



Comprehension

C.014

Expository Text Structure

Text Feature Find



Objective

The student will identify text features.



Materials

- ▶ Expository text
Choose content area text used in the curriculum or other informational text that contains a variety of text features (e.g., glossary, print variations, diagrams).
- ▶ Student sheet (Activity Master C.014.SS1)
- ▶ Pencil



Activity

Students locate text features and answer related questions.

1. Provide the student with a copy of the book and a student sheet.
2. The student reads the questions on the student sheet.
3. Locates information in book and records on student sheet.
4. Teacher evaluation

The illustration shows a student sheet titled "Text Feature Find" with the code "C.013.SS1" in the top right corner. The sheet has a "Name" field at the top. Below the title is a table with the following structure:

Text Features	Found in book? Yes or No	If yes, search and find.
Table of Contents		Is the Table of Contents easy to use? Why or why not? Use the table of contents to record a chapter title, its number, and beginning page.
Sequence and format		Describe how the text is sequenced and formatted (e.g., titles, subtitles, organization). How does this organization help the reader understand the text?
Charts, graphs and maps		Find a chart or map and record the page number. Describe it and how it helps the reader understand the text.
Diagrams, graphics, illustrations		Find a diagram, graphic, or illustration and record the page number. Describe it and how it helps the reader understand the text.
Print variations		Find an example of a print variation (e.g., bold face, underline, italics). Describe it and how it helps the reader understand the text.
Index		Is the index easy to use? Why or why not? Locate and record a topic in the index and the page number.
Glossary		Is the glossary easy to use? Why or why not? Write a word found in the glossary and the definition.

A yellow pencil is shown pointing to the "Diagrams, graphics, illustrations" row of the table. To the left of the sheet is a simple line drawing of an open book.



Extensions and Adaptations

- ▶ Write other text feature questions to exchange with partner (Activity Master C.014.SS2).
- ▶ Identify parts of the book using sticky notes or bookmarks. Write text features at the top of the bookmarks and place in text (Activity Master C.014.AM1).
- ▶ Use text features (e.g., headings and subheadings) to summarize or outline text.

Name _____

Text Feature Find

C.014.SSI

Title		
Text Features	Found in book? Yes or No	If yes, search and find.
Table of Contents		Is the Table of Contents easy to use? Why or why not? Use the table of contents to record a chapter title, its number, and beginning page.
Sequence and format		Describe how the text is sequenced and formatted (e.g., titles, subtitles, organization). How does this organization help the reader understand the text?
Charts, graphs and maps		Find a chart or map and record the page number. Describe it and how it helps the reader understand the text.
Diagrams, graphics, illustrations		Find a diagram, graphic, or illustration and record the page number. Describe it and how it helps the reader understand the text.
Print variations		Find an example of a print variation (e.g., bold face, underline, italics). Describe it and how it helps the reader understand the text.
Index		Is the index easy to use? Why or why not? Locate and record a topic in the index and the page number.
Glossary		Is the glossary easy to use? Why or why not? Write a word found in the glossary and the definition.

Name _____

C.014.SS2

Text Feature Find

Title		
Text Features	Found in book? Yes or No	If yes, search and find.

Comprehension

Text Feature Find

C.014.AMI

<hr/> <hr/> <hr/> <hr/> <p>text feature</p>	<hr/> <hr/> <hr/> <hr/> <p>text feature</p>	<hr/> <hr/> <hr/> <hr/> <p>text feature</p>	<hr/> <hr/> <hr/> <hr/> <p>text feature</p>	<hr/> <hr/> <hr/> <hr/> <p>text feature</p>
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Objective

The student will identify details in text.

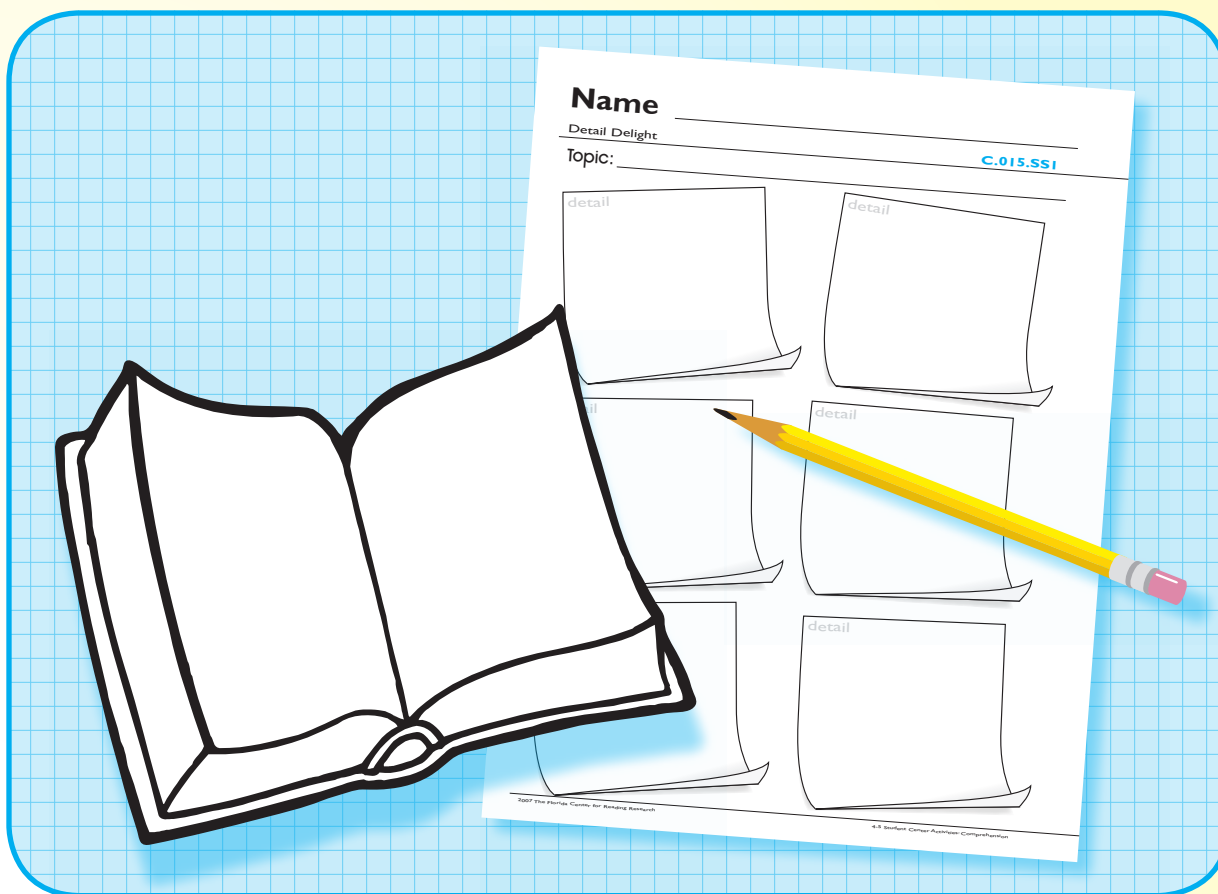
Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet (Activity Master C.015.SS1)
- ▶ Pencil

Activity

Students locate and record details in expository text by completing a graphic organizer.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the topic on the student sheet.
4. Writes details from the text in the designated areas.
5. Teacher evaluation



Extensions and Adaptations

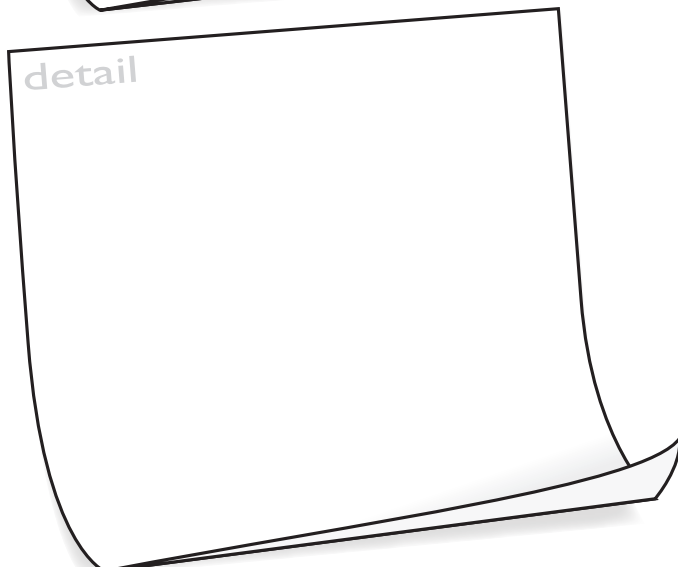
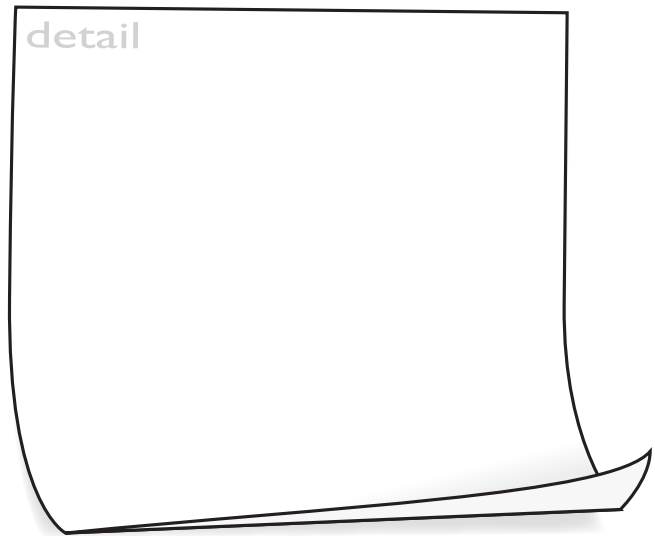
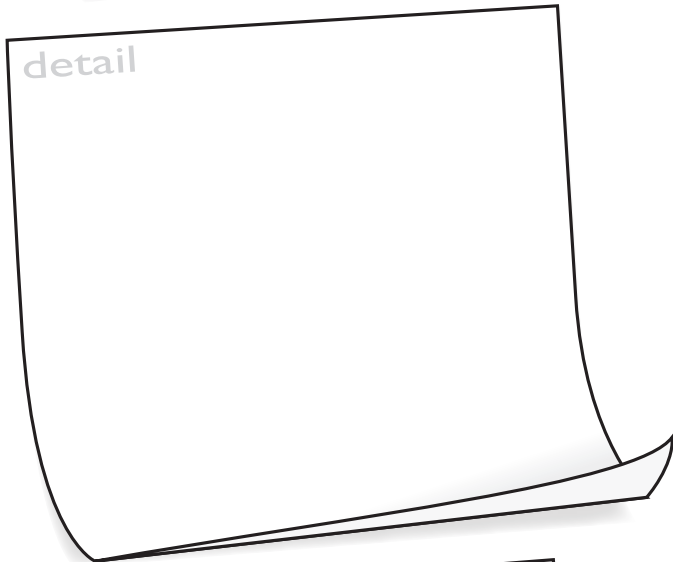
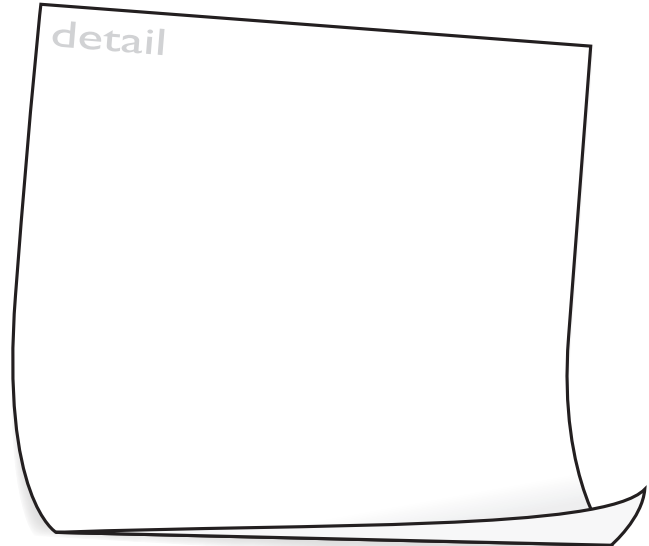
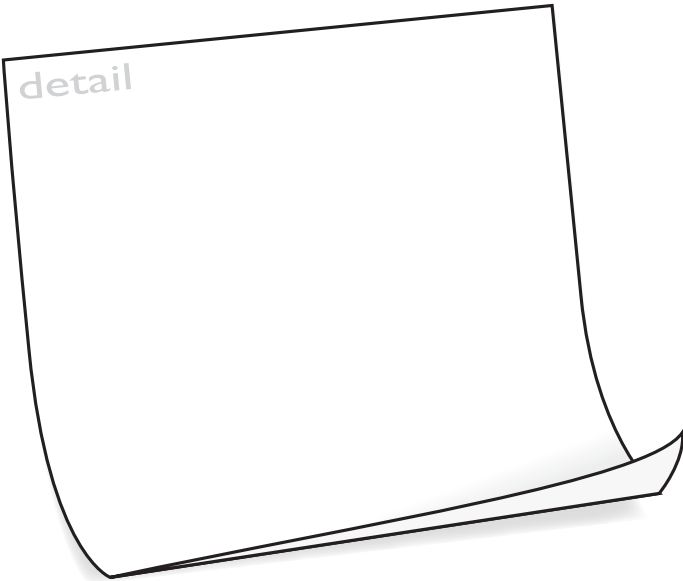
- ▶ Discuss details with a partner.
- ▶ Use other graphic organizers to record details (Activity Masters C.015.SS2 and C.015.SS3).
- ▶ Compare similar and different details between two different topics by using a graphic organizer (e.g., Civil War and World War II) (Activity Master C.015.SS4).

