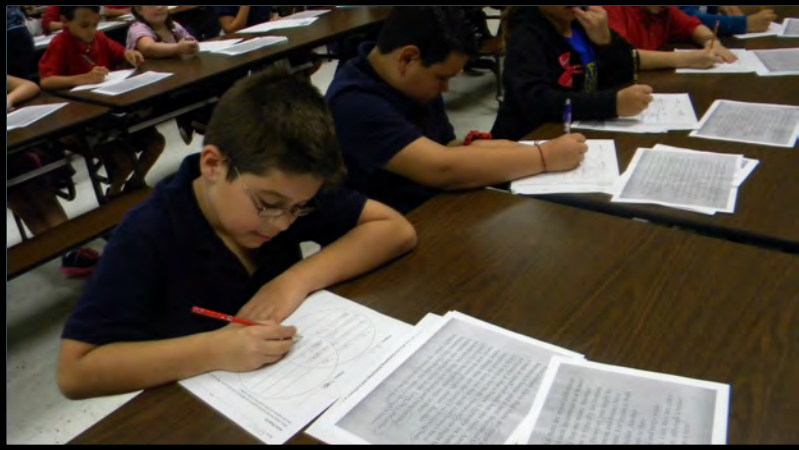


Digging Deeper into Text Structures



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For information concerning Teacher Grant opportunities, such as interschool visits, staff development, workshops, and Adapter and Disseminator grants, please contact:

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www.BrowardEdFoundation.org

Table of Content

<i>Title Page</i>	
<i>Table of Contents</i>	
<i>Goals</i> -----	3
<i>Objectives</i> -----	4
<i>LAFS</i> -----	5
<i>Course Outline</i>	7
<i>Rubrics/Scales</i>	12
<i>Workshops</i>	13
<i>Workshop # 1 Description</i>	16
<i>Workshop # 2 Sequence</i>	17
<i>Workshop # 3 Problem Solution</i>	18
<i>Workshop # 4 Cause and Effect</i>	19
<i>Workshop # 5 Compare and Contrast</i>	20
<i>Workshop # 6 Text Features of Fiction and Nonfiction</i>	21
<i>Workshop # 7 Fiction Narrative Elements</i>	27
<i>Appendix</i>	34
<i>Formative Assessment/Sample of Student Work</i>	39
<i>Websites</i>	40
<i>Recommended Book List</i>	42

Goals



- “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

1. Teach and reinforce the importance of identifying all the different types of text structure that authors use in fiction and nonfiction text.
2. Utilize nonfiction text features to improve students’ research learning skills.
3. Increase students’ comprehension of different kinds of text, so students will be able to be proficient readers in Science, Social Studies, and Mathematics (STEM).
4. Utilize “Accountable Talk” in Reader and Writer Workshop as springboard for learners’ awareness and accountability of their own learning.
5. Students will effectively use graphic organizes to identify text structure and use text evidence to backup their claims in writing.

Objectives



1. Students will understand the difference between fiction and nonfiction text structure.
2. Students will identify text features that will lead them to problem solving.
3. Students will identify in the text when and how an author uses compare-contrast, problem –solution relationship, cause and effect, description, and sequence of events.
4. Students will use close reading strategies to be able to write a response based on text evidence.
5. Students will use effective communication skills to actively participate in the readers and writers workshops.

Language Arts Florida Standards (K12): Quick Reference Guide

LA Strand:	READING	WRITING	LANGUAG
	Cluster 1: Key Ideas and Details	Cluster 1: Text Types and Purposes	Cluster 1: Conventions of Standard
Standard 1	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Standard 2	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling Cluster 2: Knowledge of Language
Standard 3	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	Cluster 2: Craft and Structure	Cluster 2: Production and Distribution of Writing	Cluster 3: Vocabulary Acquisition and Use
Standard 4	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Standard 5	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5. Demonstrate understanding of word relationships and nuances in word meanings.

Language Arts Florida Standards (K12): Quick Reference Guide

	READING	WRITING	LANGUAGE
Standard 6	6. Assess how point of view or purpose shapes the content and style of a text.	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
	Cluster 3: Integration of Knowledge and Ideas	Cluster 3: Research to Build and Present Knowledge	
Standard 7	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
Standard 8	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
Standard 9	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	Cluster 4: Range of Reading and Level of Text Complexity	Cluster 4: Range of Writing	

See Complete Course Descriptions for guidelines and grade specific standards
<http://www.cpalms.org/Public/search/courseLAFS> <http://www.fldoe.org/pdf/lafs.pdf> and
<http://www.cpalms.org/standards/lafs.aspx>

Course Outline



“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

What is Text Structure?

Text structure refers to the ways that authors organize and communicate 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.

In teaching students how to identify and manipulate text to comprehend the authors’ purpose, teachers need to instruct students on the typical text organization of fiction and non-fiction text structure:

Structure (Organization)	
Fiction	Non-Fiction
Story Elements: Characters Setting Problem/Solution Plot	Cause and Effect Sequence / Chronological Order Problem/Solution Description Compare and Contrast

For instance, teaching fiction text structure can be easily practiced through read aloud of fiction story such as The Three Little Pigs and the Big Bad Wolf. Teachers can model for their students through their teacher think aloud how to identify the setting, the characters, the problem and how the characters work together to solve their problem. After the read aloud, students use a graphic organizer to identify the different text structure that the author used in the writing of the book and can write a paragraph using the appropriate paragraph frame.

One instructional strategy that is widely used to facilitate the learning and identification of nonfiction text structure is the use of signal words. For example, to show cause and effect many authors use words such as so, because, reason why, and consequently.

Authors use text features to bring attention to important details. Students can use the following features to become more successful and efficient in their reading:

Text Features	
Fiction	Non-Fiction
<ul style="list-style-type: none"> Title Chapter Index (for Chapter Books) Illustrations Bold Print Continuous Text Paragraphing Dialogue 	<ul style="list-style-type: none"> Title Table of Contents Index Photos Captions Diagrams Glossary Date line (periodicals) Bold Print Headings Sub-titles

Learn by Reading

VOCABULARY	
cell	p. A6
leaf	p. A6
nutrient	p. A7
plant	p. A6
root	p. A6
stem	p. A6

READING SKILL
Text Structure Read the headings at the top of each section. Write down an idea that you think you will read about in each section.

Plants Meet Their Needs (heading)

Plants (subheading)

MAIN IDEA Plants use their parts to meet their basic needs.

Living things, or things that are alive, are found all over Earth. All of the living things on Earth can be separated into groups. Two groups of living things are plants and animals. A **plant** is a living thing that grows on land or in the water, cannot move from place to place, and usually has green leaves. (key words)

These sunflowers need sunlight and air to grow. They also need water and nutrients from the soil. (caption)

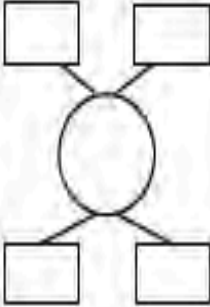
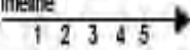
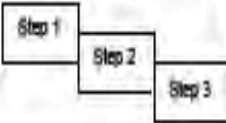

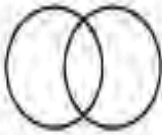
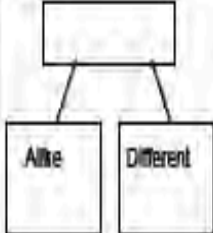
A6 • Chapter 1 • Lesson 1

Course Outline



Instructional Delivery	Topics
Workshop 1	Description Text Structure , signal words, complete graphic organizer, and write a summary about the text using the description paragraph framework.
Workshop 2	Sequence Text Structure , signal words, complete graphic organizer, and write a summary about the text using the sequence paragraph framework.
Workshop 3	Problem Solution Text Structure , signal words, complete graphic organizer, and write a summary about the text using the Problem Solution paragraph framework.
Workshop 4	Cause and Effect Text Structure , signal words, complete graphic organizer, and write a summary about the text using the Cause and Effect paragraph framework.
Workshop 5	Compare Contrast Text Structure , signal words, complete graphic organizer, and write a summary about the text using the Compare Contrast paragraph framework.
Workshop 6	Text Features of Fiction and Nonfiction
Workshop 7	Fiction Narrative Elements

Text Structures

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

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

Rubrics/Scales



4-Exemplary	In addition to exhibiting level 3 performance, the student's responses demonstrate in-depth inferences and applications that go beyond what was taught in class.
3-Proficient	The student's responses demonstrate no major errors or omissions regarding any information and/or processes.
2-Developing	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however, they do not indicate major errors or omissions relative to the simpler details and processes.
1-Beginning	The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge.
0	The student provides little or no response. Even with help the student does not exhibit a partial understanding of the knowledge.

