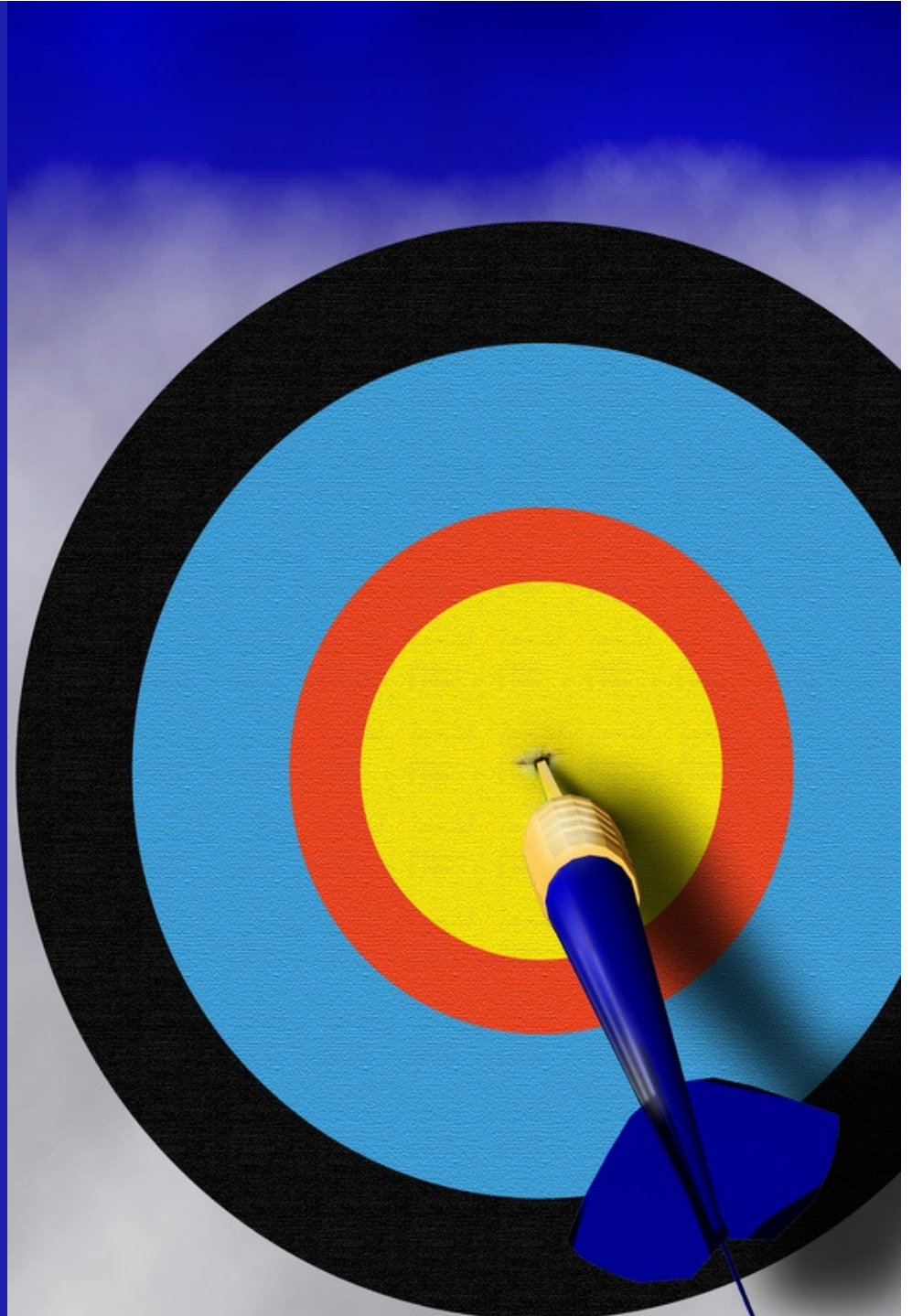


***Targeting
Text
Structures
to Improve
Reading***



What are Text Structures?

Text Structures are organizational patterns in writing.

Text Structures

**Why is it important
for good readers to
recognize and
understand text
structures?**

**(Besides...
that it's on the state assessment!)**



Pencils Down!

