

## Problem and Solution

**Purpose:** to state one or more problems and provide one or more solutions to the problem.

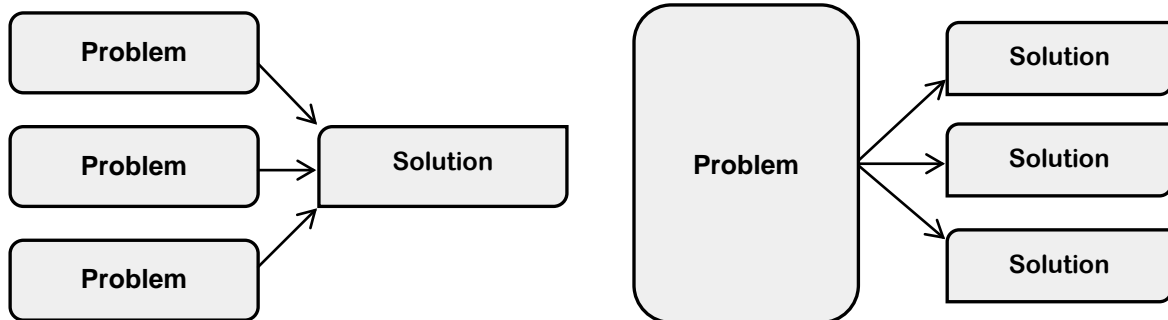
### Signal Words and Phrases

problem	answer	so that
solution	solved	led to
dilemma	cause	issue
puzzle	since	advantage
because	as a result of	disadvantage
question	in order to	

### Comprehension Question Frames

1. What is the problem?
2. Who has the problem?
3. Why is it a problem?
4. What is causing the problem?
5. What solutions have been suggested or tried?
6. What are the pros and cons of various solutions?
7. Which solutions worked or seem to have the best chance for solving the problem?

### Graphic Organizers





## Description

**Purpose:** to explain a topic, concept, person, place, event or object, by providing characteristics, features and/or giving examples.

### Signal Words and Phrases

position words (e.g., beside, near, in front of, above, along)

such as

for instance

appears to be

looks like

most important, notable

features

made up of

in fact

specifically

characteristics

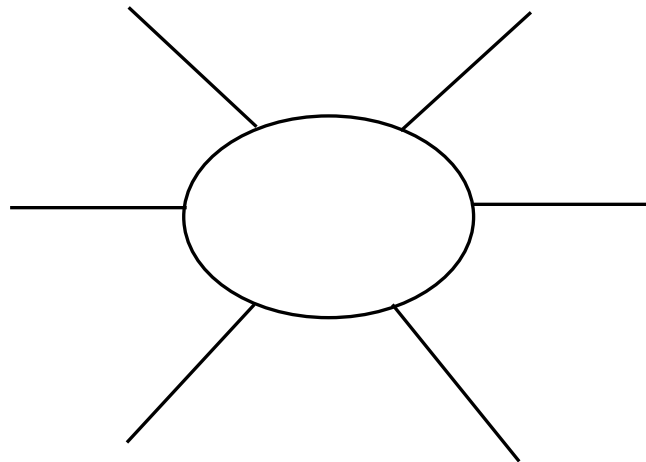
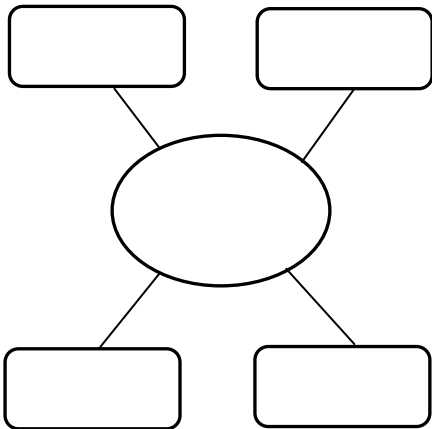
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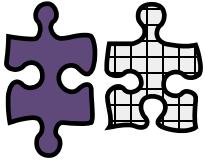
for example

### Comprehension Question Frames

1. What is the subject being described?
2. How is the topic being described (i.e., where it is, what it does, how it works, what it looks like, its classification)?
3. What are the most important attributes or characteristics?