Source:
Robert
Marzano
Student
Self-
Assess-
ment
Rubric

"I Can" Rubric	
Skill:	
4—Expert Exceeds	I understand completely! I can do it without making mistakes! I can help others!
3—Master Proficient	I understand the important ideas! I can do it by myself! Once in awhile, I make little or careless mistake.
2—Apprentice Developing	I'm getting there! My mistakes show I understand most of the important ideas. Sometimes I need help.
1—Novice Beginning	I don't understand yet. I can't do it by myself. My mistakes show that I have trouble with the important ideas.

Workshops



During Reader and Writer Workshops teachers need to introduce students to what is text structure and how authors use the text structure to organize text in a way that the reader can effectively comprehend the author's purpose. Teachers explain the learning intentions to students. Students will be expected to recognize expository text structures such as the following: sequence, description, compare-contrast, cause-effect, and problem-solution. The ability to identify and analyze these text structures in reading helps make expository text easier to understand even for struggling readers. Students should also use these text structures to organize their own writing. The following research-based teaching strategies can be applied in teaching students to use text structure:

1. Discuss with students that writers use text structures to organize information. Introduce the concept to them, and reinforce it every time students read and write.
2. Introduce and work on text structures in this order: description, sequence, problem and solution, cause and effect, and compare and contrast.
3. Skim and scan to predict text structure(s). Make predicting possible text structures a part of every pre-reading activity.
4. Teach the signal words for each text structure. Prior to reading, skim and scan passages and make predictions about text structure. During reading, analyze text and revise predictions about structure.
5. Teach and model the use of graphic organizers to go with each text structure. Identify text structures in advance and provide appropriate graphic organizer. For example, the teacher models charting the structure of specific paragraphs while conducting a close reading. This practice provides students with the support to use the graphic organizer to write different text types.

6. Scaffold instruction using the gradual release of responsibility model. Spend quality instructional time in each phase of the model when teaching text structure strategies. For example, the teacher uses a think aloud to model for demonstration. The teacher then invites students to participate for shared demonstration. Then, students practice with teacher support for guided practice. Finally, students apply the skills and strategies they have learned for independent practice.
7. Model a think-aloud strategy. The teacher reads aloud a paragraph, pausing at appropriate points to share his/her own comprehension strategies and understanding of the text. Next the teacher might move to a shared-reading strategy, encouraged students to talk aloud as they engage in the process with the teacher. For example, the teacher asks students to talk about the clues they use to try to identify the text structure.
8. Ask focusing questions targeting text structure. Teachers can use focusing questions as a means of scaffolding the use of strategies or assisting students in the think-aloud process. For example, the teacher asks a student which signal word might be best to show a particular relationship among ideas in a text structure.
9. Use and create non-linguistic representations. For example, during reading the teacher models the drawing of a series of pictures to represent a sequence described in the passage.
10. Write using the text structures. While students watch, the teacher models writing a paragraph using a particular text structure and describes his/her actions as he/she is writing. Then, students write their own paragraphs using text structure/ paragraph frames as templates.
11. Make the connection between reading and writing. When students read an example of a particular text structure, have them write using that same text structure paragraph frameworks. Writing can be done as a pre-reading or post-reading strategy.
12. Rewrite a paragraph or passage using a different text structure than the original. Compare the two and analyze why the author might have chosen the original pattern.

13. Read and analyze a variety of text, both single-structure passages and multi-structure passages. Use every opportunity that students read as an opportunity to teach text structure.
14. Have a text structure treasure hunt with a newspaper, classroom magazine, nonfiction book, textbook chapter, or students' independent reading material.
15. Use summary frame questions to guide students' comprehension before, during, and after reading. Each organizational structure suggests questions which readers should consider as they are reading and be able to answer once they've finished reading the passage.

Workshop # 1

Description

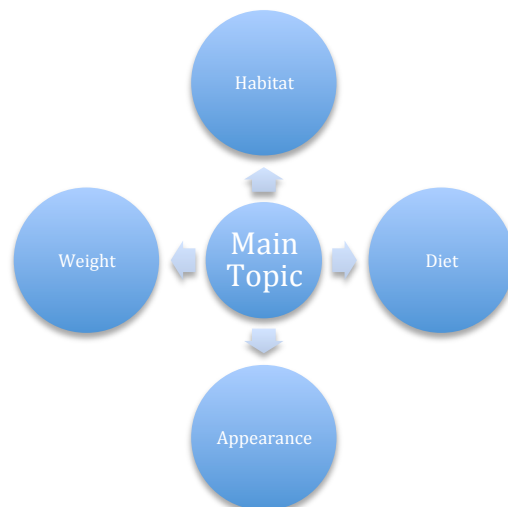


Description

Description is a form of writing that is used to describe the attributes and features of people, places, or items. Usually in descriptive writing, the main topic is introduced and then the attributes are included in the body of the paragraph. Words that signal this type of text structure are for example, for instance, such as, characteristics are, looks like, consist of, and most importantly. A graphic organizer, such as the Semantic Web or the bubble map from Thinking Map, may be used to map the individual characteristics or traits of the topic being introduced.

Text Example

The Loggerhead is a relatively easy turtle to identify. To begin with, the Loggerhead has a reddish-brown upper shell and a dull brown to yellowish lower shell. The shells consist of an upper part, known as the carapace, and a lower section, called the plastron. Hard scales (or scutes) cover the shells, and the number and arrangement of these scutes are used to determine the species. The adult Loggerhead weights from 200 to 350 pounds and lives in temperate and subtropical waters. Another important fact about this turtle is it is the most common sea turtle that nests on the shores of the United States. In addition to eating small fish, the Loggerhead sea turtle feasts on shellfish, clams, horseshoe crabs, and mussels. Unfortunately, the Loggerhead turtle is classified as threatened.



Workshop # 2

Sequence



Sequence/ Chronological Order of Events

Sequence is a form of writing that is used if the author wishes to inform readers about certain topics by presenting this information by listing events or steps in a sequence or in presenting information in chronological order using time. Words that signal this type of text structure are first, next, before, and after. A graphic organizer, such as a flowchart or the Flow Map from Thinking Maps, may be used to sequence events or steps of the information being introduced.

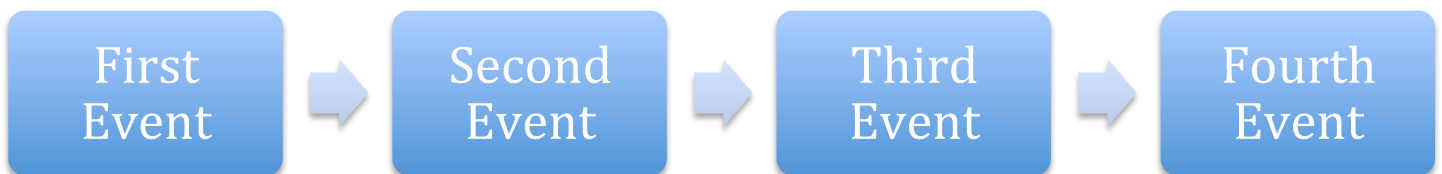
Text Example

During the months from May to September, the Loggerhead turtle comes ashore to nest at night. First the turtle crawls out of the sea to the beach in search of the right place to build a nest for its eggs. Once the location is identified, the turtle digs a hole with its flippers that measures 8" wide and 18" deep. Next, the turtle lays around 120 eggs the size of ping-pong balls. The turtle then covers the nest by throwing sand over the nest with its flippers. The turtle does this to protect the eggs from predators. Finally, the turtle makes its way back to the sea, and does not return to attend to the nest.

