

CRAFT & STRUCTURE

Lesson Guide

Use this lesson guide to help students practice their informational text skills with craft and structure. Use any of the articles in The Daily Juice or find articles related to specific topics in the search tab and assign them to students.

PRE-READING

Brainstorming, predicting, and questioning are all effective ways to activate and assess students' prior knowledge before reading an informational text. Use one of the following strategies with students before reading an article in The Juice.

Preview the Text

Have students look at the text and preview the vocabulary words and text structure. Have students click on the vocabulary words or predict the text structure looking for signal words as they skim the text.

Prediction Statements with Vocabulary

Provide students with key words or phrases from the text they are going to read. Have students work in groups or partners to write prediction statements using at least two words per statement.

Semantic Mapping

Start with a word from the text and write it on the board. Have students brainstorm and discuss other words related to that word to activate their prior knowledge before reading the text.

DURING READING

Target the following standards with the graphic organizers below. Have students complete the organizers as they read the article in The Juice.

R1.4 Craft and Structure

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- [Understanding The Words You Read](#)
- [Vocabulary Word Map](#)

R1.5 Craft and Structure

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

- Identifying the Structure of a Text
- Identifying the Structure of a Paragraph

R1.6 Craft and Structure

Assess how point of view or purpose shapes the content and style of a text

- Identifying Multiple Perspectives in a Story
- Identifying Word Choice in Nonfiction Texts

AFTER READING

Provide students with opportunities to think more deeply about the text after reading an article in The Juice with one of the following activities.

Vocabulary Extensions:

Short Response:

Have students respond to a prompt or write a summary of what they read using the new vocabulary words they just learned.

One Pager:

Have students create a one pager with the vocabulary words in the text. They should include definitions and designs or images to show their understanding of the words.

Glossary:

Have students create a glossary of their vocabulary words with definition in their own words. Continue adding words to the glossary as students read more articles in The Juice.

Text Structure Extensions:

Use the following questions as writing prompts or discussion starters to help students analyze the text structure in the article.

Problem/ Solution:

- What is the problem and what is causing it?
- What are the effects of the problem?
- What solutions have been attempted to solve the problem?
- What are the results from the solution?
- Is the problem solved? Did any new problem develop because of the solutions?

Cause/ Effect::

- What happened?
- What caused it to happen?
- What are the important elements or factors that led to the cause?
- How do these factors or elements relate?
- Will this result always happened from these causes? Why or why not?
- How would the result change if the elements or factors were different?

Compare/Contrast:

- What is being compared/ contrasted?
- What characteristics are being compared/ contrasted?
- What makes them alike or unlike?
- What are the most important qualities that make them similar or different?
- Are they more alike or more different?

Description:

- What is being described?
- What category of things does it belong to?
- How does it work?
- What does it do? What are its functions?
- What are examples of it?

Chronological

- What was accomplished?
- What were the steps that were taken to achieve it?
- What are the effects of the steps that were taken?
- Were the steps successful in reaching the end result?
- Were there any unexpected outcomes
- Would other actions or steps have been more successful?

SUPPORTS

- Support ELL students by pre-teaching vocabulary or providing nonlinguistic symbols in a glossary with the vocabulary words in the article
- Adjust the reading level or have students utilize the audio component in The Juice article
- Consider providing a more scaffolded or partially filled in organizer for certain students
- Provide sentence starters or question frames to any student who may benefit from them in order to complete writing prompts or participate in discussions