

Adaptations for hybrid classrooms have been highlighted in the text below.

This year Ms. Okiro's class is divided into group A and group B. On Mondays and Tuesdays, Group A is in the classroom and group B is online via Google Meet. On Wednesdays Ms. Okiro sets independent work for students to complete online and they work from home in Google Classroom. She uses Google Meet to connect with students in smaller groups, or individually, who need additional support. On Thursdays and Fridays, the groups flip, and group A is online via Google Meet and group B is in the classroom.

The class is starting an informational text unit which focuses reading informational text to establish its purpose, identify details and main ideas and analyze text structures, and will address the CCSS Literacy Standards and ELD Standards listed below:

CCSS.ELA-LITERACY.RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RI.3.8

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CA ELD Standards Part I 6.3: Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.

CA ELD Standards Part I 11.3: Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.

For this unit, Ms. Okiro has planned and developed a sequence of lessons to teach students how to identify the language features of a text and understand how they work together to convey meaning. She wants to provide students with the time and supports to analyze and discuss the language features of texts at the whole text level, paragraphs within the text and at the word level.

She begins today's lesson by explaining the learning target. "Today we will work on identifying language that belongs to a specific text structure and analyzing a specific text structure to better understand the information presented."

She projects the standards in student friendly statements and reads them aloud to the students. She reminds students that these standards are in their packet also.

I will:

- identify and describe the text structure of a text and how it conveys purpose
- identify language that belongs to a specific text structure
- share my ideas in an academic conversation and in writing

Ms. Okiro explains, "We are going to review what we know about text structures. You are going to work in Google Meet triads, to review what you know about text structure. We have learned about three type of texts structures: Cause and Effect, Compare and Contrast and Chronological/Sequential."

Ms. Okiro has set up Google Meet breakout groups before the session began and arranged these into triads that include student in the classroom and students at home. The classroom students have an iPad and headphones at their desks, and they are all logged into Google Classroom. Ms. Solis has logged into Google

Classroom on her desk computer and can use that to share her screen. She has also logged in on her iPad and is using this on a tripod at the back of the room with the camera on her.

Ms. Okiro projects a three-column graphic organizer and tells students to take out the graphic organizer from their packets. Column one has the name of the structure, column two asks for text examples of the structure, and column three asks three questions: what is the purpose of the text? How is the text organized and what are the signal words? Ms. Okiro models how she wants students to fill out the graphic organizer. “You will use this graphic organizer to document what you know about the three types of text structures. In the left column, you will write the type of text structure and any examples of texts that we have read as a class that are examples of this text structure. In the right column, you will answer the three questions. Use the questions and make them into sentence frames. For example, I might change the question, “What is the purpose of the text?” to the sentence frame, “The purpose of a compare and contrast text is to ____.” I use the strategy of turning questions into sentence frame because it helps me organize my thoughts and it helps me answer each question clearly. I use this strategy when I have to answer several questions and I want to make sure I answer each question completely.”

The group will connect in the Google Meet breakout room to discuss and answer the questions. Each person in the triad will be responsible for generating what will go into one section of the graphic organizer, summarizing the groups’ discussion about that section. Then that person will send a chat with that text to the triad and each person will write that text into their individual graphic organizer.

Ms. Okiro says, “I will visit each Google Meet triad room and listen to your conversation. I will focus on how you summarize the information for text structure.” Ms. Okiro launches the breakout rooms and students in the classroom on iPads and at home click on the join button that pops up. The students complete the activity. Each student takes a turn as scribe and as summarizer.

Test Structure	Text Element Questions
<p>_____</p>	<p>What is the purpose of the text?</p> <p>How is the text organized?</p> <p>Example signal words</p>
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“Now you are going to examine a text I have distributed to you to focus on how it is organized. **The text is on page 4 of your packet, so turn there now.** As you read, underline signal words that might tell you about the structure of the text. You will use these annotations to discuss and determine the text structure. If you have any questions as you are reading **raise your hand if you are in the classroom or use the raise hand function on Google Meet.**” As students work **Ms. Okiro monitors them by watching the classroom and the grid on her monitor of students joining from home.**

“You are now going to work with your assigned learning partner to analyze and discuss the text elements in each paragraph. The reason I am having you take the time to answer these questions is so you can learn how writers use different text structure and signal words to organize their writing for a particular purpose so that readers can make sense of the information. I will model what it might sound like to answer these questions.” **Ms. Okiro projects the graphic organizer using her computer.** She states, “As I read paragraph one, it tells us about Alexander Graham Bell’s childhood. For example, two key details are the date when Bell was born and the fact that his mother was deaf. So, the purpose is to tell us about his childhood, and I write it here. The paragraph is organized in chronological order because it begins when he was born. So, I write in this column, chronological order. Sample signal words are, ‘At the time’ and ‘As a child’. I will also write this in the ‘Answer’ section for paragraph one.”