### Graphic Organizers





## Compare and Contrast

**Purpose:** to describe what is similar and/or different about two or more subjects.

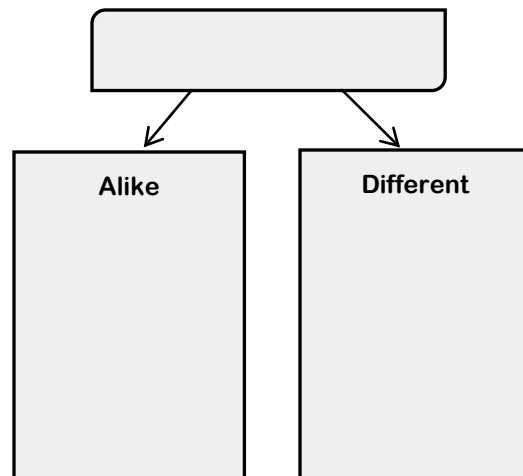
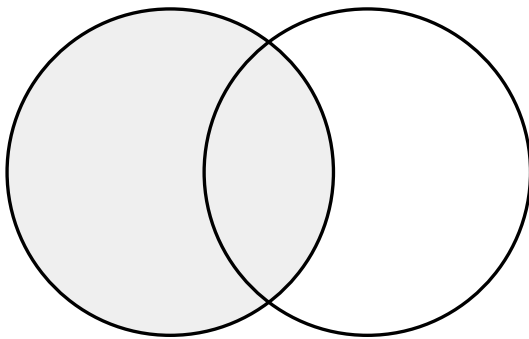
### Signal Words and Phrases

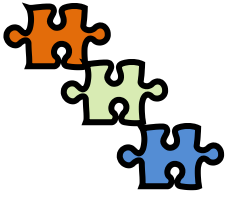
both	similarity	either-or
also	opposite	yet
too	different from	on the contrary
just as	compared to	on the other hand
instead of	however	in contrast
but	as opposed to	in comparison
alike	same as	
unlike	despite	

### Comprehension Question Frames

1. What subjects are being compared?
2. What is it about them that is being compared?
3. What characteristics of the subjects form the basis of the comparison?
4. What characteristics do they have in common? How are they alike?
5. In what ways are they different?

### Graphic Organizers





## Chronology/Sequence

**Purpose:** to provide information in time order or the order in which events, actions, or steps in a process occur.

### Signal Words and Phrases

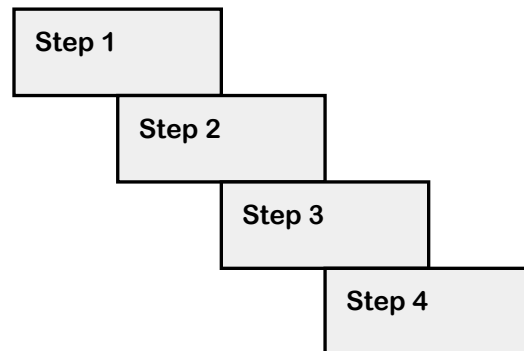
first/second/third	directions	as soon as
then	before	prior to
next	now	step
last	after	following
initially	at the same time	simultaneously
during	meanwhile	finally

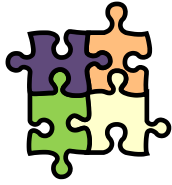
### Comprehension Question Frames

1. What sequence of events is being described?
2. What are the major events or incidents that occur?
3. What happens first, next, last?
4. How is the sequence or cycle revealed in the text?
5. What are the steps, directions, procedures to follow to make or do something?

### Graphic Organizers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_





## Cause and Effect

Purpose: explain why or how something happened/happens

Effect = What happened      Cause = Why it happened

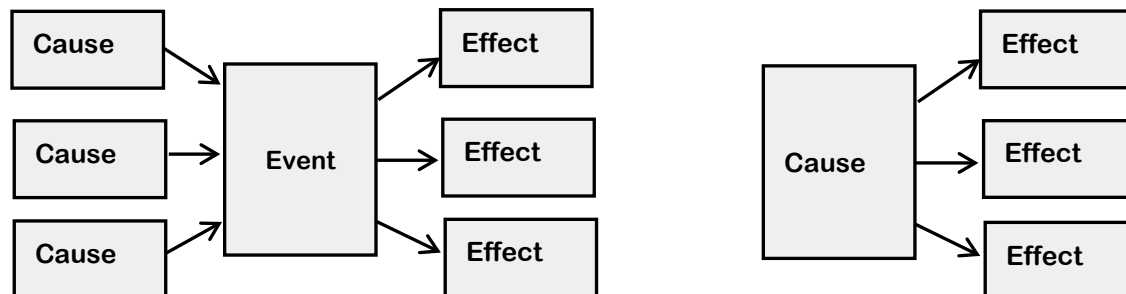
### Signal Words and Phrases

because	leads to	on account of
so	consequently	outcome
therefore	when/if - then	effects of
as a result	reasons for	impact
since	thus	influenced by
in order to	due to	
is caused by	for this reason	

### Comprehension Question Frames

1. What were the specific events that happened?
2. Why did the events happen? What were the causes?
3. What were the results or outcomes of these events happening? What was the effect?
4. Did prior events cause or influence the main event? If so, in what ways?
5. What is the significance of the event and/or the results (outcomes)?

### Graphic Organizers





## Text Structure Practice: Identification

### Directions

Read each passage below and determine which of these text structure types each represents:

- Problem and Solution
- Description
- Compare and Contrast
- Chronology/Sequence
- Cause and Effect

Circle any signal words that could be used to help identify the text type and underline any other words or phrases that helped you make your decision.

