Teaching Text Structure & More

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Text Types & Terms on the KS Reading Assessment

Technical
Instruct, Describe

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

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

Persuasive
Convince, Persuade

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

Expository
Explain, Inform

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

Setting
Entertain, Tell a Story

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

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

Narrative
Entertain, Tell a Story

Persuasive
Convince, Persuade

Character Analysis
Protagonist
Antagonist
Round
Flat
Static
Dynamic

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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
Narrative
*Entertain, Tell a Story*

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
Text Type/Author’s Purpose: Possible Confusions

BOTH narrative and expository elements in the SAME passage!
Raising Royal Treasure

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

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. ...
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
Technical and persuasive texts are ALSO 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, 13/4 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.
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

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 high over $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 rise 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?
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!
Write the number from memory!
Let’s try again but think . . .

American Revolution / Declaration of Independence

Minutes / hours / days

Emergency
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
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

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<th>Definition</th>
<th>Signal Words</th>
<th>Graphic Organizers</th>
<th>Summary Questions</th>
<th>Paragraph Frames</th>
</tr>
</thead>
</table>
| **Description**    | The author explains a topic, idea, person, place, or thing by listing characteristics, features, and examples.  
Focus is on one thing and its components. | For example  
Characteristics are  
Such as  
Looks like  
Consists of  
For instance  
Most important  
*Look for topic word (or synonym) to be repeated throughout the text. | Concept Map  
-  
-  
- | What specific person, place, thing, event, or concept is being described?  
How is the topic described? (How does it work? What does it do? What does it look like? Etc.)  
What are the most important attributes or characteristics?  
How can the topic be classified? (For example, a robin can be classified as a type of bird.) | A ______ is a type of ______. It is made up of ______ and looks like ______. Some ______ have ______ such as ______. For example, ______.  
______ has several characteristics. One characteristic is ______. Another is ____, which is important because ______. |
| **Sequence**       | The author lists items or events in numerical or chronological order.  
Describes the order of events or how to do or make something. | 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 | Timeline  
1  
2  
3  
4  
5  
Steps/Directions  
Step 1  
Step 2  
Step 3  
Cycle/Circle | What sequence of events is being described?  
What are the major events or incidents that occur?  
What are the steps, directions, or procedures to follow? (What must be done first, second, etc.?)  
What is the beginning event?  
What other events or steps are included?  
What is the final outcome, event, or step? | Here is how a ______ is made. First, ______. Next, _________. Then, _________. Finally, _________.  
On (date) ______ happened. Prior to that ______ was _______. Then _________.  
After that _________. In the end, _________. |
| **Compare and Contrast** | The author explains how two or more things are alike and/or how they are different. | Differs from  
In 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  
* Also look for "-est" words: best, fewest, tallest, etc. | Venn Diagram  
-  
-  
-  
T-Chart  
-  
-  
- | What items are being compared?  
What is it about them that is being compared?  
What characteristics of items form the basis of the comparison?  
What characteristics do they have in common; how are these items alike?  
In what way are these items different? | ______ 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. |

*All five text structures are tested on Kansas Reading Assessment*
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</table>
| **Cause and Effect** | The author lists one or more causes or events and the resulting consequences or effects.  
  Effect = What happened?  
  Cause = What made it happen?  
  Purpose is to explain why or how something happened, exists, or works.  
  "Often there will be an "if/then" pattern | 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 | ![Diagram](https://via.placeholder.com/150)  
  Cause #1  
  Cause #2  
  Cause #3  
  Effect #1  
  Effect #2  
  Effect #3 | What happened?  
  Why did it happen? What was the reason for...?  
  What was the effect(s) of the event? What happened as a result of...?  
  What were the results or outcomes caused by the event?  
  In what ways did prior event(s) cause or influence the main event?  
  Will this result always happen from these causes? | The reason why ________ happened was because of __________. If _______ hadn't happened, then _________. Due to ________ occurring, ________. This explains why ________.  
  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 __________.  
  The effects of ________ are significant because ________. One effect of ________ is _________.  
  Another result is _________.  
  Because of these outcomes, it important that __________. |
| **Problem and Solution** | The author states a problem and lists one or more possible solutions to the problem.  
  May also include the pros and cons for the solutions. | 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 | ![Diagram](https://via.placeholder.com/150)  
  Problem  
  Solution  
  Solutions | What is the problem(s)?  
  Who had the problem?  
  What is causing the problem?  
  Why is this a problem?  
  What is wrong and how can it be taken care of?  
  What solutions are recommended or attempted?  
  What can be improved, changed, fixed, or remedied?  
  What are the pros and cons of the solutions offered? | ___________ had/is a problem because ___________. One possible solution is ___________. This answer is good because ___________. Therefore. As a result, ___________.  
  The problem of ___________ really boils down to the issue of ___________. In the past, the common solution was ___________. However, this was only effective in terms of ___________. There are now other solutions that might work. One option would be ___________. |
# Text Structure Signal Questions & Signal Words

