# Text Structure Scramble N' Sort

<table>
<thead>
<tr>
<th>Sequence &amp; Order</th>
<th>Chronological tests present events in a sequence from beginning to end.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Sequence of Events)</td>
<td></td>
</tr>
<tr>
<td>Sequence &amp; Order</td>
<td>How-To tests organize the information in a series of directions.</td>
</tr>
<tr>
<td>(How-To)</td>
<td></td>
</tr>
<tr>
<td>Cause &amp; Effect</td>
<td>Informational texts often describe cause and effect relationships. The</td>
</tr>
<tr>
<td></td>
<td>text describes events and identifies reasons (causes) for why the event</td>
</tr>
<tr>
<td></td>
<td>happened.</td>
</tr>
<tr>
<td>Problem &amp; Solution</td>
<td>The text introduces and describes a problem and presents one or more</td>
</tr>
<tr>
<td></td>
<td>solutions.</td>
</tr>
<tr>
<td>Compare &amp; Contrast</td>
<td>Authors use comparisons to describe ideas to readers. Similarities and</td>
</tr>
<tr>
<td></td>
<td>differences are shared.</td>
</tr>
<tr>
<td>Description</td>
<td>Sensory and descriptive details help readers visualize information. It</td>
</tr>
<tr>
<td></td>
<td>shares the who, what, where, when, why, and how of a topic/subject.</td>
</tr>
</tbody>
</table>

## Directions:

Have students cut-out the six text structure and six definition cards. Scramble them on a table in front of them on a table and have them sort them by matching the text structure with its corresponding definition.

**Challenge:** Add an extra challenge and have students time themselves! Can they beat their time each time?!
| **Sequence & Order**  
**Sequence of Events** | Chronological texts present events in a sequence from beginning to end. |
|------------------------|---------------------------------------------------------------------|
| **Sequence & Order**  
**How-To**            | How-To texts organize the information in a series of directions. |
| **Cause & Effect**    | Informational texts often describe cause and effect relationships. The text describes events and identifies reasons (causes) for why the event happened. |
| **Problem & Solution** | The text introduces and describes a problem and presents one or more solutions. |
| **Compare & Contrast** | Authors use comparisons to describe ideas to readers. Similarities and differences are shared. |
| **Description**       | Sensory and descriptive details help readers visualize information. It shares the who, what, where, when, why, and how of a topic/subject. |
Building Schema with Non-Fiction Text Structures!

**Directions:** Using the books provided for each text structure, record your observations about the text organization and features!

<table>
<thead>
<tr>
<th>Book Title/Author</th>
<th>Text Structure</th>
<th>My Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book:</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>Author:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book:</td>
<td>Sequence &amp; Order</td>
<td></td>
</tr>
<tr>
<td>Author:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book:</td>
<td>Compare &amp; Contrast</td>
<td></td>
</tr>
<tr>
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<tr>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Book:</td>
<td>Problem &amp; Solution</td>
<td></td>
</tr>
<tr>
<td>Author:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Description

A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.

Example
Description

Describes events in order or explains the steps one must follow to do something or make something.

Example
COMPARE & CONTRAST

Description

Shows how two or more things are alike and/or how they are different

Example
Description

Shows a relationship between cause (event) and effect (what happened because of the event)

Example
**Description**

Tells about a problem and then gives one or more solutions
### Text Structures

<table>
<thead>
<tr>
<th>Text Structure</th>
<th>Signal Words</th>
<th>Signal to Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description or list</td>
<td>such as, for example, for instance, most important, in front, beside, near</td>
<td>A list or set of characteristics will follow.</td>
</tr>
<tr>
<td>Sequence or time order</td>
<td>first, second, third, before, on (date), not long after, after that, next, at the same time, finally</td>
<td>A sequence of events or steps in a process is being described.</td>
</tr>
<tr>
<td>Compare and contrast</td>
<td>like, unlike, but, in contrast, on the other hand, however, both, also, too, as well as</td>
<td>Likenesses and differences are being presented and/or discussed.</td>
</tr>
<tr>
<td>Cause and effect</td>
<td>therefore, so, this led to, as a result, because, if ... then</td>
<td>Evidence of cause(s) and effect(s) will be given or problems and solutions will be described.</td>
</tr>
</tbody>
</table>

From Teaching Students to Read Nonfiction

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

- **So**<br>- **Because**<br>- **Since**<br>- **Therefore**<br>- **If...then**<br>- **This led to**<br>- **Reason why**<br>- **As a result**<br>- **May be due to**<br>- **Effect of**<br>- **Consequently**<br>- **For this reason**
- **Same as**<br>- **Similar**<br>- **Alike**<br>- **As well as**<br>- **Not only...but also**<br>- **Both**<br>- **Instead of**<br>- **Either...or**<br>- **On the other hand**<br>- **Different from**<br>- **As opposed to**
- **First**<br>- **Second**<br>- **Next**<br>- **Then**<br>- **Before**<br>- **After**<br>- **Finally**<br>- **Following**<br>- **Not long after**<br>- **Now**<br>- **Soon**
- **Question is...**<br>- **Dilemma is...**<br>- **The puzzle is...**<br>- **To solve this...**<br>- **One answer is...**<br>- **One reason for the problem is...**
- **For instance**<br>- **Such as...**<br>- **To begin with**<br>- **An example**<br>- **To illustrate**<br>- **Characteristics**