Get ready to analyze the image on the next slide.



- You will be given one minute to study the picture on the next slide.
- Then you will have one minute to reproduce the image.







Pencils Down!

Let's try another one!



- You will be given one minute to study the picture on the next slide.
- Then you will have one minute to reproduce the image.

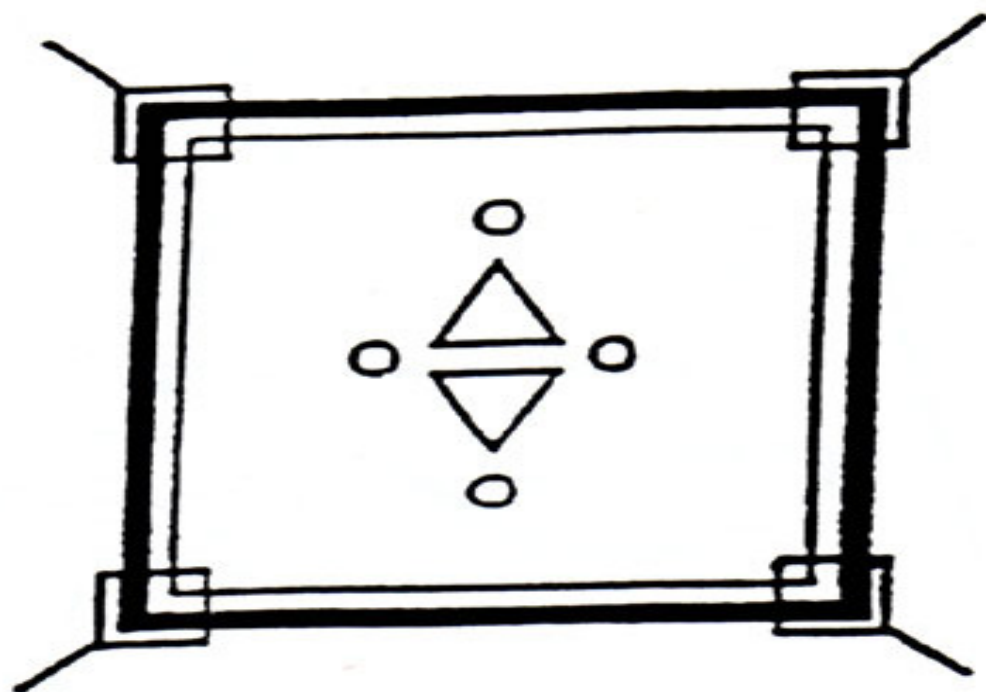
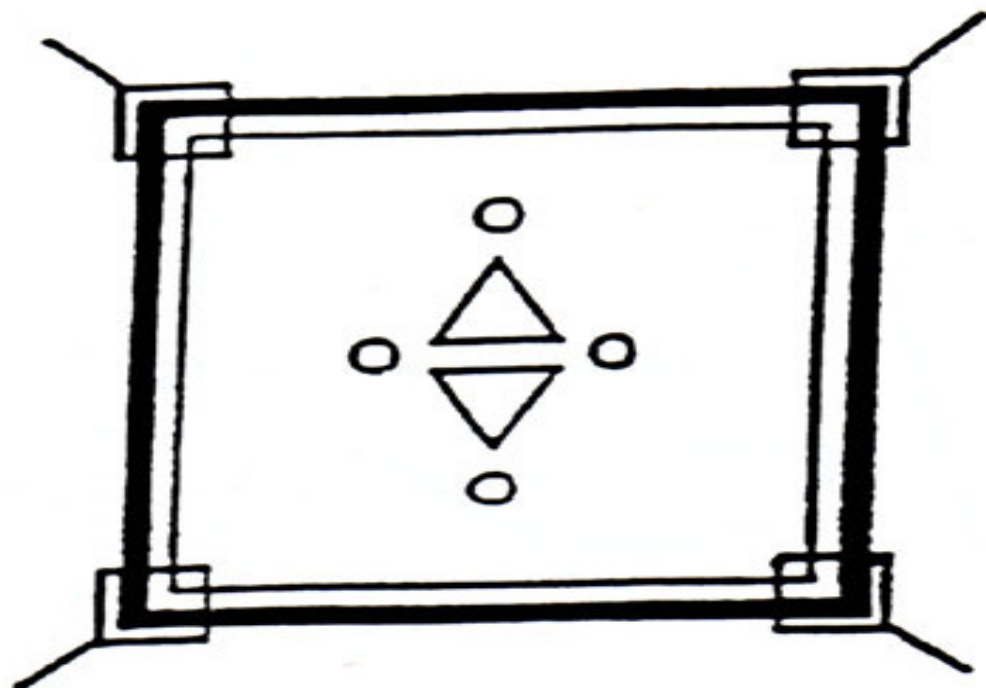