Chronological Order of Events



Sequence of Events



Workshop # 3

Problem and Solution

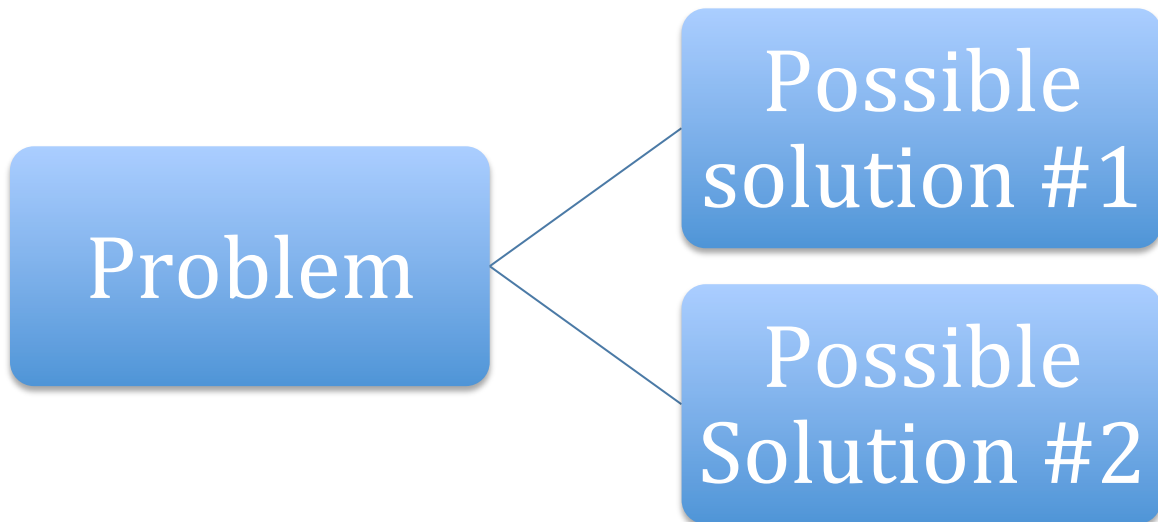


Problem/Solution

Problem/Solution is used to present a problem and the possible solutions to this problem. Words that signal this type of text structure are the question is, the problem is, therefore, and if...then, the dilemma is, puzzle is, solved, answer, because, since, this led to, the main difficulty, one possible solution is, one challenge is, this led to, and so that. A graphic organizer such as Brace Map from the Thinking Map collection may be used to represent the problem and its possible solutions.

Text Example

The Loggerhead sea turtle is threatened. Conservationists are attempting to help the survival rate of the Loggerhead turtles. Their solution is to educate the public about the nesting habits of the sea turtles and help pass gillnetting regulations for fishermen.



Workshop # 4

Cause and Effect

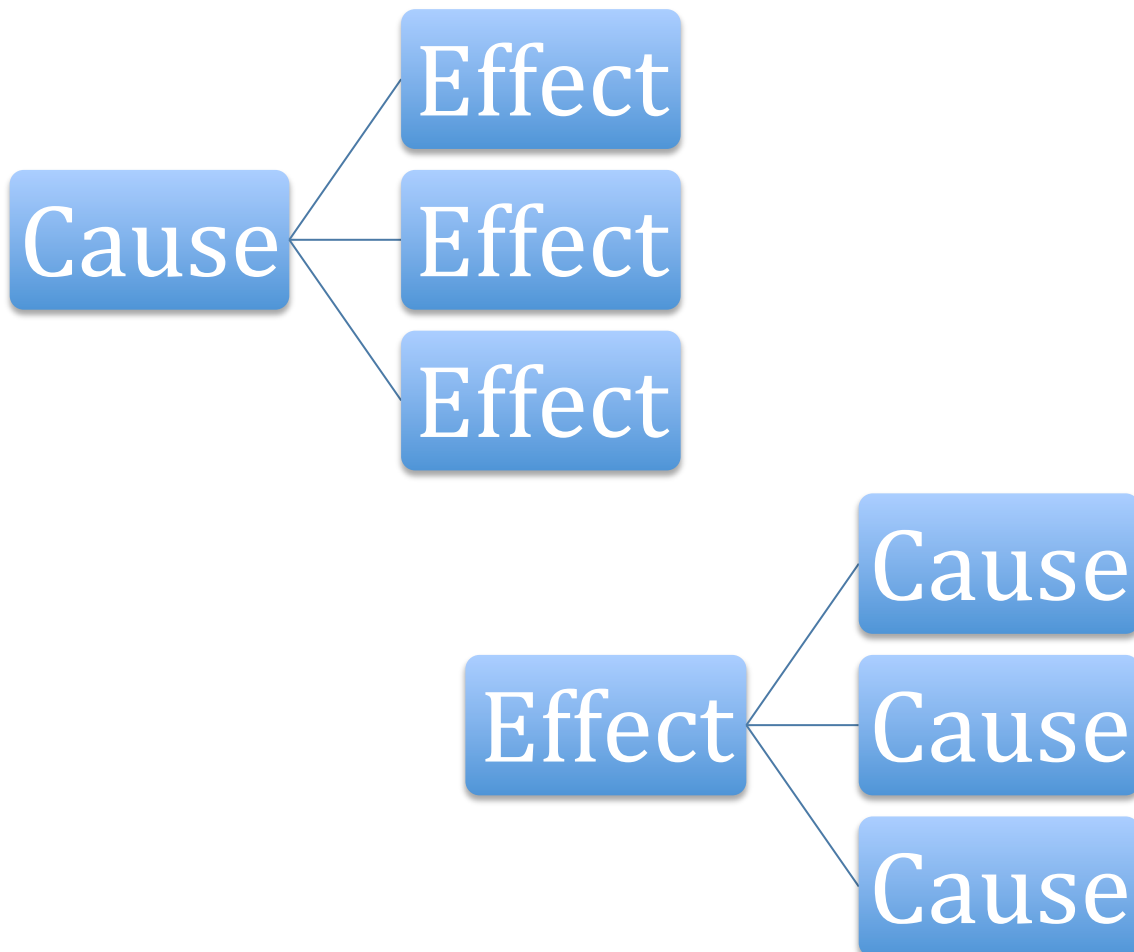


Cause/Effect

Cause/Effect is used to show how the facts, events, or concepts result due to other facts, events or concepts. Words that signal this type of text structure are because, since, therefore, if...then, as a result of, thus, and hence, reason why, reason for, so, since, in order to, effects of, caused by, result, outcome, impact, influence by, and brought about by. A graphic organizer such as a Multi-Flow Map from the Thinking Map Collection may be used to represent the relationship between the causes and effects.

Text Example

Natural predators such as snakes, sea gulls, and raccoons are considered threats to the sea turtles, but human beings are considered to pose the greatest threat to the sea turtles. People threaten the turtles if they disturb the nesting sites or harm the sea turtles at sea. Because of these dangers, the Loggerhead sea turtle is considered threatened.



Workshop # 5

Compare and Contrast

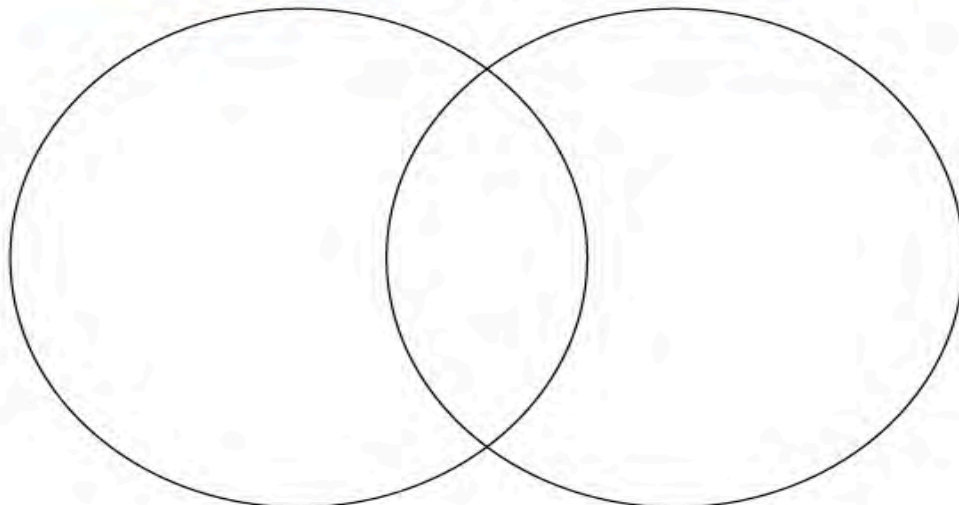


Comparison/Contrast

Comparison/Contrast text shows how two or more people, places, or things are alike or different. Authors use descriptions of the items being compared to illustrate the differences or the similarities of the items being compared. Words that signal this type of text structure are but, however, although, yet, similarly, on the other hand, while, and for instance. A graphic organizer, such as a Venn Diagram or a Double Bubble Map from the Thinking Map Collection, may be used to depict the similarities and differences in facts, events, items, or concepts.

