swim. It’s called porpoising (por-puh-sing), because it’s what porpoises do.

- What is the text feature?
- What is the text features purpose?
- How do these features help us access information and add to our learning?
Craft and Structure- Level 2

Text Features

- What can we learn about where a penguin lives from the map?
- What can we learn about what a penguin looks like from the labeled diagram?
- What can we learn about penguins from the glossary?
<table>
<thead>
<tr>
<th>Text Feature</th>
<th>What does a penguin look like?</th>
<th>Where does a penguin live?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
CLASSROOM APPLICATION
INTRODUCING TEXT FEATURES

- Introduce a new text feature one at time
- Chart the feature and its purpose.
- Show students many examples in Informational Text books.
- Students find their own examples of text features in books.
Teacher models how to design a text feature.

Tip (model kid-friendly examples like labeling a face, bike, dog, etc.)

Students independently write or draw text features

Tip (Use a text-feature student booklet for students to illustrate examples. Instruct students to write the text feature on the top of a blank booklet page. Under the heading, they should illustrate an example from a book. On the back they should create their own text feature.)
<table>
<thead>
<tr>
<th>Feature</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagram</td>
<td>Labeled picture that show the parts of something</td>
</tr>
<tr>
<td>Label</td>
<td>Word that tells about the picture</td>
</tr>
<tr>
<td>Photograph</td>
<td>Picture that shows how thing look in real life</td>
</tr>
<tr>
<td>Caption</td>
<td>Sentence that tells about a picture</td>
</tr>
<tr>
<td>Fun Facts</td>
<td>Tell interesting information</td>
</tr>
<tr>
<td>Types of Print</td>
<td>Show important words</td>
</tr>
<tr>
<td>Timeline</td>
<td>Chart that shows events in order</td>
</tr>
<tr>
<td>Map</td>
<td>Picture that shows the location of things or places</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>Gives the topics/headings and beginning page number of each section</td>
</tr>
<tr>
<td>Index</td>
<td>Tells what page to find information in a book. It is in ABC order.</td>
</tr>
<tr>
<td>Glossary</td>
<td>Lists new or important words and shows or tells what they mean</td>
</tr>
<tr>
<td>Heading</td>
<td>Tells you what the section is about</td>
</tr>
</tbody>
</table>
RI:K.4
4. With prompting and support, ask and answer questions about unknown words in a text.

RI:1.4 Core Standards
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Craft and Structure - Level 2

Informative Vocabulary

- What does the word mean?
- What evidence in the text supports what you think?
All penguins live between the Equator and the South Pole. Some live where it’s very cold. Some live in warmer places like the coasts of Africa or Australia.

Penguins live on islands, on coasts, and even on icebergs in the sea. They just need to be near water, because they spend most of their lives IN the water.
Penguins are perfect for their lives at sea. They have a sleek shape for speed. A layer of blubber keeps them warm.

- Big webbed feet for better steering.
- Stiff flippers act like boat paddles to push and steer.
- Big eyes to see underwater.
VOCABULARY
LITERATURE

Close Reading and Writing for Craft and Structure
literature

Craft and Structure

RL:K.4-6
4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL:1.4-6
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.
Craft and Structure- Level 2

literature Vocabulary

- “What does great mean?
- Why do you think that?
What is Anansi like?
What is Little Bush Deer like?
literature
Craft and Structure

**RL:K.4**
4. Ask and answer questions about unknown words in a text.

**RL:1.4**
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Once upon a time Anansi the Spider was walking, walking, walking through the forest when something caught his eye. It was a strange moss-covered rock.

"How interesting!" Anansi said. "Isn't this a strange moss-covered rock!"
So Anansi went walking, walking, walking through the forest until he came to Lion’s house. Lion was sitting on his porch. At his feet was a great pile of yams. Anansi loved yams, but he was too lazy to dig them up himself. Anansi said to Lion, “Hello, Lion! It is very hot today. Don’t you think so?”

“Yes, Anansi,” said Lion. “It is terribly hot.”

“I am going for a walk in the cool forest,” said Anansi. “Would you like to come?”

“I certainly would,” said Lion.
VOCABULARY
<table>
<thead>
<tr>
<th>What is Anansi like?</th>
<th>What is Little Bush Deer like?</th>
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</table>
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

6. Identify who is telling the story at various points in a text.
Craft and Structure- Level 2

literature Dialogue

- Who is talking?
- Who is he talking to?
- What did he say?
- Is there one character talking or two characters talking?
So Lion and Anansi went walking, walking, walking through the forest. After a while Anansi led Lion to a certain place.

