ELD 1 Language Function and Construction

Lesson 1
Understanding Text Structure

Students learn how different text structures are organized in order to better express ideas and comprehend texts; Students also practice writing brief arguments, informative/explanatory texts and narratives

Warm Up and Review

Input and Modeling: Text Structure

Remind students that it is important to understand how text is structured or organized when writing and reading. Then explain the three main types of text.

Explanatory Narrative

Show Text Structure Card #1.

Say: *"Listen as I read an example of an **explanatory narrative text**. Notice that it includes a topic and has the transition words <u>first</u>, <u>next</u>, <u>after that</u>, <u>then</u>, and <u>finally</u>. It also has supporting details to explain how to successfully prepare for a job interview."*

After reading the text on the card, ask the following questions:

- What is the topic of the explanatory text?
- What transition words did you read or hear?
- What supporting details did you read or hear?

Informative Text

Show Text Structure Card #2.

Say: *"Listen as I read an example of an **informative text**. Notice that it starts with a main idea or topic and has details that give information or inform the reader or listener."*

After reading the text on the card, ask the following questions:

- What is the topic of the informative text?
- How was the informative text organized? (Using a tree map)
- What supporting details did you read or hear?

Persuasive Text

Show Text Structure Card #3.

Say: *"Listen as I read an example of a **persuasive text**. Notice that it starts with introducing the topic and includes words and phrases that try to convince the reader to think or feel a certain way."*

After reading the text on the card, ask the following questions:

- What is the topic of the persuasive text?
- How was the persuasive text organized? (Using a T-chart)
- What supporting details did you read or hear?

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Collaborative Task #1: Reconstructing Text

- Divide students into pairs.
- Give students a copy of the **Text Reconstruction Explanatory/Narrative Text** sheet and ask them to cut out the sentence strips and divide the sentences evenly between them.
- Ask students to take turns reading each sentence strip and begin constructing a paragraph using the sentence strips.
- Ask student pairs to share their paragraph reconstruction with another team.
- Repeat this exercise with the **Informative Text** and **Persuasive Text** sheets.

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Text Structure Card #1 (Explanatory Narrative)

Suggestions for a Successful Job Interview

Dress professionally	Prepare a resume	Practice answering questions

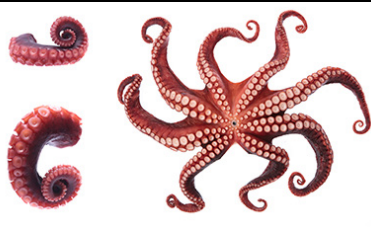| Get directions	Successful interview	

If you are in the process of looking for a job, here are a few suggestions for having a successful interview. <u>First</u>, dress professionally. This means no shorts, jeans, T-shirts, or tennis shoes! Take the time to choose a nice dress, or slacks and a collared shirt. If your clothes look wrinkled, take a few minutes to iron them or at least put them in the dryer for a few minutes. <u>Next</u>, prepare a resume of all of the work or other jobs that you have had in the past. Do not hesitate to include special awards that you have received or your excellent grade point average.

<u>After</u> preparing your resume, practice answering a few questions that you think might be asked during the interview. Questions like, "Why do you want to work here?" and "What makes you qualified to do this job?" might be asked, and you should prepare an answer that they would like to hear. <u>Then</u>, it's time to plan your arrival. If you do not know the directions to the job interview location, you should have them written down. It is important to arrive early enough to use the restroom and take a few deep breaths, so you are ready. <u>Finally</u>, it is time for you to have a successful interview. And with these suggestions, you are sure to get the job!