Name _____

Detail Delight

C.015.SSI

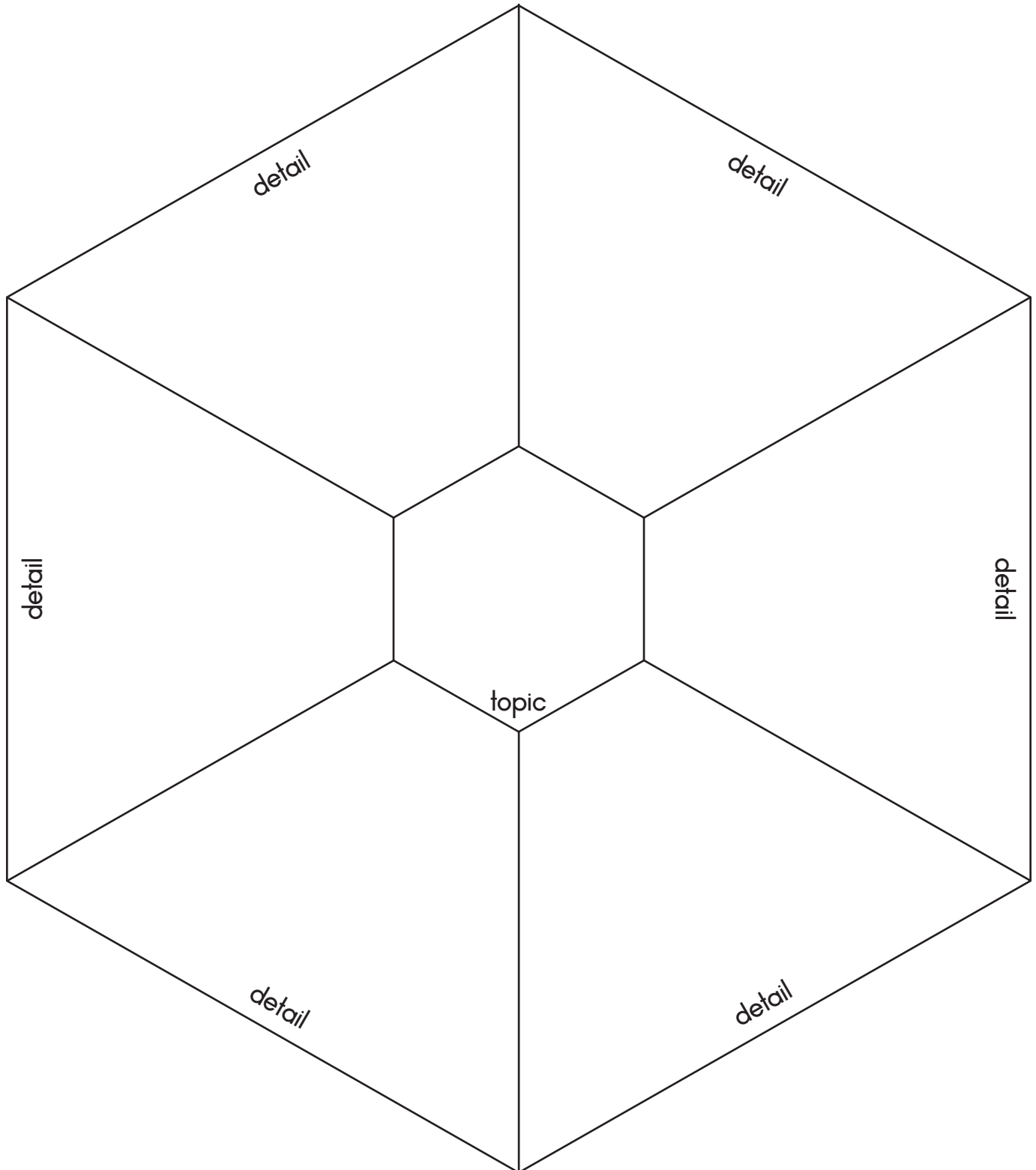
Topic: _____



Name _____

C.015.SS2

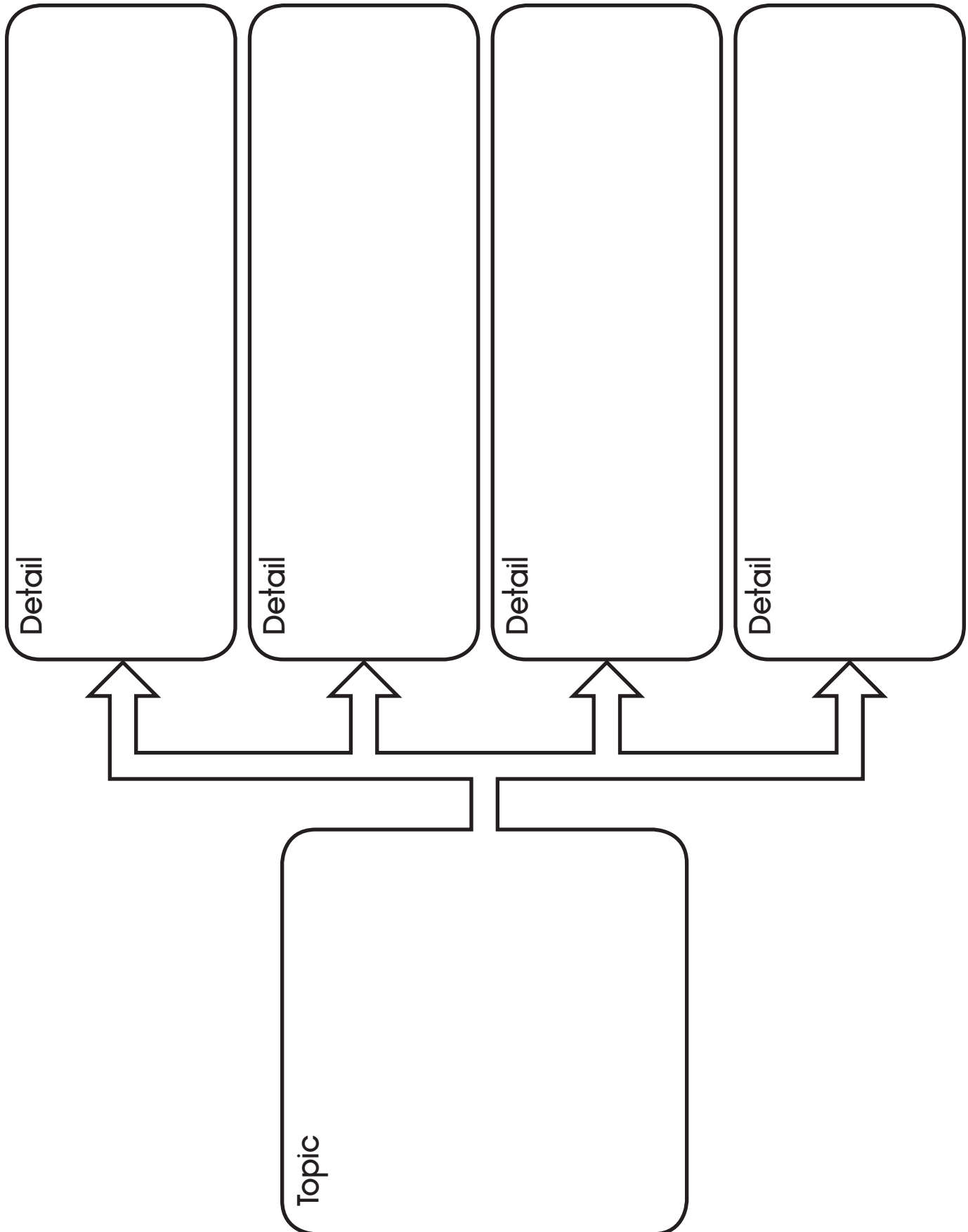
Detail Delight



Name _____

Detail Delight

C.015.SS3



Name _____

C.015.SS4

Detail Delight

Topic: _____

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

similar details

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Topic: _____

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



Distinguishing Details

Objective

The student will identify significant and minor details in text.

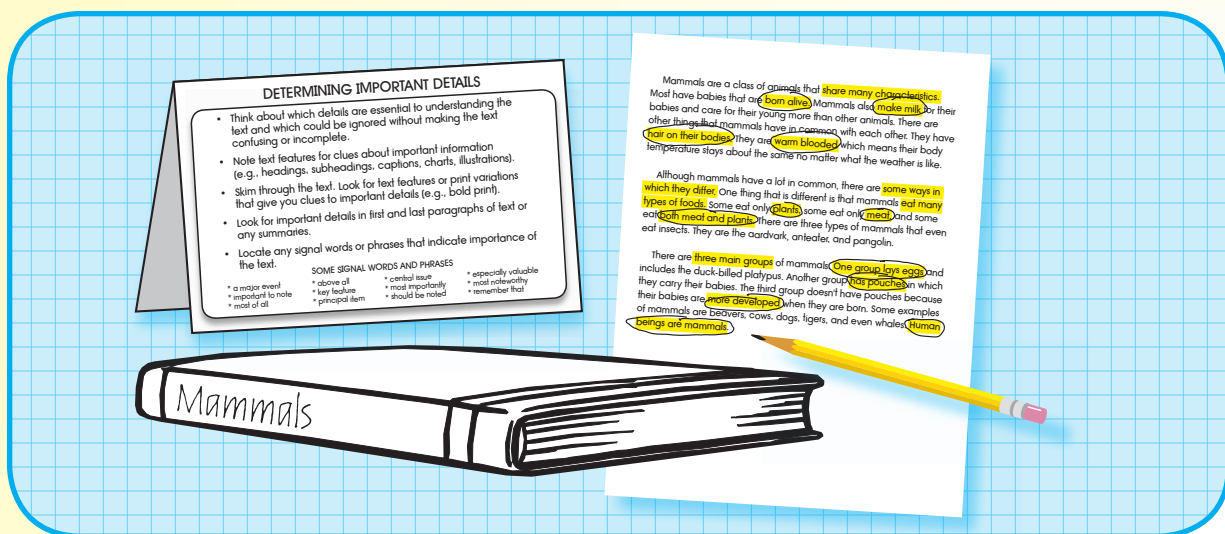
Materials

- ▶ Expository text
Choose a one-page passage within students' instructional-independent reading level range.
- ▶ Highlighter
- ▶ Determining Important Details tent card (Activity Master C.016.AM1)
Copy on card stock, cut out, and fold in half.
- ▶ Pencils

Activity

Students determine important details in text.