*Look for the topic word (or a synonym or pronoun) to be repeated*
Text Structure Frames

**Problem/Solution Text**
- Sentence 1—tells who had the problem and what the problem is
- Sentence 2—tells what action was taken to try to solve the problem
- Sentence 3—tells what happened as a result of the action taken

________________________________________ had a problem because ____________________________________________
Therefore, ____________________________________________________________
As a result, ____________________________________________________________

**Comparison/Contrast Text**
and __________________________________ are similar in several ways. Both __________________________________ and __________________________________ have similar __________________________________
Finally, both __________________________________ and __________________________________.
________________________________________________, while __________________________________.
Secondly, __________________________________, but __________________________________
In addition while __________________________________, __________________________________. Finally,
________________________________________________, while __________________________________.

**Sequence Text**
Here is how a __________________________________ is made. First, __________________________________. Next, __________________________________. Then, __________________________________. Finally, __________________________________

**Cause/Effect Text**
Because of __________________________________, therefore __________________________________. Therefore __________________________________, therefore __________________________________. Finally, due to __________________________________, therefore __________________________________. This explains why __________________________________

**Descriptive Text**
There are ___________ kinds of __________________________________. The first kind of __________________________________
is __________________________________, it __________________________________
The second one is __________________________________. It __________________________________
The third kind is __________________________________. It __________________________________
Now you can recognize the ___________ kinds of __________________________________. 
Text Structure Frames (aka Summary Frames, Paragraph Frames, Writing Frames)

**Descriptive Text – Example 1**

There are ______________ kinds of ______________. The first kind of ______________ is ______________.

It ______________________________.

The second one is ______________________________.

It ______________________________.

The third kind is ______________________________.

It ______________________________.

Now you can recognize the ______________ kinds of ______________.

**Descriptive Text – Example 2**

____________________________ has several specific characteristics. One characteristic is ______________________________.

Another key characteristic is the ______________________________, which influences how ______________________________.

Another important trait is ______________________________. This is important because ______________________________.

*Frames should not be used as “worksheets” for students to fill-in. They should be used to support students’ thinking as they retell, summarize, and/or write. Teachers should create their own frames based on specific passages that their students will read. Remember the key is to use signal words and phrases that clearly indicate the structure of the text students are reading and/or writing about.*

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*Shared by: Kristi Orcutt, Literacy Specialist, kristio@essdack.org, www.essdack.org*
Text Structure Frames (aka Summary Frames, Paragraph Frames, Writing Frames)

Sequence Text – Example 1

Here is how a ____________________________________________ is made.

First, ___________________________________________________.

Second, _________________________________________________.

Next, ___________________________________________________.

Then, ___________________________________________________.

Finally, _________________________________________________.

Sequence Text - Example 2

Here are the steps to follow to ___________________________________.

First, ___________________________________________________.

Second, _________________________________________________.

Next, ___________________________________________________.

It’s important to remember to __________________________________.

The last step is to _________________________________________.

By following these steps, you’ll be able to _________________________.

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Text Structure Frames (aka Summary Frames, Paragraph Frames, Writing Frames)

**Comparison and Contrast Text – Example 1**

_________________________ and ________________________ are similar in several ways. They both ____________________________________________________.

They also __________________________________________________________.

Finally, both ________________________________________________________.

Because of these similarities, we can ____________________________________.

**Comparison and Contrast Text – Example 2**

_________________________ and ________________________ are different in several ways. One difference is that ____________________________, while on the other hand ________________________________. Another way they differ is ____________________________________________.

In addition, ____________________, however, ____________________________.

In contrast, ________________________________________________________.

These differences help us to see ________________________________________

______________________________________________

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Shared by: Kristi Orcutt, Literacy Specialist, kristio@essdeck.org, www.essdeck.org
Text Structure Frames (aka Summary Frames, Paragraph Frames, Writing Frames)

Problem and Solution Text – Example 1

× Sentence 1—tells who had the problem and what the problem is
× Sentence 2—tells what action was taken to try to solve the problem
× Sentence 3—tells what happened as a result of the action taken

_____________________________________________________________ had/was/is a problem because

_____________________________________________________________.

Therefore,___________________________________________________.

As a result,__________________________________________________.

Problem and Solution Text – Example 2

The problem of ___________________________________________ really boils down to the issue of

_____________________________________________________________. In the past, the common solution was to

_____________________________________________________________. However, this was only
effective in terms of _______________________________________. There are now

other solutions that might work. One option would be to _______________________

This would _________________________________________________. Another option would be
to _______________________________________________________. This is ideal because ___________

_____________________________________________________________. These possible solutions are worth

considering if we are to solve this issue in the near future.

*Frames should not be used as “worksheets” for students to fill-in. They should be used to support
students’ thinking as they retell, summarize, and/or write. Teachers should create their own frames
based on specific passages that their students will read. Remember the key is to use signal words
and phrases that clearly indicate the structure of the text students are reading and/or writing about.