Text Structure Card #2 (Informative Text)

The Octopus

<u>Lives</u>	**<u>Description</u>**	**<u>Interesting Facts</u>**
• In every ocean of the world	• eight long arms • tiny suckers under the arms • no bones • three hearts	• swims by flexing its arms and blowing through a siphon • can fit into any space • can blow a cloud of ink • can change color

The ocean is filled with many strange creatures, but one creature is both strange and mysterious. It is called an octopus. The octopus can be found in every ocean of the world. An octopus has eight long arms. Each arm has tiny suckers underneath it that it uses to catch and hold its prey. An octopus has no bones, so it can fit into very small spaces such as between rocks or in tiny holes. Most animals have one heart, but the octopus has three of them. An octopus swims by flexing or moving its arms and body and blowing water through its siphon. If an octopus is threatened, it can shoot a cloud of black ink into the water to confuse its predators. It can also change the color of its skin, which makes it able to blend into any background.

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Text Structure Card #3 (Persuasive Text)

Should High School Students Be Allowed to Use Mobile Phones at School?

Reasons For +	Reasons Against -
• easy to communicate with friends at school • needed in case of emergencies • can use the internet to search • for information in class	• students get distracted • phones can get lost, stolen, or damaged • not every student can afford a mobile phone • no way to monitor students

It seems like almost every high school student uses a mobile phone at school. Some students use them all the time while others just use them every once in a while. I do not think that mobile phones should be used at school. One reason is that students are distracted when they are using their phones. I realize that mobile phones make it easy to communicate with friends at school, but nutrition breaks and lunchtime also give students a chance to talk to each other.

Another reason why I am against mobile phones being used in school is because when students should be listening or working in class, some are texting or playing on their mobile phones. Sure, there are times when a mobile phone could be used to search for information, but this could be hard for a teacher to monitor who is working and who is just playing on their phone. Of course, mobile phones can also be used in case of emergency, but they can be lost or stolen if students do not put them in a safe place. Finally, I believe that mobile phones should not be used at school because not all students can afford one. For these reasons, I propose that mobile phones be used only before and after school.

Collaborative Task #1: Text Reconstruction/Explanatory Narrative

<u>Next</u>, prepare a resume of all of the work or other jobs that you have had in the past. Do not hesitate to include special awards that you have received or your excellent grade point average.

<u>After</u> preparing your resume, practice answering a few questions that you think might be asked during the interview. Questions like "Why do you want to work here?" and "What makes you qualified to do this job?" might be asked, and you should prepare an answer that they would like to hear.

If you are in the process of looking for a job, here are a few suggestions for having a successful interview.

<u>Finally</u>, it is time for you to have a successful interview. And with these suggestions, you are sure to get the job!

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<u>Then</u>, it's time to plan your arrival. If you do not know the directions to the job interview, you should have them written down. It is important to arrive early enough to use the restroom and take a few deep breaths, so you are ready.

Collaborative Task#1: Text Reconstruction/Informative Text

An octopus has eight long arms.

The octopus can be found in every ocean of the world.

Each arm has tiny suckers underneath it that it uses to catch and hold its prey.

Most animals have one heart, but the octopus has three of them.

An octopus has no bones, so it can fit into very small spaces such as between rocks or in tiny holes.

The ocean is filled with many strange creatures but one creature is both strange and mysterious. It is called an octopus.

If an octopus is threatened, it can shoot a cloud of black ink into the water to confuse its predators.

An octopus swims by flexing or moving its arms and body and blowing water through its siphon.

It can also change the color of its skin which makes it able to blend into any background.

Collaborative Task #1: Text Reconstruction/Persuasive Text

Another reason why I am against mobile phones being used in school is because when students should be listening or working in class, some are texting or playing on their mobile phones.

Of course, mobile phones can also be used in case of emergency, but they can be lost or stolen if students do not put them in a safe place.

Finally, I believe that mobile phones should not be used at school because not all students can afford one.

It seems like almost every high school student uses a mobile phone at school. Some students use them all the time while others just use them every once in a while.

Sure, there are times when a mobile phone could be used to search for information, but this could be hard for a teacher to monitor who is working and who is just playing on their phone.

For these reasons, I propose that mobile phones be used only before and after school.

I do not think that mobile phones should be used at school.

One reason is that students are distracted when they are using their phones. I realize that mobile phones make it easy to communicate with friends at school, but nutrition breaks and lunchtime also give students a chance to talk to each other.

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