1. Provide each student with a copy of the text and a highlighter. Place tent card so that each student can read one side. Provide a third copy of the text for students to complete together.
2. Students read or review the entire text independently.
3. Use the highlighter to mark all details (e.g., keywords, phrases, sentences) without marking the entire text.
4. Determine which of those are essential to understanding the text and which details could be ignored without making the text confusing or incomplete. Refer to the Determining Important Details tent card, if necessary.
5. Use a pencil to circle those details that are considered essential or important.
6. Discuss what was circled. Decide together which of these details are essential or important.
7. Use third copy of text to mark agreed-upon details with the highlighter and pencil.
8. Teacher evaluation



Extensions and Adaptations

- ▶ Rank order details with the most important listed as number one (Activity Master C.016.SS1).
- ▶ Attach blank transparency to text page and use Vis-à-Vis® marker to note important details.
- ▶ Use graphic organizer to indicate significant and minor details (Activity Master C.016.SS2).

SOME SIGNAL WORDS AND PHRASES

* especially valuable	* central issue	* above all	* a major event
* most noteworthy	* most importantly	* key feature	* important to note
* remember that	* should be noted	* principal item	* most of all

- Think about which details are essential to understanding the text and which could be ignored without making the text confusing or incomplete.
- Note text features for clues about important information (e.g., headings, subheadings, captions, charts, illustrations).
- Skim through the text. Look for text features or print variations that give you clues to important details (e.g., bold print).
- Look for important details in first and last paragraphs of text or any summaries.
- Locate any signal words or phrases that indicate importance of the text.

DETERMINING IMPORTANT DETAILS

DETERMINING IMPORTANT DETAILS

- Think about which details are essential to understanding the text and which could be ignored without making the text confusing or incomplete.
- Note text features for clues about important information (e.g., headings, subheadings, captions, charts, illustrations).
- Skim through the text. Look for text features or print variations that give you clues to important details (e.g., bold print).
- Look for important details in first and last paragraphs of text or any summaries.
- Locate any signal words or phrases that indicate importance of the text.

SOME SIGNAL WORDS AND PHRASES

* a major event	* above all	* central issue	* especially valuable
* important to note	* key feature	* most importantly	* most noteworthy
* most of all	* principal item	* should be noted	* remember that



Name _____

Distinguishing Details

C.016.SSI

What helped you to determine that it was important?						
Why is this detail important?						
Important Detail	1.	2.	3.	4.	5.	6.

Name _____

C.016.SS2

Distinguishing Details

Topic

Significant Details	Minor Details



Main Idea Mania

Objective

The student will identify supporting details and main ideas in text.

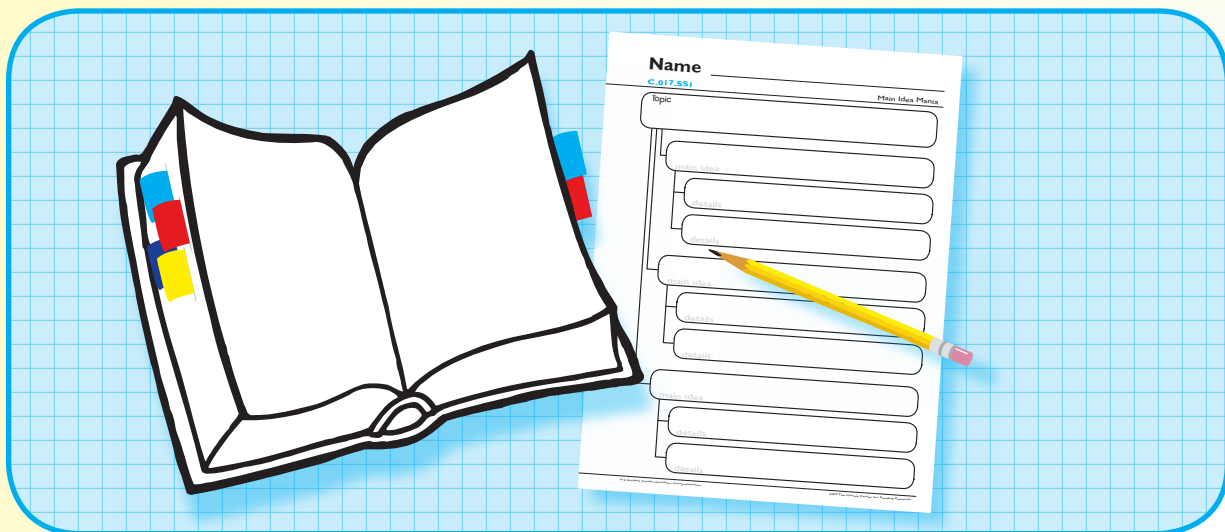
Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range.
- ▶ Sticky notes
Place sticky notes strategically throughout the text in places where it is appropriate to stop and identify supporting details and main ideas.
- ▶ Student sheet (Activity Master C.017.SS1)
Provide enough copies to record main ideas in text. Can be copied double-sided and stapled.
- ▶ Pencils

Activity

Students determine main ideas and supporting details by discussing text.

1. Provide each student with a copy of the text. Provide multiple student sheets (depending on the number of main ideas). Students will share these sheets.
2. Taking turns, student one writes and reads the topic and the text aloud until designated stopping point.
3. Brainstorms and discusses the main idea and its supporting details with student two.
4. Writes the main idea statement and the supporting details on the student sheet in designated areas.
5. Hands student sheet to student two and reverse roles.
6. Continue until the text is read and all main ideas and supporting details are recorded.
7. Teacher evaluation



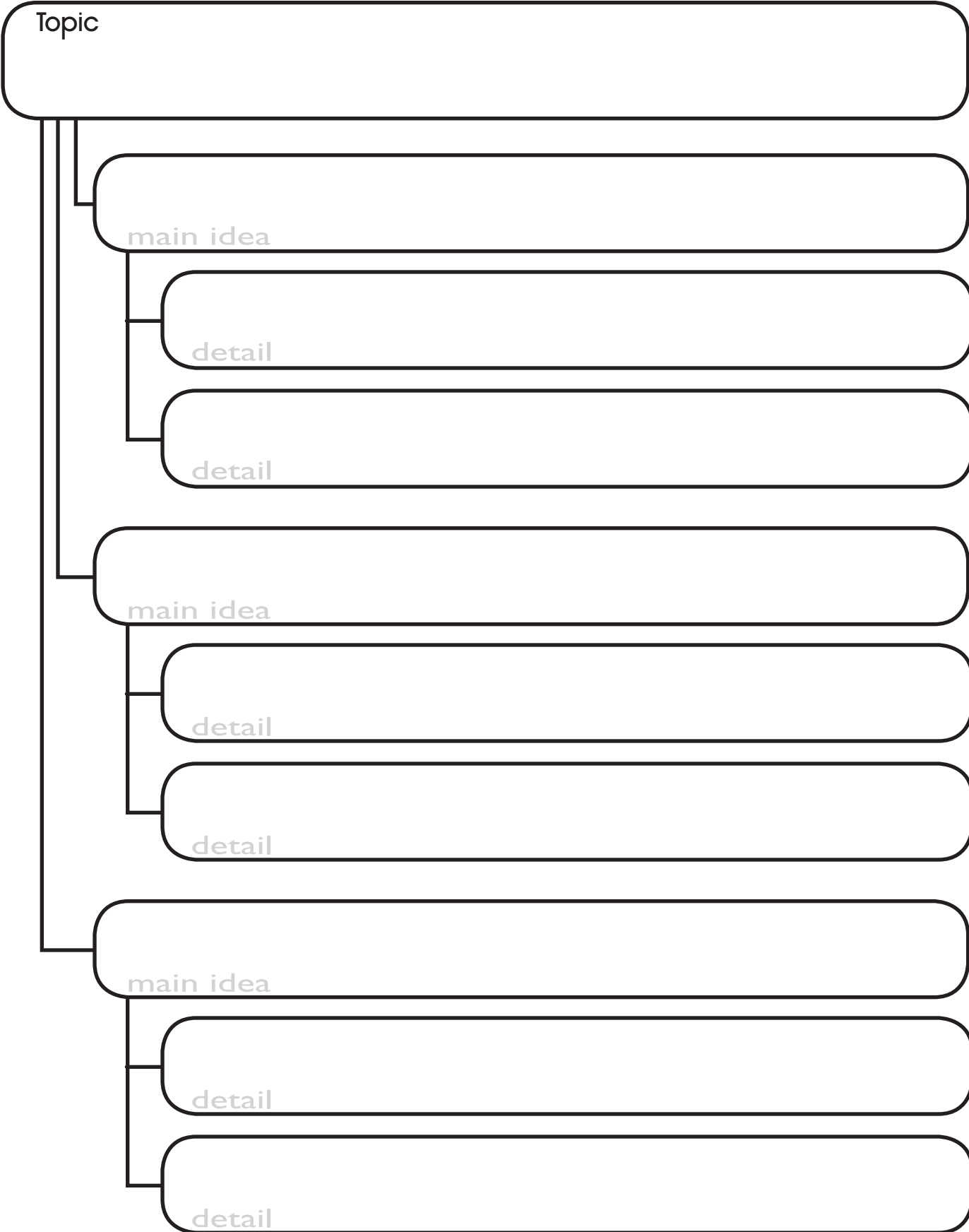
Extensions and Adaptations

- ▶ Use other graphic organizers (Activity Masters C.017.SS2, C.017.SS3, and C.017.SS4).
- ▶ Write main ideas and supporting details on separate index cards to play a memory game or exchange with a partner to match together.

