

# *Teaching Text Structure & More*

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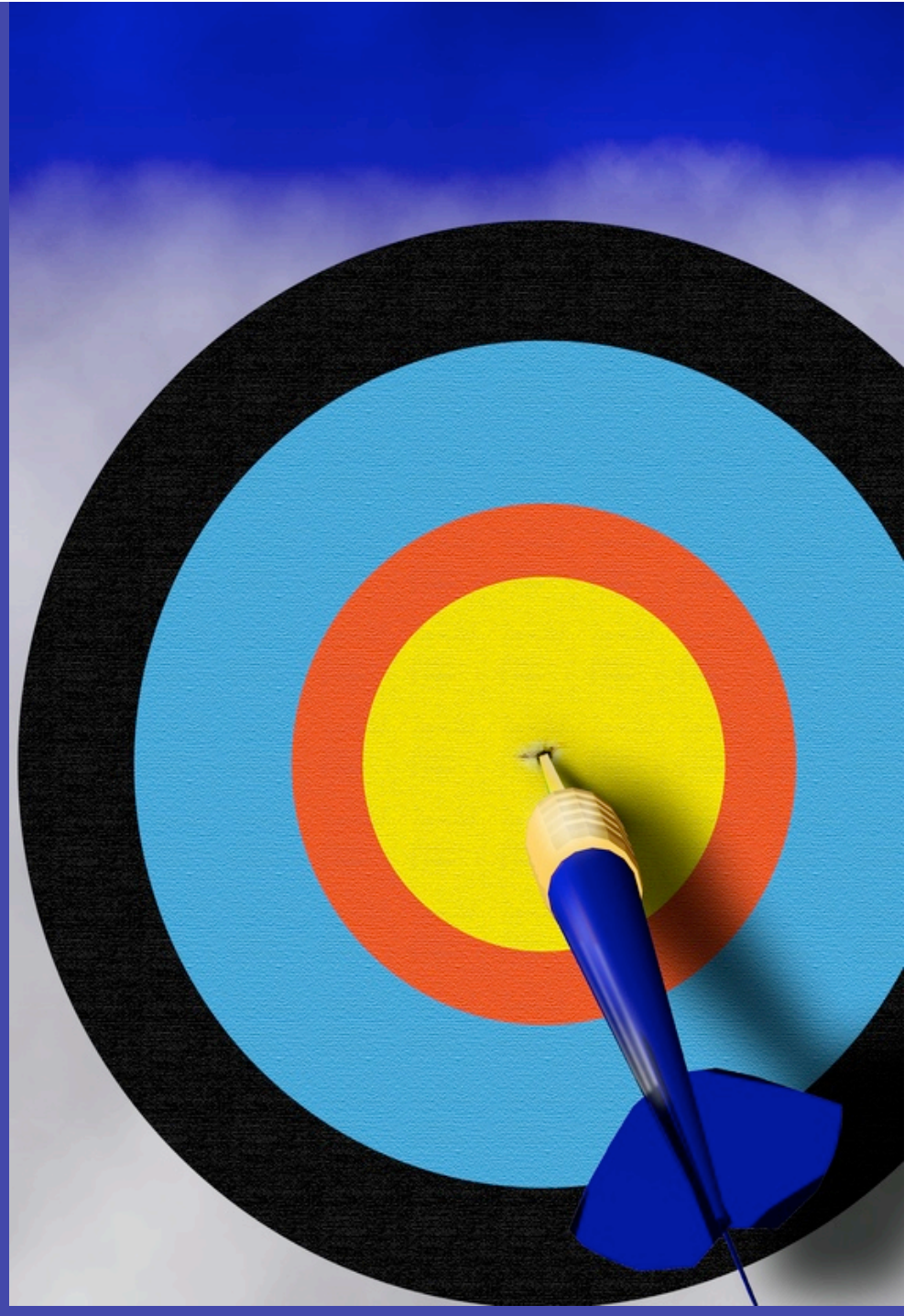
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# Text Types & Terms on the KS Reading Assessment

**Character Analysis**  
 Protagonist  
 Antagonist  
 Round  
 Flat  
 Static  
 Dynamic

**Plot Elements**  
 Problem/  
 Conflict  
 Rising Action  
 Climax  
 Falling Action  
 Subplots  
 Parallel-  
 Episodes  
 Theme

**Setting**  
 Context  
 (Historical,  
 Social, Cultural)  
 &  
 Influence of  
 setting on  
 events &  
 characters



**Narrative**  
*Entertain, Tell a Story*



**Expository**  
*Explain, Inform*



**Technical**  
*Instruct, Describe*



**Persuasive**  
*Convince, Persuade*

**Text Features**  
 Title  
 Headings Subheadings  
 Charts/Graphs/Maps  
 Topic/Summary  
 Sentences  
 Illustrations  
 Captions  
 Boldface  
 Italics  
 Sidebar  
 ...

**Comprehension Skills**  
 Topic, Main Idea, Supporting Details  
 Make Inferences & Draw  
 Conclusions  
 Retell / Summarize  
 Compare & Contrast  
 Cause & Effect Relationships  
 Fact vs Opinion  
 Bias  
 ...

**Text Structures**  
 Description  
 Sequence  
 Cause & Effect  
 Compare & Contrast  
 Problem & Solution

**Persuasive Techniques**  
 Bandwagon  
 Citing Statistics  
 Glittering  
 Generalities  
 Citing Authority  
 Testimonial

# Expository Text

“Informational text is the *most complicated* type of nonfiction because the purposes are so varied. The *purpose* of informational text dictates the structure. Not all informational texts have the same structure.”

- Buss & Karnowski, *Reading & Writing Nonfiction Genres*

# *What's difficult for students?*

- 1. Text Type/  
Author's Purpose**
- 2. Text Structures**
- 3. Text Features**



# Text Type/ Author's Purpose



## **Narrative**

*Entertain, Tell a Story*



## **Expository**

*Explain, Inform*



## **Technical**

*Instruct, Describe*



## **Persuasive**

*Convince, Persuade*



**Why might it  
be important  
for readers to  
understand  
an author's  
purpose?**

**What might be  
confusing  
about  
*identifying*  
*author's*  
*purpose /*  
*text type?***



# **Text Type/Author's Purpose: Confusion & Reality**

- **TWO major text types - fiction and nonfiction - have been re-categorized as FOUR**
- **Author may have had more than one purpose in mind**
- **Engaging text often contains multiple text types**
- **Students are not often asked to compare or label text types**
- **Students are not generally asked to identify and analyze the author's purpose - only to read to gain knowledge**



# Text Type/ Author's Purpose



## **Narrative**

*Entertain, Tell a Story*



## **Expository**

*Explain, Inform*

Character Analysis  
Protagonist  
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Problem/  
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Rising Action  
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Falling Action  
Subplots  
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**Narrative**  
*Entertain, Tell a Story*

Setting  
Context  
(Historical,  
Social, Cultural)  
&  
Influence of  
setting on  
events &  
characters



## Technical

*Instruct, Describe*

### Text Features

Title  
Headings Subheadings  
Charts/Graphs/Maps  
Topic/Summary  
Sentences  
Illustrations  
Captions  
Boldface  
Italics  
Side bar



## Expository

*Explain, Inform*

### Comprehension Skills

Topic, Main Idea, Supporting Details  
Make Inferences & Draw  
Conclusions  
Retell/ Summarize  
Compare & Contrast  
Cause & Effect Relationships  
Fact vs Opinion  
Bias



## Persuasive

*Convince, Persuade*

### Text Structures

Description  
Sequence  
Cause & Effect  
Compare & Contrast  
Problem & Solution

### Persuasive Techniques

Bandwagon  
Citing Statistics  
Glossing  
Generalities  
Citing Authority  
Testimonial

# Text Type/Author's Purpose: Possible Confusions



**Narrative**  
*Entertain, Tell a Story*



**Expository**  
*Explain, Inform*

**BOTH narrative and expository  
elements in the SAME passage!**

# Raising Royal Treasure

*Bit by bit, divers are recovering pieces of Cleopatra's lost palace.*

Sounds like a narrative!

*It's a tale full of romance, sneaky tricks, tragedy, and most of all, girl power. On top of that, it's true. The real-life story of Cleopatra, who was a beautiful 17-year-old girl when she became the powerful ruler of ancient Egypt, has fascinated people for thousands of years. Dozens of plays, books, and movies have told of her quest for power and love. Now new information about Cleopatra's life is coming to the surface. Parts of her ancient royal court have been found near Alexandria, Egypt—under water!*

## Finding a Lost Island

Ancient Egyptian writings and drawings show that Cleopatra owned a royal palace on an island named Antirhodos (An-teer-uh-dose). The island was near Alexandria, the capital city of Egypt during Cleopatra's reign in the first century B.C. ...

Looks like expository!



# Narrative or Expository?

Use a **WIDE ANGLE Lens**

- Overall, how much is narrative and how much is expository?
- Is the narrative just there to “hook” and engage readers, while most of the passage is expository?
- If you looked at the passage from a few feet away, could you tell if it was narrative or expository?

# Narrative or Expository?



## Democracy Lite

If Vladimir Putin gives up the presidency but holds on to power, is Russia really a democracy?

By Clifford J. Levy in Moscow

In two months, Russian President Vladimir V. Putin is leaving office, and no one is sure who will be running the country—the world's largest—after that.