Text Example

The Green sea turtle and the loggerhead sea turtle nest along the Atlantic and the Pacific shores in the United States. The Green sea turtle is on the endangered list while the Loggerhead is listed as threatened. The Green sea turtle eats grass, algae and other vegetation and is classified as herbivorous. Unlike the Green sea turtle, the Loggerhead turtle is classified as carnivorous, and eats horseshoe crabs, clams, and mussels. Both sea turtles live in temperate and subtropical waters and tend to stay near the coastline.



Loggerhead Sea Turtle

Green Sea Turtle

Workshop # 6

Text Features of Fiction and Non-fiction



T.H.I.E.V.E.S.- A Strategy for Previewing Textbooks Non-Fiction

This activity will help students with comprehension by allowing them to preview the text structure in an organized manner. This pre-reading strategy will allow students to “steal” information before they actually begin reading the chapter. Students will survey the text in the following manner:

- **Title** – Students sometimes skip the title, but it provides valuable information by establishing the topic and the context of the chapter. If the text is written in chronological order, the title may indicate where the chapter would fit on a timeline. Some questions that the student may ask while looking at the title include:
 - ✓ What do I already know about this topic?
 - ✓ How does it connect to the previous chapter?
 - ✓ How can I turn this title into a question to focus my reading?
- **Headings** – Headings indicate the important sections of the chapter. They help students identify the specific topics covered. Students can turn the headings into questions to create a more focused look at information covered in the chapter. Some questions that the student may ask while looking at the headings include:
 - ✓ How does this heading let me know what I will be reading about?
 - ✓ What topic will be discussed in the paragraphs below this heading?
 - ✓ How can I turn this heading into a question that can be answered when I read this section?
- **Introduction** – The introduction provides an overview of the chapter. It may come after the title and before the first heading. Sometimes the goals and objectives of the chapter are stated in the introduction. Some questions that students may ask when previewing the introduction include:
 - ✓ Is the introduction marked or do I have to locate it?
 - ✓ Does the first paragraph introduce the chapter?
 - ✓ What important information will I find in the introduction?
 - ✓ Do I already know anything about this?
- **Every first sentence in a paragraph** – First sentences are often the topic sentences of the paragraph, and by reading these a student can get an idea of the information that will be contained in the chapter.

- **Visuals and Vocabulary** – Students should look at all pictures, charts, tables, maps and graphs contained in the chapter. They need to read the captions and labels on each. This enables students to learn a little about the topic before they begin to read. Some questions that students may ask about the visuals include:

- ✓ How do these visuals relate to the content of this chapter?
- ✓ What can I learn from them?
- ✓ How do the captions help me understand the visual?

Vocabulary unlocks the meaning of the content. Students need to understand vocabulary in order to comprehend the text. Vocabulary may or may not be identified as key words. It might be highlighted or italicized in the text. Some questions that students may ask about the vocabulary include:

- ✓ Is there a list of key words and are they defined in the glossary?
- ✓ Are there important words in boldface or italics?
- ✓ Do I know the important words?
- ✓ Are there other words I don't know?

- **End-of-Chapter Questions** – These questions indicate important points and concepts from the chapter. Just reading these questions will help students target information that is important in the text and establish a purpose for reading. Some questions that students may ask about the end-of-chapter questions include:

- ✓ What do these questions ask?
- ✓ What information will be important in this chapter?
- ✓ How do I locate this information in the text?

- **Summary** – Many texts contain a summary at the end of the chapter. Students can read the summary to activate prior knowledge and give them an idea of the important concepts contained in the chapter.

THIEVES was created by Suzanne Liff Manz, an educational therapist and instructor at Nassau Community College in Garden City, NY. It was published in *The Reading Teacher* Volume 55 Number 5 in February, 2002.

T.H.I.E.V.E.S Question Stems

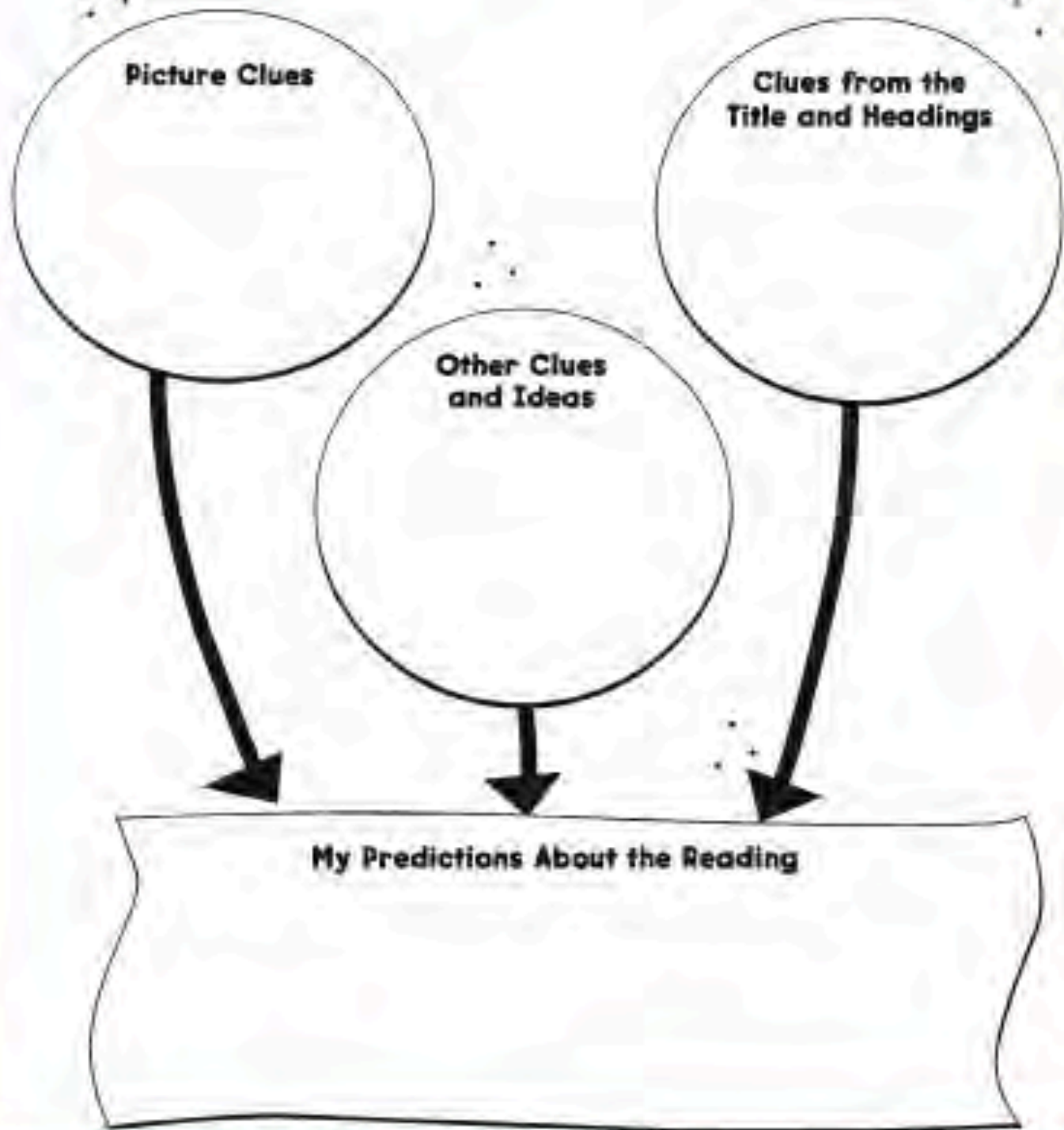
Students and parents, here is a great strategy to preview chapters of any textbook or any type of nonfiction article. It is known as T.H.I.E.V.E.S., an acronym for the steps of the strategy. After a few times of practice, you will find this strategy easy, and very effective in improving your comprehension of what you read.

T	<p>TITLE What is the title? What do I already know about this topic? What does this topic have to do with the preceding chapter? Does the title express a point of view? What do I think I will be reading about?</p>
H	<p>HEADINGS/SUBHEADINGS What does this heading tell me I will be reading about? What is the topic of the paragraph beneath it? How can I turn this heading into a question that is likely to be answered in the text?</p>
I	<p>INTRODUCTION Is there an opening paragraph, perhaps italicized? Does the first paragraph introduce the chapter? What does the introduction tell me I will be reading about?</p>
E	<p>EVERY FIRST SENTENCE IN A PARAGRAPH What do I think this chapter is going to be about, based on the first sentence in each paragraph?</p>
V	<p>VISUALS AND VOCABULARY Does the chapter include photographs, drawings, maps, charts, or graphs? What can I learn from the visuals in a chapter? How do captions help me better understand the meaning? Is there a list of key vocabulary terms and definitions? Are there important words in boldface type throughout the chapter? Do I know what the bold-faced words mean? Can I tell the meaning of the boldfaced words from the sentences in which they are embedded?</p>
E	<p>END-OF-CHAPTER QUESTIONS What do the questions ask? What information do I learn from the questions? Let me keep in mind the end-of-chapter questions so that I may annotate my text where pertinent information is located.</p>
S	<p>SUMMARY What do I understand and recall about the topics covered in the summary?</p>

Common Text Features

Type of Text Feature	Purpose Of Text Feature
Title	Quickly tells the reader what information they will learn about
Table of Content	Shows students the different chapter or section titles and where they are located in the book
Index	Direct students where to go in the text to find specific information on a topic, word, or person
Glossary	Identifies important vocabulary words for students and gives their definitions
Headings or Subtitles	Help readers identify the main idea for that section of text
Sidebars	Are set apart from the main text, (usually located on the side or bottom of the page) and elaborate on a detail mentioned in the text
Pictures and captions	Show and communicate an important object or idea from the text
Labeled Diagram	Allow readers to see detailed depictions of an object from the text with labels that teach the important components
Charts and Graphs	Represent and show data related to, or elaborate on, something in the main body of text
Maps	Help the readers locate a place in the world that is related to the text
Cutaways and Cross sections	Allow readers to see inside something by dissolving part of a wall or to see all the layers of an object by bisecting it for viewing
Inset Photo	Can show either a faraway view of something or a close-up shot of minute detail
Bold Prints	Use to emphasize the meaning or use of a word in context

Prereading Organizer



From *Teaching Students to Read Nonfiction*

 **SCHOLASTIC**

<http://www.scholastic.com>

Workshop # 7

Fiction Narrative Elements



Teaching narrative elements help students comprehend fiction text and apply the skills into writing creative stories. When teaching narrative elements a teacher should plan to divide the instruction into three sections. These are what the teacher does before reading the story, what does the teacher does during reading the story, and what he/she does after reading the story.

Before reading the story, the teacher should establish a purpose for reading the story, so students will know what are they looking for as good readers. Picture walk of the story is highly encourage during this section because it teach student to use pictures as a form of text that will help students infer, predict and hypothesize about the outcomes of the story.

During reading, teachers model think aloud and use graphic organizers to model how the authors use text structure to convey their point of view. During this section students confirm or correct their predictions and inferences. After reading, teachers reflect with students on the theme or lesson that the author communicated throughout the story. This is when students will benefit from retelling the most important events in sequence. Students increase comprehension of text when learn to use text structure to identify the author's message.

Workshop # 7

Fiction Narrative Elements

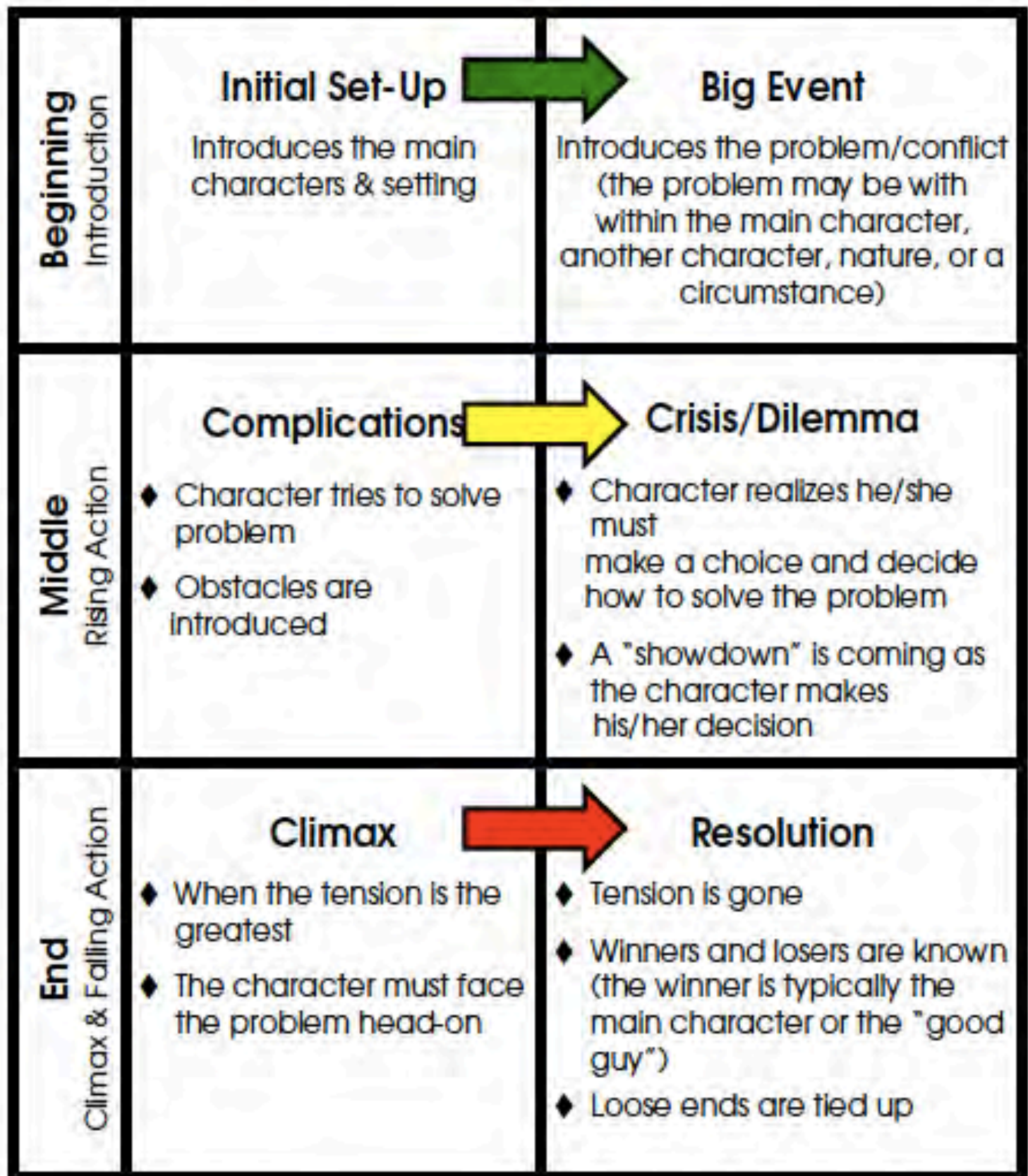


- Characters: main characters & supporting characters
- Setting: when and where did the story take place
- Problem or Conflict: usually introduced early on; can be external or internal
- Plot or Text Structure: the rise and fall of action
- Solution or Resolution: how the problem or conflict is solved
- Point of View: Who is telling the story? 1st person (main character telling story; use of “I” and “me”) or 3rd person (narrator telling story; use of “he/she”, “him/her”)
- Theme: More than the topic of the story, the “message” the author is trying to send through the use of the story

Read-Write-Think provides great resources to teach fiction narrative elements. Visit the following website for a detail presentation on how students can learn to identify them:

<http://www.readwritethink.org/files/resources/interactives/lit-elements/overview/>

Text Structure: FICTION



Text Structure for Fiction

Text Title:

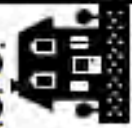
<p>Beginning Introduction</p>	<p>Initial Set-up (characters & setting)</p>	<p>Big Event (problem introduced)</p>
<p>Middle Rising Action</p>	<p>Complications (other problems character faces)</p>	<p>Crisis/Dilemma (character decides to solve the problem)</p>
<p>End - Climax & Falling Action</p>	<p>Climax (character faces problem head-on)</p>	<p>Resolution (problem is solved)</p>

Fiction Text Structure Retelling Organizer

Characters: Who?



Setting: When and Where?



Title:

Problem: What's Wrong?



Solution



Characters: Who?