Name _____

C.017.SSI

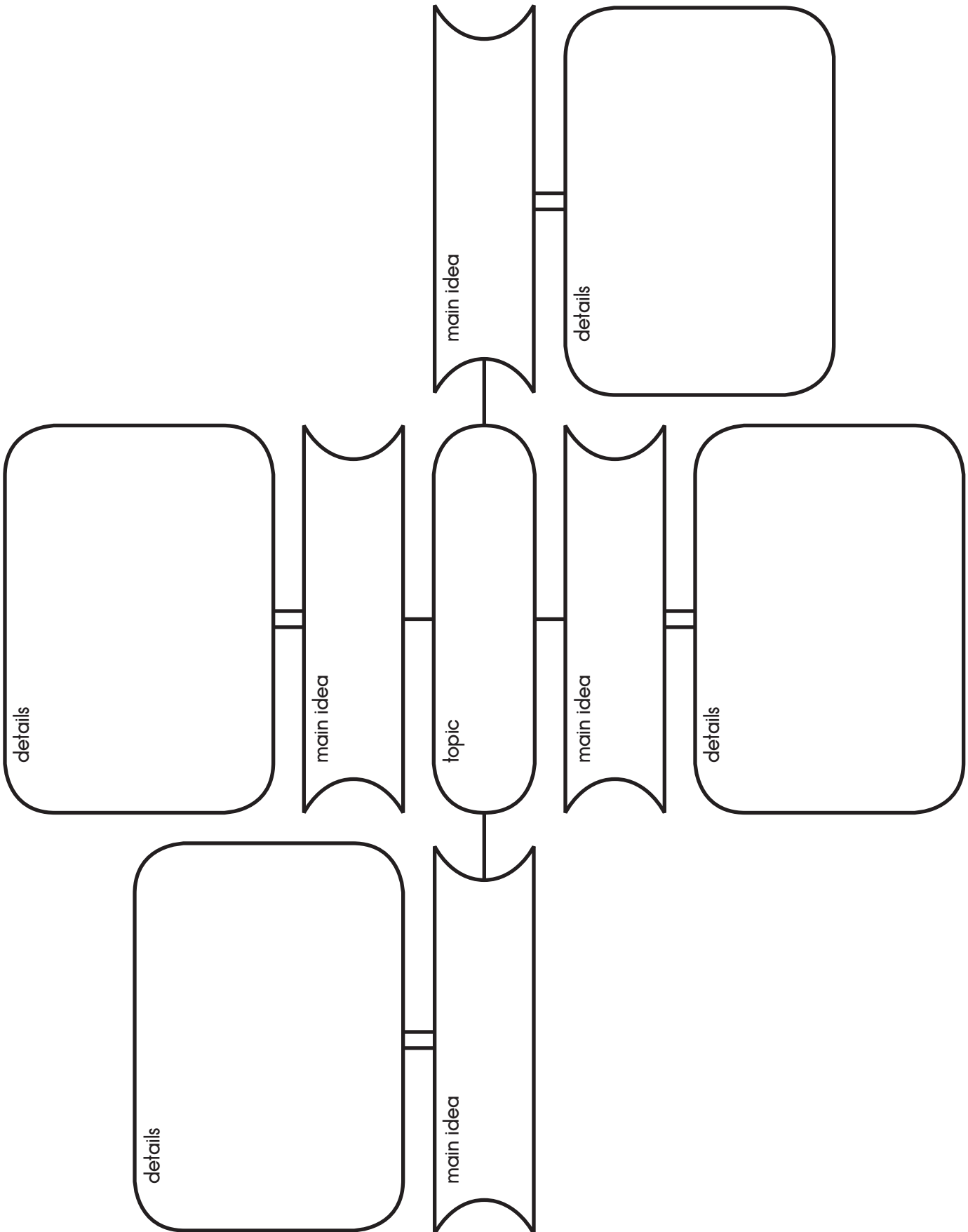
Main Idea Mania



Name _____

Main Idea Mania

C.017.SS2



Name _____

C.017.SS3

Main Idea Mania

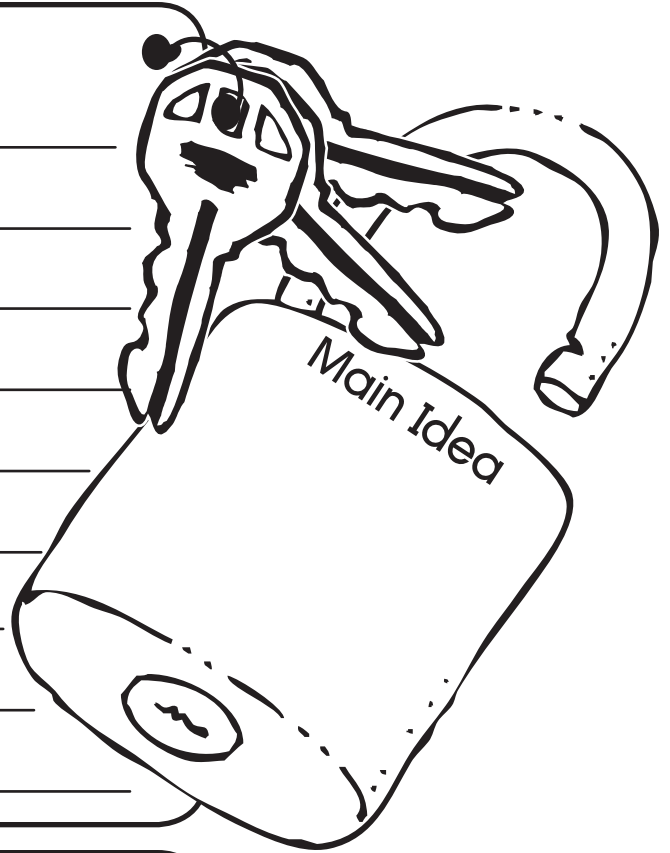
Topic: _____

Supporting Details

- 1. _____

- 2. _____

- 3. _____

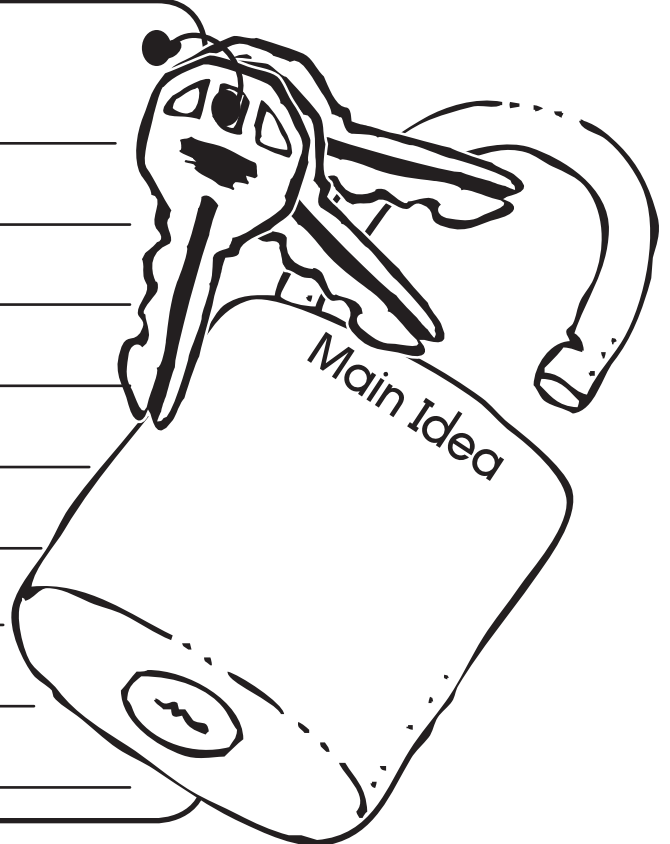


Supporting Details

- 1. _____

- 2. _____

- 3. _____



Name _____

Main Idea Mania

C.017.SS4

Main Idea:

Main Idea:

Main Idea:

Details:

1.

2.

3.

Details:

1.

2.

3.

Details:

1.

2.

3.

Topic



Objective

The student will identify supporting details and main ideas in text.



Materials

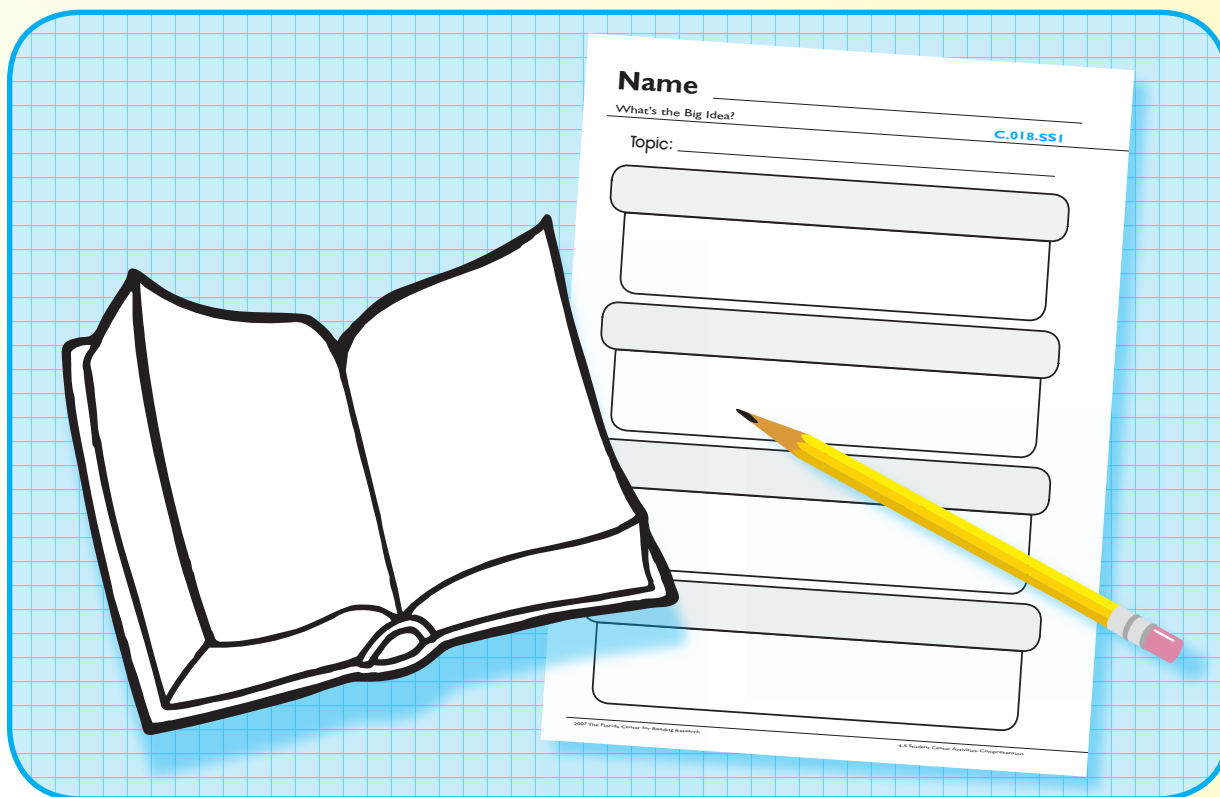
- ▶ Expository text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet (Activity Master C.018.SS1)
- ▶ Pencil



Activity

Students use text features, main ideas, and details to organize information about a topic.

1. Provide the student with a copy of the text and multiple student sheets (depending on the length of the text).
2. The student reads or reviews the text.
3. Writes headings, subheadings, main ideas, or major concepts in the shaded box.
4. Writes details in the adjoining box (e.g., words, phrases, or sentences) that relate to the information written in the shaded box. Uses multiple student sheets, if necessary.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Discuss text with a partner and complete a student sheet together.
- ▶ Use other graphic organizers to record information from the text (Activity Masters C.018.SS2 and C.018.SS3).
- ▶ Use student sheet to organize information in narrative text.

Name _____

What's the Big Idea?

C.018.SSI

Topic: _____

Light gray rounded rectangular box for writing.

White rounded rectangular box for writing.

Light gray rounded rectangular box for writing.

White rounded rectangular box for writing.

Light gray rounded rectangular box for writing.

White rounded rectangular box for writing.

Light gray rounded rectangular box for writing.

White rounded rectangular box for writing.

Name _____

C.018.SS2

What's the Big Idea?