“Lion! Do you see what I see?”

“Oh, yes, Anansi!” said Lion. “Isn’t this a strange moss-covered rock!”
KPOM! Everything went black. Down fell Anansi, senseless.

An hour later Anansi woke up. His head was spinning. He wondered what had happened.

"I was walking along the path when something caught my eye. I stopped and said, ‘Isn’t this a strange moss-covered rock.’"
KPOH! Down fell Anansi again. But this time, when he woke up an hour later, he knew what was happening.

“Aha!” said Anansi. “This is a magic rock. And whenever anyone comes along and says the magic words, ‘Isn’t this a strange hmmm-hmmmmmm hmmm,’ down he goes. This is a good thing to know,” said Anansi. “And I know just how to use it.”
“Say what?” said Little Bush Deer.
“You know.”
“Is that what I’m supposed to say?”
“Yes,” said Anansi.

“All right. Then I will say it to make you happy. ‘You know,’” said Little Bush Deer. “There! I said it. Are you satisfied?”

“No!” Anansi shouted. “You’re not supposed to say ‘You know’!”
“What am I supposed to say?”
“You’re supposed to say, ‘Isn’t this a strange moss-covered rock!’”

KPOM! Down fell Anansi.
**GUIDED ESSENTIAL QUESTIONS**

<table>
<thead>
<tr>
<th>What is Anansi like?</th>
<th>What is Little Bush Deer like?</th>
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</tbody>
</table>
Adding speech bubbles and thinking bubbles to the text
Acting out the story First Grade
literature

Craft and Structure

**RL:K.5**
5. Recognize common types of texts (e.g., storybooks, poems).

**RL:1.5**
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
As a class discuss the characteristics of fiction and Informational Text.

Make a Venn Diagram

<table>
<thead>
<tr>
<th>FICTION</th>
<th>BOTH</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Beginning, middle, end</td>
<td>• Illustrations</td>
<td>• Bold print</td>
</tr>
<tr>
<td>• Characters</td>
<td>• They help you learn</td>
<td>• Table of contents</td>
</tr>
<tr>
<td>• Setting</td>
<td>• They are fun to read</td>
<td>• Index</td>
</tr>
<tr>
<td>• Problem</td>
<td>• Read from beginning to end</td>
<td>• Photographs</td>
</tr>
<tr>
<td>• Events</td>
<td></td>
<td>• Captions</td>
</tr>
<tr>
<td>• Solution</td>
<td></td>
<td>• Information</td>
</tr>
<tr>
<td>• Stories</td>
<td></td>
<td>• Fun facts</td>
</tr>
<tr>
<td>• Read from beginning to end</td>
<td></td>
<td>• Read in any order</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Do not have to read entire book</td>
</tr>
<tr>
<td>Fiction/Narrative Story Elements</td>
<td>Nonfiction/Informational Text Features</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td>characters</td>
<td>labels</td>
<td></td>
</tr>
<tr>
<td>Setting - where it happens</td>
<td>diagram</td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td>headings</td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td>glossary</td>
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<tr>
<td></td>
<td>index</td>
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<td>title page</td>
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<td>Table of Contents</td>
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<td></td>
<td>covers</td>
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</tbody>
</table>
Sit in a circle. Put a big pile of books on the floor and have the class sort books into two piles. Fiction and Informational Text. Teach them how to look inside each book and think aloud about how to tell what kind of book each is.

Pass out a book to 2 children at a time. Ask them to look at the book together and determine if it’s fiction or Informational Text. Store the books in labeled bins (fiction and Informational Text).

After books are sorted into fiction and Informational Text, work together to sort the Informational Text into smaller groups. (weather, animals, people, places, etc.)
VOCABULARY INSTRUCTION
VOCABULARY

Tier 3—Low-Frequency, Context-Specific Vocabulary

Tier 2—High-Frequency/Multiple Meaning Vocabulary

Tier 1—Basic Vocabulary
Focus: As you watch this video, ask yourself:

- Did the Teacher use an instructional routine for teaching each vocabulary term including these steps:
  a) Introduce the word?
  b) Present a student-friendly explanation?
  c) Illustrate the word with examples?
  d) Check students’ understanding?
  e) Review the words?