“As you and your partner work together in Google Meet, collaborate to agree on the best answers. Then take turns to orally summarize the information for each paragraph. Then each of you should write into your graphic organizer. **After you complete the graphic organizer then classroom students will stand up and move to the desk to the right and meet with a new online partner to share your thinking and provide feedback to each other. Remember to use your headphones when you are talking. I will walk around and monitor your work and I will tap you on the shoulder as a signal to remove your headphones when I want to listen in.**” Ms. Okiro launches the breakout rooms and tells students to put on headphones and talk with their learning partners. She monitors the student discussions. **When students are done, she closes down the breakout rooms and tells the classroom students to stand up and move to their new partner.**

She explains, “When you meet with a new partner to provide feedback, **you will use the sentence frames on page 6 of your packet to give feedback.** Ms. Okiro projects and reads aloud the sentence frames:

One way in which our text structure analysis is alike is _____.

One way in which are text structure analysis is different is _____.

Text Element	Answer
Paragraph 1 What is the purpose of the paragraph? How is the paragraph organized? Example signal works	
Paragraph 2 What is the purpose of the paragraph? How is the paragraph organized? Example signal works	
Paragraph 3 What is the purpose of the paragraph? How is the paragraph organized? Example signal works	
Paragraph 4 What is the purpose of the paragraph? How is the paragraph organized? Example signal works	
Paragraph 5	

What is the purpose of the paragraph? How is the paragraph organized? Example signal works	
Paragraph 6 What is the purpose of the paragraph? How is the paragraph organized? Example signal works	

Ms. Okiro launched the breakout room and walks around monitoring the pairs as they analyze each paragraph for text structure. She taps Debra on the shoulder to remove her headphones so she can listen to the conversation. She listens as Debra states, "In paragraph two the author uses the phrase 'As an adult' to show that we have moved from childhood in paragraph one to adulthood in paragraph two. This is an example of chronological order". She provides feedback by stating "Debra you used a specific quote/example from the text to support your claim. This makes it clear that you understand chronological text structure. When you write your summary, make sure to continue to cite examples."

Ms. Okiro summarizes the activity, "This is what we have done so far today to meet our learning objectives. We have reviewed and discussed what we know about three types of text structures. We have reread and analyzed each paragraph in the text to identify the purpose of the paragraph, analyze how the paragraph is organized and identify signal words. Our last step today is to summarize our learning. You will address the prompt: Why is the Alexander Graham Bell article and example of chronological text structure? You will work with a partner in Zoom to discuss your ideas and evidence. Then you will each develop an oral paragraph to present to each other. This is in preparation for writing a paragraph tomorrow that addresses the prompt."

"I am going to visit with pairs and listen to your oral paragraphs. I am listening for how you explain chronological text structure. Remember if I tap you on the shoulder remove you headphones so I can listen in." Ms. Okiro walks the room and listens in on pairs.

She listens as Isabella quickly and easily summarizes why the text structure is chronological. She provides feedback and adjusts the activity. Ms. Okiro asks Isabella to add to her response. "Isabella when you said, 'In paragraph four, the author begins to tell us how Bell developed the telephone over time. In the text we see in chronological order how Bell grows from a child to an inventor and how the invention of the telephone changes over time.' It shows that you understand chronological and sequential text structure. I want to invite you to push your thinking. Isabella will you also explain why this is not an example of cause and effect text structure and why it is not an example of compare and contrast text structure? Use your think time." Isabella takes some time to organize her thoughts and then shares her ideas with her partner.

Ms. Okiro concludes the lesson by having students address the following prompt: How did analyzing and discussing text structures help me understand the text?