Diagram 4





***What does this
have to do with
READING?***



***Text
Structures?***

Pencils Down!

Let's try something else
--this time using numbers!



- You will be given one minute to **memorize the number** on the next slide.
- Then you will have one minute asked to reproduce the number.

17766024365911

Let's **try again** but think . . .



American Revolution / Declaration of Independence

Minutes / hours / days



Emergency / 911



1776

60-24-365

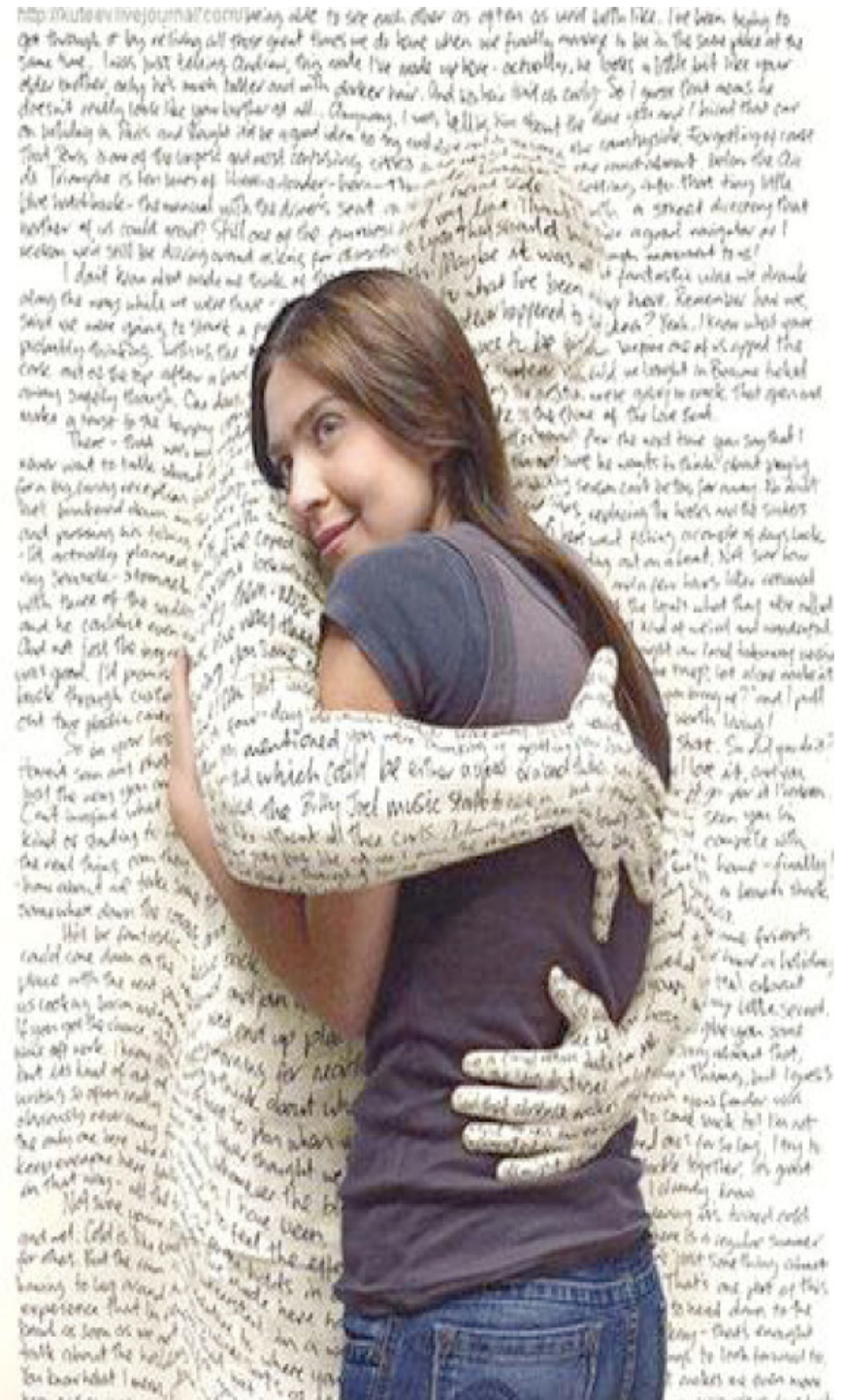
911

***What does this
have to do with
READING?***



***Text
Structures?***

The better a reader is able to identify text structures, the better understanding they will have of the text they are reading.



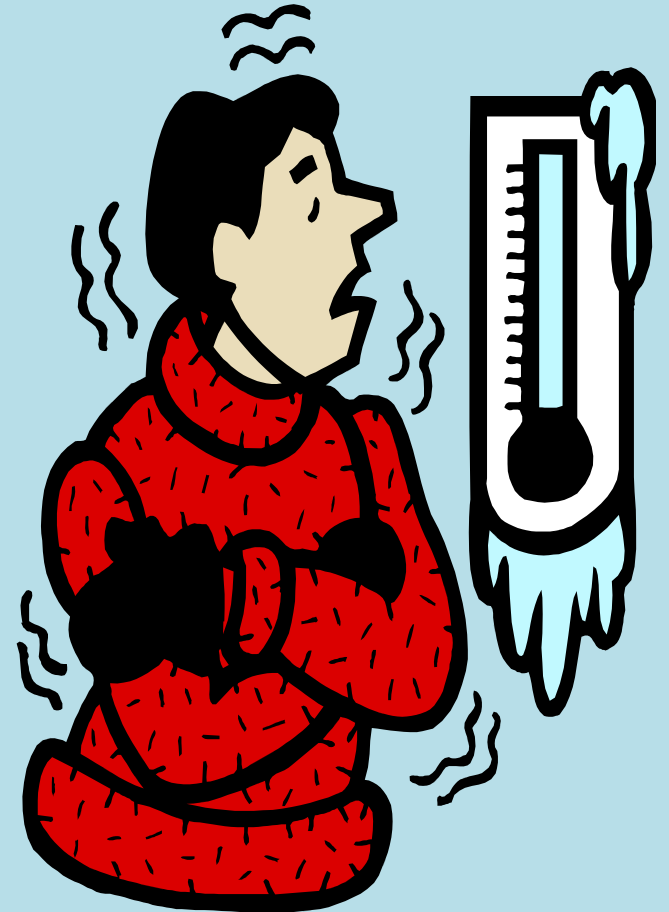
ARE YOU READY TO PRACTICE?

**Number your notebook from one to five
and let's give it a try!**

Read each slide.

**Write the name of the
text structure or organizational pattern.
Write the clue words that support your
answer.**

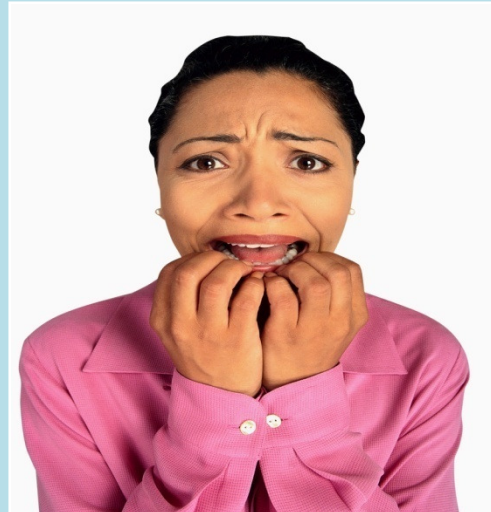
1. Goose bumps make me shiver.
First, I get cold. Then, I shake all over.



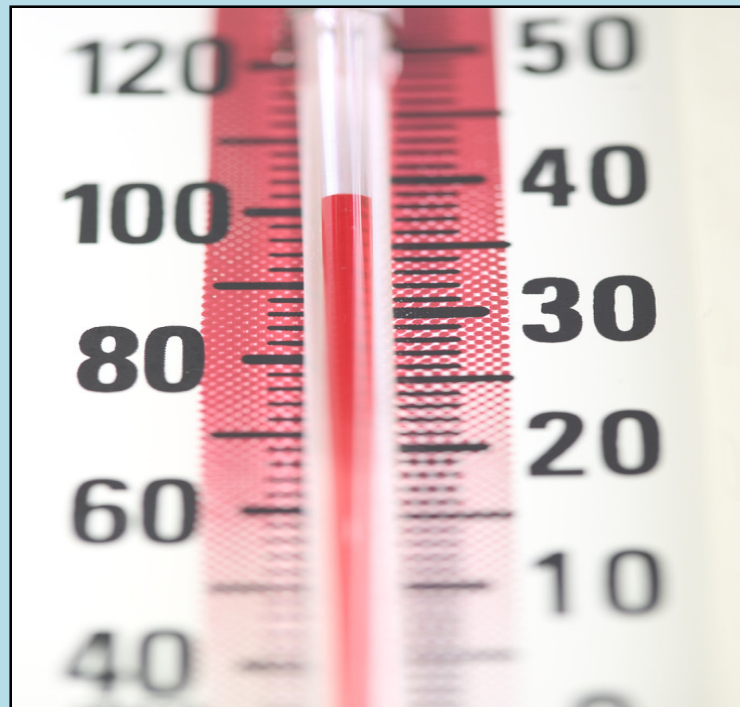
2. Goose bumps make me shiver. I get little bumps on my skin. They look like sesame seeds.



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



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



5. Goose bumps make me shiver. But, they disappear as soon as I cover up with a jacket or sweater.



The answers are:

1. Sequence-Chronological (first, then)

**1. Sequence-Chronological
(first, then)**

**2. Description
(little, look like)**

1. **Sequence-Chronological**
(first, then)
2. **Description**
(little, look like)
3. **Compare and Contrast**
(some, others)

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1. **Sequence-Chronological**
(first, then)
2. **Description**
(little, look like)
3. **Compare and Contrast**
(some, others)
4. **Cause and Effect**
(if, then)
5. **Problem and Solution**
(but, as soon as)

Answer these questions in your
Reader's Notebook:

1. Why is it important and helpful for a good reader to identify a text structure?
2. Can you name the types of texts that you might find different text structures?

Text Structure Sort

Quiz – Quiz - Trade

Students need many opportunities to practice identifying text structures.

Utilize a variety of passages and content to ensure multiple opportunities to internalize this skill.

Remember to include practice through additional content areas.

Practice through Writer's Workshop is an excellent way to provide additional instruction

Writing Using Text Structures

Incorporate this skill into writing by utilizing Text Structure Frames:

- *Summary Frames
- *Paragraph Frames
- *Writing Frames

1. Model using these frames as you share a picture book to point out a specific text structure in reading or writing.
2. Depending on the readiness level of each flexible reading group you can choose how much you let students rely on these frames. Some students might need to start out by filling in the frame on a given topic. You can use them as students orally retell or summarize a story or passage.
3. As students become more proficient, they can look to use the frame as a guide when writing their own paragraph.
4. Incorporate Science and Social Studies text during reading groups. Utilize frames to summarize or write a reading response about a passage shared.

Frames should not be used as “worksheets” for students to fill-in. They should be used to support student’s 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.

Text Structure Writing 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 _____.

_____ and _____ are different in several ways. First,

_____, while _____.

Secondly, _____, but _____.

In addition while _____,

_____. Finally,

_____, while _____.

Sequence Text

Here is how a _____ is made/happened
First, _____. Next,
_____. Then, _____.
Finally, _____.

Cause/Effect Text

Because of _____,
_____.
caused _____. Therefore
_____. Finally, due to
_____. 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 _____.

Kristi Orcutt, Literacy Specialist,
kristio@essdack.org, [www.essdack .org](http://www.essdack.org)

<http://www.literacyleader.com/>