Under Russian law, Putin cannot run for another term as President. While he's said he'll step down, it's less clear that he'll actually give up power: On December 10, Putin announced his support for Dmitri A. Medvedev as his successor, virtually guaranteeing him a victory in this March's presidential election. The next day, Medvedev said that he would name Putin Prime Minister, the second most powerful position in the government, and not surprisingly, Putin accepted the offer.

If Putin continues to control Russia, it raises a critical question: Can a nation run by someone who is no longer the elected head of state call itself a democracy?

Michael McFaul, a Russia expert at Stanford University, doesn't think so: "If you want a really simple definition, it's this: Democracy is when incumbents lose elections. That is not the case in Russia today."

### Autocratic Past

Western-style democracy is not a natural fit for Russia. For 350 years, Russia was ruled by powerful czars, and the Soviet Union—America's main adversary during the Cold War—was a Communist dictatorship for most of the 20th century.

The years after the disintegration of the Soviet Union in 1991 were marked by chaos and economic collapse. When Putin succeeded President Boris Yeltsin in 1999, most Russians were relieved to

January 14, 2008



# More Confusion

Technical  
and  
persuasive  
texts are  
**ALSO**  
expository!

Expository



Technical

Persuasive



Recipe  
provides  
information  
(expository)

## BROWNIE CUPS

*When you make these cups, you may think the amount of filling looks skimpy, but don't add more—the filling puffs up nicely during baking.*

½ cup margarine or butter, softened  
1 package (3 ounces) cream cheese, softened  
¾ cup all-purpose flour\*  
¼ cup powdered sugar  
½ teaspoon vanilla  
3 ounces semisweet chocolate  
1 tablespoon margarine or butter  
1/3 cup granulated sugar  
¼ cup chopped walnuts  
1 egg


Mix ½ cup margarine and the cream cheese. Stir in flour, powdered sugar and vanilla. Cover and refrigerate at least 1 hour.

Heat oven to 325°. Pat scant 1 tablespoon dough in bottom and up side of each of 24 small muffin cups, 1 3/4 X 1 inch. Heat chocolate and 1 tablespoon margarine over low heat until melted; remove from heat. Stir in remaining ingredients. Fill each muffin cup about two-thirds full with chocolate mixture (about 1 ½ teaspoons). Bake about 25 minutes or until edges are light brown: cool. Remove cups from pan. 2 DOZEN COOKIES: 110 CALORIES PER COOKIE.

*\*Self-rising flour can be used in this recipe.*

It's also  
**TECHNICAL**  
& gives steps  
to follow

Ad gives facts about smoking (expos.)



**THERE'S A  
KILLER  
IN YOUR NEIGHBORHOOD**

Tobacco will eventually kill six million of today's kids.

One reason they start  
**Retail advertising...**


Big Tobacco spends \$60 million a year on tobacco ads that make smoking look cool

More powerful than peer pressure

Double the effect it has on adults

**ISN'T THAT A KILLER?**

[www.smokefreecapital.com](http://www.smokefreecapital.com)



It's also **PERSUASIVE** -  
So people will not start / will stop smoking

# Read the article in your handouts, “Pressure at the Pump”

## **Pressure at the Pump**

*From Time for Kids: World Report Edition*

**By David Bjerklie**

Millions of families across the U.S. took car trips this summer. But whether they went to the beach, the mountains or Grandmother's house, one sight surely caught everyone's eye: the signs advertising high-priced gasoline. In many places in the country, the price of a gallon of gas reached a record \$3 or higher.

The reason for the sky-high prices is the rising cost of oil. Crude oil is a black, sticky liquid pumped from deep beneath the earth's surface. It is one of our most important natural resources. Oil is used to heat homes and make plastics and other common materials. But most of it—some 13 million barrels a day—is turned into transportation fuel. Gasoline, diesel fuel and jet fuel come from oil.

### **They Call It Black Gold**

The price of this precious raw material affects anyone who goes anywhere. The airline industry must spend an extra \$180 million each year for every penny increase in the price of a gallon of jet fuel. The cost of delivering any package—a birthday present, a pizza or frozen food to a store—can go up when gas gets more expensive. Farmers spend more to fuel their tractors. Schools feel the crunch too. They have to pay more to keep their buses running. Some are even shortening school-bus routes.

With the summer vacation season over, oil-market experts say that the price of gas should go down. But many people are already trying to beat the high price of gas by driving less, carpooling or traveling by train or bus.

Will U.S. drivers decide it's smart to trade in big gas-guzzling sport-utility vehicles for gas-sipping smaller cars that get better mileage? It's probably too soon to tell. Even if gas prices go down, says Mark Cooper of the Consumer Federation of America, we should worry about

### **By the Numbers**

**8 billion:** Number of trips that school buses make to and from U.S. schools each year

**65:** Number of gallons it takes to fill a school bus fuel tank. Mileage? About seven miles per gallon.

**8.3%:** Amount world oil production has risen since November 2001

**8.6%:** Amount world oil demand has increased since November 2001

**32%:** Amount U.S. oil consumption is expected to rise by 2025

**41%:** Amount world oil consumption is expected to increase by 2025

# What is the text type/ author's purpose?

# Expository, Technical, or Persuasive?

**ZOOM** lens! Expository?

If Yes...

Check to see if it is **ALSO** technical or persuasive.

If passage is more than one type - *choose the most specific category.*

•Expository AND technical = **TECHNICAL**

•Expository AND persuasive = **PERSUASIVE**



# Questions to Identify Persuasive Text

1. Are TWO sides presented?  
(Then, YES it is persuasive!)

*If NOT...*

2. Is there another side/perspective?

- Whose story is being told?
- Whose story is *NOT* being told?

3. Do *you* agree or disagree with the things the writer would like you to believe? Why?



**How will YOU help students identify and understanding author's purpose?**

# What are Text Structures?

## ***Organizational patterns in writing***

- Description
- Sequence
- Problem and Solution
- Cause and Effect
- Comparison and Contrast

# Text Structures

**Why is it important that readers can recognize and understand text structures?**

**(Besides that it's on the state assessment!)**





# Pencils Down!

Analyze the following image.

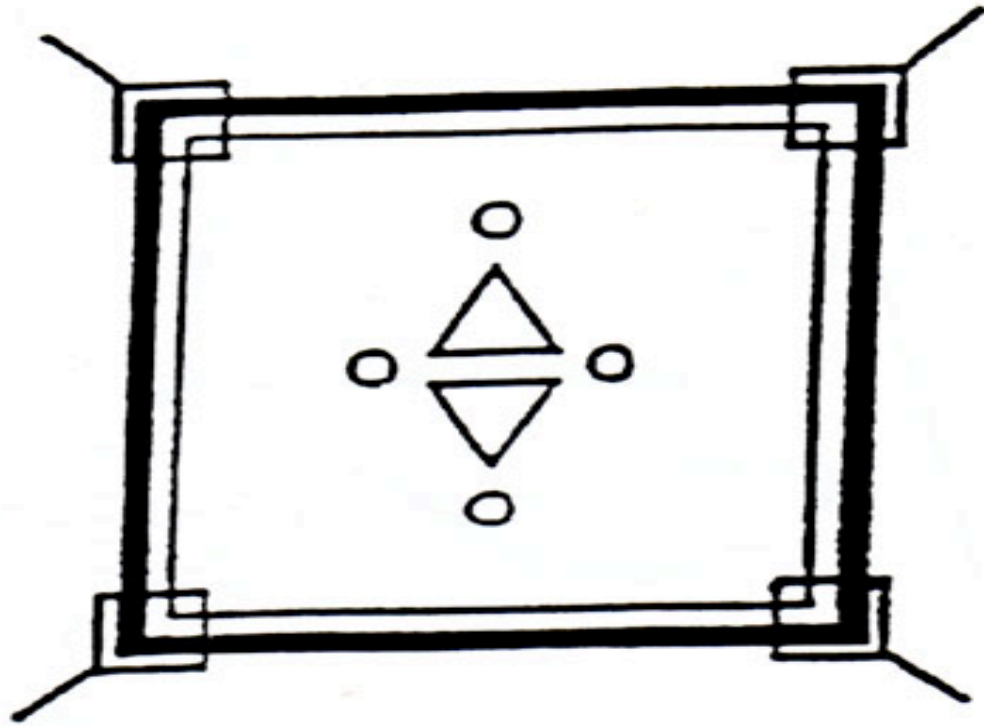


You will be asked to reproduce this in a moment...





