



Map the Structure

Duration: 50-60 minutes | **Objective:** Students will identify paragraph topics and collaborate to create symbolic maps representing text organization to learn the Map the Structure strategy.

Materials:

- Copies of a textbook or other lengthier article with which you predict students will need support.

Steps:

Before the Activity

1. Select the text that students need to read. (This strategy works best with texts that are longer.)
2. Ask students, “Why do some books – like textbooks – contain a Table of Contents? What is the purpose of a Table of Contents?”
3. Solicit answers from students.
4. Share with students that a Table of Contents is like a map – it shows readers where to go and names the major stops along the way. By looking at the topics in each paragraph of a text, we can create our own Table of Contents “map” to help us understand what we are reading.

During the Activity

1. Teacher models with a short article projected on screen:
 - a. Read-Through: Read aloud without stopping.
 - b. Return and Analyze: Go back to the beginning and examine each paragraph individually. Think aloud as you ask yourself “What is each paragraph really about? What is its main topic?”
 - c. In the margin, write the topic of each paragraph, and continue this pattern of reading, analyzing, and noting until you have completed the article.
 - d. Now, look back at the list of topics created in the margins. These are the major ideas of the text – an outline, a map, or a table of contents.



2. Post strategy steps:
 - a. Read the full text once
 - b. Return to beginning and read each paragraph individually
 - c. Ask: "What is this paragraph's main topic?"
 - d. Write topic in margin or notebook
 - e. Review your topic list - you've created an outline!
3. Give each student a copy of an article or section of the textbook that corresponds to your unit content. Ask students to practice the Map the Structure strategy.
4. Teacher circulates, providing individual support.

After the Activity:

1. Students pair up to compare their topic lists.
 - Here are some discussion prompts:
 - "Where did we identify the same topics?"
 - "Where did we differ? Why might that be?"
 - "Which paragraphs were hardest to identify topics for?"
 - "Looking at our lists, what is this article really about overall?"
2. If there is time, partners can share out with the whole class to compare experiences.