<table>
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<tr>
<th><strong>Cause and Effect</strong></th>
<th><strong>Compare and Contrast</strong></th>
<th><strong>Sequence</strong></th>
<th><strong>Problem and Solution</strong></th>
<th><strong>Description</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="signal_words.png" alt="Signal Words" /></td>
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<tr>
<td>Cause is why something happened. Effect is what happened. (Sometimes the effect is listed first.)</td>
<td>Shows how two or more things are alike and/or how they are different.</td>
<td>Describes items or events in order or tells the steps to follow to do something or make something.</td>
<td>Tells about a problem (and sometimes says why there is a problem) then gives one or more possible solutions.</td>
<td>A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.</td>
</tr>
</tbody>
</table>

## 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

- **Cause and Effect**
  - So
  - Because
  - Since
  - Therefore
  - If...then
  - This led to
  - Reason why
  - As a result
  - May be due to
  - Effect of
  - Consequently
  - For this reason

- **Compare and Contrast**
  - 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

- **Sequence**
  - First
  - Second
  - Next
  - Then
  - Before
  - After
  - Finally
  - Following
  - Not long after
  - Now
  - Soon

- **Problem and Solution**
  - Question is...
  - Dilemma is...
  - The puzzle is...
  - To solve this...
  - One answer is...
  - One reason for the problem is...

- **Description**
  - 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*
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.
**Label outside tabs:**
- Description
- Sequence
- Compare & Contrast
- Cause & Effect
- Problem & Solution

**Label inside tabs:**
Left Side-
- Visuals only
Right Side-
- Text Only
Description
Describes something

- looks like
- tastes like
- smells like
- sounds like
- feels like
- examples are

Signal Words
characteristics are
for example
also
in fact
to begin with
such as
to illustrate
in addition
another
furthermore
most important
beside
near
in front
are
about
have
does

(Adapted from Tompkins, 2006)
Shared by Becky Cox, Valley Center
Sequence
Provides a series or steps

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Signal Words
- first
- on (date)
- next
- then
- second
- not long after
- at the same time
- before
- after
- after that
- finally

(Adapted from Tompkins, 2006)
Shared by Becky Cox, Valley Center
Sequence
Provides a series or steps

Signal Words
first
on (date)
next
then
not long after
at the same time
before
after that
finally

(Adapted from Tompkins, 2006)
Shared by Becky Cox, Valley Center
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

Problem → Solution

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

Adapted from Tompkins (2006)
Shared by Rocky Cox, Valley Center
Problem and Solution

Identifies a problem and a solution to the problem

- Problem
- Evidence
- Possible Solutions
- Result(s)

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

Adapted with permission from Hailey & Winkler (2005)
Shared by Becky Cox, Valley Center
Cause and Effect
Presents cause and effect relationships

Signal Words
because  if...then  as a result
therefore  since  consequently
this leads to  so that  nevertheless
accordingly  because of  nonetheless
may be due to  effects of  in order to
for this reason  thus

(Adapted from Tompkins, 2006)
Shared by Beckv Cox. Valley Center
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*
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.
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):

- **Problem:**
  - Chimps are rapidly disappearing

- **Solution:**
  - Save the rain forests and woodlands
  - Many people working together
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:

**Problem:**
Chimps are rapidly disappearing

**Solution:**
Save the rain forests and woodlands

**Solution:**
Many people working together
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
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.

