Nonfiction Text Structure: Teacher Key

A. Description. The topic is the reading cart. Accept any three accurately named features, such as trays with visible labels, a clear pocket for picks, a deep shelf with a return bin, handles, and wheel locks. The trays show where readers find paperbacks, while the lower shelf shows where finished books go. The passage groups features of one object; it does not give steps for borrowing.

B. Sequence. Label the row; fill cups and make holes; put in and cover the seeds; mist; move the tray and record the location. The seeds are placed and covered just before misting. The final action is noting the tray location on the chart (moving it occurs in the final stage). The order matters because students need holes before they put seeds in them.

C. Compare and contrast. A shared point: both record the same due date. A difference on the point of who scans: the librarian scans at the desk, while the student scans at the station. The due date is evidence of a similarity, not evidence of a sequence or a cause.

D. Cause and effect. One tray sat in moving air and had less water the next day; the other was sheltered and had more water left. The comparison supports an explanation. Moving air carried away moist air above the water, so more water could evaporate and less remained in the exposed tray. Accept the sheltered condition and its opposite result if the student explains the airflow connection. Avoid treating a pair of trays as proof that every difference in drying comes from airflow.

E. Problem and solution. Families had trouble choosing the pickup line. Accept any two of these changes: staff moved the signs to the split, used larger group labels, and paired symbols with words. They planned to watch for hesitation. The passage says they *planned* to check, so it does not establish that the changes worked. A second sign was a possible next move, not a change already made.

Mixed review. Main structure: problem and solution. Books were hidden and readers had trouble finding them; the class tried a separate labeled bin for large books. Sample cause-and-effect rewrite: “Large picture books lay across the front of the shelf, so smaller books behind them were hard to see. Because readers missed those smaller books, they sometimes asked about titles that were already on the shelf.” “At first” is too weak alone: it can show time in a passage whose main job is to describe and address a problem. Accept other plausible examples with a reason.

Use the response to choose the next move.

- If a student picks by signal word alone, cover the signal word and ask which two details still connect. Have the student name that connection.
- If a student chooses compare and contrast for D, affirm the real comparison, then ask, “What is the writer using this comparison to explain?” Have the student trace one condition to its result.
- If a student confuses a planned check with a successful fix in E, ask them to underline what staff already did and circle what they only plan to do. Ask what new evidence could change their answer.

- If the structure is right but the evidence is weak, point the student to the organizer field that is missing. Ask for one specific detail and how it connects to another. Recheck with a short unfamiliar text, not one just modeled here.

Access and use. Display or read one passage at a time if useful; pair spoken reading with visible text. Describing a choice using pointing and an oral explanation is acceptable when it still makes the relationships clear. Keep the answer key in the teacher copy. Mixed review is a brief check of this lesson, not a diagnostic reading test. No classroom testing or standards certification is claimed.