Shared by: Kristi Orcutt, Literacy Specialist, kristio@essdack.org, www.essdack.org
Text Structure Frames (aka Summery Frames, Paragraph Frames, Writing Frames)

Cause and Effect Text – Example 1

Because of ____________________________. 
______________________________ caused ________________________________.

Therefore ____________________________________________________________.

Finally, due to ____________________________, ______________________________.

This explains why ________________________________________.

Cause and Effect Text – Example 2

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 ________________________________.

Cause and Effect Text – Example 3

The effects of ______________________________ are significant because ____________________________________________________________.

One effect of __________________________ is ________________________________.

Another result is ________________________________.

Because of these outcomes, it important that ________________________________.

*Frames should not be used as “worksheets” for students to fill-in. They should be used to support students’ thinking as they retell, summarize, and/or write. Teachers should create their own frames based on specific passages that their students will read. Remember the key is to use signal words and phrases that clearly indicate the structure of the text students are reading and/or writing about.

Shared by: Kristi Orcutt, Literacy Specialist, kristio@essdack.org, www.essdack.org
Compares and contrasts the similarities and differences between two things.
For this reason, may be due to accordingly, this leads to therefore, because, presents cause and effect relationships, Cause and Effect.
Identifying a problem and a solution to the problem

Problem and Solution
therefore
one answer is
this resulted in
solutions are
a solution is

Possibly
perhaps
so
if

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

Because
the question is
the dilemma is
the puzzle is
the problem is
since

Identifies a problem and a solution to the problem

Problem and Solution
Provides a series of steps

Sequence
Sequence

Provides a series of steps

Signal Words

First

Then

Next

On (date)

Finally

After that

Before

At the same time

Not long after

Second
“Understanding the expository text structures gives readers a better shot at determining important information when reading nonfiction...The text in standardized tests and traditional textbooks frequently falls into one or another of these text structures. If students know what to look for in terms of text structure, they grasp the meaning more easily.”

from *Nonfiction Matters*, by Stephanie Harvey

**Text Structure Examples:**

**Sequence:**

Goose bumps make me shiver. First I get cold. Then I shake all over.

**Description:**

Goose bumps make me shiver. I get little bumps on my skin. They look like sesame seeds.

**Compare and Contrast:**

Some people get goose bumps from fear. Others get goose bumps when they are touched emotionally.

**Cause and Effect:**

Goose bumps make me shiver. When the temperature drops below 45 degrees, my skin crinkles into goose bumps.

**Problem and Solution:**

Goose bumps make me shiver. But they disappear as soon as I cover up with a jacket or sweater.
Now, you try it!

**Text Structure Examples:**

**Sequence:**
The first day of school is always an interesting day.

**Description:**
The first day of school is always an interesting day.

**Compare and Contrast:**
The first day of school is always an interesting day.

**Cause and Effect:**
The first day of school is always an interesting day.

**Problem and Solution:**
The first day of school is always an interesting day.
Please note:

Text features and text organization are sometimes confused by teachers and students alike. Text features, like headings, captions, and bold print, help the reader more easily navigate the text and often provide additional information to help the reader comprehend the content. The text features often support, and may give clues to, the ways in which the body of text is organized. This is referred to as text structure or text organization.

For more detailed information about text features, please see the Text Features ORS Module.
Text Structure in the TEKS

Reading/Comprehension of Literary Text/NonFiction.
Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:

<table>
<thead>
<tr>
<th>3rd grade</th>
<th>4th grade</th>
<th>5th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>9(L1) distinguish between fiction and nonfiction;</td>
<td>7(L1) distinguish between fiction and nonfiction;</td>
<td>7(L1) distinguish between fiction and nonfiction;</td>
</tr>
</tbody>
</table>

Figure 19
Reading Comprehension/Skills.
Students use a flexible range of meta-cognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts, as they become self-directed, critical readers. The student is expected to:

<table>
<thead>
<tr>
<th>3rd grade</th>
<th>4th grade</th>
<th>5th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fig. 19 (L3) represent text information in different ways, including story maps, graphs, and charts;</td>
<td>Fig. 19 (L3) represent text information in different ways such as in outline, timeline, or graphic organizer;</td>
<td>Fig. 19 (L3) represent text information in different ways such as in outline, timeline, or graphic organizer;</td>
</tr>
</tbody>
</table>

Reading/Comprehension of Informational Text/Expository Text.
Students analyze, make inferences and draw conclusions about expository text and provide evidence from the text to support their understanding. Students are expected to:

<table>
<thead>
<tr>
<th>3rd grade</th>
<th>4th grade</th>
<th>5th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>13(C) identify explicit cause and effect relationships among ideas in texts; and</td>
<td>11(L2) recognize that authors organize information in specific ways;</td>
<td>11(L2) recognize that authors organize information in specific ways;</td>
</tr>
<tr>
<td>11(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, comparison, problem/solution, or description, and</td>
<td>11(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;</td>
<td></td>
</tr>
<tr>
<td>13(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.</td>
<td>11(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.</td>
<td>11(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and</td>
</tr>
</tbody>
</table>
Learning Intentions Related to the TEKS

What do we want students to know and be able to do?