Topic: _____

I. _____

A. _____

B. _____

C. _____

II. _____

A. _____

B. _____

C. _____

III. _____

A. _____

B. _____

C. _____

IV. _____

A. _____

B. _____

C. _____

V. _____

A. _____

B. _____

C. _____

VI. _____

A. _____

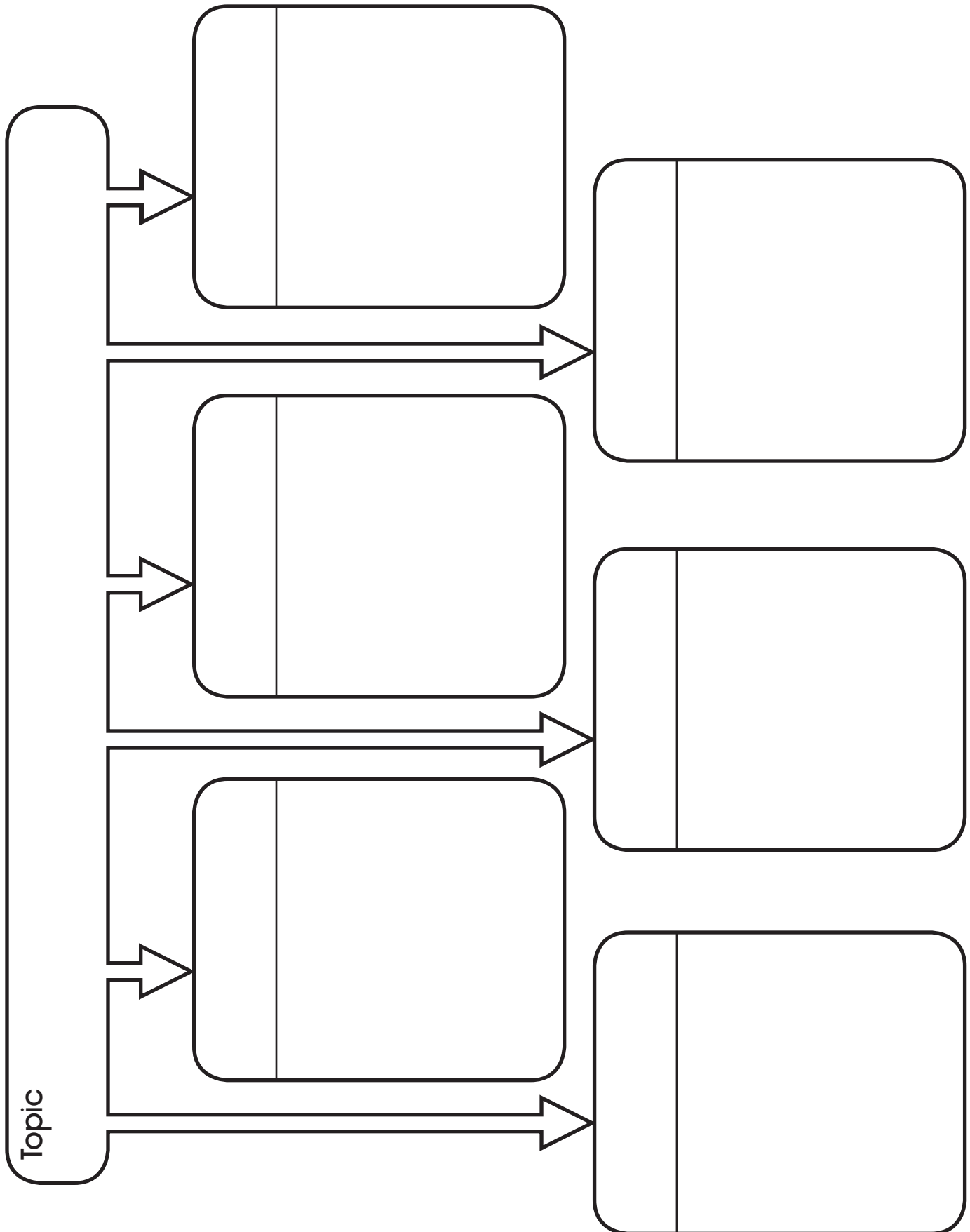
B. _____

C. _____

Name _____

What's the Big Idea?

C.018.SS3





Comprehension

C.019

Expository Text Structure
In My Own Words



Objective

The student will paraphrase text.



Materials

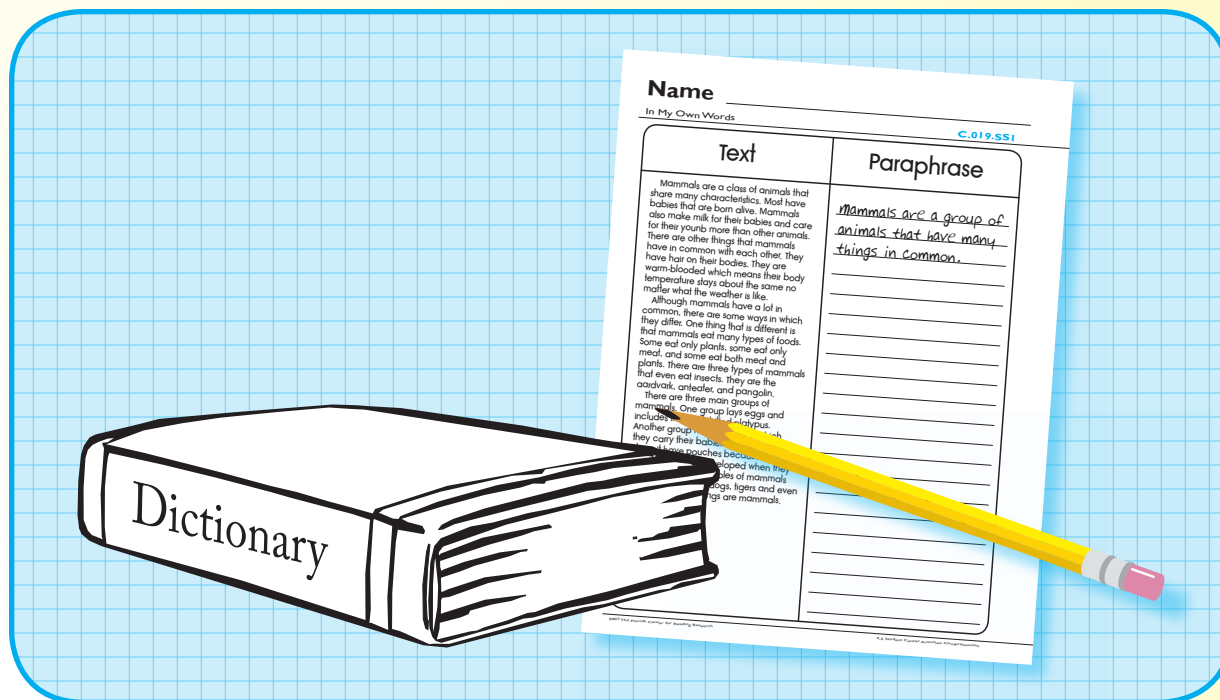
- ▶ Expository text
Choose text within students' instructional-independent reading level range.
Format text to fit on left side of student sheet, attach, and copy.
- ▶ Student sheet (Activity Master C.019.SS)
- ▶ Dictionary
- ▶ Pencil



Activity

Students rewrite text in own words.

1. Provide the student with a student sheet.
2. Student reads or reviews the text. Looks up any unfamiliar words in the dictionary, if necessary.
3. Underlines any important words, phrases, or sentences.
4. Rewrites each sentence in own words.
5. Rereads what is written and confirms that the meaning is comparable to the original text.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Discuss text with a partner and paraphrase text together.
- ▶ Write a summary statement based on the text on the back of the student sheet.



Objective

The student will summarize expository text.

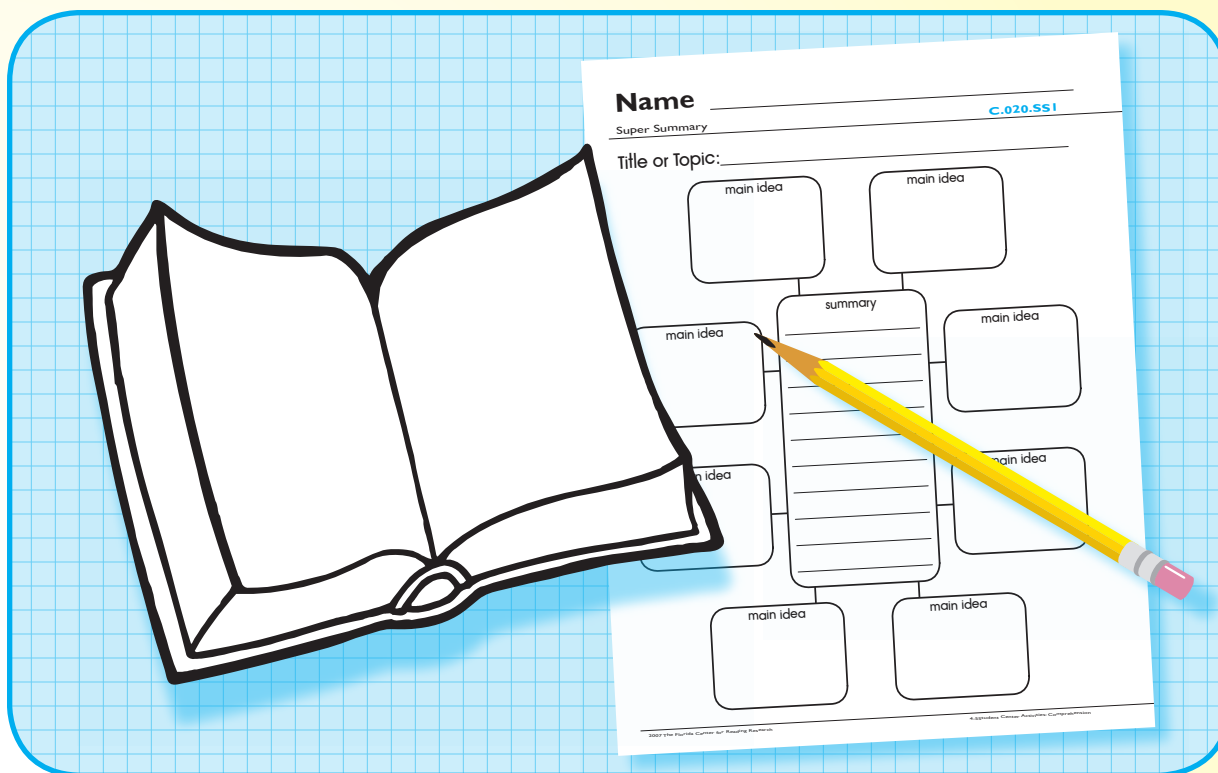
Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet (Activity Master C.020.SS1)
- ▶ Pencil

Activity

Students write a summary of expository text by using the main ideas.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the entire text.
3. Goes back to the beginning of the text and rereads one or two paragraphs (depending on the size and amount of information) and records the main idea(s).
4. Continues to reread the text and record main ideas. Note: May or may not use all the main idea boxes or may add another student sheet.
5. Reviews recorded information and writes a summary of the entire text.
6. Teacher evaluation



Extensions and Adaptations

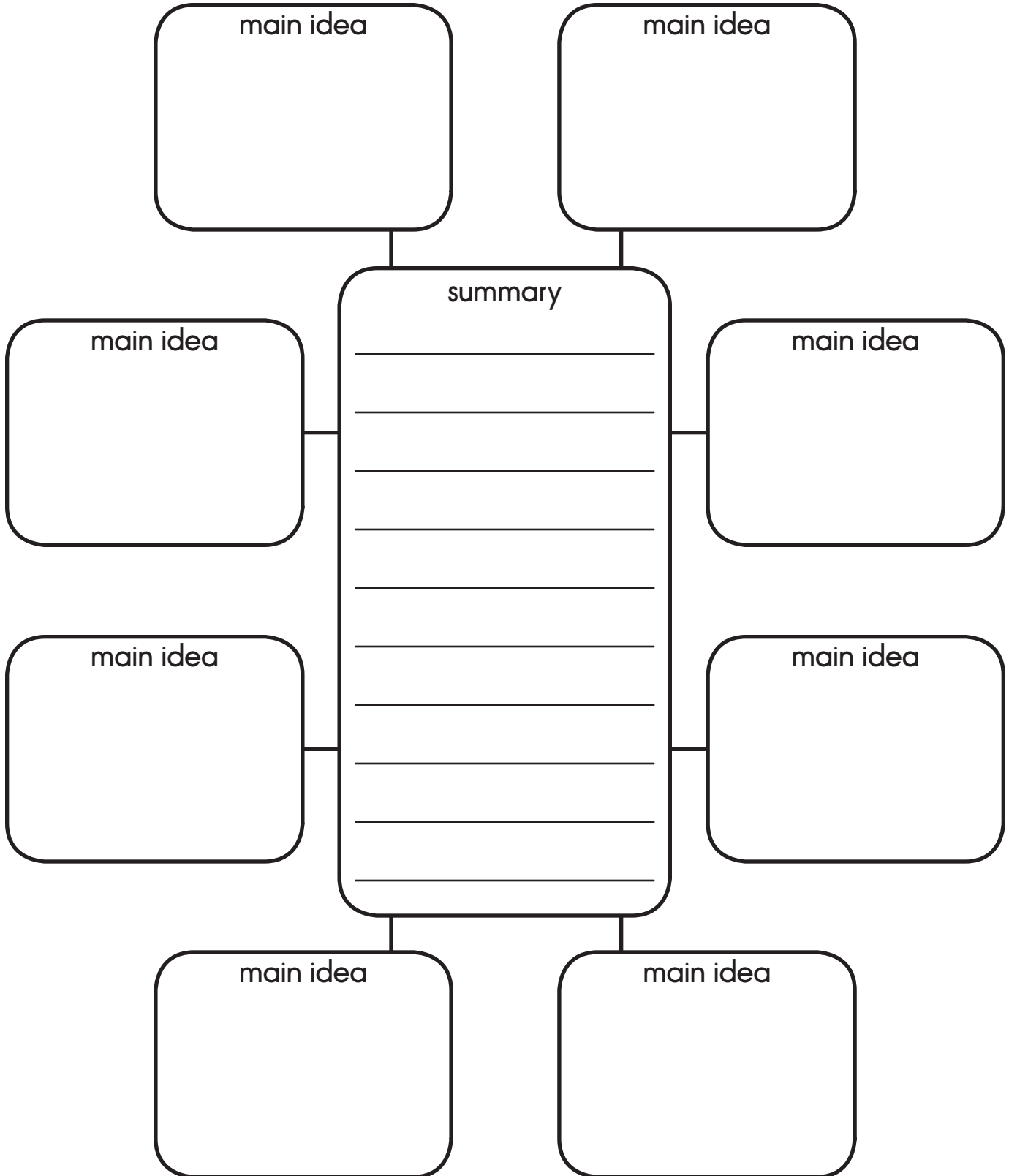
- ▶ Discuss text with a partner and write a summary together.
- ▶ Use other graphic organizers to record main ideas and summary (Activity Masters C.020.SS2 and C.020.SS3).

Name _____

Super Summary

C.020.SSI

Topic: _____



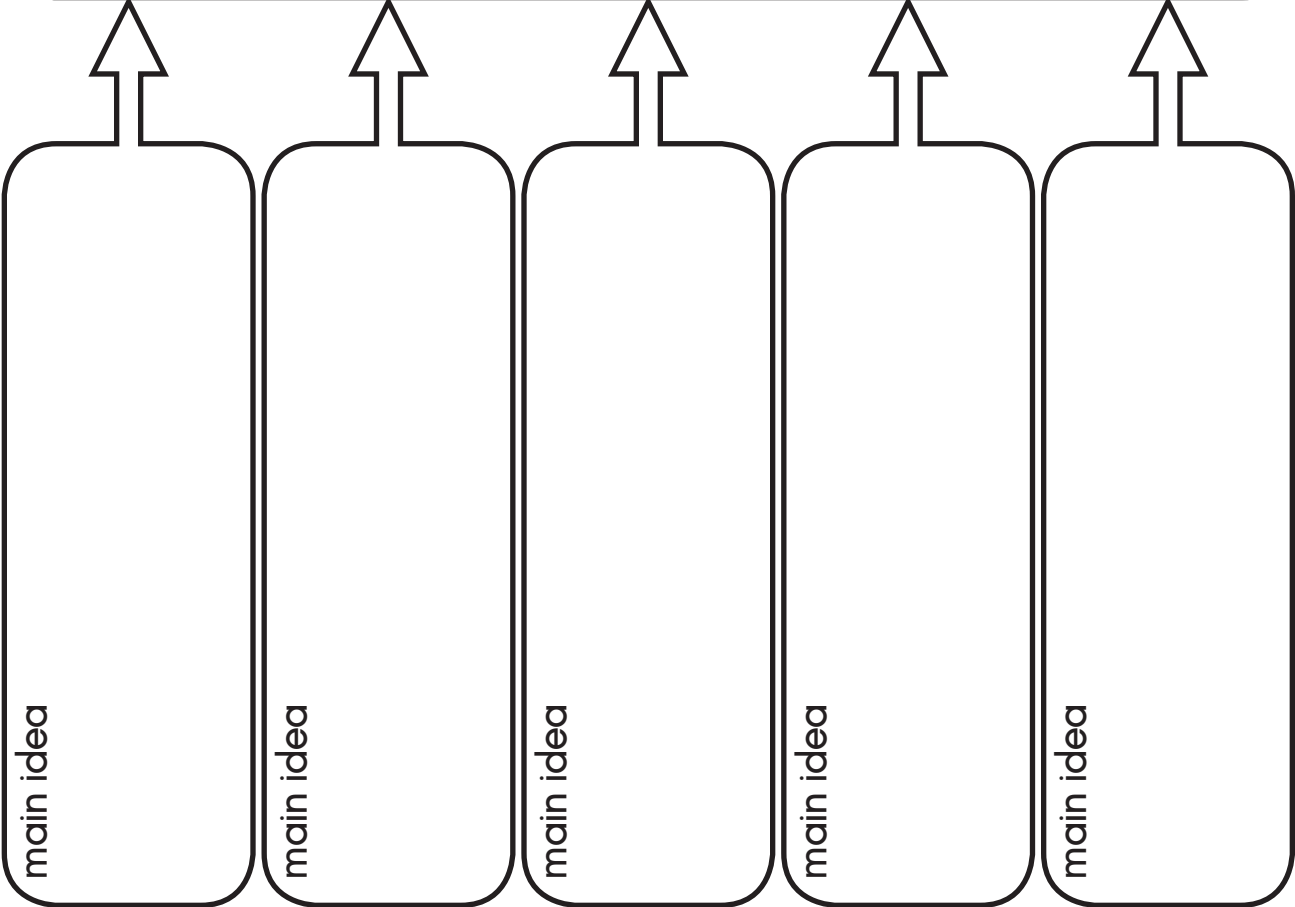
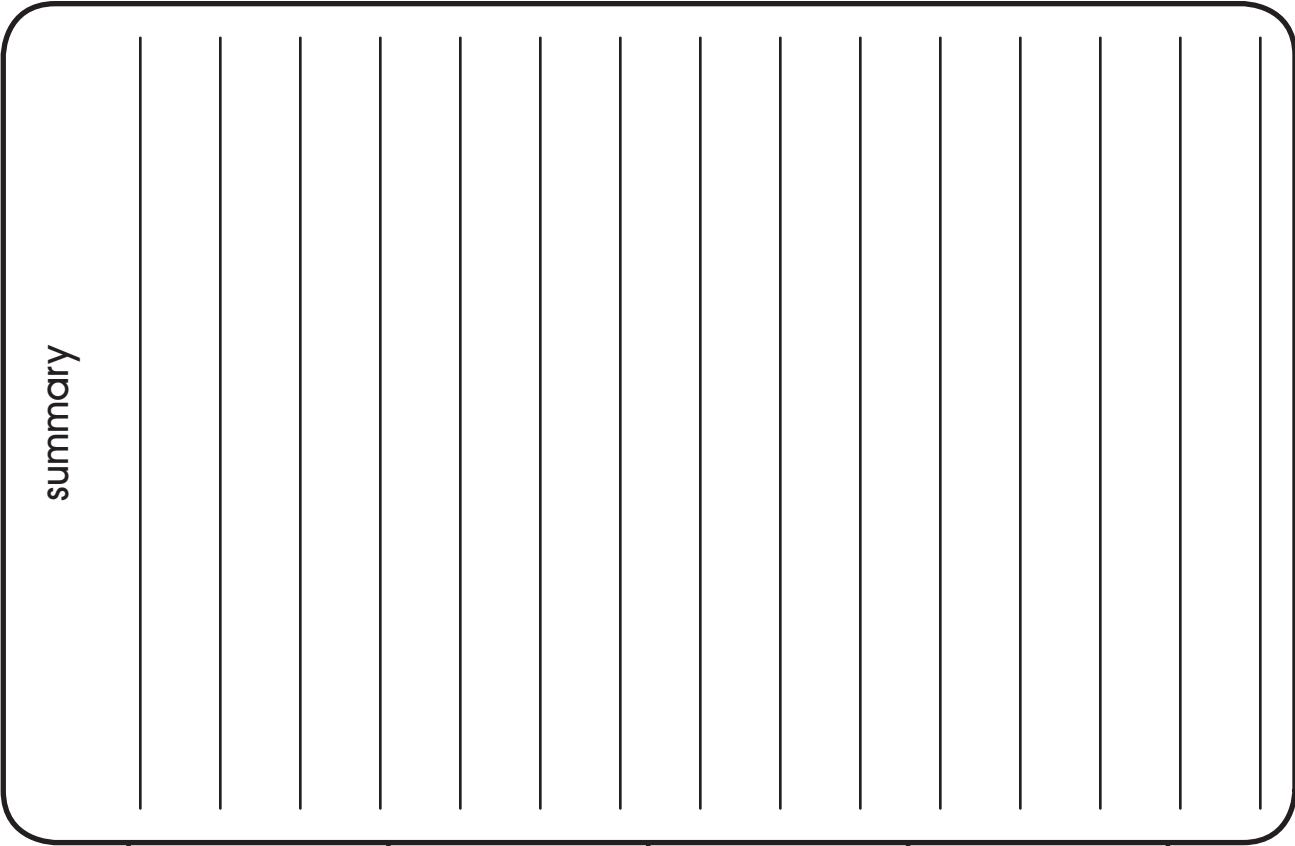
Name _____

C.020.SS2

Super Summary

Topic: _____

summary



main idea

main idea

main idea

main idea

main idea

Name _____

Super Summary

C.020.SS3

Topic: _____

Main Idea:

Main Idea:

Main Idea:

Main Idea:

Summary:



Objective

The student will identify the relationship between cause and effect.

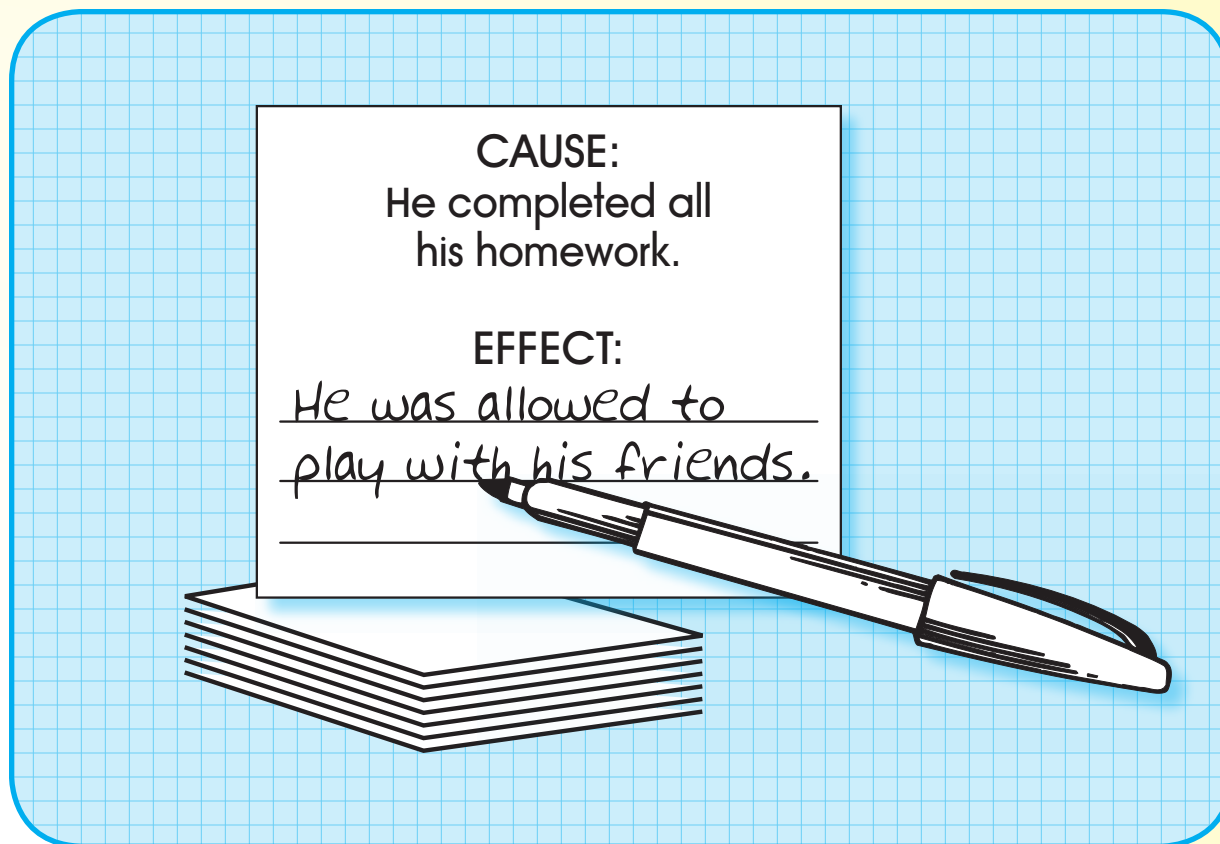
Materials

- ▶ Cause and effect cards (Activity Master C.021.AM1a - C.021.AM1c)
Laminate.
- ▶ Vis-à-Vis® markers

Activity

Students write causes and effects by playing a completion game.

