Second Read: Show students the handout of different text structures with a projector, or supply students with individual copies of the handout, and discuss it with them.

Divide students into groups of 3 or 4 and provide them with a copy of the chapter “Mutany” and several colored highlighters or pens.

Within their groups, students will read the chapter together and identify the internal structures used based on the groups discussion and handout.

One student will read a paragraph while another student will, with the input of the entire group, highlight and label each internal structure used.

After each paragraph, have students rotate tasks so that each student has the opportunity to highlight and label.

Once the chapter is completed, have the groups tally how many of each text structure was included in the chapter.

As a group, they will write a paragraph on how the internal text structure worked for them. Did it help them understand better, or did the author’s methods make it more difficult to understand what she was writing about?

Then discuss as a class: How would the text be different if she had only told the story chronologically? If she had only used description? If she had only used compare and contrast? Why does Armstrong need to use so many different types of text structures?