- What other good practices did you observe?
- What suggestions would you give the teacher?
During the lesson, the teacher actively involved the students by having them:

- Say answers as a whole group.
- Share ideas with their partners.
- Share ideas with their partners and then with the class.
- Respond with movement and facial gestures.

The instructor augmented the vocabulary instruction by:

- Adding the use of gestures and movement.
- Checking understanding using examples and non-examples.
- Conveying the usefulness in learning the three words.
- Adding humor.

How do you teach vocabulary?
TEXT COMPLEXITY
Text Complexity Article

- Split into groups.
- Read a portion of the article.
- Jigsaw and share
Complexity of texts ≠ college and career readiness:

- High school textbooks have declined in all subject areas over several decades
- Average length of sentences in K-8 textbooks has declined from 20 to 14 words
- Vocabulary demands have declined, e.g., 8\textsuperscript{th} grade textbooks = former 5\textsuperscript{th} grade texts; 12\textsuperscript{th} grade anthologies = former 7\textsuperscript{th} grade texts

Complexity of college and careers texts has remained steady or increased, resulting in a huge gap (350L+)
CREATING A LEXILE LEVEL

- 125 word slice
  - Sentence length
  - Difficulty of vocabulary
- http://www.youtube.com/watch?v=fr0jQzrDafw

Lexile® The Lexile® Framework for Reading
<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Old Lexile Ranges</th>
<th>New Aligned Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2-3</td>
<td>450-725</td>
<td>450-790</td>
</tr>
<tr>
<td>4-5</td>
<td>645-845</td>
<td>770-980</td>
</tr>
<tr>
<td>6-8</td>
<td>860-1010</td>
<td>955-1155</td>
</tr>
<tr>
<td>9-10</td>
<td>960-1115</td>
<td>1080-1305</td>
</tr>
<tr>
<td>11-12</td>
<td>1070-1220</td>
<td>1215-1355</td>
</tr>
</tbody>
</table>

Caveat: Not valid for drama or poetry…it’s an algorithm, and therefore, fallible.
Definition of text complexity

1. **Quantitative measures** – readability and other scores of text complexity often best measured by a computer.

2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human.

3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.
<table>
<thead>
<tr>
<th>Text Complexity Grade Bands</th>
<th>Suggested Lexile Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>100L – 500L*</td>
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<tr>
<td>2-3</td>
<td>450L – 790L</td>
</tr>
<tr>
<td>4-5</td>
<td>770L – 980L</td>
</tr>
<tr>
<td>6-8</td>
<td>955L – 1155L</td>
</tr>
<tr>
<td>9-10</td>
<td>1080L – 1305L</td>
</tr>
<tr>
<td>11-CCR</td>
<td>1215L – 1355L</td>
</tr>
</tbody>
</table>
Lexile Analyzer

www.lexile.com/findabook/
The rubric for literary text and the rubric for informational text allow educators to evaluate the important elements of text that are often missed by computer software that tends to focus on more easily measured factors.

*The educator is critical here.*
• **Levels of Purpose** *What will the reader gain from reading this text?*

• **Structure** *How is the text designed to support the reader in accessing the purpose?*

• **Language Conventionality and Clarity** *How does language effect accessibility?*

• **Knowledge Demands** *What does the student need to know to access the text?*
The questions provided in this resource are meant to spur teacher thought and reflection upon the text, students, and any tasks associated with the text.

Thinking Skills
Reading Skills
Motivation and Engagement
Prior Knowledge and Experience
Content or Theme Concerns
1. Determine the quantitative measures of the text.

2. Analyze the qualitative measures of the text.

3. Reflect upon the reader and task considerations.

4. Recommend placement in the appropriate text complexity band.
The text complexity analysis process gives us a method for becoming more purposeful in text selection.

The process helps us at all grade levels to be confident in our content knowledge and ability to read and analyze a text before they teach it.

The process encourages us to engage in meaningful discussions about text with colleagues.
“The use of qualitative and quantitative measures to assess text complexity is balanced in the Standards’ model by the expectation that educators will employ professional judgment to match texts to particular students and tasks.”
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Type</th>
<th>Proposed Grade</th>
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<tbody>
<tr>
<td></td>
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<td>___ Literary ___</td>
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</table>

**Quantitative:**

<table>
<thead>
<tr>
<th>Lexile score</th>
<th>Is Lexile level appropriate</th>
<th>Yes/No</th>
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</thead>
<tbody>
<tr>
<td>K-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3</td>
<td>450-790L</td>
<td></td>
</tr>
<tr>
<td>4-5</td>
<td>770-980L</td>
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</tr>
</tbody>
</table>

You may choose to use a book out of Lexile; this is just a guide.