- Look at features and ask,
  "What do the features tell me about the type of text I am about to read?"
  "Is the text fiction or non-fiction?"

- Process text features and ask,
  "What do I know now?"
  "What new information do I have about the text that will support my understanding/comprehension?"

- Use the gathered information to prepare for effectively processing the specific type of text.

- Consider:
  If this is a fiction text – "What should I expect in terms of the organization?" (story elements).
  If this is a non-fiction text – "What organizational structure did the author use?" (See below)

- Lastly, students should ask, "How does knowing how a text is organized help me as a reader?"

The above suggestions lay out the ultimate goals around text features & organization. Our 3rd grade students should:

- Learn how to distinguish Fiction & Non-fiction based on Text Features
- Identify text features specific to both Fiction & Non-fiction

- Understand that text features provide information that will support the building of meaning

- Understand how processing text features and organization help them prepare to process and understand specific types of text in the most effective way possible as readers (i.e., If I know that I'm about to read a newspaper article that explains the collapse of the banking infrastructure – I will expect to be informed through cause and effect, so I'll be looking for that in order to build my own understanding.)

- Take a close look at one way that Cause and Effect is organized (text dependent)
Our 4th and 5th grade students should:

- Know how to distinguish Fiction & Non-fiction based on Text Features
- Identify text features specific to both Fiction & Non-fiction
- Understand that text features provide information that will support the building of meaning
- *Understand how processing text features and organization help them prepare to process and understand specific types of text in the most effective way possible as readers* (i.e., if I know that I’m about to read a newspaper article that explains the collapse of the banking infrastructure – I will expect to be informed through cause and effect, so I’ll be looking for that in order to build my own understanding.)
- Recognize that authors organize information in specific ways (Cause and Effect, Sequence, Problem/Solution, Description, Compare and Contrast)

**Academic Terms Related to the TEKS**

**English Terms:**

- Cause and Effect
  - Sequence
- Problem/Solution
  - Description
- Compare and Contrast
  - Photograph
  - Timeline
  - Captions
  - Headings
  - Key Words
  - Legend

**Spanish Terms:**

- Causa y efecto
- Secuencia
- Problema/Solución
- Descripción
- Comparación y Contraste
  - Fotografía
  - Cronología
  - Subtítulos
  - Encabezados
  - Palabras claves
  - Levenda
What is Text Structure?

Text structure refers to the ways that authors organize information in text. Teaching students to recognize the underlying structure of content-area texts can help students focus attention on key concepts and relationships, anticipate what’s to come, and monitor their comprehension as they read.

As readers interact with the text to construct meaning, their comprehension is facilitated when they organize their thinking in a manner similar to that used by the author. Readers who struggle with text comprehension often do so because they fail to recognize the organizational structure of what they are reading, and they are not aware of cues that alert them to particular text structures (Cochran & Hain).

Obviously, all texts are different to a certain extent, but depending upon the author's purpose, the topic and the genre, reading selections tend to be organized to employ a few predominant structural patterns. The following should be explicitly taught to teach students to comprehend more effectively:

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Non-Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story Elements:</td>
<td>Cause and Effect</td>
</tr>
<tr>
<td>- Characters</td>
<td>- Sequence</td>
</tr>
<tr>
<td>- Setting</td>
<td>- Problem/Solution</td>
</tr>
<tr>
<td>- Problem/Solution</td>
<td>- Description</td>
</tr>
<tr>
<td>- Plot</td>
<td>- Compare and Contrast</td>
</tr>
</tbody>
</table>

Fiction texts typically have literary elements such as characters, setting, problem/solution, and plot. Hearing stories told and read aloud helps children internalize the elements of fiction. When they begin to read, they expect that there will be characters and that some will be more important than others. They also expect a resolution, a satisfying ending.

**Teacher Note:** It should be pointed out that expository-informational texts often contain *multiple* structural patterns. When reading expository text, readers should come to expect differing structures. When first introducing text organization, explicitly teach the structures one at a time, but as your students mature in their understanding of each one, begin to use more advanced texts that combine structures. (Such as cause and effect and sequence, or description and compare and contrast.)

One effective way to help students identify nonfiction structures is to teach words and phrases that frequently signal organization. For example, if students know that words such as like, unlike, and in contrast are often used when one thing is being compared to another, they can readily spot the author's intention and they'll be better equipped to understand the text as a whole. The following are typical signal words:
# Text Structure Signal Questions & Signal Words

<table>
<thead>
<tr>
<th>Cause and Effect</th>
<th>Compare and Contrast</th>
<th>Sequence</th>
<th>Problem and Solution</th>
<th>Description</th>
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<tbody>
<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

<p>| 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 |
|----|---------|-------|-----------|-----------|------------|-----------|------------|-------------|-----------|-------------|----------------|---------|--------|------|-----------|-----------------|------|-----------|----------|----------------|-------------|--------------|-------|--------|-------------|-------------|-----------------|-----------------|-----------------|--------------|----------------|----------------|-----------------|----------------|----------------|-----------------|</p>
<table>
<thead>
<tr>
<th>Cause and Effect</th>
<th>Compare and Contrast</th>
<th>Sequence</th>
<th>Problem and Solution</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<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>

