The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for ELA Unit 3 – 5th Grade

Grade: 5
Topic: Organizational Structures of Nonfiction Text/Graphic Organizers
Instructional unit: “Communicating about Our World through Informational Writing”
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The task: Students will develop an understanding of the purpose of completing graphic organizers when reading nonfiction text in order to gain a deeper understanding and/or to analyze information critically. The teacher will review the characteristics of nonfiction text. This review will include an overview of the organizational structures found in nonfiction text (chronological order, logical order, cause and effect, classification schemes, problem/solution, and a combination of any of these). As the teacher presents the overview, he/she should check with students to determine mastery of the concepts. Any misunderstandings should be addressed prior to the task.

Students will choose a nonfiction book and predict which organizational structure they think the author used when writing. Students will need to skim the text in order to make a prediction. (The books should be chosen from a suggested reading list developed by the teacher. The books can be gathered from the school library.) They will use a graphic organizer that is appropriate for the organizational structure. (Some suggestions for pairing organizational structures with appropriate graphic organizers are:

- Chronological Order: Time Line
- Logical Order: Cycle of Events
- Compare/contrast: Venn diagram
- Cause Effect: Fishbone diagram
- Problem Solution: Flow Chart

Samples of these organizers, as well as others are available:
www.writedesignonline.com/organizers
www.readwritethink.org

Students will use the graphic organizer they chose in order to record notes as they read. Students will engage in a teacher-student conference. During the conference, the student will discuss the organizational structure of the book they read and the appropriateness of the graphic organizer they chose. The discussion should include supporting evidence that references the text. They should also be able to discuss another graphic organizer, if applicable, that may have been a better tool, as well as providing reasons for their choice. (Any errors or misunderstandings should be corrected during the conferencing session.)

After successfully completing the conference, students will use their graphic organizer as a memory aid to discuss orally their book with their classmates. The discussion will include an explanation of the organizational structure of the text.

Differentiated Instruction
- None needed

Modifications/Accommodations
- The characteristics of nonfiction texts will be posted for students to use as a guide.
Focus Standard:
**ELA5R1** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, captions, and illustrations).
d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).
e. Distinguishes cause from effect in context.
g. Makes perceptive and well-developed connections.
h. Relates new information to prior knowledge and experience and makes connections to related topics or information.

**ELA5LSV1** The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

a. Initiates new topics in addition to responding to adult-initiated topics.
b. Asks relevant questions.
c. Responds to questions with appropriate information.
i. Responds appropriately to comments and questions.
j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
k. Gives reasons in support of opinions expressed.

When delivering or responding to presentations, the student:

a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.
b. Uses notes, multimedia, or other memory aids to structure the presentation.
d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.

Circumstances of the assignment/Notes to the Teachers:

If nonfiction books at an appropriate rigor are not readily available in the school library, the local public library and any of its loan programs may be able to help.

- This task can be differentiated by providing books at varying readability levels.
- Graphic organizers may be provided for students who struggle with understanding the “match” between particular organizational structures and graphic organizers.
- Students who struggle with classroom presentations may record their discussion or may use a word processor to write their thoughts. (Classmates could be given copies of the written work if the latter option is exercised.)
- An interactive Venn diagram may be accessed at: [http://www.readwritethink.org/materials/venn/index.html](http://www.readwritethink.org/materials/venn/index.html)
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If the novel *Flight*, by Robert Burleigh, is used in this task, the students can access the following website: [www.ueet.nasa.gov](http://www.ueet.nasa.gov) and click on “Kid’s Page” (left side of the page). They should then click on “History of Flight.” They could complete a timeline of flight in the 19th and 20th centuries. The information needed for the timeline is available from this site.