**You have one minute to draw!**





**You have one minute to draw!**

**17766024365911**



**Write the number from memory!**

**Let's try again but think . . .**



**American Revolution / Declaration of Independence**

**Minutes / hours / days**



**Emergency**





1776

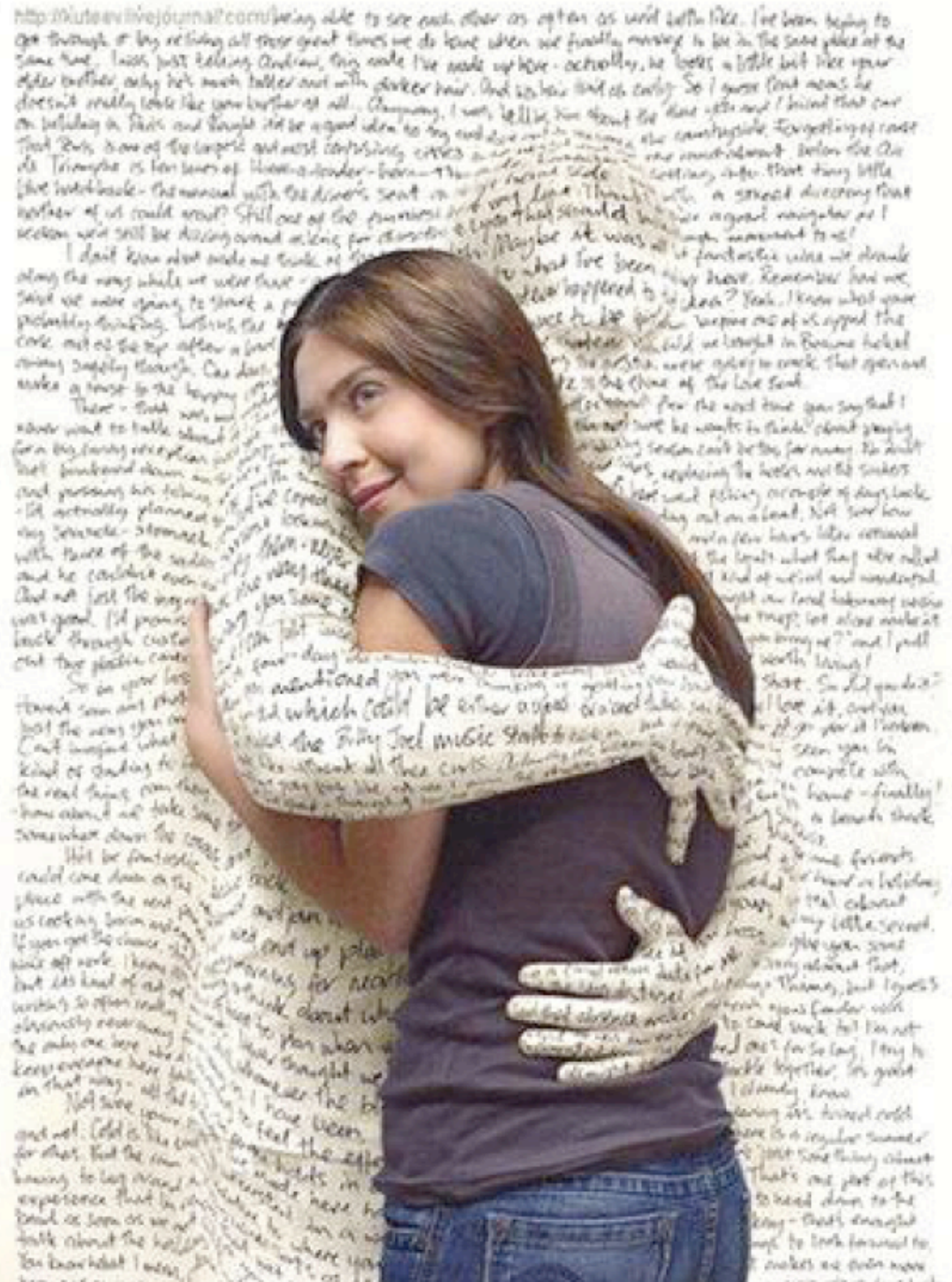
60-24-365

911

***What does this  
have to do with  
READING?***



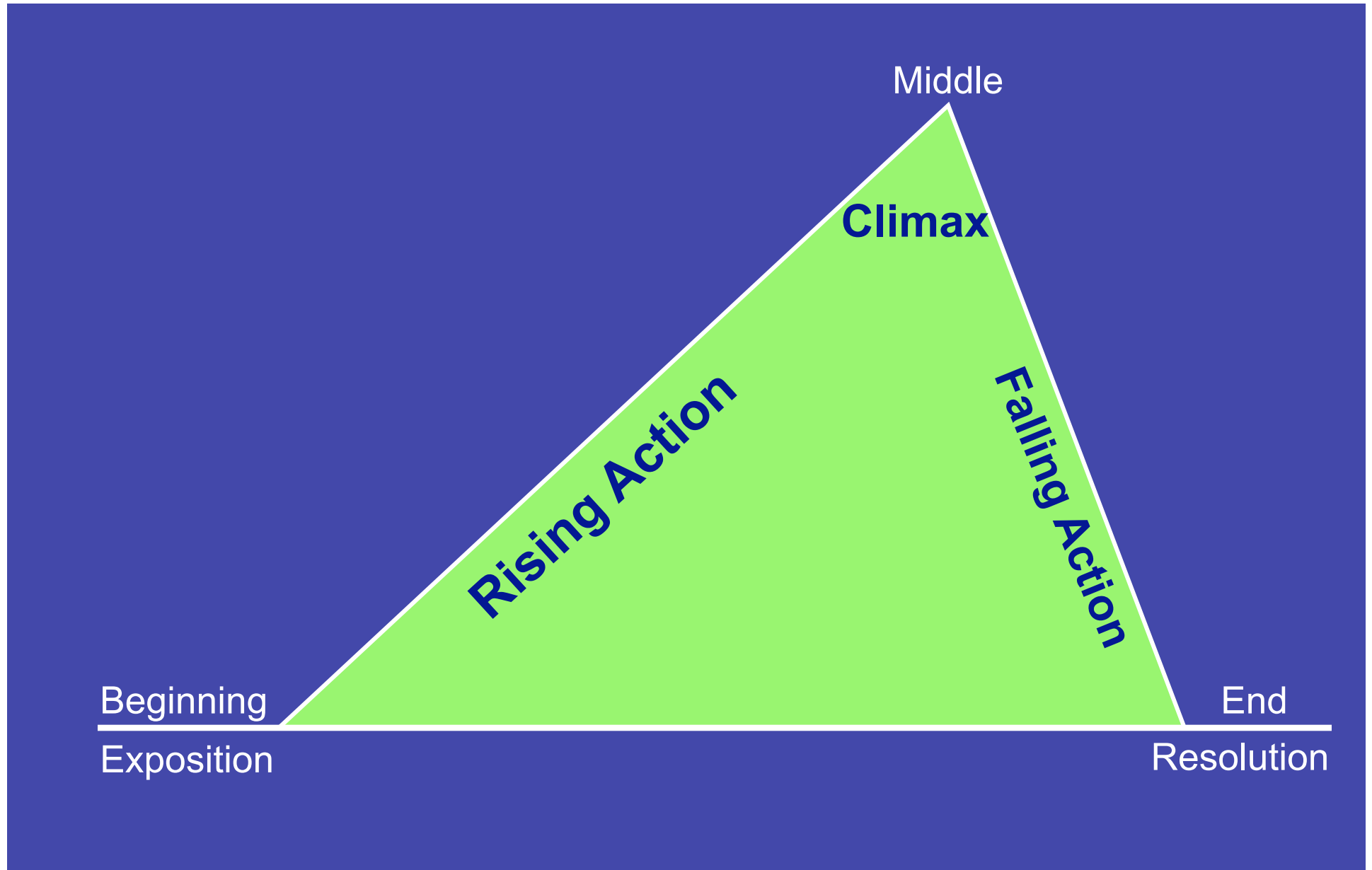
**The better a reader understands text structures, the higher the comprehension**





**Understanding  
text structures is  
the KEY to  
unlocking  
expository text!!**

# Expository Text has **NO PLOT LINE** to Support Comprehension



# Text Structure Research

“Many students experience problems comprehending expository text....One reason is that they can't see the basic structure of the text. Some students get lost in the words and can't see the big picture.”

Dymock, 1998; Dymock & Nicholson, 1999

# Text Structure Research

Teaching students to recognize common text structures can help students monitor their own comprehension.

# What do students need to be able to do on the state assessment?

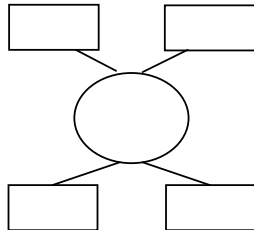
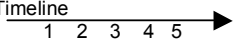
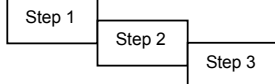
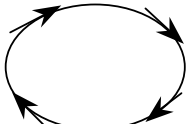
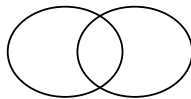
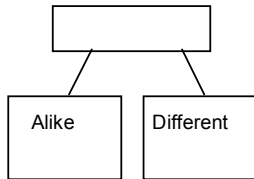
- Identify the five types of text structures
  - Sequence, description, cause & effect, compare & contrast, problem & solution
- Analyze how text structure supports comprehension of the text
- Compare and contrast information in one or more texts
- Explain cause and effect relationships

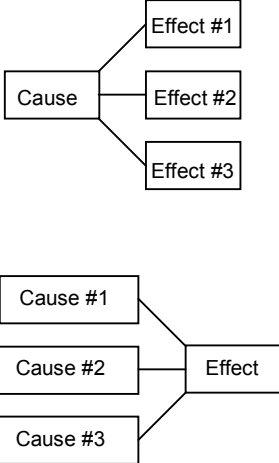
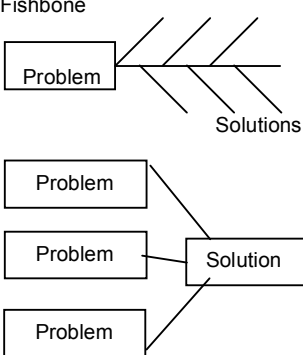


# What will the questions look like?


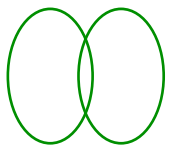



- The author uses compare and contrast (or other text structure) as the main text structure of the passage to...
- How are \_\_\_\_\_ and \_\_\_\_\_ similar (or different)?
- The second \_\_\_\_\_ was different from the first \_\_\_\_\_ because...
- What was the cause of the ...?
- How did \_\_\_\_\_ effect \_\_\_\_\_?
- What would probably happen if....?

