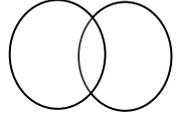


Text Structures

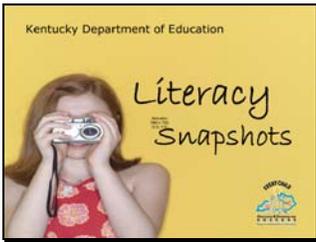
Cause and Effect 	Compare and Contrast 	Sequence 	Problem and Solution 	Description 	Question And Answer 
Cause is why something happened. Effect is what happened. (Sometimes the effect is listed first.)	Shows how two or more things are alike and/or how they are different.	Describes items or events in 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.	States a question and then gives an answer(s) to the question
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 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?	What is the question? What is the topic? What is most important?
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	The problem 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	Question is... What... Where... When... How... Does...

Sample Text

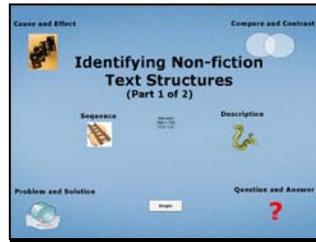
<p>Puppies often have lots of energy and will play for a long time. As a result, they take many naps. They may sleep for many hours during the day.</p> <p>1</p>	<p>Different types of clouds have their own appearance. For example, some are wispy and thin and others are fluffy and shapely. Some people think cumulus clouds look like puffs of cotton.</p> <p>2</p>
<p>All clouds are made of water droplets. Fog, however, is a different type of cloud. The difference is that fog forms on the ground and the other clouds form high in the air.</p> <p>3</p>	<p>Cats sometimes scratch the furniture. One solution is to cover the furniture. Another way is to give the cat a scratching pole.</p> <p>4</p>
<p>Why do cats purr? They purr when they are happy, but they may also purr when they are distressed or as a way to communicate.</p> <p>5</p>	<p>Clouds are formed in the following way. First, water on the ground evaporates and turns into vapor. Next, the vapor condenses into tiny droplets and forms clouds. Finally, the clouds lose the water in the form of precipitation.</p> <p>6</p>

Next Steps

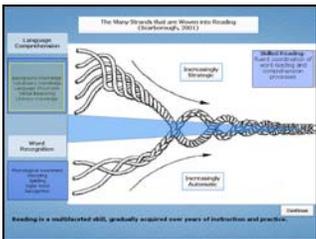
- How and when do you plan to teach a lesson on identifying text structures?
- How will you know students can identify the taught text structures?
- When do you plan to meet and discuss students' ability to identify text structures?



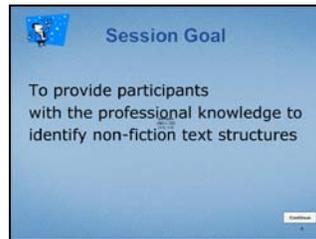
Welcome



Identifying Non-Fiction Text Structures



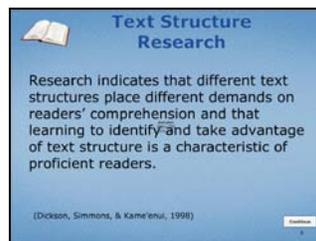
Scarborough Rope



Session Goal



Session Objectives



Research

Non-fiction Text Structure

Text structure refers to the semantic and syntactic organizational arrangements used to present written information. The most common examples for non-fiction are:

- Cause and Effect
- Problem and Solution
- Compare and Contrast
- Description
- Sequence
- Question and Answer

Handout 1

Definition of Text Structures

Modeling (I Do It)

Ms. Clark, Jefferson County Public Schools
Identifying Text Structures

Click on the picture to view the video.

Handout 1

Modeling

Identifying Text Structures (We Do It)

- Review the text structures on Handout 1
- Read the six paragraphs on Handout 2
- Determine the text structure of each paragraph.
- Check responses in Facilitator's Guide

Handout 1

Identifying Text Structure

Wrap-Up

- Different text structures put different demands on readers.
- Proficient readers identify and take advantage of text structures as they read.

Handout 1

Wrap Up

Next Steps

- How and when do you plan to teach a lesson on identifying text structures?
- How will you know students can identify the taught text structures?
- When do you plan to meet and discuss students' ability to identify text structures?

Handout 3

Next Steps

References

Dickson, S.V., Simmons, D.C., & Kameenui, E.J. (1998). Text organization: Research bases. In D.C. Simmons & E.J. Kameenui (Eds.), *What reading research tells us about children with diverse learning needs: Basics and basics* (pp. 239-277). Mahwah, NJ: Lawrence Erlbaum.

Scarborough, H. (2001). *Connecting Early Language and Literacy to Later Reading Disabilities: Evidence, Theory, and Practice*. S.B. Neuman & D. K. Dickinson (Eds.), *Handbook of Early Literacy Research* (pp.97-110). New York: Guilford Press.

Handout 1

References