**Preguntas reveladoras**

| ¿Qué sucedió? | ¿Qué cosas están siendo comparadas? ¿De qué maneras son similares? De qué maneras son diferentes? | ¿Qué cosas, eventos o pasos son enumerados? ¿Tienen que suceder en orden? ¿Siempre suceden en este orden? | ¿Cuál es el problema? ¿Por qué es esto un problema? ¿Se está haciendo algo para intentar resolver el problema? ¿Qué se puede hacer para resolver el problema? | ¿Qué tema, persona, idea o cosa específica se está describiendo? ¿Cómo se está describiendo (a qué se parece, cómo funciona, qué hace, etc.)? ¿Qué es importante recordar? |

**Palabras reveladoras**

<table>
<thead>
<tr>
<th>Entonces</th>
<th>Igual que</th>
<th>Primo</th>
<th>La pregunta es...</th>
<th>Por ejemplo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Porque</td>
<td>Similar</td>
<td>Secundo</td>
<td>El dilema es... El problema es...</td>
<td>Tal como...</td>
</tr>
<tr>
<td>Desde</td>
<td>Parecido</td>
<td>Siguiente</td>
<td>Para resolver este...</td>
<td>Para empezar</td>
</tr>
<tr>
<td>Por lo tanto</td>
<td>Tan bien como</td>
<td>Luego</td>
<td>Una respuesta es...</td>
<td>Un ejemplo</td>
</tr>
<tr>
<td>Si, entonces</td>
<td>No solo... sino también</td>
<td>Antes</td>
<td>La razón del problema es...</td>
<td>Para ilustrar</td>
</tr>
<tr>
<td>Esto dio lugar</td>
<td>Ambos</td>
<td>Después</td>
<td>*Espere que la palabra tópico (o un sinónimo o pronombre) sea repetida</td>
<td>Características</td>
</tr>
<tr>
<td>La razón por que</td>
<td>En lugar de</td>
<td>Finalmente</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Como resultado</td>
<td>Este o... Por otro lado</td>
<td>Después de</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Podría deberse a</td>
<td>A diferencia de</td>
<td>Al poco tiempo de</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efecto de</td>
<td>Contrario a</td>
<td>Ahora</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consecuentemente</td>
<td></td>
<td>Pronto</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan – Teaching Text Structure (Organization)

Materials Needed:

- *The Trail of Tears / El sendero de lágrimas* pg. 54 & 55 from *Time for Kids* gr. 5
- *Butterflies at Risk / Mariposas en peligro* pg. 32 & 33 from *Time for Kids* gr. 4
- *Welcome to the City of the Future / Bienvenidos a la ciudad del futuro* pg. 30 & 31 from *Time for Kids* gr. 5
- *Gold Rush / La fiebre del oro* from *Time for Kids: Exploring Nonfiction* gr. 4 card 10
- *Free to Celebrate / Libre para celebrar* pg. 62 & 63 from *Time for Kids* gr. 5
- Transparencies or enough individual copies for all students in the class.
- Chart or butcher paper
- sticky notes

Good Reader Habits to Reinforce:

- Stopping and questioning the text to build comprehension during reading.
- Rereading to repair breaks in comprehension.
- Tying learned vocabulary together with newly acquired vocabulary.

New Skills Being Introduced:

- Text Structure (Organization)

Prerequisites

- Students are able to distinguish between narrative and information-expository texts

Concepts to Understand:

- Authors think about the purpose behind their writing
- Authors think about the information that they want to provide the reader
- Authors think about the best way to organize their writing
- Informational-Expository text usually fits into 5 different organizational structures

Instruction:

This lesson will take between 3 and 5 days to complete. Breaks and stopping points should be determined by the teacher.

Eliciting Prior Knowledge:

The teacher begins by soliciting discussion of students’ prior knowledge about the structure of informational – expository text by asking questions such as: *What do we know about Informational-expository text? What are some differences between narrative text and informational-expository text? What might we expect to see in a piece of informational-expository text that we wouldn’t see in a piece of narrative text?*

The teacher can ensure that students’ thinking is made public by writing students’ ideas onto chart paper and posting it in the room. The teacher may also choose to have students’ write their ideas on sticky-notes, sharing them with the class, and then posting them on chart paper. *Student discussion should be encouraged and reinforced by prompting students to explain their thinking to the class.*
Accountable Talk:

Possible stems to use in encouraging classroom discussion:

- That's an important point.
- Did everyone hear what ____________ said?
- Why do you think that?
- How did you arrive at that idea?
- Who wants to add on...?
- Who agrees or disagrees? Why?

Possible Misconceptions

- Informational – expository text is written using the same structure as narrative text

Introduction:

*Teacher Note: This introductory lesson is taken from Stephanie Harvey’s *Exploring Nonfiction* pgs. 78 and 79*

- After eliciting prior knowledge of the differences between informational-expository and narrative text, the teacher will want introduce the 5 ways that informational-expository text is usually organized.
  *An example of an anchor chart which should be created and utilized for the remainder of the year is provided in the appendix at the end of this lesson.*

- Say, *Today I will show you how an author might take a subject and change it even within a sentence or two to fit the various organizational structures of informational-expository text.*

  *You may wish to have students copy these down as you introduce each one, or have a sheet printed with these examples for students to use as reference.*

  **Text Structure Examples:**

Sequence/Chronological Order:

Goose bumps make me shiver. First I get cold. Then I shake all over.