1. Place cause and effect cards face down in a stack. Provide students with Vis-à-Vis® markers.
2. Taking turns, students select top card from stack, read the cause or effect on the card to partner.
3. Think about the possible causes or effects and discuss with partner.
4. Write a corresponding cause or effect on card. Place card face up on a flat surface.
5. Reverse roles and continue until all cards are completed.
6. Peer evaluation



Extensions and Adaptations

- ▶ Record six of the causes and effects on student sheet (Activity Master C.021.SS1).
- ▶ Write cause or effect on cards and play game (Activity Master C.021.AM2).
- ▶ Make cause and effect cards to play memory game (Activity Master C.021.AM3).
- ▶ Record multiple effects for one cause or multiple causes for one effect (C.021.SS2).

Comprehension

Write Cause or Effect

C.021.AM1a

<p>CAUSE: She fell asleep for two hours in the sun.</p> <p>EFFECT:</p> <hr/> <hr/> <hr/>	<p>CAUSE: He completed all his homework.</p> <p>EFFECT:</p> <hr/> <hr/> <hr/>
<p>CAUSE: He climbed the tree.</p> <p>EFFECT:</p> <hr/> <hr/> <hr/>	<p>CAUSE: He was careless and didn't pay attention while riding his bicycle.</p> <p>EFFECT:</p> <hr/> <hr/> <hr/>
<p>CAUSE: Sunlight shone through the rain.</p> <p>EFFECT:</p> <hr/> <hr/> <hr/>	<p>CAUSE: The car drove over nails and glass.</p> <p>EFFECT:</p> <hr/> <hr/> <hr/>

cause and effect cards



Comprehension

C.021.AM1b

Write Cause or Effect

<p>CAUSE: She helped carry in the groceries.</p> <p>EFFECT:</p> <hr/> <hr/> <hr/>	<p>CAUSE: He was walking without any shoes.</p> <p>EFFECT:</p> <hr/> <hr/> <hr/>
<p>CAUSE: He raised his hand.</p> <p>EFFECT:</p> <hr/> <hr/> <hr/>	<p>CAUSE:</p> <hr/> <hr/> <hr/> <p>EFFECT: The water turned to ice.</p>
<p>CAUSE:</p> <hr/> <hr/> <hr/> <p>EFFECT: The warning alarm rang.</p>	<p>CAUSE:</p> <hr/> <hr/> <hr/> <p>EFFECT: He spent two hours cleaning his room.</p>

cause and effect cards



Comprehension

Write Cause or Effect

C.021.AMIc

CAUSE:

EFFECT:
She had a cast
on her foot.

CAUSE:

EFFECT:
He was late for school.

CAUSE:

EFFECT:
The mouse
got loose.

CAUSE:

EFFECT:
The food spoiled and
got thrown away.

CAUSE:

EFFECT:
They hid behind
the tree.

CAUSE:

EFFECT:
The power went out.



Name _____

C.021.SSI

Write Cause or Effect

CAUSE: He climbed the tree.

EFFECT: _____

CAUSE: Sunlight shone through the rain.

EFFECT: _____

CAUSE: He was walking without any shoes.

EFFECT: _____

CAUSE: _____

EFFECT: They hid behind the tree.

CAUSE: _____

EFFECT: The power went out.

CAUSE: _____

EFFECT: He spent two hours cleaning his room.

Comprehension

Write Cause or Effect

C.021.AM2

CAUSE:

EFFECT:

CAUSE:

EFFECT:

CAUSE:

EFFECT:

CAUSE:

EFFECT:

CAUSE:

EFFECT:

CAUSE:

EFFECT:

blank cause and effect cards



Comprehension

C.021.AM3

Write Cause or Effect

	cause		effect
	cause		effect
	cause		effect
	cause		effect

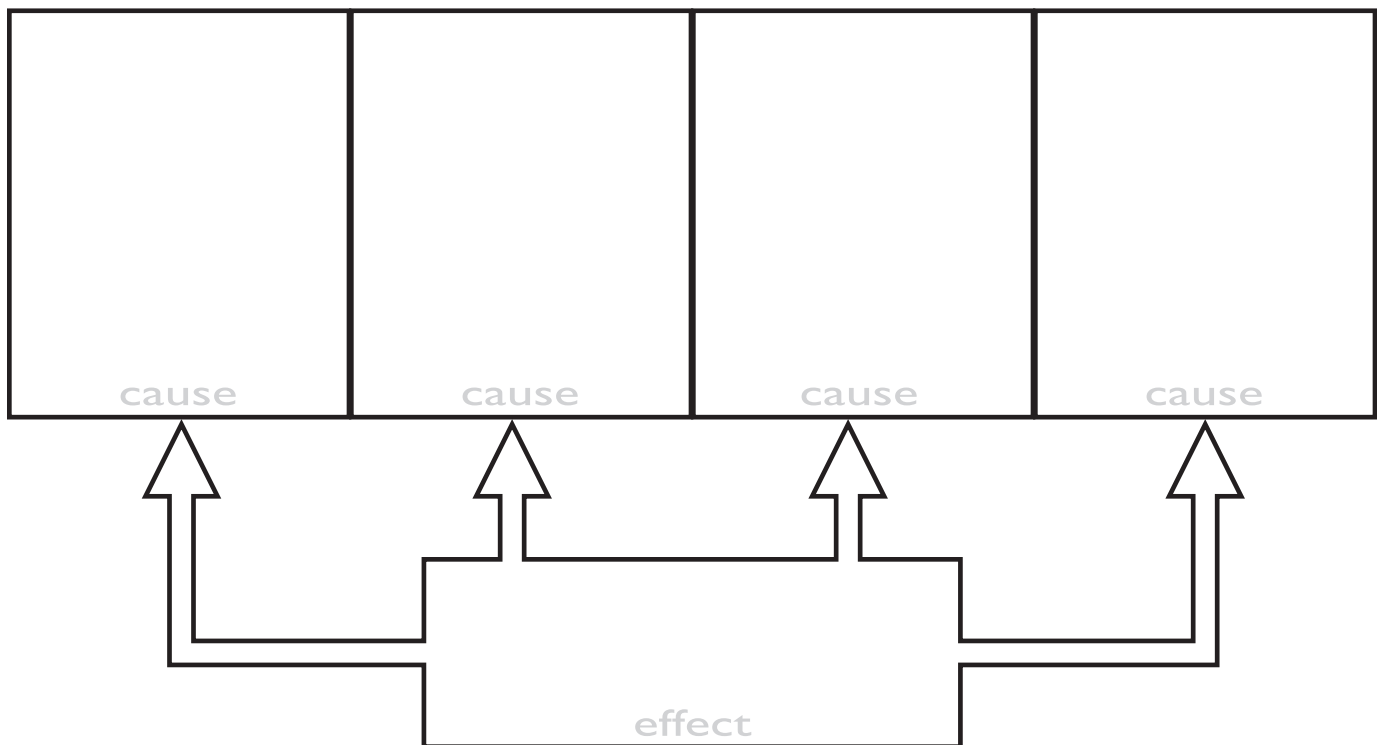
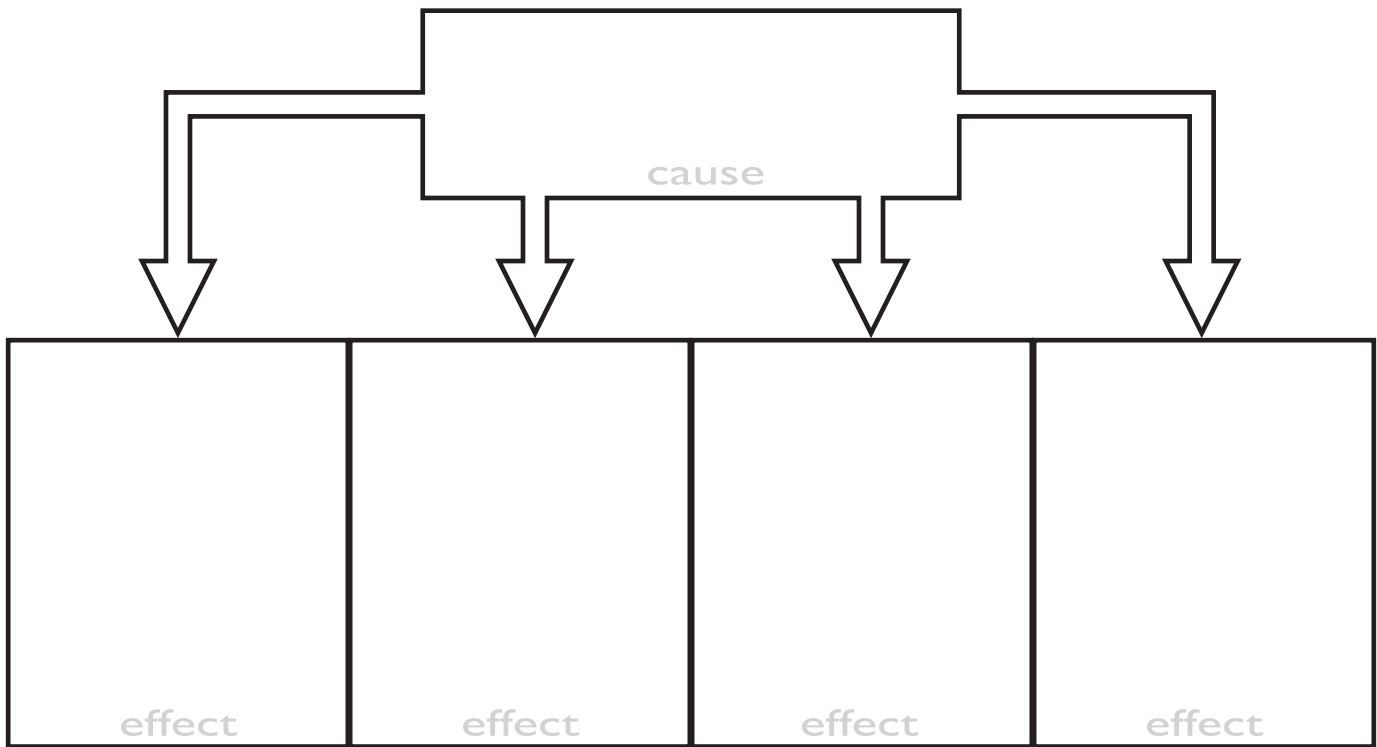
blank cause and effect cards



Name _____

Write Cause or Effect

C.021.SS2





Objective

The student will identify text structures.