# Text Structures

Structure	Definition	Signal Words	Graphic Organizers	Summary Questions	Paragraph Frames
<b>Description</b>	<p>The author explains a topic, idea, person, place, or thing by listing characteristics, features, and examples.</p> <p>Focus is on one thing and its components.</p>	<p>For example Characteristics are Such as Looks like Consists of For instance Most important</p> <p>*Look for topic word (or synonym) to be repeated throughout the text.</p>	<p>Concept Map</p> 	<p>What specific person, place, thing, event, or concept is being described?</p> <p>How is the topic described? (How does it work? What does it do? What does it look like? Etc.)</p> <p>What are the most important attributes or characteristics?</p> <p>How can the topic be classified? (For example, a robin can be classified as a type of bird.)</p>	<p>A _____ is a type of _____. It is made up of _____ and looks like _____.</p> <p>Some _____ have _____ such as _____. For example, _____.</p> <p>_____ has several characteristics. One characteristic is _____. Another is _____, which is important because _____.</p>
<b>Sequence</b>	<p>The author lists items or events in numerical or chronological order.</p> <p>Describes the order of events or how to do or make something.</p>	<p>First, second, third Next Then, after Before, prior to Not long after While, meanwhile Simultaneously At the same time Following Finally At last In the end On (date) At (time) Directions</p>	<p>Timeline</p>  <p>Steps/Directions</p>  <p>Cycle/Circle</p> 	<p>What sequence of events is being described?</p> <p>What are the major events or incidents that occur?</p> <p>What are the steps, directions, or procedures to follow? (What must be done first, second, etc.?)</p> <p>What is the beginning event?</p> <p>What other events or steps are included?</p> <p>What is the final outcome, event, or step?</p>	<p>Here is how a _____ is made. First, _____.</p> <p>Next, _____.</p> <p>Then, _____.</p> <p>Finally, _____.</p> <p>On (date) _____ happened. Prior to that _____ was _____. Then _____.</p> <p>After that _____. In the end, _____.</p>
<b>Compare and Contrast</b>	<p>The author explains how two or more things are alike and/or how they are different.</p>	<p>Differs from Similar to In contrast Alike Same as As well as On the other hand Both Either, or Not only, but also Yet, although, but, However On the other hand</p> <p>* Also look for “-est” words: best, fewest, tallest, etc.</p>	<p>Venn Diagram</p>  <p>T-Chart</p> 	<p>What items are being compared?</p> <p>What is it about them that is being compared?</p> <p>What characteristics of items form the basis of the comparison?</p> <p>What characteristics do they have in common; how are these items alike?</p> <p>In what way are these items different?</p>	<p>_____ and _____ are alike in several ways. Both _____ and _____ have similar _____. Both also _____ as well as _____. On the other hand, one way they differ is _____. Another difference is _____. Although they share _____, only _____ is the _____-est.</p>

Structure	Description	Signal Words	Graphic Organizers	Summary Questions	Paragraph Frames
<p><b>Cause and Effect</b></p>	<p>The author lists one or more causes or events and the resulting consequences or effects.</p> <p>Effect = What happened?</p> <p>Cause = What made it happen?</p> <p>Purpose is to explain why or how something happened, exists, or works.</p> <p>*Often there will be an "if/then" pattern</p>	<p>Reasons why Reasons for If...then As a result of Therefore Because of So Since In order to Leads or leads to Effects of Caused by Result Outcome Impact Influenced by Brought about by</p>		<p>What happened?</p> <p>Why did it happen? What was the reason for...?</p> <p>What was the effect(s) of the event? What happened as a result of...?</p> <p>What were the results or outcomes caused by the event?</p> <p>In what ways did prior event(s) cause or influence the main event?</p> <p>Will this result always happen from these causes?</p>	<p>The reason why _____ happened was because of _____. If _____ hadn't happened, then _____. Due to _____ occurring, _____. This explains why _____.</p> <p>The cause of _____ is not easy to define. Some people think the cause is _____. Others believe the main cause is _____. Understanding the cause of _____ is important because _____.</p> <p>The effects of _____ are significant because _____. One effect of _____ is _____. Another result is _____.</p> <p>Because of these outcomes, it important that _____.</p>
<p><b>Problem and Solution</b></p>	<p>The author states a problem and lists one or more possible solutions to the problem.</p> <p>May also include the pros and cons for the solutions.</p>	<p>Problem is... Dilemma is... Puzzle is... Solved Question Answer Because Since This led to The main difficulty One possible solution is... One challenge... Therefore, This led to, so that If...then, thus</p>	<p>Fishbone</p> 	<p>What is the problem(s)?</p> <p>Who had the problem?</p> <p>What is causing the problem?</p> <p>Why is this a problem?</p> <p>What is wrong and how can it be taken care of?</p> <p>What solutions are recommended or attempted?</p> <p>What can be improved, changed, fixed, or remedied?</p> <p>What are the pros and cons of the solutions offered?</p>	<p>_____ had/is a problem because _____. One possible solution is _____. This answer is good because _____. Therefore, _____.</p> <p>As a result, _____.</p> <p>The problem of _____ really boils down to the issue of _____. In the past, the common solution was to _____.</p> <p>However, this was only effective in terms of _____. There are now other solutions that might work. One option would be to _____.</p>

## Text Structure Signal Questions & Signal Words

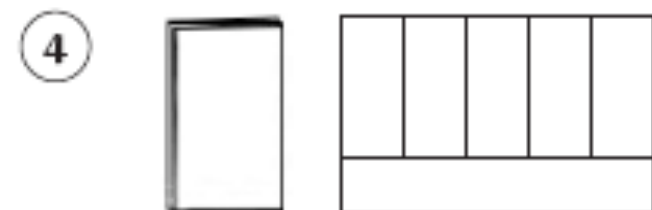
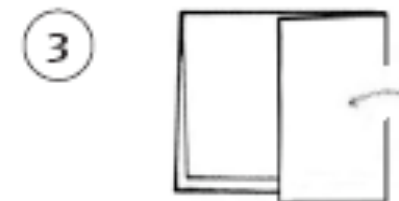
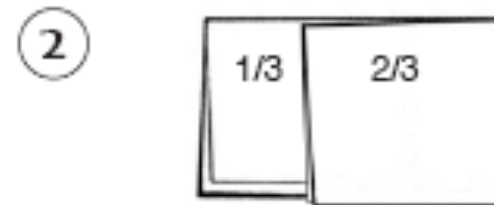
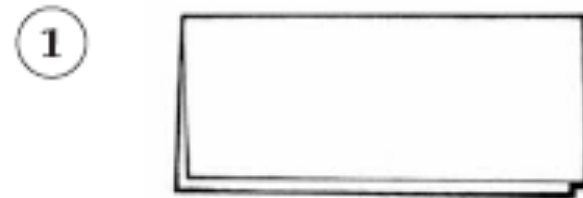
Cause and Effect	Compare and Contrast	Sequence	Problem and Solution	Description
				
Cause is why something happened. Effect is what happened. (Sometimes the effect is listed first.)	Shows how two or more things are alike and/or how they are different.	Describes items or events in order or tells the steps to follow to do something or make something.	Tells about a problem (and sometimes says why there is a problem) then gives one or more possible solutions.	A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.
Signal Questions				
What happened? Why did it happen? What caused it to happen?	What things are being compared? In what ways are they alike? In what ways are they different?	What items, events, or steps are listed? Do they have to happen in this order? Do they always happen in this order?	What is the problem? Why is this a problem? Is anything being done to try to solve the problem? What can be done to solve the problem?	What specific topic, person, idea, or thing is being described? How is it being described (what does it look like, how does it work, what does it do, etc.)? What is important to remember about it?
Signal Words				
So Because Since Therefore If...then This led to Reason why As a result May be due to Effect of Consequently For this reason	Same as Similar Alike As well as Not only...but also Both Instead of Either...or On the other hand Different from As opposed to	First Second Next Then Before After Finally Following Not long after Now Soon	Question is... Dilemma is... The puzzle is... To solve this... One answer is... One reason for the problem is...	For instance Such as... To begin with An example To illustrate Characteristics  *Look for the topic word (or a synonym or pronoun) to be repeated

# Text Structure Foldable

## Five-Tab Book

1. Fold a sheet of paper in half like a *hot dog*.
2. Fold the paper so that one-third is exposed and two-thirds are covered.
3. Fold the two-thirds section in half.
4. Fold the one-third section (single thickness) backward to form a fold line.

The paper will be divided into fifths when opened. Use this foldable to organize information about five countries, dates, events, and so on.



