

Grade/Content Area	Grade 8/Reading
Title	Introduction to Problem/Solution Text Structure
GLEs/GSEs	R-8-7 Demonstrate initial understanding of informational texts (expository and practical texts) by... 7.1 Obtaining information from text features 7.3 Organizing information to show understanding or relationship among facts, ideas and events
Context of the Lesson	<p>It is one of many lessons for a unit on expository text. This lesson is the introductory lesson for the expository text structure: problem/solution. The rationale behind this lesson is that students must be made aware of the differences between expository text and narrative text and that the structure and modes of comprehension vary. Learning this will increase their comprehension levels in other content areas like science and social studies.</p> <p>The time allotted for this lesson is a 55-minute class period.</p> <p>Adapted from Connie Prevatt's <i>Balanced Literacy Program: Teacher Directed Reading Using Content</i></p>
Opportunities to Learn:	<p>Materials:</p> <ul style="list-style-type: none"> • Lined paper • Overhead projector • Transparencies/markers • Cartoon of Fat Albert found on: http://www.reel.com/reel.asp?node=categories/tv-shows • "Extreme Measures" written by Jennifer Barrett Ozois for Newsweek reprinted in Teen Newsweek, January 24, 2005. • Problem/Solution Graphic organizer <p>This lesson engages the students in two ways: the cartoon on the overhead encourages them to make a visual connection to a problematic situation and the journal prompt invites them to respond verbally to this situation.</p> <p>Differentiation of Instruction: Differentiation of instruction comes into play with the varied ways of reading the text (independently, paired, small groups, or text on tape) and the use of a graphic tool to organize.</p> <p>Depth of Knowledge The Depth of Knowledge for this particular lesson is a level 2. The student is required to initially comprehend the reading and to organize this understanding on a graphic organizer. Once this information is collected the students are expected to make a judgment based on the reading, but no textual support is required.</p>