The background is a detailed illustration of a desk with school supplies. On the left, there is a green notebook, a silver pencil, and a yellow pencil with a pink eraser. In the center, a large sheet of lined paper is spread out. On the right, a blue spiral notebook is open, showing a page with a drawing of a butterfly, a heart, and the word "hello". At the bottom, a white and orange marker lies horizontally. The desk surface is light-colored wood, and there are some yellow shavings or eraser bits in the upper middle area.

Structure in Non-Fiction





This icon indicates that the slide contains activities created in Flash. These activities are not editable.



This icon indicates that a slide contains audio.



This icon indicates coverage of the Language Standards.



This icon indicates that a worksheet accompanies the slide.



This icon indicates teacher's notes in the Notes field.



This icon indicates an opportunity for collaboration or group work.

College and Career Readiness Standards for Reading:

5. 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.

When analyzing a non-fiction text, it is important to pay attention not only to *what* the author says, but also *how* he or she says it.

Consider the author's purpose for including specific sentences, paragraphs, chapters or sections in a text.

Think about how each of these sections furthers the author's main idea.



Informational texts often use the same organizational features. Most include an introduction, body paragraphs, and a conclusion.

An introduction is intended to grab the reader's attention and to introduce the author's main idea or topic.

Body paragraphs are where the author provides quotations, facts or ideas that support and convey the author's message.

A conclusion is where the author restates his or her point, wraps up the central idea or leaves the reader with something to think about.

Can you identify any other features that could be used to structure or organize a text?





Introduction and conclusion paragraphs are important to the structure of a text.

Can you connect the type of paragraph to its purpose and how an author uses it to convey their message?

Press **start** to begin.

start



In 1986 the Space Shuttle Challenger was prepped to launch into space. Shortly after launch, the Challenger broke apart and was destroyed. The shuttle was carrying a teacher who was supposed to conduct lessons from the space shuttle that were going to be broadcast to students all over the country. This was a national tragedy. Press play to analyze President Reagan's speech about the event.

Press **start** to begin.

start



There are some standard techniques authors use in an introduction. You might notice some of these in Reagan's speech.

- The author uses a hook to grab the reader's attention. For example, the author might start the paragraph with a quotation or ask the audience a question.
- The author lays out the purpose of the text.
- The author begins to establish the tone of the text.

A yellow pencil with a pink eraser is positioned diagonally across the bottom of the slide, pointing towards the bottom right.

Read the introduction to President Reagan's speech again.
Can you identify these techniques in his introduction?

Investigate the purpose of each quotation from the introduction of President Reagan's speech. Match each quotation on the left with its purpose on the right.

Press **start** to begin.

start

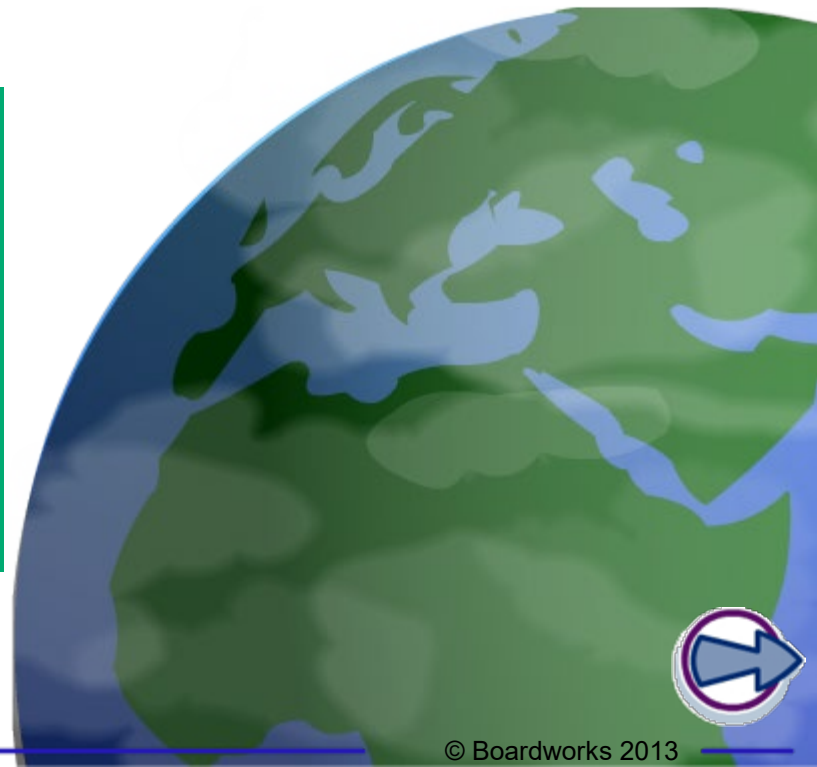




Authors use conclusion paragraphs to leave the reader thinking about the main point from the text.

Reagan's speech concludes by summarizing his sentiments and commemorating the astronauts. To end the speech he quotes a few lines of poetry.

Reread the conclusion of the speech. Why do you think he chose to quote this poem? How do the quotations tie into the main point of the speech? What effect do they have on the audience?



“High Flight”



"High Flight" was written in 1941 by John Gillespie Magee, Jr. He was a fighter pilot in England who died during one of his flights. The poem itself has become very famous among aviators. Many pilots can repeat it from memory. Watch the animation to read the poem and investigate why Reagan used this poem in his speech.

Press **start** to begin.

start



Now that you have practiced analyzing President Reagan's speech for the Space Shuttle Challenger, compare his speech to a similar one.

Press **start** to begin.

start

