



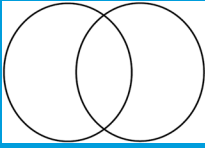




10 INCREASINGLY COMPLEX TEXT STRUCTURES

| SEQUENCE-PROCEDURE | TIME ORDER-CHRONOLOGY | ENUMERATION-DESCRIPTION-EVENT | DEFINITION | COMPARE-CONTRAST |
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|  |  |  |  |  |
| <p>Describes a rule, procedure, or recipe. Lists steps to follow in specific order to complete a task or to make something.</p> <p>EXAMPLES: rules to follow (e.g., math, decoding) to more complex tasks, such as science data collection or research steps.</p> | <p>An event or plot unfolds over time. More complex texts use literary devices, such as flashback foreshadowing, or dates, visual timelines, or graphs to establish or imply time order.</p> <p>EXAMPLES: Narrative and historical texts and articles to inform.</p> | <p>An object, person, place, concept, or event is described using data, sensory features, and precise characteristics. Longer texts also apply chronology, definition.</p> <p>EXAMPLES: Story settings, paragraphs that introduce topic, elaborate on ideas, summarize or conclude.</p> | <p>A definition is followed by uses, description, or examples based on attributes or functions (types, groupings).</p> <p>More narrow and specific than description. May include domain-specific word relationships, synonym-antonym.</p> | <p>Describes how two <u>or more</u> objects, actions, or processes, for example, are alike and different.</p> <p>Each paragraph or section applies less complex structures to illustrate similar, contrasting, or summary ideas.</p> |






SIGNAL WORDS, TEXT FEATURES, AND SEMANTIC CUES TYPICALLY USED WITH EACH TEXT STRUCTURE

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| <p>After, At the same time, Before, Finally, First, Following that step, Last, Next, Now, Second, Then, Third, Simultaneously</p> <p>“This is how to . . .”</p> <p>Look for bullets, numbering, outlining, white space, arrows, diagrams, for example.</p> | <p>Afterward, As, At last, Before, Earlier, Finally, Following that, Initially, Later on, Meanwhile, Much later, Next, Then, Not long after, Now, On (date), Previously, Soon after, Suddenly, The next day, When</p> <p>Look for white space, subheadings, chapter titles, dates.</p> | <p>Also, Besides, First of all, For instance, For one thing, In fact, Such as . . . , To begin with, An example of this, To illustrate this</p> <p>“This article describes . . .”</p> <p>Look for the topic subheadings, visuals.</p> | <p>Also called . . . , An example is, Another word for this is . . . , Belongs to this . . . group, Characteristics include . . . , For instance, In fact, Such as . . . , Is illustrated or used when, Is the opposite of, Means . . .</p> <p>Look for definitions embedded in text after bolded terms, inset text, footnotes, diagram, or glossary.</p> | <p>Alike, Also, Although, As opposed to, As well as, Both, But, Conversely, Different from, Either . . . or . . . , For example, However, In contrast, In fact, Instead, On the other hand, Same as, Similar to, Not only . . . but also, Yet</p> <p>Look for T-charts, subheadings.</p> |
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PROMPTS FOR UNDERSTANDING INFORMATION IN THE TEXT

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What do you have to do first? Next?</p> <p>Do you need special materials or equipment?</p> <p>Do the steps always happen in this order?</p> <p>Are there specific things to be careful of?</p> | <p>What led up to . . . ?</p> <p>What helped you to develop a timeline of events?</p> <p>Which event was the turning point?</p> | <p>What is being described?</p> <p>How is it being described (what does it look like, how does it work, what does it do, etc.)?</p> <p>What is most important to remember about it?</p> | <p>Is there more than one meaning for this?</p> <p>What in the text helped you to determine the intended meaning?</p> <p>Is the meaning literal or figurative as it is used?</p> | <p>What is being compared and why?</p> <p>In what ways are they alike or different?</p> <p>Are they more alike than different?</p> <p>Which is more . . . ?</p> |
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(Continued)

| "TOP-LEVEL" STRUCTURES REQUIRE MORE TEXT AND A DEEPER, MORE HOLISTIC UNDERSTANDING OF IDEAS PRESENTED. | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CAUSE-EFFECT | PROBLEM-SOLUTION | PROPOSITION-SUPPORT | JUDGEMENT-CRITIQUE | DEDUCTIVE-INDUCTIVE |
|  |  |  |  |  |
| More complex than sequence or chronology. Cause is why something happens. Effect is what happens—the consequence. Sometimes multiple effects or causes are possible. | Narrative texts introduce problem or conflict facing the characters. Informational texts and articles explain why there is a problem, then offer one or more possible solutions. | Informational texts (e.g., speech, editorial) similar to problem-solution, although these include a thesis or claim to frame the side supported. An argument and counter-argument are developed or elaborated on using hard facts and evidence. | Uses a set of agreed-upon criteria to evaluate data, sources, or issues that have been presented (e.g., Is this food healthy? How do you rank these? Who is a great leader? Is there bias?). | Deductive: presents a generalization and follows it with examples. Inductive: gives examples and illustrations and asks the reader to draw conclusions or generalizations from them. |
| SIGNAL WORDS, TEXT FEATURES, AND SEMANTIC CUES TYPICALLY USED WITH EACH TEXT STRUCTURE | | | | |
| According to, As a result, Because, Consequently, Effects of, For this reason, Furthermore, May be due to, Possible reason why, Since, So, Therefore, This led to, Thus Often include data, graphs, timelines, flowcharts. | According to, Consequently, May be due to, Raises the question . . . , The dilemma or puzzle is . . . , To solve this . . . One possible answer is . . . , One reason for the problem is . . . , Since, So, Therefore, Thus Often begins with a scenario, shocking facts, a question, or quote. | Although, As opposed to, As well as, Both . . . but, Consequently, Conversely, Either . . . or . . . , For example, However, If . . . then, In contrast, In fact, Instead, On the other hand, Similar to, Not only . . . but also, While, Unless, The facts show, To begin with, If . . . then, Yet | Although, As opposed to, As well as, Both . . . but, Conversely, Either . . . or, For example, However, If . . . then, In contrast, In fact, Instead, On the other hand, Similar to, Not only . . . but also, While, The facts show, Thus, Therefore, Unless, Yet | Alike, Also, Although, Another example, Conversely, Different from, For example, For instance, In contrast, In fact, Instead, Most members . . . , Similar Look for labeled diagrams, captions, flowcharts, subheadings. |
| PROMPTS FOR UNDERSTANDING INFORMATION IN THE TEXT | | | | |
| What event happened first? What were the possible causes or results of . . . ? Can you find another source that supports this? | What is the problem? Why is this a problem? What is being done or can be done to solve the problem? What will happen if it is not solved? | What is the author claiming? Are the facts accurate? Are sources credible and valid? Can you find other sources that support either side? | What criteria are used? Are the criteria appropriate to content? Would most agree on using these criteria to make this judgment? | What do these have in common? Can you provide other examples? Can you show this visually (chart it)? |



Available for download at resources.corwin.com/HessToolkit