Description:

Goose bumps make me shiver. I get little bumps on my skin. They look like sesame seeds.

Compare and Contrast:

Some people get goose bumps from fear. Others get goose bumps when they are touched emotionally.

Cause and Effect:

Goose bumps make me shiver. When the temperature drops below 45 degrees, my skin crinkles into goose bumps.

Problem and Solution:

Goose bumps make me shiver. But they disappear as soon as I cover up with a jacket or sweater.
Group Practice:

*For this practice, place your students into groups of 3-5 students. Give each group a copy of the following five paragraphs. Have each group classify each paragraph as either chronological/sequence, cause and effect, problem and solution, compare and contrast, or description. The words written in red below the paragraphs are for teachers only. Do not include with the paragraphs.

*Adapted from literacyleader.com*

**Practice Paragraphs**

Willow Creek is very different from New York City. There are no tall skyscrapers in Willow Creek. All you can see are fields and sky. Instead of taxicab horns and fire truck sirens, it is so quiet at night that you can hear the crickets chirping. In New York, you may bump into someone with every step that you take, but in Willow Creek you may walk miles before seeing another person or house.

(Compare and Contrast)

An atoll is an island in the ocean formed by a ring of coral. It can take as long as 30 million years for a coral atoll to form. First, far out in the ocean a volcano erupts and creates an island. Coral reefs grow up around the island. Then, weather and other reasons cause the volcano to sink. The reefs that surrounded it are left behind. The water inside the reef is called a lagoon. The volcano completely disappears. Sand collects on top of the coral and creates islands called atolls. Finally, Plants and animals settle on the larger islands.

(Chronological/Sequence)

Every spring, shortly after the tulips bloom, farmers in Holland go through the tulip fields and cut the blooms off the tulips. This seems strange, because it leaves a field full of green stems. However, it makes the colorful tulip blooms grow back even bigger and stronger later that spring.

(Cause and Effect)

The first people known to enjoy chocolate were the Aztec Indians in Mexico. Aztec people, especially the kings, enjoyed a drink they called "chocolatl," the original hot chocolate. After visiting Mexico in 1519, the Spanish explorer Hernando Cortez brought chocolate back to Spain for the Spanish royal families to enjoy. Hundreds of years later, chocolate was made and sold in stores in Europe. Today the sweet, rich treat is enjoyed around the world.

(Description)
In our state, dams have been built on many rivers. These dams are used to produce the electricity we need, but they also create problems for fish and other wildlife near the rivers. Therefore, we should not build any more dams. Instead, we should use solar energy, or energy from the sun, to produce electricity. This will help us protect our wildlife and enjoy the natural beauty around us.

(Problem and Solution)

Individual Practice:

*After introducing the 5 structures of informational/expository text and guiding them in group practice, have students individually add on to these sentences to create each of the five structures:

Now, you try it!

**Text Structure Examples:**

Sequence:

The first day of school is always an interesting day.

Description:

The first day of school is always an interesting day.

Compare and Contrast:

The first day of school is always an interesting day.

Cause and Effect:

The first day of school is always an interesting day.

Problem and Solution:

The first day of school is always an interesting day.
**Whole group lesson** – Shared Reading - This lesson may need to be spread out over 4 or 5 days.

**First Text (Chronological Order/Sequence):**

- After the discussion, and the introduction to the concepts (along with group and individual practice), the teacher may now introduce the first text, *The Trail of Tears / El sendero de lágrimas*. The teacher provides a guiding question for students to think about as they are reading along with him/her. This question could be *“How did the author organize the information in this text?”*

- During the reading, the teacher works through *The Trail of Tears/El sendero de lágrimas* with the students. The teacher stops and facilitates discussion over what is happening within the text, and may also ask students to write their thinking on sticky-notes.

- After the reading, the teacher facilitates discussion over what the students learned about the Trail of Tears. The teacher writes the students ideas down on chart paper as they share out.

- After sharing out information gained from the reading, the teacher facilitates discussion around the text organization, utilizing the anchor chart. (The texts in this lesson will be the first texts to be taken through the process of adding them to the anchor chart.) *What clues help the reader know that this text was written in chronological order? Why did the author choose to organize the text information in this way? What did the author want the reader to know about this topic? (author’s purpose)*

**Second Text (Cause and Effect):**

- The teacher may now introduce the next text, *Butterflies at Risk / Mariposas en peligro*. The teacher provides a guiding question for students to think about as they are reading along with him/her. *“How did the author organize the information in this text?”*

- During the reading, the teacher works through *Butterflies at Risk/Mariposas en peligro* with the students. The teacher stops and facilitates discussion over what is happening within the text, and may also ask students to write their thinking on sticky-notes.

- After the reading, the teacher facilitates discussion over what the students learned about the danger that is threatening monarch butterflies. The teacher writes the students ideas down on chart paper as they share out.