Setting: When and Where?



Problem: What's Wrong?



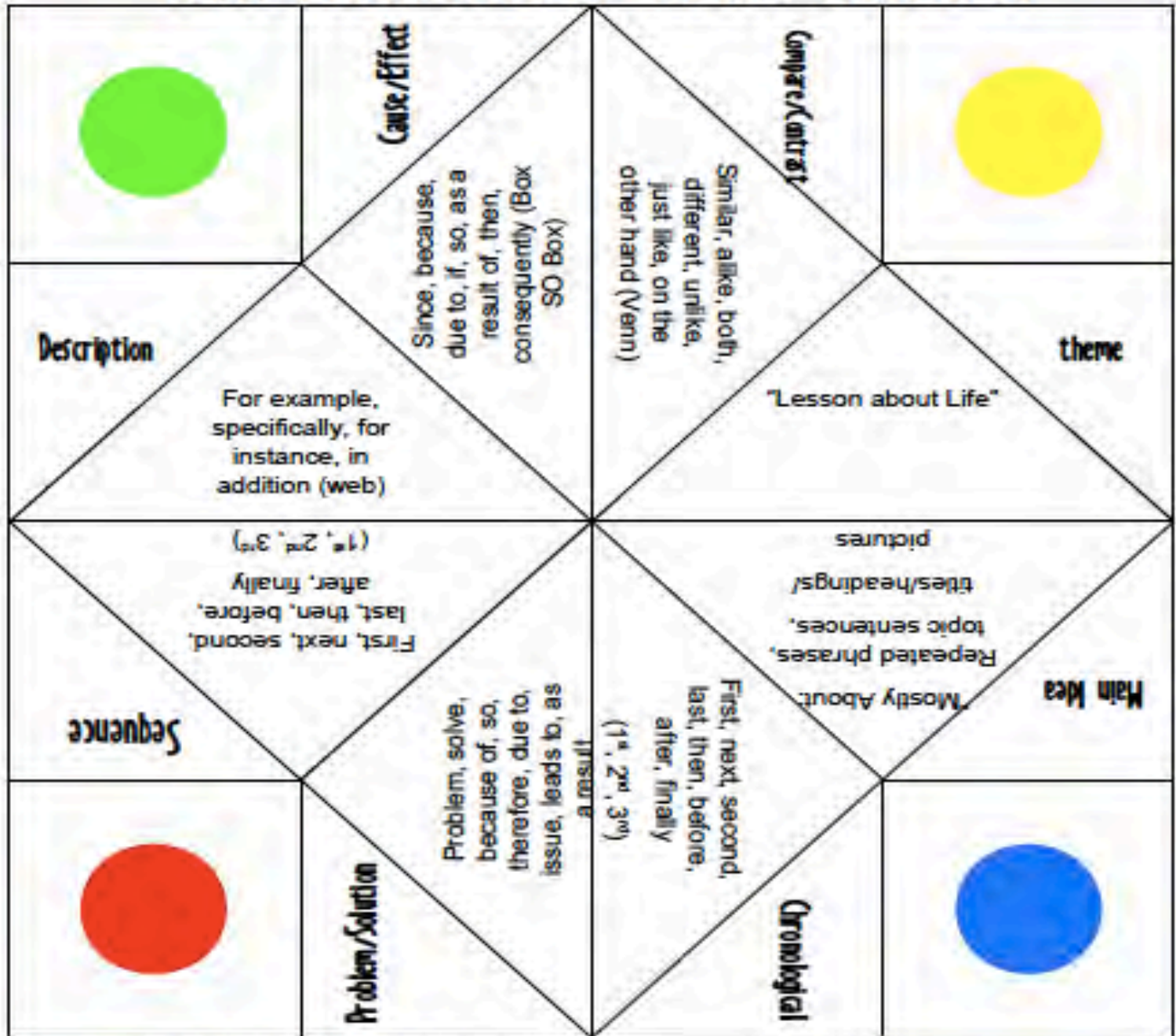
Events to Solve Problem



Solution



TEXT STRUCTURES COOTIE CATCHER



1. Print and cut round outside of cootie catcher
2. Fold in half and in half again
3. Open out, turn over so top is blank and fold each corner into the middle
4. Turn over and repeat
5. Turn over so you can see the pictures
6. Slide your thumb and your finger behind 2 of the pictures and press together so they bend round and touch
7. Turn over and repeat with the thumb and finger of the other hand for the other two pictures
8. All the pictures should now be at the front with centres touching and you are ready to use your cootie catcher!

www.downloadablecootiecatchers.wordpress.com

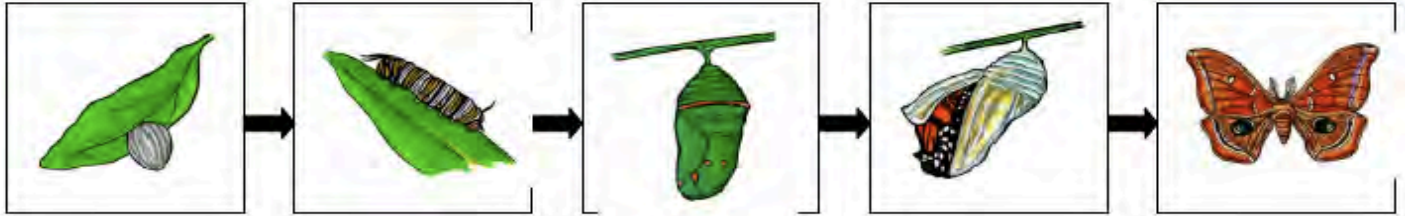
Appendix



Resources to support Text Structure Instruction

Sequence

Provides a series or steps



first
on (date)
next
then

Signal Words
second
not long after
at the same time

before
after that
finally

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

Sequence

Provides a series or steps



1. _____
2. _____
3. _____
4. _____
5. _____



first
on (date)
next
then

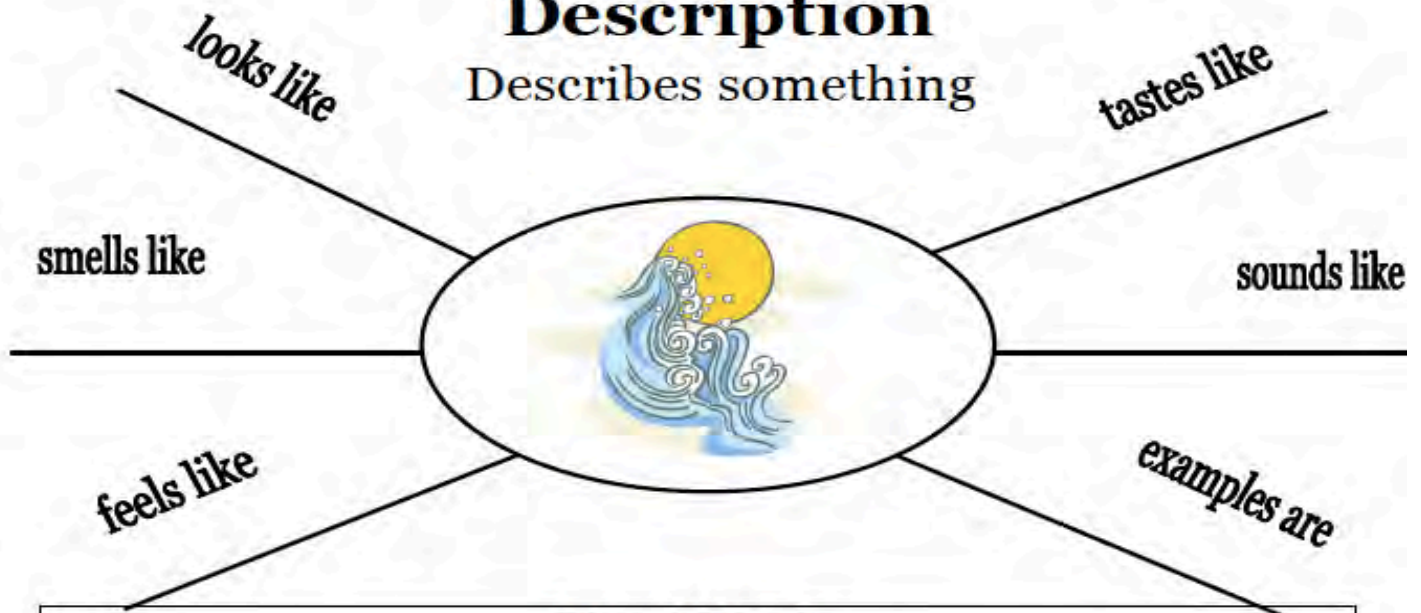
Signal Words
second
not long after
at the same time

