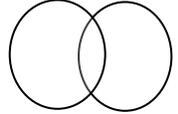


Text Structures

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...



Effective Planning Tool



<p>How will I explain the lesson to students?</p> <ul style="list-style-type: none"> • Learning Target / Lesson Objective - <i>What is being taught? How will students use this skill/big idea/ concept? What is the relevance to students' real lives? When will they use this knowledge, understanding, or concept? Why do readers use this skill?</i> • How will I activate prior knowledge students may have about new learning or make a connection to previously taught skill/concept/strategy? 	
<p>What do I need to model for the students?</p> <ul style="list-style-type: none"> • Use think alouds and make new learning as visible as possible (e.g., use of manipulatives, graphic organizers, pictures, smart boards for websites, overheads, etc...). • Provide examples and non-examples of skills, when possible. • Break concepts or skills into manageable steps. 	
<p>Guided Practice</p> <ul style="list-style-type: none"> • Students need to practice skills or manipulate new concepts with guidance from the teacher. • All students need to be actively engaged • (e.g., response cards, white boards, manipulatives, hands on activities, classroom performance systems (CPS), etc...). • Move from whole group guided practice to small groups and pairs before independent practice. • Provide specific feedback. • Differentiate to meet the needs of all learners. 	
<p>Independent Practice</p> <ul style="list-style-type: none"> • Provide various opportunities to practice new knowledge – small group, partners, individually. 	
<p>Lesson Conclusion</p> <ul style="list-style-type: none"> • Review the Learning Target / Lesson Objective. • Summarize how/why the new learning applies to real life. 	



Effective Planning Tool



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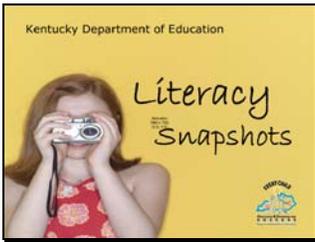
Next Steps

- How and when do you plan to teach a lesson using text structures to improve comprehension?

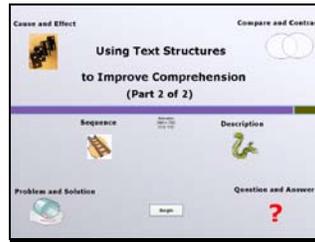
- How will you know students used text structures to comprehend text?

- When do you plan to meet and discuss students' comprehension of text?

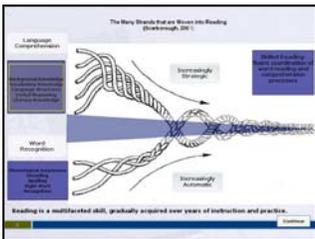
Literacy Snapshot: Using Text Structures to Improve Comprehension



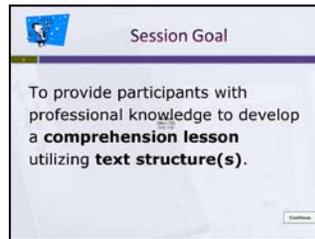
Welcome



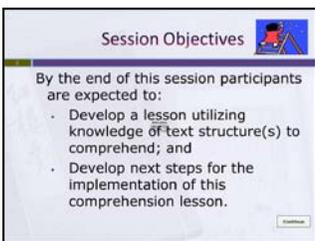
Using Text Structures to Improve Comprehension



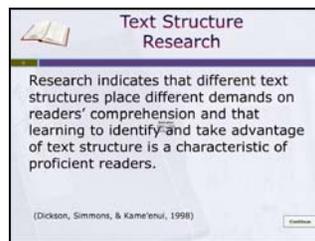
Scarborough Rope



Session Goal



Session Objectives



Research

Non-fiction Text Structures

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

Definitions

Modeling
(I Do It)

Mr. Clark, Jefferson County Public Schools
Using Text Structures to Improve Comprehension

Click on the picture to view the video.

Handout 2

Modeling

A Text Structure Lesson
(We Do It)

- Select a non-fiction text for use in a future lesson
- Review the text structures on Handout 1
- Determine which text structure(s) is present in the chosen text
- Develop a comprehension lesson that utilizes the text structure(s) to comprehend the text (Handout 2)

Handout 3

Text Structure Lesson

Wrap-Up

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

Handout 4

Wrap Up

Next Steps

- How and when do you plan to teach a lesson using text structures to improve comprehension?
- How will you know students used text structures to comprehend text?
- When do you plan to meet and discuss students' comprehension of text?

Handout 3

Next Steps

References

Dickson, S.V., Simmons, D.C., & Kame'enui, E.J. (1998). Text organization: Research bases. In D.C. Simmons & E.J. Kame'enui (Eds.), *What reading research tells us about children with diverse learning needs: Bases 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 4

References