- After sharing out information gained from the reading, the teacher facilitates discussion around the text organization, utilizing the anchor chart. *What clues help the reader know that this text was written in chronological order? Why did the author choose to organize the text information in this way? What did the author want the reader to know about this topic? (author’s purpose)*

**Third Text (Problem and Solution):**

- Introduce the next text, *Welcome to the City of the Future / Bienvenidos a la ciudad del futuro*. The teacher provides a guiding question for students: *“How did the author organize the information in this text?”*

- During the reading, the teacher works through *Welcome to the City of the Future/Bienvenidos a la ciudad del futuro* with the students. The teacher stops and facilitates discussion over what is happening within the text, and may also ask students to write their thinking on sticky-notes.
• After the reading, the teacher facilitates discussion over what the students learned about how clean energy and “green buildings” are changing the way we will live in the future. The teacher writes the students ideas down on chart paper as they share out.

• After sharing out information gained from the reading, the teacher facilitates discussion around the text organization, utilizing the anchor chart. What clues helped students know that this text was written in a problem and solution structure? Why did the author choose to organize the information in this text in this way? What did the author want the reader to know about this topic? (author’s purpose)

Fourth Text (Compare and Contrast):

• Introduce the next text, *Gold Rush / La fiebre del oro.*
   Guiding question for students: “How did the author organize the information in this text?”

• During the reading, the teacher works through *Gold Rush/La fiebre del oro* with the students. The teacher stops and facilitates discussion over what is happening within the text, and may also ask students to write down their thinking on sticky-notes.

• After the reading, the teacher facilitates discussion over what the students learned about the Gold Rush. The teacher writes the students ideas down on chart paper as they share out.

• After sharing out information gained from the reading, the teacher facilitates discussion around the text organization, utilizing the anchor chart. What clues helped students know that this text was written in a problem and solution structure? Why did the author choose to organize the information in this text in this way? What did the author want the reader to know about this topic? (author’s purpose)

Fifth Text (Description):

• Introduce the next text, *Free to Celebrate / Libre para celebrar.*
   Guiding question for students: “How did the author organize the information in this text?”

• During the reading, the teacher works through *Free to Celebrate/ Libres para celebrar* with the students. The teacher stops and facilitates discussion over what is happening within the text, and may also ask students to write down their thinking on sticky-notes.

• After the reading, the teacher facilitates discussion over what the students learned about Juneteenth. The teacher writes the students ideas down on chart paper as they share out.

• After sharing out information gained from the reading, the teacher facilitates discussion around the text organization, utilizing the anchor chart. What clues helped students know that this text was written in a description structure? Why did the author choose to organize the information in this text in this way? What did the author want the reader to know about this topic? (author’s purpose)

Using the Anchor Chart:

• As previously stated, the anchor chart should be a living document, something that is added to throughout the year as you and your class read informational-expository texts, not a chart that becomes stagnant. At first students may have a hard time grasping the various organizational structures of informational-expository texts. They will become better acquainted with the structures and patterns of informational-expository writing with every exposure that they have. We should guide our students to think about how the author thinks about his/her writing every time we read a piece of text.
Appendix

Resources to support Text Structure Instruction

Note to Teachers: The graphic organizers in this section have been developed to specifically fit the texts in this module. It’s important to note that graphic organizers are not ‘one size fits all’ and should be chosen or created based on the texts that will be used.
**Text Structure Anchor Chart**

*This is an example of what your anchor chart might look like. You are the expert of your students. Feel free to change graphics and/or wording based on the needs of your students.*

<table>
<thead>
<tr>
<th>TYPES of TEXT STRUCTURE</th>
<th>Title of Text</th>
<th>The Author wanted</th>
<th>How the information is organized in the text</th>
<th>The Author wanted (to show; information)</th>
<th>TYPES of Order/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronological</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cause and Effect</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Problem and Solution</td>
</tr>
<tr>
<td>Problem and Contrast</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Compare and Contrast</td>
</tr>
<tr>
<td>Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sequence of Events
Secuencia de eventos
Cause and Effect

Cause

Effect

Cause

Cause

Cause

Cause

Cause

Cause
Causa y efecto
Problema/Solución

¿De quién?
¿Qué?
¿Por qué?

PROBLEMA

Solución 1  Solución 2  Solución 3  Solución 4

Resultado  Resultado

Resultado final
Questions that Evoke Conversation

Text Structure

What type of text is this? How do you know?

What text structure has the author used to help you understand what you are reading?
   How does it help you?

How do you think the author organized the information?

Why do you think the author chose to organize the information in this way?

Questions that Evoke Conversation

Text Structure

What type of text is this? How do you know?

What text structure has the author used to help you understand what you are reading?
   How does it help you?

How do you think the author organized the information?

Why do you think the author chose to organize the information in this way?
Preguntas para promover la conversación

Estructura del texto

¿Qué tipo de texto es éste? ¿Cómo sabes?

¿Qué estructura de texto ha utilizado el autor para ayudarte a comprender lo que estás leyendo? ¿Cómo te ayuda?

¿Cómo crees que el autor organizó la información?