before
after that
finally

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

Description

Describes something

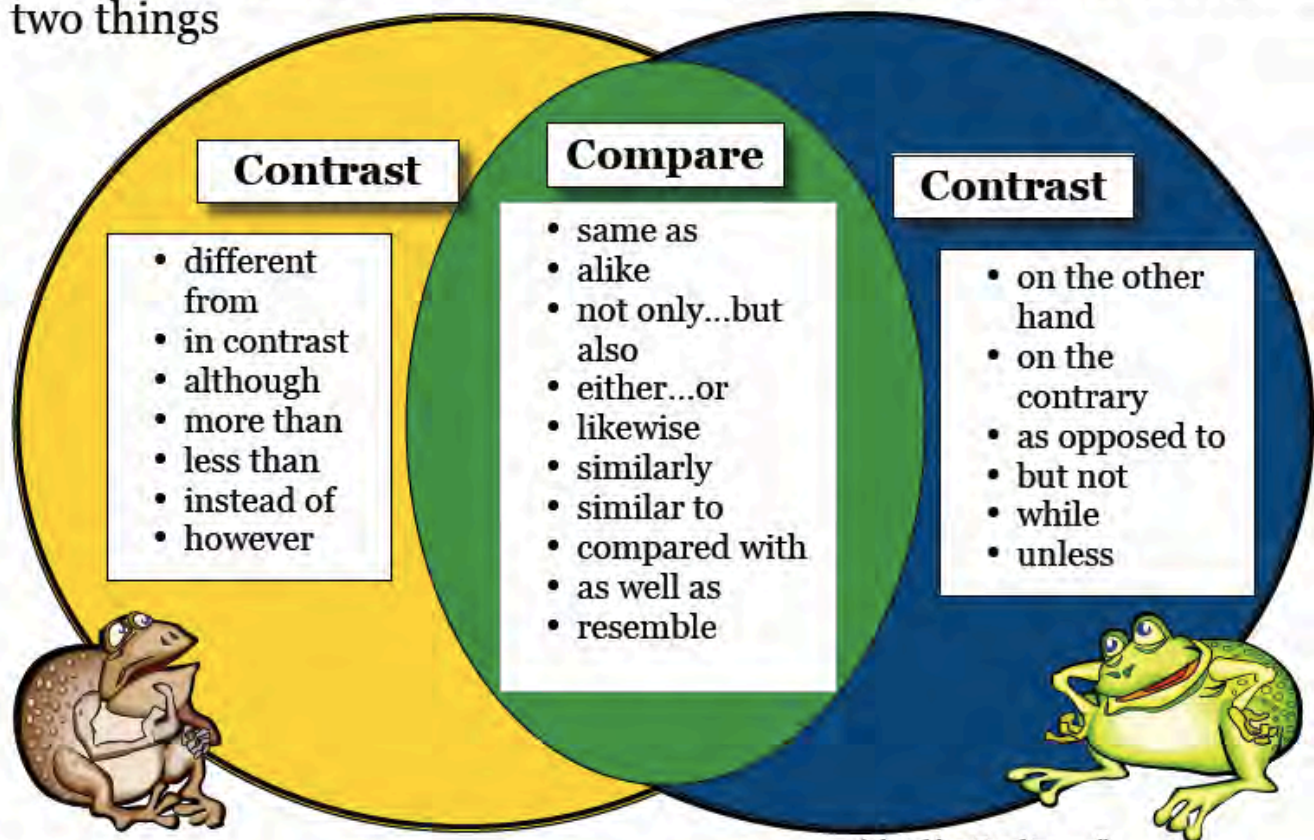


Signal Words		
for example	characteristics are	for instance
to begin with	also	in fact
in addition	such as	to illustrate
most important	another	furthermore
in front	beside	near
about	is	are
has	have	does

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

Comparison and Contrast

Compares and contrasts the similarities and differences between two things

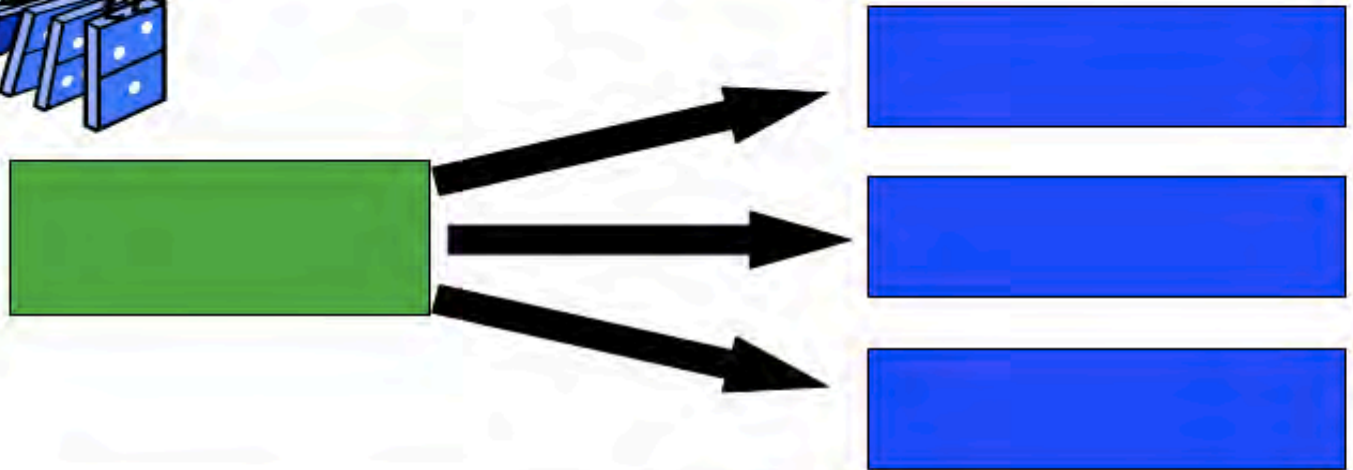


(Adapted from Tompkins, 2006)



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	in order to
may be due to	effects of	thus
for this reason		

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

Problem and Solution

Identifies a problem and a solution to the problem



Signal Words	
the problem is	the dilemma is
the puzzle is	the question is
solve	a solution
question...answer	one answer is
one reason for the problem	

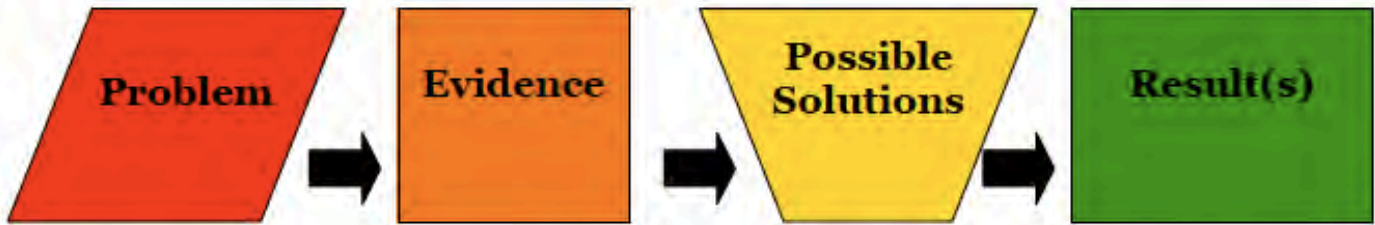
Adapted from Tompkins (2006)