# Text Structure Foldable

## *Label outside tabs:*

- Description
- Sequence
- Compare & Contrast
- Cause & Effect
- Problem & Solution

## *Label inside tabs:*

Left Side-

- Visuals only

Right Side-

- Text Only

Description
Sequence
Compare- Contrast
Cause- Effect
Problem- Solution

# Description

Describes something

*looks like*

*tastes like*

*smells like*

*sounds like*



*feels like*

*examples are*

**for example**  
**to begin with**  
**in addition**  
**most important**  
**in front**  
**about**  
**has**

**Signal Words**  
**characteristics are**  
**also**  
**such as**  
**another**  
**beside**  
**is**  
**have**

**for instance**  
**in fact**  
**to illustrate**  
**furthermore**  
**near**  
**are**  
**does**

# Sequence

Provides a series or steps



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



**first**  
**on (date)**  
**next**  
**then**

**Signal Words**  
**second**  
**not long after**  
**at the same time**

**before**  
**after that**  
**finally**



# Sequence

Provides a series or steps



**first**  
**on (date)**  
**next**  
**then**

**Signal Words**  
**second**  
**not long after**  
**at the same time**

**before**  
**after that**  
**finally**

# Comparison and Contrast

Compares and contrasts the similarities and differences between two things

## Contrast

- different from
- in contrast
- although
- more than
- less than
- instead of
- however

## Compare

- same as
- alike
- not only...but also
- either...or
- likewise
- similarly
- similar to
- compared with
- as well as
- resemble

## Contrast

- on the other hand
- on the contrary
- as opposed to
- but not
- while
- unless



(Adapted from Tompkins, 2006)

# Problem and Solution

Identifies a problem and a solution to the problem



## Signal Words

**the problem is**  
**the puzzle is**  
**solve**  
**question...answer**  
**one reason for the problem**

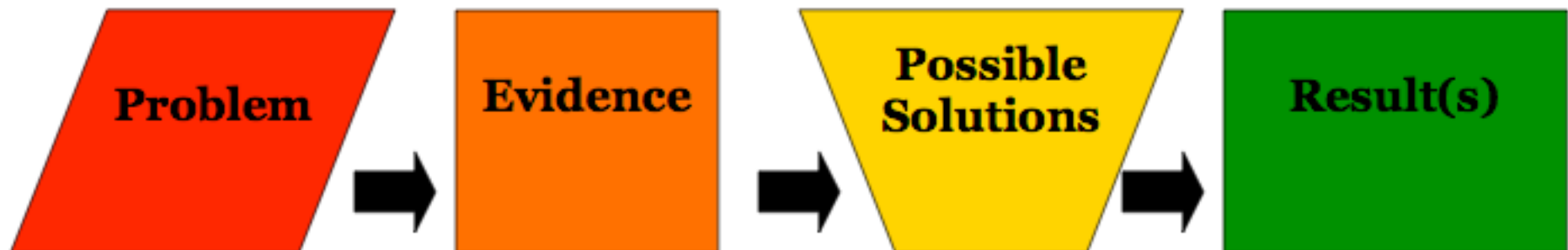
**the dilemma is**  
**the question is**  
**a solution**  
**one answer is**



# Problem and Solution



Identifies a problem and a solution to the problem



because  
since  
the problem is  
the puzzle is  
the dilemma is  
the question is

as a consequence  
this led to  
so that  
nevertheless  
accordingly  
one reason for the  
problem

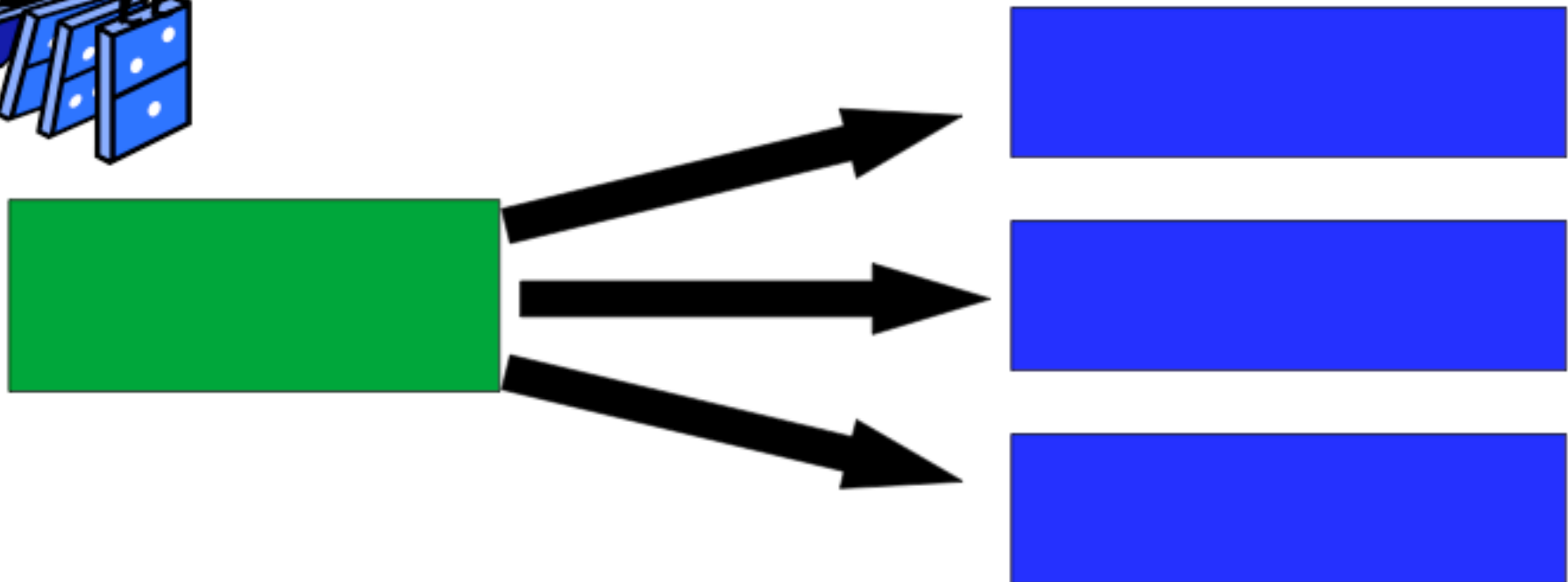
if  
so  
perhaps  
possibly

a solution is  
solutions are  
this resulted in  
one answer is  
therefore



# Cause and Effect

Presents cause and effect relationships



## Signal Words

because  
therefore  
this leads to  
accordingly  
may be due to  
for this reason

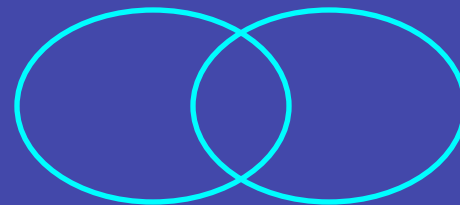
if...then  
since  
so that  
because of  
effects of

as a result  
consequently  
nevertheless  
in order to  
thus

# Teaching Text Structures

- *Show examples* of paragraphs that correspond to each text structure
- Present and model the use of *graphic organizers* for each structure
- Explain that text structures can often be identified by certain *clue or signal words*

Compare and Contrast  
Venn Diagram:

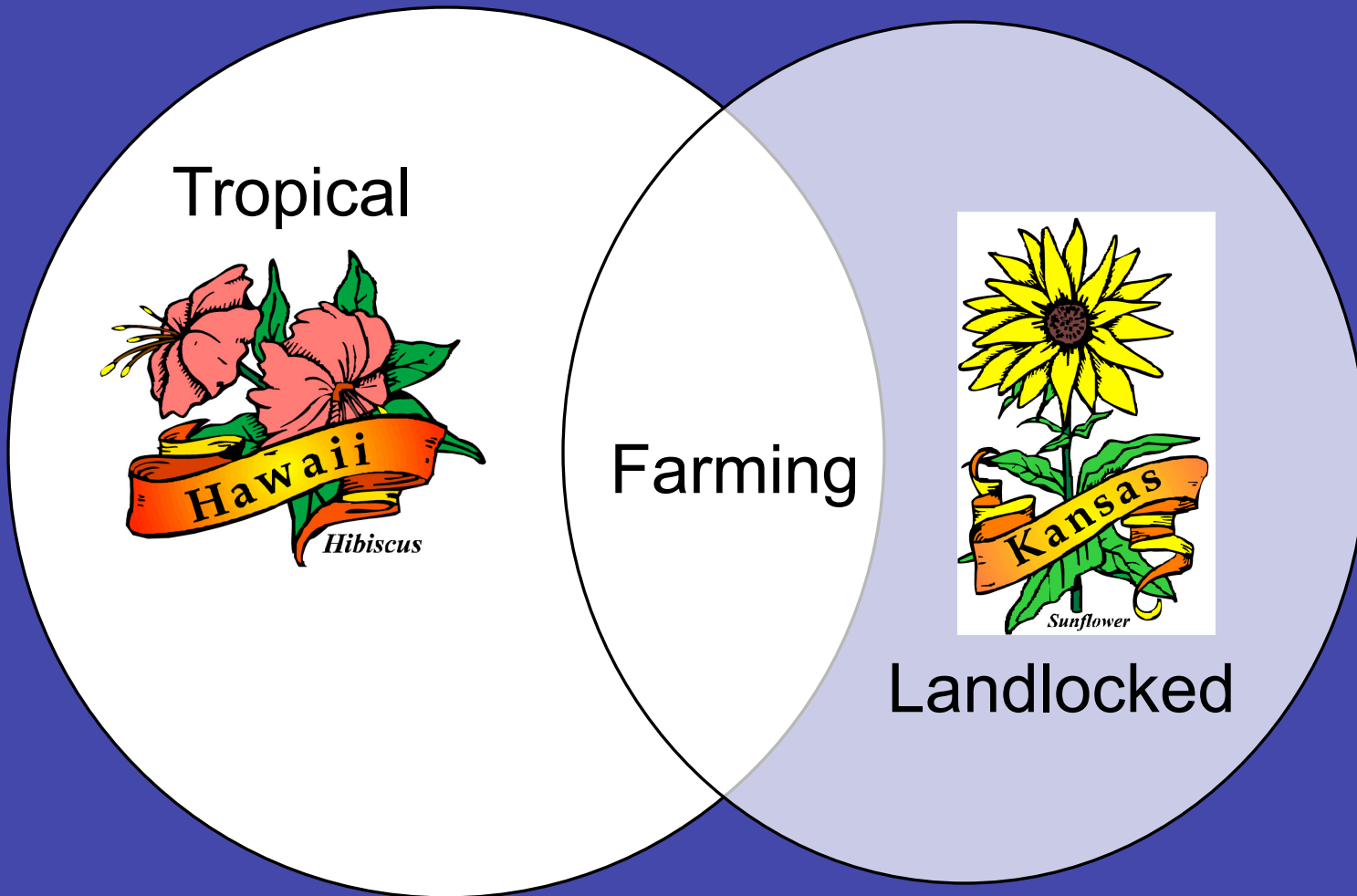


Signal Words: *alike, different, similar, same as, both, in contrast, differ*

# Example

- Kansas and Hawaii are similar in some ways. Both are states in which farming is a major industry. They are also different, however. Hawaii is a tropical island, while Kansas is landlocked in the middle of the country.

# Example

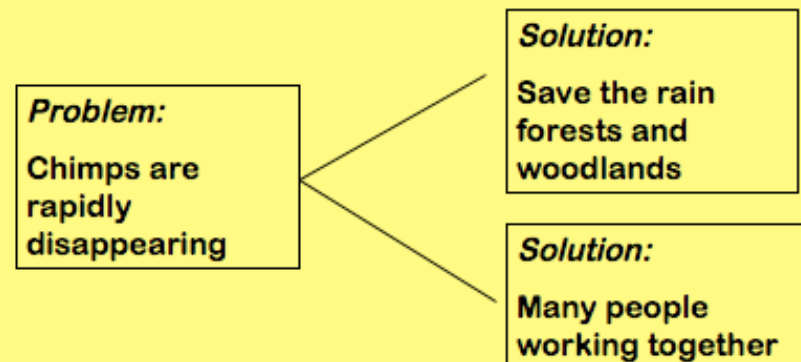




# Let's Practice!

1. Identify the text structure of the paragraph you are given
2. Underline signal words and clues that helped you identify the text structure
3. Create a graphic organizer on the back to visually representation the information in the paragraph

Example - (problem/solution):



## Example:

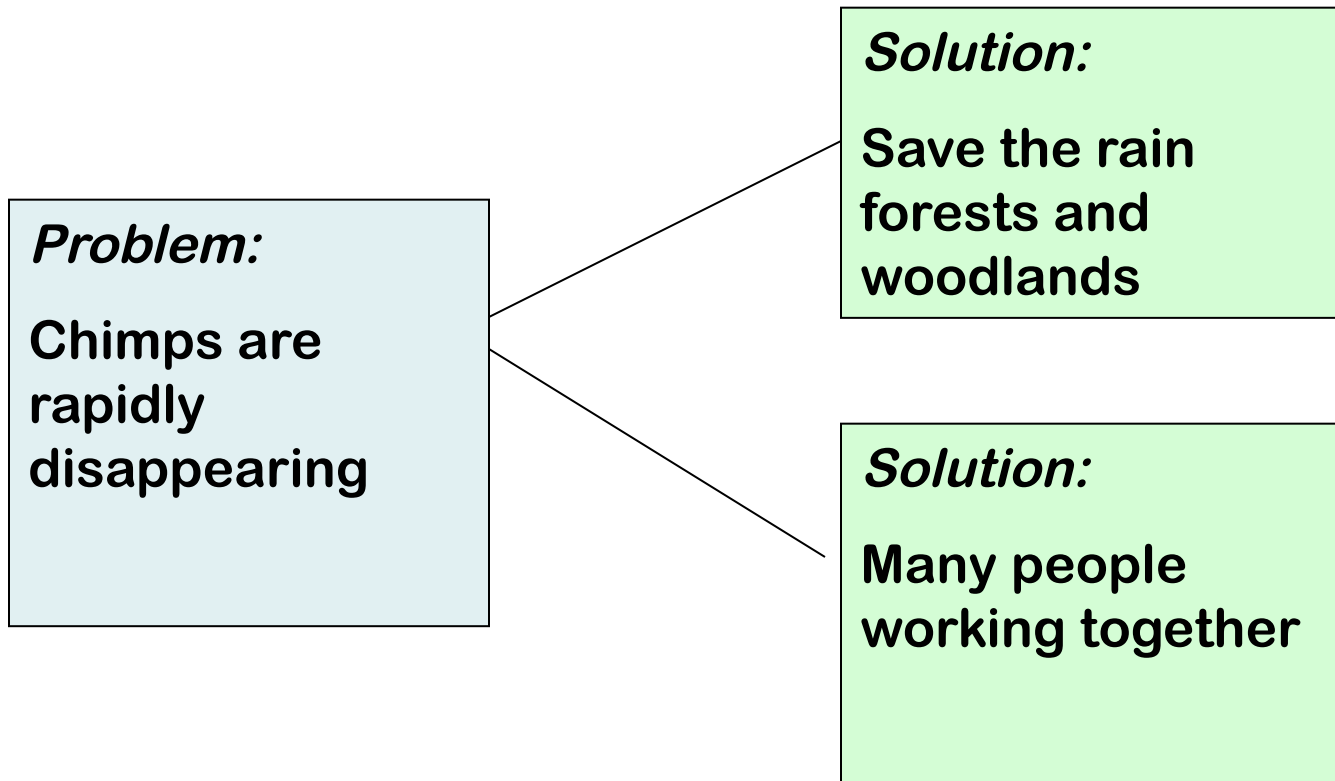
Wild chimpanzees are rapidly disappearing. Some people are trying to solve this problem. Otherwise, chimpanzees may one day exist only in zoos. People are trying to save the rain forests and woodlands where the chimps live from being cut down. It will take many people working together to solve this problem.

## Signal Words:

Wild chimpanzees are rapidly disappearing. Some people are trying to solve this problem. Otherwise, chimpanzees may one day exist only in zoos. People are trying to save the rain forests and woodlands where the chimps live from being cut down. It will take many people working together to solve this problem.

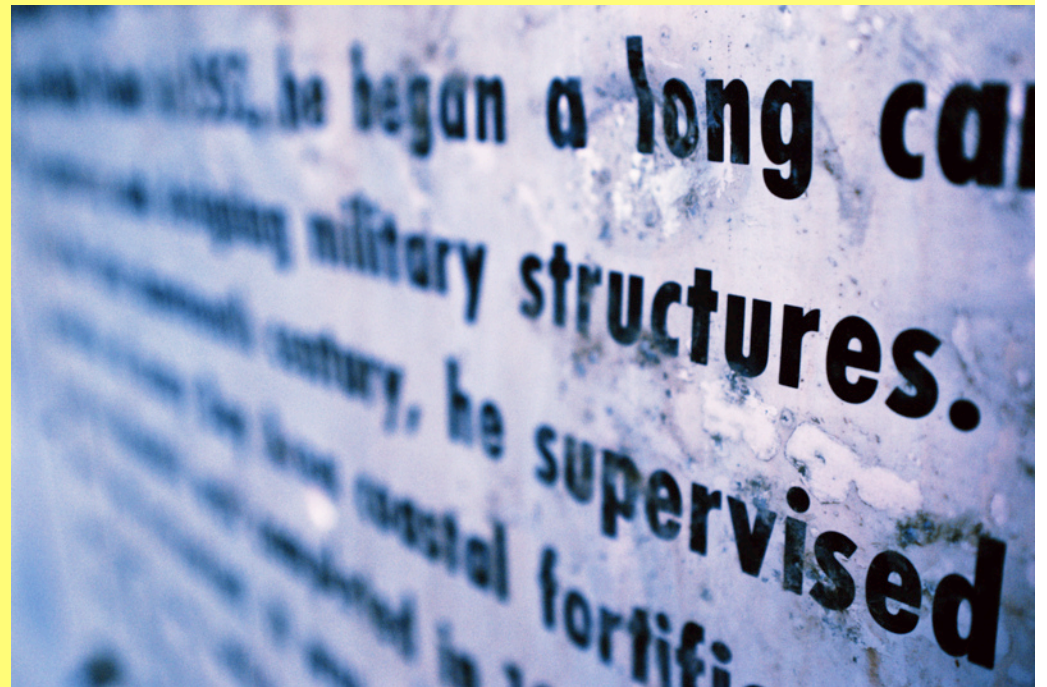
# Example: Create a Graphic Organizer

## **Text Structure: Problem and Solution:**



# Teaching Text Structures

- Have students *sort a variety of paragraphs* from your content area by text structures
  - Begin by sorting into only one or two groups at a time; work up to all five
  - Use signal words to help determine structure
  - Work in collaborative groups for this activity



# Author's Purpose & Text Structures

## *Pre and Post Reading Strategies:*

- Make PREDICTIONS about author's purpose and main text structure *before* reading
- Make CONNECTIONS between text structure and author's purpose *after* reading
  - Focus on the BIG IDEAS
  - MODEL for students how to do this!