¿Por qué crees que el autor decidió organizar la información de esta manera?
MIDDLE SCHOOL QUESTION TASK CARDS

COMPARE/CONTRAST
(L.A. 2.2.7)
- How are ________ and ________ similar?
- How are ________ and ________ different?
- Why does the author compare ________ and ________ in this passage?
- How does the comparison between ________ and ________ help to illustrate ________?
- What advantage did ________ have over ________?
- In what way is ________ an appropriate comparison?
- Why did ________ have more ________ than ________?
- What do ________ and ________ have in common?
- How is ________'s attitude toward ________ like his/her attitude toward ________?
- How does the concept in article ________ relate to the concept in the article ________? Use details from ________ and ________ to support your answer.

MIDDLE SCHOOL QUESTION TASK CARDS

ORGANIZATION, INTERPRETATION & SYNTHESIS OF INFORMATION
(L.A. 2.3.5)
- Based on all information given, how does each part add to the idea that ________?
- How do ________ and ________ suggest the central idea that ________?
- According to the information given (including the chart, graph, etc.) about ________, which pair of ________ would ________?
- People who read this article will learn that ________.
- How does the concept in article ________ relate to the concept in the article ________? Use details from ________ and ________ to support your answer.

MIDDLE SCHOOL QUESTION TASK CARDS

AUTHOR'S PURPOSE/POINT OF VIEW
(L.A. 2.3.2)
- How does the author persuade the ________ to ________?
- What is the author's point of view about ________?
- What is the author's purpose for saying ________?
- How does the author's experience lead to ________?
- The author wants the reader to think ________.
- With which statement would the author most likely agree?
- Which feature would the author value the most?
- What is the author's attitude toward ________?
- Which statement best describes what the author probably thinks about ________?
- What kind of article did the author write about ________?
MIDDLE SCHOOL QUESTION TASK CARDS

MAIN IDEA
(L.A. 2.3.1)

- What is the main idea of this article?
- What would be another good title for the article?
- Which accomplishment/idea was most valuable?
- Which sentence gives the best summary?
- Which statement best describes the lesson/moral of this story?
- What is the primary topic in the article?
- What is the essential message in the article/story?
- What is the central idea of the article?
- What is the main goal of ________?

RELEVANT SUPPORTING DETAILS
- Which sentence best characterizes ________’s attitude toward ________?
- How does ________ support the idea that ________?
- How can the reader prove the idea that ________ is the main idea of this text?

MIDDLE SCHOOL QUESTION TASK CARDS

PATTERNS OF ORGANIZATION
(L.A. 2.3.1)

- What would an additional paragraph at the end of this passage most likely be about?
- What is the connection between ________ in paragraph ________ and ________ in paragraph ________?
- Why does the author use ________ to develop this text?
- How did the author begin this passage by saying ________?
- How did the author conclude this passage by saying ________?
- What would happen if ________ had been changed to ________?
- What happened after ________?
- How did the author organize the ________ paragraph?

MIDDLE SCHOOL QUESTION TASK CARDS

CHARACTER & PLOT DEVELOPMENT,
POINT OF VIEW, SETTING;
CONFLICT RESOLUTION; TONE
(L.A.E.2.3.1 & L.A.E.1.3.2)

- What is the main conflict in the essay?
- What is the central conflict between ________ and ________ introduced in the story/poem?
- How does ________’s character change from the beginning to the end of ________?
- What words/phrases create the tone of ________?
- How does the setting affect the feeling that ________?
- What word best describes the character?
- What pair of words best describes ________?
- How do ________’s responsibilities affect how he/she reacts?
- How do ________’s comments contribute to the development of the story/article?

MIDDLE SCHOOL QUESTION TASK CARDS

VALIDITY & ACCURACY OF INFORMATION
(L.A.A.2.3.6)

- On which facts are the opinions about ________ based?
- What are the reasons behind the author’s opinion that ________?
- How does the author use (word, phrase, etc.) to strengthen the opinion/argument that ________?
- According to the information, what is the MOST VALID argument for ________?
- Which statement best supports the idea that ________?
- What is the greatest benefit of ________?
- What evidence supports ________?
- What is the best evidence that ________?

MIDDLE SCHOOL QUESTION TASK CARDS

CAUSE/EFFECT
(L.A. 2.2.1)

- What caused ________ to ________?
- What was the effect of ________?
- Why did ________ happen to ________?
- How did the conflict between ________ and ________ begin?
- What is the main reason/cause that ________ happens?
- Which factor forces/infuences ________?
- Why does the author describe the character as ________?

MIDDLE SCHOOL QUESTION TASK CARDS

VOCABULARY/CONTEXT CLUES
(L.A. 1.3.2)

- What does “_______” mean?
- What does the author mean by saying “_______”?
- Which words help the author convey the meaning that ________?
- Which word(s) add to the idea that ________?
- What does the author imply by saying “_______”?
- How did the author organize the ________ paragraph?
- The origin of ________ is the root ________, meaning ________.
- What does ________ mean?
- Read the quotation from the article:
  "_______”
  In which sentence does the word ________ have the same meaning as in the quotation above?
- Read the quotation from the article:
  "_______”
  What does the phrase reveal about the narrator’s opinion of the situation?