<table>
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<tr>
<th>DEMONSTRATION (Teacher Directed)</th>
<th>SHARED DEMONSTRATION (Joint Practice)</th>
<th>GUIDED PRACTICE (Student Practices Under Teacher Guidance)</th>
<th>INDEPENDENT PRACTICE (Independent Use)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher does all the work through modeling and demonstrating.</td>
<td>The teacher invites the student to participate.</td>
<td>Students do the work with help from the teacher.</td>
<td>Students read and write for different purposes.</td>
</tr>
<tr>
<td>Think aloud is a core strategy.</td>
<td>Students share thinking.</td>
<td>Students share most of thinking.</td>
<td>Students apply the strategies and skills they have learned.</td>
</tr>
<tr>
<td>• Model thinking</td>
<td>Students and teacher collaborate.</td>
<td>• Students explain how strategy use helps him/her understand text.</td>
<td></td>
</tr>
<tr>
<td>• Model fluency</td>
<td></td>
<td>• The teacher supports the students by suggesting strategies and helping students use those strategies.</td>
<td></td>
</tr>
<tr>
<td>• Explicit strategy instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I DO</th>
<th>YOU WATCH</th>
<th>I DO</th>
<th>YOU HELP</th>
<th>YOU DO</th>
<th>I HELP</th>
<th>YOU DO</th>
<th>I WATCH</th>
</tr>
</thead>
</table>

The table above outlines the progression of responsibility from teacher-directed instruction to independent practice. Each step includes specific actions and strategies for teachers and students to follow.
Predicting & Analyzing

• *Feeling the Heat* article
Problem and Solution
Identifies a problem and a solution to the problem

Problem

Solution

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

Adapted from Tompkins (2006)
Shared by Rocky Cox, Valley Center
Problem and Solution

Identifies a problem and a solution to the problem

Problem → Evidence → Possible Solutions → Result(s)

- because
- as a consequence
- if
- a solution is

since
this led to
so that
perhaps
solutions are
the problem
nevertheless
accordingly
possibly
this resulted in
one reason for the
therefore

Adapted with permission from Hailey & Winkler (2005)
Shared by Becky Cox, Valley Center
Summary Questions that correspond to text structures increase students’ understanding of content area passages.
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.

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<table>
<thead>
<tr>
<th>Text Structures</th>
<th>Summary Questions</th>
<th>Paragraph Frames</th>
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<tbody>
<tr>
<td><strong>Graphic Organizers</strong></td>
<td><strong>Paragraph Frames</strong></td>
<td><strong>Paragraph Frames</strong></td>
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<tr>
<td>Concept Map</td>
<td>What specific person, place, thing, event, or concept is being described?</td>
<td>A ______ is a type of ______. It is made up of ______ and looks like ______. Some ______ have ______ such as ______. For example, ______.</td>
</tr>
<tr>
<td>Timeline</td>
<td>What sequence of events is being described?</td>
<td>Here is how a ______ is made. First, ______. Next, ______. Then, ______. Finally, ______.</td>
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<tr>
<td>Process/Diagram</td>
<td>What are the major events or incidents that occur?</td>
<td>On (date) ______ happened. Prior to that, ______. Then ______. After that ______. In the end, ______.</td>
</tr>
<tr>
<td>Circle/Circle</td>
<td>What are the steps, directions, or procedures to follow? (What must be done first, second, etc.?</td>
<td>______ 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 ______-test.</td>
</tr>
<tr>
<td>Ladder Diagram</td>
<td>What is the beginning event?</td>
<td></td>
</tr>
<tr>
<td>Ladder Diagram</td>
<td>What other events or steps are included?</td>
<td></td>
</tr>
<tr>
<td>Ladder Diagram</td>
<td>What is the final outcome, event, or step?</td>
<td></td>
</tr>
</tbody>
</table>
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
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 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 thin 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

Kristi Orcutt kristio@essdack.org
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Kristi Orcutt kristio@essdack.org
“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
  – “Teaching Plot Structure Through Short Stories”

– “Interactive Plot Diagram”
  • Using Picture Books to Teach Story Structure
Plot Diagram

Introduction → Rising Action → Climax → Falling Action → Resolution
Where can I find more resources?

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?