

## General Education ELA Lesson Plan: Text Structures and Text Features

Source: Like to Write by Karen Haag <http://www.liketowrite.com/Resources/Nonfiction%20Page.pdf>

**Standard:** [CCSS.ELA-Literacy.CCRA.R.5](#) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Learning Outcome:** Students will learn about the various text features and their purposes by using them in their writing.

### Materials:

teacher created nonfiction page  
sticky notes  
chart paper and marker  
writing notebooks

### Activities:

- **Focus and Review:** Show students an example of your own nonfiction page that you've written as an example. Tell students that they will also create their own nonfiction page about a topic of their choice (this could also be a content area topic from science or social studies). Initially, it is better to lead students through the process of creating a nonfiction page together as a group using a shared topic before students work on their own independent nonfiction page.
  - **Teacher Modeling/Direct Instruction:** Together, review a topic being learned about in science or social studies. Explain to students that together they will write a nonfiction page to inform others about that topic (i.e. frogs). This nonfiction page will need to include a range of text features (i.e. diagrams, labels, cutaways, etc.) Using a think aloud technique, model for students the type of writing to include and appropriate text features to align with the text. For instance, you might model a section on the frog nonfiction page about different kinds of frogs. As you compose the writing, you might elect to include photographs of the different frogs or even a map of where the frogs are located around the world.
  - **Guided Practice:** Together, compose a section of the nonfiction page (i.e. life cycle of a frog) including at least one text feature. In the case of the life cycle of a frog, a diagram would be particularly helpful for readers.
  - **Independent Practice:** Students begin brainstorming and researching for topics of their own choosing.
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**Activity: Create a universally designed version of the above lesson**

UDL Planning	My ideas
Representation- adaptations in materials (e.g., adapt for sensory impairments)	
Expression- how will student show learning (e.g., use of assistive technology; alternative project)	
Engagement- how will student participate in the activity	