## Gradual Release of Responsibility Model

This model indicates a progression from teacher modeling to shared reading and writing, to guided reading and writing in small groups or with individuals to independent reading and writing.

<b>DEMONSTRATION</b> (Teacher Directed)	<b>SHARED DEMONSTRATION</b> (Joint Practice)	<b>GUIDED PRACTICE</b> (Student Practices Under Teacher Guidance)	<b>INDEPENDENT PRACTICE</b> (Independent Use)
<p><b>The teacher does all the work through modeling and demonstrating. Think aloud is a core strategy.</b></p> <ul style="list-style-type: none"> <li>•Model thinking</li> <li>•Model fluency</li> <li>•Explicit strategy instruction</li> </ul>	<p><b>The teacher invites the student to participate.</b></p> <ul style="list-style-type: none"> <li>•Students share thinking</li> <li>•Students and teacher collaborate</li> </ul>	<p><b>Students do the work with help from the teacher.</b></p> <ul style="list-style-type: none"> <li>•Students share most of thinking</li> <li>•Students explain how strategy use helps him/her understand text</li> <li>•The teacher supports the students by suggesting strategies and helping students use those strategies</li> </ul>	<p><b>Students read and write for different purposes.</b></p> <ul style="list-style-type: none"> <li>•Students apply the strategies and skills they have learned</li> </ul>
<b>I DO YOU WATCH</b>	<b>I DO YOU HELP</b>	<b>YOU DO I HELP</b>	<b>YOU DO I WATCH</b>

# Predicting & Analyzing

- ***Feeling the Heat*** article



# Problem and Solution

Identifies a problem and a solution to the problem



## Signal Words

**the problem is**  
**the puzzle is**  
**solve**  
**question...answer**  
**one reason for the problem**

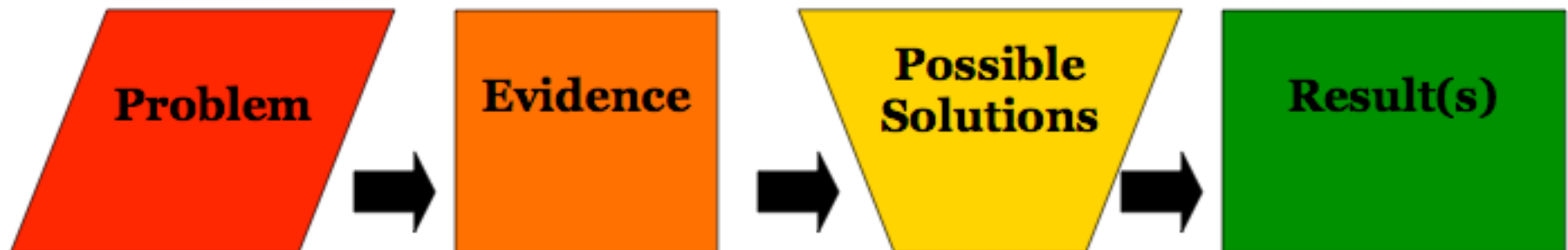
**the dilemma is**  
**the question is**  
**a solution**  
**one answer is**



# Problem and Solution



Identifies a problem and a solution to the problem



because  
since  
the problem is  
the puzzle is  
the dilemma is  
the question is

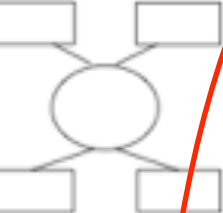





as a consequence  
this led to  
so that  
nevertheless  
accordingly  
one reason for the  
problem

if  
so  
perhaps  
possibly

a solution is  
solutions are  
this resulted in  
one answer is  
therefore

# Summary Questions

that correspond to text structures increase students' understanding of content area passages.

Text Structures		
Graphic Organizers	Summary Questions	Paragraph Frames
<p>Concept Map</p> 	<p>What specific person, place, thing, event, or concept is being described?</p> <p>How is the topic described? (How does it work? What does it do? What does it look like? Etc.)</p> <p>What are the most important attributes or characteristics?</p> <p>How can the topic be classified? (For example, a robin can be classified as a type of bird.)</p>	<p>A _____ is a type of _____. It is made up of _____ and looks like _____.</p> <p>Some _____ have _____, such as _____. For example, _____.</p> <p>_____ has several characteristics. One characteristic is _____. Another is _____, which is important because _____.</p>
<p>Timeline</p>  <p>Steps/Directions</p>  <p>Circle</p> 	<p>What sequence of events is being described?</p> <p>What are the major events or incidents that occur?</p> <p>What are the steps, directions, or procedures to follow? (What must be done first, second, etc.?)</p> <p>What is the beginning event?</p> <p>What other events or steps are included?</p> <p>What is the final outcome, event, or step?</p>	<p>Here is how a _____ is made. First, _____, Next, _____, Then, _____, Finally, _____.</p> <p>On (date) _____ happened. Prior to that _____ was _____. Then _____, After that _____, In the end, _____.</p>
<p>Venn Diagram</p>  <p>Chart</p> 	<p>What items are being compared?</p> <p>What is it about them that is being compared?</p> <p>What characteristics of items form the basis of the comparison?</p> <p>What characteristics do they have in common; how are these items alike?</p> <p>In what way are these items different?</p>	<p>_____ and _____ are alike in several ways. Both _____ and _____ have similar _____. Both also _____ as well as _____. On the other hand, one way they differ is _____. Another difference is _____. Although they share _____, only _____ is the _____-est.</p>
Assessment	C. Simoneau, K. Orcutt, T. Kozaide © ESSDACK	Side 1

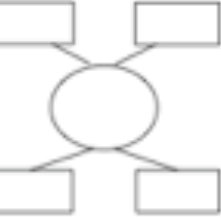





# Teaching Text Structures

Reading and Writing go hand-in-hand. Each one supports understanding of the other. Both increase understanding of content area texts.

*Students should be WRITING in every class, using text structures as their organizational guide.*

# Paragraph Frames

provide the structure to help students write summaries of their learning

Text Structures		
Graphic Organizers	Summary Questions	Paragraph Frames
<p>Concept Map</p> 	<p>What specific person, place, thing, event, or concept is being described?</p> <p>How is the topic described? (How does it work? What does it do? What does it look like? Etc.)</p> <p>What are the most important attributes or characteristics?</p> <p>How can the topic be classified? (For example, a robin can be classified as a type of bird.)</p>	<p>A _____ is a type of _____. It is made up of _____ and looks like _____.</p> <p>Some _____ have _____, such as _____. For example, _____.</p> <p>_____ has several characteristics. One characteristic is _____. Another is _____, which is important because _____.</p>
<p>Timeline</p>  <p>Steps/Directions</p>  <p>Circle</p> 	<p>What sequence of events is being described?</p> <p>What are the major events or incidents that occur?</p> <p>What are the steps, directions, or procedures to follow? (What must be done first, second, etc.?)</p> <p>What is the beginning event?</p> <p>What other events or steps are included?</p> <p>What is the final outcome, event, or step?</p>	<p>Here is how a _____ is made. First, _____, Next, _____, Then, _____, Finally, _____.</p> <p>On (date) _____ happened. Prior to that _____ was _____. Then _____, After that _____, In the end, _____.</p>
<p>Venn Diagram</p>  <p>Chart</p> 	<p>What items are being compared?</p> <p>What is it about them that is being compared?</p> <p>What characteristics of items form the basis of the comparison?</p> <p>What characteristics do they have in common; how are these items alike?</p> <p>In what way are these items different?</p>	<p>_____ and _____ are alike in several ways. Both _____ and _____ have similar _____. Both also _____ as well as _____. On the other hand, one way they differ is _____. Another difference is _____. Although they share _____, only _____ is the _____-est.</p>
Assessment	C. Simoneau, K. Orcutt, T. Konrade © ESSDACK	Side 1

# Summarize Using Paragraph Frame

- ***Feeling the Heat*** article

# Practice With a Partner

- ***Injuries*** article

# Reading & Writing Connection

## *Paragraph Frames*

- With a partner, write one paragraph on the topic of **VACATION** for each of the five text structures.
  - Use the Paragraph Frames for guidance
  - Use appropriate signal words and underline them in your paragraphs



# Example

## *Description*

- Many things must be taken care of to get ready to go back to school. For example, one thing to do is prepare your classroom. Another is to organize your materials. The most important thing to do is be ready to go back to school is plan engaging lessons for students.

# Text Structure Review

## (Article, Graphic Organizer, & Summary)

Form groups of 2-3:

1. Read the article assigned to you.
2. Determine the MAIN text structure.
3. Create a graphic organizer using the information from the article.
4. Write a 4-6 sentence summary of the article, using the appropriate paragraph frame for guidance. Underline the signal words.

*Be prepared to share!*

# Probable Passages

## Probable Passage (Descriptive Frame)

This selection tells us about the blue whale. The blue whale is the \_\_\_\_\_ ever to live on Earth, weighing more than \_\_\_\_\_ and becoming \_\_\_\_\_ long. It is not a fish but a \_\_\_\_\_. It breathes through a \_\_\_\_\_, which is the same thing as a \_\_\_\_\_. The blue whale eats four tons of \_\_\_\_\_ every day in summer. When it eats, about 400 \_\_\_\_\_, called baleen, hang down from the upper lip. The \_\_\_\_\_ traps anything the blue whale catches. Then the whale's \_\_\_\_\_ forces water in and out of the mouth, making the food go down the throat. In winter the blue whale survives on its own body fat. A thick layer of \_\_\_\_\_ under the skin helps to keep in body heat.

