


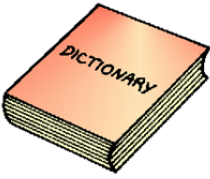
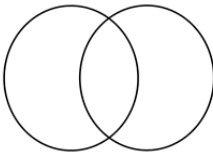







## 10 Increasingly Complex Text Structures

Sequence/ Procedure	Time Order/ Chronology	Enumeration/ Description/Event	Definition	Compare- Contrast
				
<p>Describes a rule, procedure, recipe. Lists steps to follow in specific order to complete a task or to make something.</p> <p><b>EXAMPLES:</b> 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, graphs, etc. to establish time order.</p> <p><b>EXAMPLES:</b> Narrative and historical texts and articles to inform.</p>	<p>An object, person, place, concept, or event is described using data, sensory features, <i>precise</i> characteristics. Longer texts also apply chronology, definition.</p> <p><b>EXAMPLES:</b> Story settings, paragraphs that introduce topic, elaborate on ideas, summarize. conclude.</p>	<p>A definition is followed by uses, description, or examples based on attributes or functions (types, groupings). More narrow and specific than description. May include word relationships synonym-antonym.</p>	<p>Describes how two or more objects, actions, processes, etc. are alike &amp; different. Each paragraph or section applies less complex structures to illustrate similar, contrasting, or summary ideas.</p>
<b>Signal Words, Text Features, &amp; Semantic Cues Typically Used with Each Text Structure</b>				
<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>Often use bullets, numbering, outlining, white space, arrows, diagrams, etc.</p>	<p>Afterwards, 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/used when, Is the opposite of, Means...</p> <p>Definitions are often embedded in text after bolded terms, in 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>
<b>Prompts for Understanding Information in the Text</b>				
<p>What do you have to do first? Next? Do you need special materials/equipment? Do the steps always happen in this order? Are there specific things to be careful of?</p>	<p>What lead up to ...? What helped you to develop a timeline of events? Which event was the turning point?</p>	<p>What is being described? How is it being described (what does it look like, how does it work, what does it do, etc.)? What is most important to remember about it?</p>	<p>Is there more than one meaning for this? What in the text helped you to determine the intended meaning? Is the meaning literal or figurative as it is used?</p>	<p>What is being compared and why? In what ways are they alike/ different? Are they more alike than different? Which is more...?</p>

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"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
				
<p>More complex than sequence or chronology. Cause is why something happens. Effect is what happens - the consequence. Sometimes multiple effects or causes are possible.</p>	<p>Narrative texts introduce problem or conflict facing the characters. Informational texts/articles explain why there is a problem, then offers one or more possible solutions.</p>	<p>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/ elaborated on using hard facts/evidence.</p>	<p>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?)</p>	<p>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.</p>
<b>Signal Words, Text Features, &amp; Semantic Cues Typically Used with Each Text Structure</b>				
<p>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</p> <p>Often include data, graphs, timelines, flowcharts</p>	<p>According to, Consequently, May be due to, Raises the question..., The dilemma /puzzle is..., To solve this... One possible answer is..., One reason for the problem is..., Since, So, Therefore, Thus</p> <p>Often begins with a scenario, shocking facts, a question, or quote</p>	<p>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</p>	<p>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</p>	<p>Alike, Also, Although, Another example Conversely, Different from, For example, For instance, In contrast, In fact, Instead, Most members ..., Similar</p> <p>Look for labeled diagrams, captions, flowcharts, subheadings</p>
<b>Prompts for Understanding Information in the Text</b>				
<p>What event happened first? What were the possible causes or results of...? Can you find another source that supports this?</p>	<p>What is the problem? Why is this a problem? What is being done/ can be done to solve the problem? What will happen if it is not solved?</p>	<p>What is the author claiming? Are the facts accurate? Are sources valid? Can you find other sources that support either side?</p>	<p>What criteria are used? Are the criteria appropriate to content? Would most agree on these criteria to make this judgment?</p>	<p>What do these have in common? Can you provide other examples? Can you show this visually (chart it)?</p>

# 10 Increasingly Complex Text Structures

## Strategic Scaffolding – Providing Frames to Build Schema for each Text Structure

A simple way to introduce each text structure is to have students use signal words and a template or frame (see example below) to create different text structures or to summarize a text passage. Over time, students will be able to create their own text structure examples and revise first drafts, expanding their use of signal words and semantic cues.

### Writing Practice with Compare-Contrast

Signal Words for Compare-Contrast Text Structure			
although	conversely	Instead of	Yet
as opposed to	different from	not only...but also	
as well as	for example	on the other hand	
alike	however	same as	
but	if...then	similar to	
both	in contrast	whereas	
but	in fact	while	

### Sample frame for writing using compare-contrast structure:

\_\_\_\_\_ and \_\_\_\_\_ are similar, but also different in several ways. First, they are both \_\_\_\_\_, as well as \_\_\_\_\_.

Also, they both \_\_\_\_\_.

Although there are alike, they are also different in some ways. For example, \_\_\_\_\_, while \_\_\_\_\_.

Another way they are different is \_\_\_\_\_.

My conclusion is that they are more (different or similar) because \_\_\_\_\_.

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## Sample text with multiple structures

### The Lost People of Mesa Verde

By Elisa Marston

In the dry land of southwestern Colorado a beautiful plateau rises. It has so many trees that early Spanish explorers called it Mesa Verde, which means “green table.” **For about eight hundred years** Native Americans called the Anasazi lived on this mesa. And then they left. Ever since the cliffhouses were discovered a **hundred years ago**, scientists and **historians have wondered why**.

Embedded definitions

Anasazi is a Navajo word meaning “the ancient ones.” When they first settled there, **around 500 A.D.**, the Anasazi lived in alcoves in the walls of the high canyons. Later they moved to the level land on top, where they built houses of stone and mud mortar. As time passed, they constructed more elaborate houses, like apartment buildings, with several families living close together.

Dates and phrases =  
Chronology cues

The Anasazi made beautiful pottery, turquoise jewelry, fine sashes of woven hair, and baskets woven tightly enough to hold water. They lived by hunting and by growing corn and squash. Their way of life went on peacefully for several hundred years.

**Then around 1200 A.D.** something strange happened, for which the **reasons are not quite clear**. **Most of the people moved from the level plateau back down into alcoves in the cliffs.** The move must have made their lives difficult because they had to climb back up to the plateau to do the farming. But it seems the Anasazi planned to stay in the canyon walls, for they soon filled the alcoves with amazing cliff dwellings. “Cliff Palace,” the most famous of these, had more than two hundred rooms.

Indicators of  
cause-effect

For all the hard work that went into building these new homes, the Anasazi did not live in them long. **By 1300 A.D.** the cliff dwellings were empty. Mesa Verde was deserted and remained a ghost country for almost six hundred years. **Were the people driven out of their homes by enemies?** No sign of attack or fighting, or even the presence of other tribes, has been found.

Archeologists who have studied the place **now believe there are other reasons**. Mesa Verde, the beautiful green table, was no longer a good place to live. **For one thing**, in the **second half of the thirteenth century** there were long periods of cold, and very little rain fell—or else it came at the wrong time of year. Scientists know this from examining the wood used in the cliff dwellings. The growth rings in trees show good and bad growing seasons. But the people had survived drought and bad weather before, so there must have been another reason.

Description

As the population grew, more land on the mesa top had to be farmed in order to feed the people. That meant that trees had to be cut to clear the land and also to use for houses and fuel. Without the forests, the rain began to wash away the mesa top.