Problem and Solution



Identifies a problem and a solution to the problem



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

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

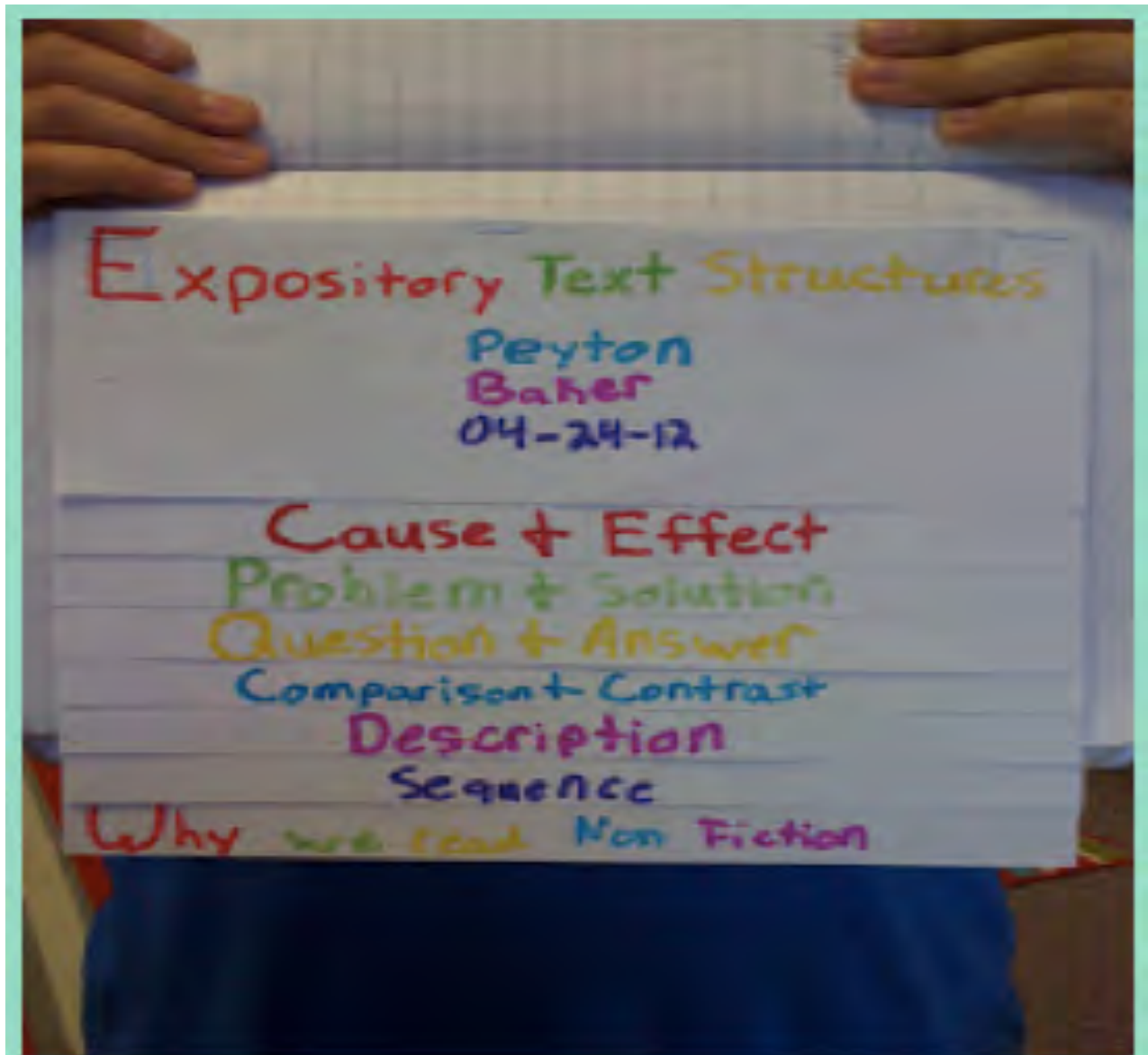
if
so
perhaps
possibly

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

Adapted with permission from Hailey & Winkler (2005)
Shared by Becky Cox, Valley Center

Formative Assessment

Sample of Student Work



Websites



Literacy Matters: Text Structure

<http://www.literacymatters.org/content/text/intro.htm#geninfo>

Text Structure Resources

<http://www.literacyleader.com/?q=textstructure>

Text Structure

<http://forpd.ucf.edu/strategies/strattextstructure.html>

Structural Clues in Nonfiction - PDF

http://www.eastideliteracy.org/tutorsupport/documents/HO_StructuralClues.pdf

Resources



http://t4.jordan.k12.ut.us/teacher_resources/inspiration_templates/#cause

printable graphic organizers for various text types; also features downloadable organizers in Inspiration or Adobe to use for PowerPoints or Smartboards.

<http://www.literacymatters.org/content/text/intro.htm>

good info on instructional techniques for text structure, with links to many helpful sites that contain lesson plans, organizers, and more.

<http://teacher.scholastic.com/reading/bestpractices/nonfiction/fiveTextStructures.pdf>

A printable STUDENT page from Scholastic.

<http://www.homepages.dsu.edu/venekaml/Lewis%20and%20Clark/EXPOSITORY%20TEXT%20STRUCTURES.htm>

Expository text structure webquest

<https://sites.google.com/site/achernywebquesttextstructure/text-structure-review>

<https://sites.google.com/site/achernywebquesttextstructure/process>

Text Structure webquests

Recommended Book List



P = primary grades (K-2); M = middle grades (3-5); U = upper grades (6-8)

Chronological Sequence:

Aliki. (1992). Milk from cow to carton. New York: Harper Collins. (P-M)

Carrick, C. (1978). Octopus. New York: Clarion. (M)

Cole, J. (1981). My puppy is born. New York: Morrow. (P-M)

Gibbons, G. (1985). Lights! Camera! Action! New York: Crowell. (M)

Giblin, J. C. (2000). The amazing life of Benjamin Franklin. Scholastic.

Cause and Effect:

Aardema, Verna. Why mosquitoes buzz in people's ears. Dial.

Ammon, R. (2000). Conestoga wagons. Holiday House.

Arnold, Tedd. Ollie forgot. Dial.

Asch, Frank. Turtle tale. Dial.

Blos, Joan W. Old Henry

Branley, F.M. (1985). Flash, crash, rumble, roll. New York: Harper & Row. (P-M)

Branley, F.M. (1985). Volcanoes. New York: Harper & Row. (P-M)

Branley, F.M. (1985). What makes day and night? New York: Harper & Row. (P-M)

Brown, Margaret Wise. The runaway bunny. Harper.

Brown, Marc, Arthur's Eyes

Brown, Marcia. Once a Mouse.

Burningham, John. Mr. Gumpy's Outing. Holt.

Carle, Eric. The grouchy ladybug. Crowell.

Christelow, Eileen. Five little monkeys jumping on the bed. Clarion.

Comparison and Contrast:

Ash, R. & Dorling K. (2000). Fantastic book of comparisons.

Gibbons, G. (1984). Fire! Fire! New York: Harper & Row. (P-M)

Lasker, J. (1976). Merry ever after: The story of two medieval weddings. New York: Viking. (M-U)

Markle, S. (1993). Outside and inside trees. New York: Bradbury Press. (M)

Munro, R. (1987). The inside-outside book of Washington, D.C. New York: Dutton. (M-U)

Murphy, J. (1995). The great fire. Scholastic

Osbourne, M. P. (1996). One world, many religions. Knopf.

Description:

Balestrino, P. (1971). The skeleton inside you. New York: Crowell. (P)

Branley, F.M. (1986). What the moon is like. New York: Harper & Row. (M)

Fowler, A. (1990). It could still be a bird. Chicago: Childrens Press. (P-M)

Hansen, R., & Bell, R.A. (1985). My first book of space. New York: Simon & Schuster. (M)

Horvatic, A. (1989). Simple machines. New York: Dutton. (M)

Parish, P. (1974). Dinosaur time. New York: Harper & Row. (P)

Patent, D.H. (1992). Feathers. New York: Cobblehill. (M-U)

Pringle, L. (2001). A dragon in the sky: The story of a green darner dragonfly. Scholastic/Orchart.

Simon, S. (2001). Crocodiles and alligators. HarperCollins.

Swanson, D. (1994). Safari beneath the sea: The wonder world of the North Pacific coast. Sierra Club.

Problem and Solution:

Cole, J. (1983). Cars and how they go. New York: Harper & Row. (P-M)

Heller, R. (1986). How to hide a whippoorwill and other birds. New York: Grosset & Dunlap. (P-M)

Jackson, D. (2000). The wildlife detectives: How forensic scientists fight crimes. Houghton.

Lauber, P. (1990). How we learned the Earth is round. New York: Crowell, (P-M)

Lavina, E. (1988). If you traveled on the underground railroad. New York: Scholastic. (M-U)

Montgomery, S. 2001). The man-eating tigers of Sundarbans. Houghton.

Showers, P. (1980). No measles, no mumps for me. New York: Crowell. (P-M)

Simon, S. (1984). The dinosaur is the biggest animal that ever lived and other wrong ideas you thought were true. New York: Harper & Row. (M)