Sample Passage	Text Structure
<p>There are several reasons why so many people attend the Olympia games or watch them on television. One reason is tradition. The name Olympics and the torch and flame remind people of the ancient games. People can escape the ordinariness of daily life by attending or watching the Olympics. They like to identify with someone else's individual sacrifice and accomplishment. National pride is another reason, and an athlete's or a team's hard-earned victory becomes a nation's victory. There are national medal counts and people keep track of how many medals their country's athletes have won.</p>	
<p>The Olympic symbol consists of five interlocking rings. The rings represent the five areas—Africa, Asia, Australia, Europe, and North and South America—from which athletes come to compete in the games. The rings are colored black, blue, green, red, and yellow. At least one of those colors is found in the flag of every country sending athletes to compete in the Olympic games.</p>	
<p>One problem with the modern Olympics is that it has become very big and expensive to operate. The city or country that hosts the games often loses a lot of money. A stadium, pools, and playing fields must be built for the athletic events and housing is needed for the athletes who come from around the world. And all of these facilities are used for only two weeks! In 1984 Los Angeles solved these problems by charging a fee for companies who wanted to be official sponsors of the games. Companies like McDonald's paid a lot of money to be part of the Olympics. Many buildings that were already built in Los Angeles area were also used. The coliseum where the 1932 games were held was used again and many colleges and universities in the area became playing and living areas.</p>	
<p>The modern Olympics is very unlike the ancient Olympic games. Individual events are different. While there were no swimming races in the ancient</p>	

<p>games, for example, there were chariot races. There were no female contestants and all athletes competed in the nude. Of course, the ancient and modern Olympics are also alike in many ways. Some events, such as the javelin and discus throws are the same. Some people say that cheating, professionalism, and nationalism in the modern games are a disgrace to the Olympic tradition. But according to the ancient Greek writers, there were many cases of cheating, nationalism and professionalism in their Olympics, too.</p>	
<p>The Olympic games began as athletic festivals to honor the Greek gods. The most important festival was held in the valley of Olympia to honor Zeus, the king of the gods. It was the festival that became the Olympic games in 776 B.C. These games were ended in A.D. 394 by the Roman Emperor who ruled Greece. No Olympic games were held for more than 1,500 years. Then the modern Olympics began in 1896. Almost 300 male athletes competed in the first modern Olympics. In the games held in 1900, female athletes were allowed to compete. The games have continued every four years since 1896 except during World War II and they will most likely continue for many years to come.</p>	



## Text Structure Practice: Use

### Directions

1. With a partner, select one of the passages above.
2. Practice modeling a “think aloud” about how you figured out what text structure it follows, including identifying signal words.
3. Select and complete an appropriate graphic organizer for your passage.
4. Select comprehension frame questions you would ask students to use with this passage.
5. Explain how knowing the text structure helped you locate, organize, understand and recall the content.

### Graphic Organizer

### Comprehension Question Frames





## Planning Tool for Teaching About Text Structure

*Adapted from Doing What Works, www.dww.ed.gov*

Teaching Strategies	Planning Notes
<p>Identify an informational text structure you would like to teach or review</p>	
<p>Select texts that are:</p> <ul style="list-style-type: none"> <li>▪ good examples of the particular structure you are teaching</li> <li>▪ engaging, interesting</li> <li>▪ appropriate to the students' reading level</li> <li>▪ high quality, have rich language</li> </ul>	
<p>Explain why understanding text structure is important</p> <p>Model how to identify text structure</p>	
<p>Help students to identify clue words in informational texts</p>	
<p>Use graphic organizers (maps, charts, cards, diagrams) to help students match structure to content</p>	
<p>Plan questions to help students understand text structures</p>	
<p>Plan activities for students to explore text structure on their own, in pairs or groups (diagrams, games, dramatizations, etc.)</p>	
<p>(other teaching strategies here)</p>	



## Planning Tool for Applying Text Structure to Content Area Text

Teaching Strategies	Planning Notes
<p>Identify passages from the text for this lesson/unit/chapter where applying text structure knowledge would be useful.</p>	
<p>What pre-reading questions would you ask or activities would you have students do to help them identify the structure type? (e.g., looking for signal words)</p>	
<p>What during-reading supports will you provide to help them use their knowledge of text structure to understand this passage? (e.g., guiding questions to answer and record, graphic organizer)</p>	
<p>What after-reading supports will you use to help them use their knowledge of text structure to understand, recall, organize, and/or summarize this passage? (e.g., guiding questions, writing summaries from graphic organizer information, topical file cards or sticky notes)</p>	
<p><i>(other teaching strategies here)</i></p>	
<p>How will you assess</p> <p>(1) how well students are learning to identify this text structure and use it to improve comprehension and</p> <p>(2) next steps?</p>	