**Words to Know**

*Fill in this table as you work through the lesson. You may also use the glossary to help you.*

# **Warm-Up** Text Structure in an Informational Text



**?**

**W2K**

between supporting

text and the main text.

**Connect** text organization and

.

to understand

central ideas.

**Make**

**Use** text

**Lesson Goals**

**Read** from *When Birds Get Flu and Cows Go Mad! How Safe Are We*? by John DiConsiglio.

**Lesson Question**

|  |  |
| --- | --- |
| investigate | to closely |
| supplement | to to |
| case study | an in-depth of a situation or individual |
| conclusion | a judgment |
| evidence | of something |

**Slide**

* Conclusions are logical judgments based on evidence.

is proof of something.

•

* They present **evidence** to draw **conclusions**.

, or closely examine,

* **Case studies** can be used to particular events or situations.

sometimes use an investigative writing style.

about real life. Informational texts

An informational text explores

**Informational and Investigative Writing**

**2**



**?**

**Finally, it draws a**

**.**

**Then, it presents**

**evidence.**

**.**

**First, the study**

**asks a**

**Text Organization of a Case Study**

*When Birds Get Flu and Cows Go Mad! How Safe Are We?* has

that use a specific structure.

**Slide**

* It may be set oﬀ in a diﬀerent font, style, or format.

information.

* It provides
* It provides facts related to the case study.

, or adds to, the central ideas of the

Supporting text main text.

•

**Supporting Text**

In addition to the main case study, the text also includes supporting text that serves several purposes.

**2**

**4**

**Connecting Supporting and Main Text**

*Underline the key details in the passage on the left about where Dr. Dowell works*

Mosquito Killers

The CDC started in 1946 in Atlanta, Georgia. At first, the organization focused mainly on the control of malaria – which meant killing mosquitoes. Scientists at the center organized a huge effort to spray an insecticide called DDT on more than six million homes. And by 1949, malaria was no longer a serious health problem in the U.S.

Dr. Dowell is a doctor with the Centers for Disease Control and Prevention (CDC) in Atlanta, Georgia. That’s a U.S. government agency that tracks and combats deadly diseases around the world.

Dr. Dowell is often assigned to live in a foreign country for several years at a time. While

he’s there, he helps local governments solve problems that cause diseases to spread – such

as bad sanitation and poor health care.

**Slide**

**6**

## The Purpose of Image Captions

### Image captions are also

text.

*Circle the words in this caption for a photo of an ordinary rooster that show an interesting contradiction to the main case study on the left.*

Epidemiologists worried that one or two sick chickens could infect a whole town .

Dr. Dowell is an epidemiologist. His job is to figure out what makes people sick – and to keep diseases from spreading to others. He feared that the little girl and her mother had died from a rare bird flu.

If Dowell was right, it could mean big trouble. Not just for the little Thai town

– but possibly for the whole world.

And that town could infect the country – or even the world .



**Summary** Text Structure in an Informational Text

**?**

How is a case study structured to show important ideas?

**Lesson Question**

**Answer**

*Use this space to write any questions or thoughts about this lesson.*