As the whale roams the ocean it uses its \_\_\_\_\_, the muscular tail flippers, in \_\_\_\_\_ to propel itself through the water at about 20 miles per hour. The whale also has a boneless \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ to help it move and stay in an upright position. Because it is a mammal and needs air to breathe, the whale must come to the surface every \_\_\_\_\_, although it can hold its breath for up to \_\_\_\_\_.

# Practice With a New Partner

1. Read article
2. Identify the main text structure
3. Create a “Probable Passages” activity to go with the article

# Remember the GOAL!

- Identifying text structure is NOT goal
- *Goal is for students to internalize knowledge about text structure and use it to enhance their comprehension*
- *Teach students to use text structures to improve their reading comprehension and writing organization*

# Text Structures - KEY IDEAS

- Predicting text structures is a *PRE-reading* strategy
  - Every time you put a text in front of a student, you have the opportunity to teach text structure

# Text Structures - KEY IDEAS

- **Use WRITING to support reading (and reading to support writing)**
  - Text Structure Frames
- Make predictions and connections between text structure, author's purpose, and main ideas
  - Focus on the BIG IDEAS; don't get caught up in the details

# Remember the GOAL!

- Identifying text structure is NOT goal
- *Goal is for students to internalize knowledge about text structure and use it to enhance their comprehension*
- *Teach students to use text structures to improve their reading comprehension and writing organization*



# Narrative Text

“It is easy to teach literary terminology and devise quizzes on the terms, but to make the language of literature useful to readers, students need to practice using academic vocabulary in ways that deepen their understanding of how stories work.”

-Carol Jago

# Comprehension Activity: Post It Notes

You will need FIVE of the Post-It Notes

Label the Post-It Notes with the following terms – one term per Post-It

1. Protagonist
2. Antagonist
3. Problem or conflict
4. Climax
5. Theme

Read “Eleven” by Sandra Cisneros (or any other short story containing these elements)

As you read, place the Post-It Notes where you see the comprehension terms at play in the text.

# Comprehension Activity: Post It Notes

## On Your Own:

As you read, place the Post-It Notes where you find evidence of the comprehension terms in the text.

## In Groups of 2 or 3:

**Compare the location of your Post-It Notes.**

- Are all the Post-Its in the same place? Why or why not?
- Might there be more than one correct answer/place for the Post-It?
- As you discuss the story, feel free to move a Post-It if you change your mind.

## Whole Class Debrief

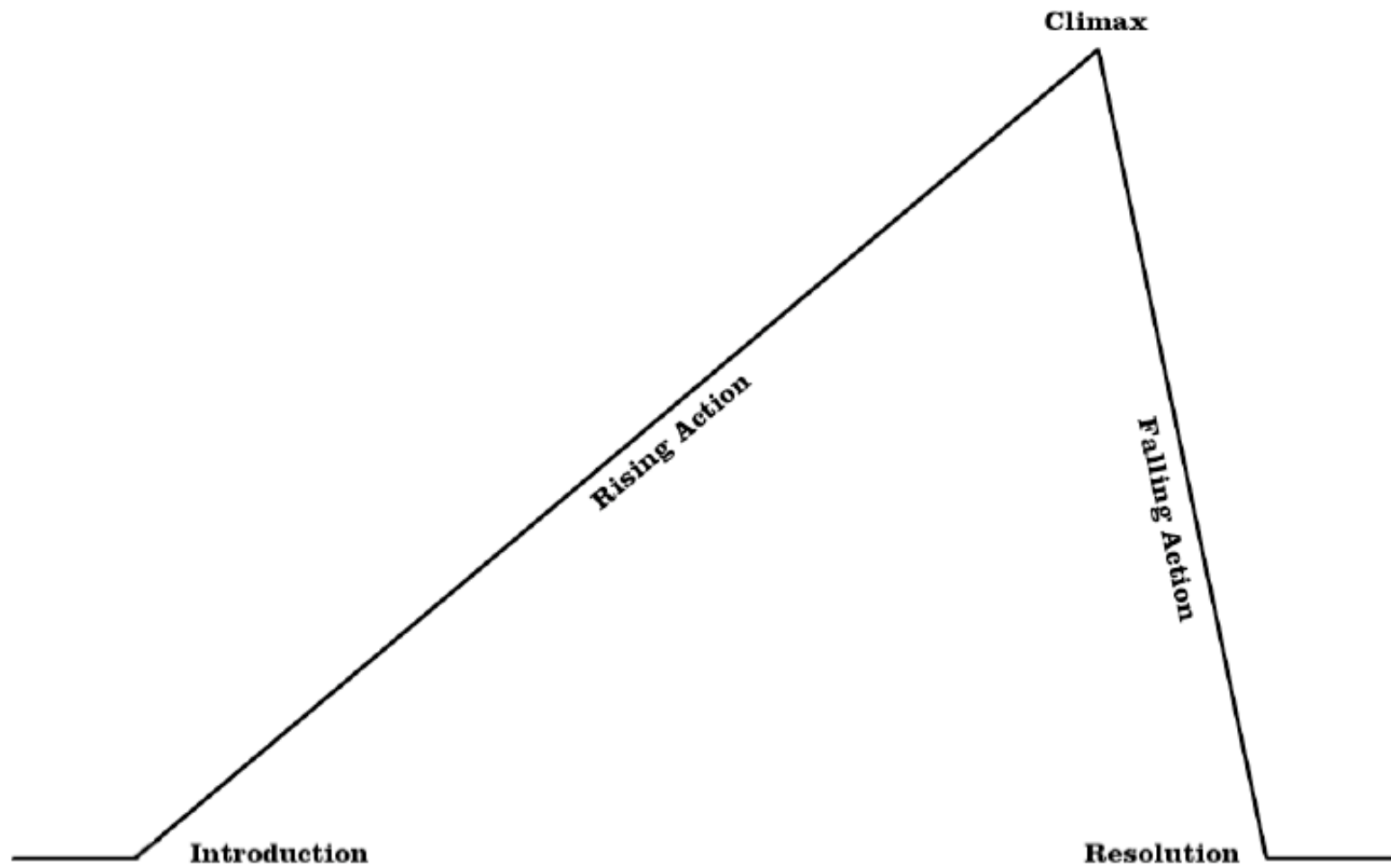
- Share and discuss answers/locations of Post-Its.
- Identify categories with more than one correct answer.
- Gather all evidence of locations where a theme is being discussed. Work together to label the theme or themes present in the story.

# Resources for Teaching Plot

Great PowerPoint available at:

- [readwritethink.org](http://readwritethink.org)
  - “Teaching Plot Structure Through Short Stories”
  - “Interactive Plot Diagram”
    - Using Picture Books to Teach Story Structure

## Plot Diagram



# Where can I find more resources?



**Literacy Leader**

Reading & Literacy

- ☒ **Phonemic Awareness**
- **Phonics**
- **Fluency**
- ☒ **Vocabulary**
- ☒ **Comprehension**
- **Literacy Interventions**
- **Literacy Websites**
- ☒ **Adolescent Literacy**

Writing

- **Eight Best Practices**
- **6 Traits**
- **Assessment**
- **Interventions**
- **Read/Write Connection**
- **Websites**

Teaching & Learning

- ☒ **Differentiated Instruction**

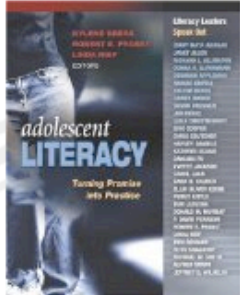
Welcome to Literacy Leader

**Welcome!** We're so glad you decided to join this social network! Teachers and learners will find a wealth of resources and have the opportunity to share best practices for teaching students to effectively read, write, listen, speak, and think! This site was created so that literacy leaders around the world can:

- share research, resources, and ideas
- discuss current issues in literacy education
- improve literacy teaching and learning

Search


We Are Reading



**Adolescent Literacy: Turning Promise into Practice**

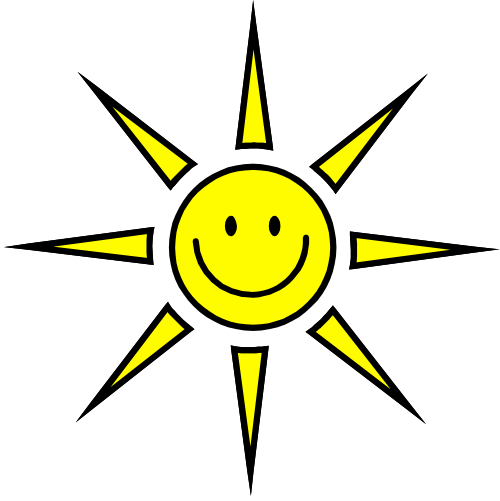
Site Resources

- **Home**
- **Mosaic of thought**
- **Forum**
- **Literacy Leader Contributors**



<http://literacyleader.com/>

***Make this school year the best ever!***



***It's All About***

***ATTITUDE!!***

**What will YOU do differently to support your students as readers?**