**Qualitative:**

### Purpose and Meaning

1. Includes simple levels of meaning (passage has a single correct interpretation; concrete detail; limited inferences)
2. Includes complex levels of meaning (some levels stated simply, but other levels implied)
3. Includes multiple levels of complex meaning (main levels abstract or implied; only simple levels explicitly stated; multiple levels of meaning)

### Structure

1. Elements of structure: (a) Clear and consistent narrative structure; (b) reliable narrator/consistent point of view; (c) structured in chronological order; (d) does not depend on graphics or additional references to access complete meaning of text

**Language**

1. Vocabulary simple, common word choices, literal meaning
2. Some unfamiliar vocabulary, including dialect; some use of figurative language, sarcasm, or irony
3. Vocabulary is often unfamiliar or obscured by dialect or use; language is highly figurative and meanings are complex.

**Reader and Task**

<table>
<thead>
<tr>
<th>Please include notes for other teachers as appropriate.</th>
<th>Yes/No</th>
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</thead>
</table>

### Thinking Skills

Does the reader possess the necessary critical/analytic thinking skills to understand the relationships between the main idea, purpose, and/or theme of the text and the various details used to support that main idea, purpose, and/or theme?

Scale: 3 = yes, for a few; 2 = yes, for some; 1 = yes, for most

### Motivation

Will the reader be interested in the content of this specific text?

Scale: 3 = a few; 2 = some; 1 = most

### Background

Does the reader possess adequate prior knowledge and/or experience regarding the vocabulary used within this specific text to manage the material that is presented?

Scale: 3 = yes, for a few; 2 = yes, for some; 1 = yes, for most

### Content

Are there any potentially concerning elements of content, theme, or maturity level that might contribute to students, teachers, administrators, and/or parents feeling uncomfortable with reading this specific text?

Scale: 0 = no concerns; 1 = needs teacher support; C = concerns about teaching at level

### Score

Low complexity for grade level: below 7 points
Middle complexity for grade level: 8-13
High complexity for grade level: above 14 points

Appropriate for grade level?
Anansi and the Moss Covered Rock

- Lexile Measure®: **380L**
- DRA: **24**
- Guided Reading: **K**

Penguins National Geographic Reader

Lexile Measure®: **NC 750L**
DRA: **28**
Guided Reading: **M**

These NC or "Non-Conforming" books have a Lexile measure markedly higher than is typical for the intended audience or designated developmental level of the book. The NC code is useful when matching high-ability readers with a book that's still at an appropriate developmental level.
<table>
<thead>
<tr>
<th>CRAFT AND STRUCTURE</th>
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<tbody>
<tr>
<td>Reread Selected Chunks of Text</td>
</tr>
<tr>
<td>Text Dependent Questions: Level 2</td>
</tr>
<tr>
<td>literature Vocabulary</td>
</tr>
<tr>
<td>What does great mean?</td>
</tr>
<tr>
<td>Why do you think that?</td>
</tr>
<tr>
<td>literature Dialogue</td>
</tr>
<tr>
<td>Who is talking?</td>
</tr>
<tr>
<td>Who is he talking to?</td>
</tr>
<tr>
<td>What did he say?</td>
</tr>
<tr>
<td>Is there one character talking or two characters talking?</td>
</tr>
<tr>
<td>Text Features /Text Structure</td>
</tr>
<tr>
<td>Vocabulary Words (3-5 words)</td>
</tr>
<tr>
<td>Writing (modeled, shared, independent)</td>
</tr>
</tbody>
</table>
With your group, write a “Craft and Structure” Lesson Plan.

- Include:
  - Text Dependent Questions
  - Text Features/ Text Structure
  - Vocabulary Words
  - Dialogue
  - Writing
  - Arts Integration
Write and share with 3:

- How would you explain what you have learned about the new ELA Core Standards to a parent?

- How would you explain what you have learned about the new ELA Core to a teammate?
Text Feature Chart adapted from:

The Key Word Strategy adapted from:

Writing Ideas adapted from:

Children’s Books: