# 10 Increasingly Complex Text Structures

<table>
<thead>
<tr>
<th>Sequence-Procedure</th>
<th>Time Order-Chronology</th>
<th>Enumeration-Description-Event</th>
<th>Definition</th>
<th>Compare-Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Sequence-Procedure" /></td>
<td><img src="image" alt="Time Order-Chronology" /></td>
<td><img src="image" alt="Enumeration-Description-Event" /></td>
<td><img src="image" alt="Definition" /></td>
<td><img src="image" alt="Compare-Contrast" /></td>
</tr>
</tbody>
</table>

- **Sequence-Procedure**: Describes a rule, procedure, or recipe. Lists steps to follow in specific order to complete a task or to make something. **Examples**: rules to follow (e.g., math, decoding) to more complex tasks, such as science data collection or research steps.

- **Time Order-Chronology**: 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. **Examples**: Narrative and historical texts and articles to inform.

- **Enumeration-Description-Event**: An object, person, place, concept, or event is described using data, sensory features, and precise characteristics. Longer texts also apply chronology, definition. **Examples**: Story settings, paragraphs that introduce topic, elaborate on ideas, summarize or conclude.

- **Definition**: A definition is followed by uses, description, or examples based on attributes or functions (types, groupings). More narrow and specific than description. May include domain-specific word relationships, synonym–antonym.

- **Compare-Contrast**: Describes how two or more objects, actions, or processes, for example, are alike and different. Each paragraph or section applies less complex structures to illustrate similar, contrasting, or summary ideas.

## Signal Words, Text Features, and Semantic Cues Typically Used with Each Text Structure

- **Sequence-Procedure**: After, At the same time, Before, Finally, First, Following that step, Last, Next, Now, Second, Then, Third, Simultaneously “This is how to . . .” **Look for** bullets, numbering, outlining, white space, arrows, diagrams, for example.

- **Time Order-Chronology**: 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 **Look for** white space, subheadings, chapter titles, dates.

- **Enumeration-Description-Event**: Also, Besides, First of all, For instance, For one thing, In fact, Such as . . . , To begin with, An example of this, To illustrate this “This article describes . . .” **Look for** white space, subheadings, chapter titles, dates.

- **Definition**: 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 . . . **Look for** definitions embedded in text after bolded terms, inset text, footnotes, diagram, or glossary.

- **Compare-Contrast**: 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 **Look for** T-charts, subheadings.

## Prompts for Understanding Information in the Text

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

(Continued)
### “Top-Level” Structures Require More Text and a Deeper, More Holistic Understanding of Ideas Presented

<table>
<thead>
<tr>
<th><strong>Cause–Effect</strong></th>
<th><strong>Problem–Solution</strong></th>
<th><strong>Proposition–Support</strong></th>
<th><strong>Judgement–Critique</strong></th>
<th><strong>Deductive–Inductive</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image](65x585 to 144x642)</td>
<td>![Image](190x582 to 232x644)</td>
<td>![Image](285x585 to 359x647)</td>
<td>![Image](400x683 to 463x644)</td>
<td>![Image](507x683 to 563x644)</td>
</tr>
<tr>
<td>More complex than sequence or chronology. Cause is why something happens. Effect is what happens—the consequence. Sometimes multiple effects or causes are possible.</td>
<td>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.</td>
<td>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?).</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

#### Signal Words, Text Features, and Semantic Cues Typically Used with Each Text Structure

- **Cause–Effect:** 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
- **Problem–Solution:** Often include data, graphs, timelines, flowcharts.
- **Proposition–Support:** 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
- **Judgement–Critique:** 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–Inductive:** 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.

#### 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