Materials

- ▶ Text structure header cards (Activity Master C.022.AM1)
- ▶ Text structure cards (Activity Master C.022.AM2a - C.022.AM2c)

Note: the numbers of the cards correspond to headers in the following manner:

*Cause and Effect – 3, 5, 12; Problem and Solution – 8, 17, 18; Question and Answer – 2, 7, 13;
Compare and Contrast – 1, 6, 11; Description – 4, 14, 16; Sequence – 9, 10, 15.*



Activity

Students sort sentences based on the most common text structures using header cards.

1. Place text structure headers face up in a row. Place text structure cards face down in a stack.
2. Taking turns, students select top card from stack and read it to partner.
3. Identify the type of text structure used and place under the corresponding header.
4. Reverse roles and continue until all cards are sorted.
5. Peer evaluation

Cause and Effect	Problem and Solution	Question and Answer	Compare and Contrast	Description	Sequence
Cats often have lots of energy and will play for a long time. As a result, they take many naps.	If you can't remember dreams, but want to, keep a journal by your bed so that you can record them as soon as you wake up.	How long do people sleep each night? People sleep an average of eight hours per night.	Cats are similar to lions. They are both felines. They both have sharp teeth. However, a cat is much smaller than a lion.	Different types of clouds have their own appearance. For example, some are wispy and thin and others are fluffy and shapely. Some people think cumulus clouds look like puffs of cotton.	Clouds are formed in the following way. First, water on the ground evaporates and turns into vapor. Next, the vapor condenses into tiny droplets and forms clouds. Finally, the clouds lose the water in the form of precipitation.
					A baby may first toss and turn when she is put in a crib for a nap. Second, she may cry. Not long after that she will likely close her eyes and drift off to sleep.
					Clouds can cause turbulence for airplanes, so consequently pilots may try to fly above them to avoid the shaking.



Extensions and Adaptations

- ▶ Sort text structure cards by topic.
- ▶ Write about a topic using each text structure (Activity Master C.022.SS).
- ▶ Make more text structure cards (Activity Master C.008.AM3) to sort using header cards.

Comprehension

Text Structure Sort

C.022.AMI

Cause
and Effect

header

Problem
and Solution

header

Question
and Answer

header

Compare
and Contrast

header

Description

header

Sequence

header

text structure header cards



Comprehension

C.022.AM2a

Text Structure Sort

Cats often have lots of energy and will play for a long time. As a result, they take many naps.

5

Cats sometimes scratch the furniture. One solution is to cover the furniture.

17

Why do cats purr? They purr when they are happy, but they may also purr when they are distressed or as a way to communicate.

13

Cats are similar to lions. They are both felines. They both have sharp teeth. However, a cat is much smaller than a lion.

1

You can tell when a cat is angry. Its ears are laid back and it may hiss.

4

When a cat is hungry, first he will look for his master. Then he will sit next to his dish until he gets fed.

10

text structure cards



Comprehension

Text Structure Sort

C.022.AM2b

It was 32 degrees Fahrenheit when precipitation fell from the clouds. Since it was freezing, the precipitation was in the form of snow.

3

Clouds can cause turbulence for airplanes, so consequently pilots may try to fly above them to avoid the shaking.

18

Why do clouds look white? Clouds reflect all the colors in light which gives the appearance of white.

7

All clouds are made of water droplets. Fog, however, is a different type of cloud. The difference is that fog forms on the ground and the other clouds form high in the air.

11

Different types of clouds have their own appearance. For example, some are wispy and thin and others are fluffy and shapely. Some people think cumulus clouds look like puffs of cotton.

14

Clouds are formed in the following way. First, water on the ground evaporates and turns into vapor. Next, the vapor condenses into tiny droplets and forms clouds. Finally, the clouds lose the water in the form of precipitation.

9

text structure cards



Comprehension

C.022.AM2c

Text Structure Sort

<p>If you don't get enough sleep, then it could affect your memory, ability to pay attention, and performance in school.</p> <p>12</p>	<p>If you can't remember dreams, but want to, keep a journal by your bed so that you can record them as soon as you wake up.</p> <p>8</p>
<p>How long do people sleep each night? People sleep an average of eight hours per night.</p> <p>2</p>	<p>Animals spend different amounts of time sleeping. Humans sleep about eight hours a day compared to giraffes who sleep less than two hours a day. On the other hand, brown bats sleep almost 20 hours a day.</p> <p>6</p>
<p>Animals sleep in many positions. For example, cats and dogs sleep curled up, as opposed to horses and birds that sleep standing. Some animals, such as bats, sleep hanging upside down.</p> <p>16</p>	<p>A baby may first toss and turn when she is put in a crib for a nap. Second, she may cry. Not long after that she will likely close her eyes and drift off to sleep.</p> <p>15</p>

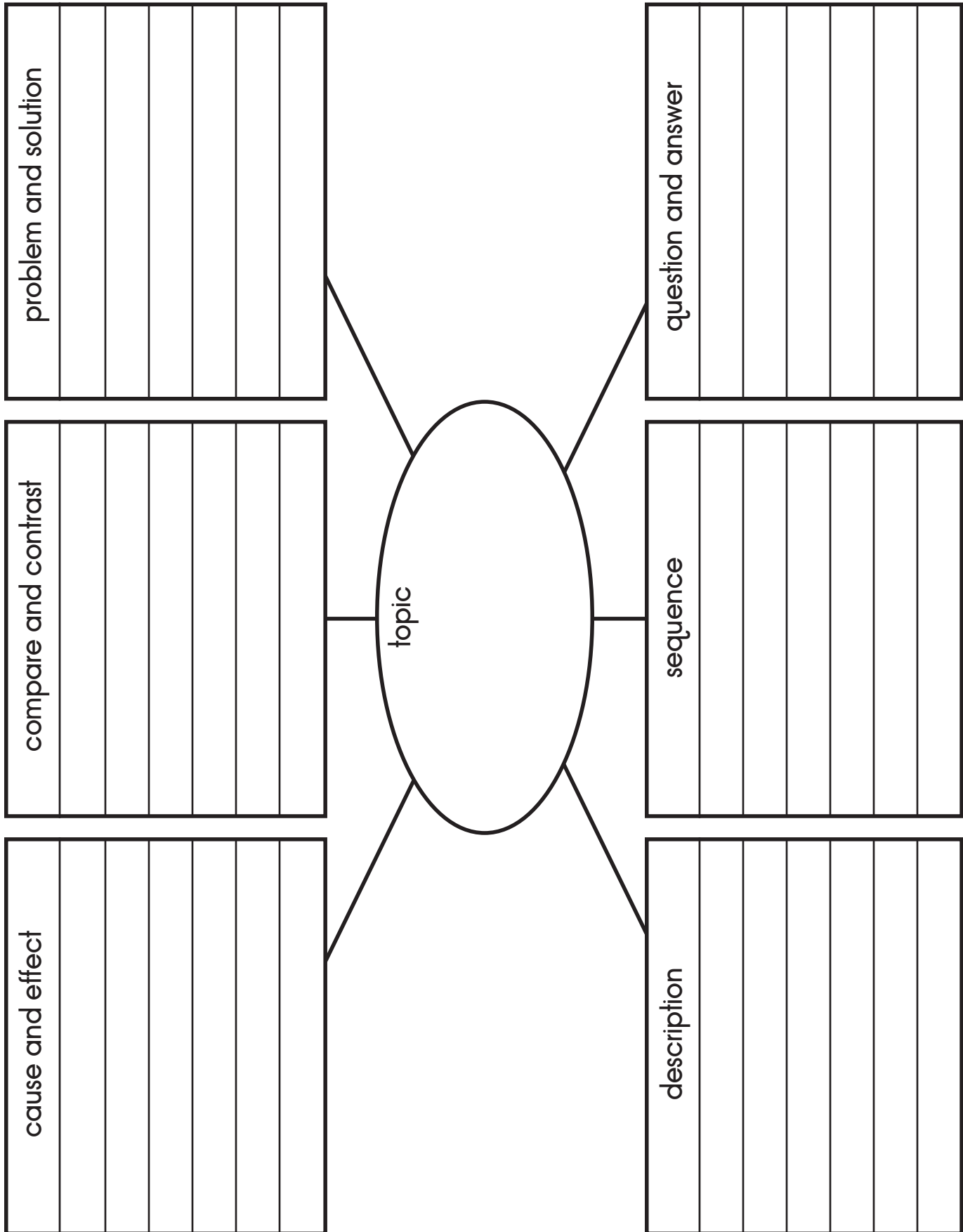
text structure cards



Name _____

Text Structure Sort

C.022.SS





Objective

The student will identify text structures.

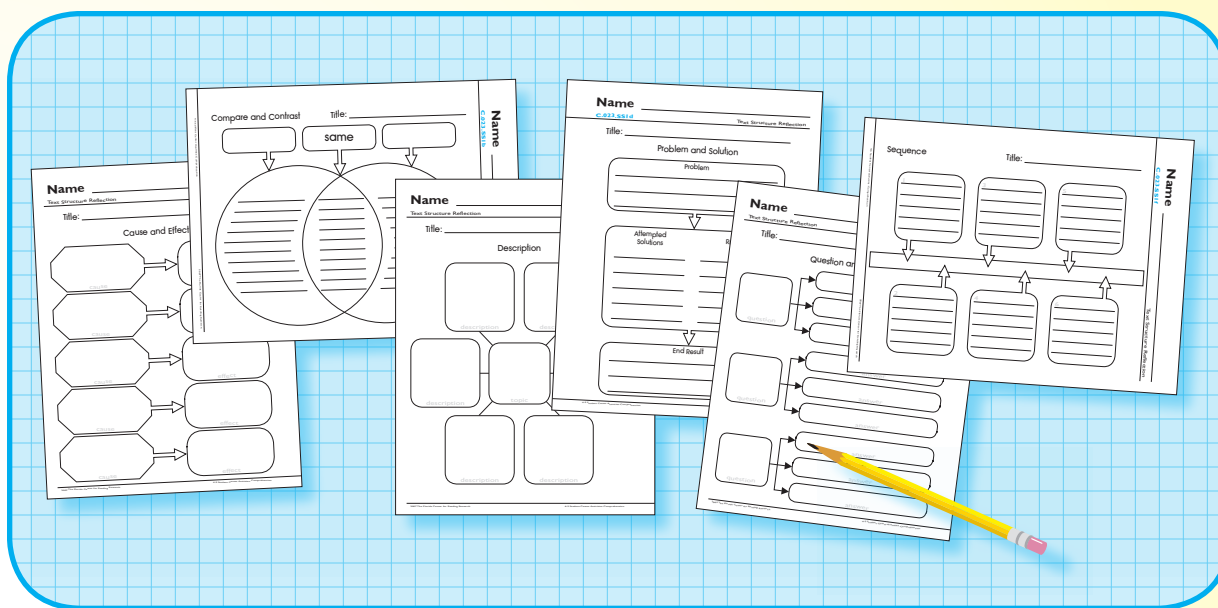
Materials

- ▶ Expository text
Choose text within students' instructional-independent reading level range.
Choose a book or a passage that demonstrates one of the expository text structures (e.g., cause and effect, problem and solution, question and answer, compare and contrast, description, and sequence). Note: Lists of expository books corresponding to various text structures can be found on the Internet.
- ▶ Student sheets (Activity Master C.023.SS1a - C.023.SS1f)
Choose the text structure graphic organizer that corresponds to the selected text.
- ▶ Expository text structure reference card (Activity Master C.023.AM1)
- ▶ Pencil

Activity

Students record information related to text structure using a graphic organizer.

1. Provide the student with a copy of the text, reference card, and a student sheet.
2. Student reads or reviews the text.
3. Notes the organization of the text and any words that are used to signal or cue the reader to the type of text structure. Use reference card, if necessary.
4. Completes graphic organizer.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Discuss text with partner and complete a graphic organizer together.
- ▶ Choose two texts on same topic, but with different text structures and compare.
- ▶ Determine the text structure by answering questions (Activity Master C.023.SS2).
- ▶ Use other graphic organizers (Activity Master C.023.SS3a - C.023.SS3f).

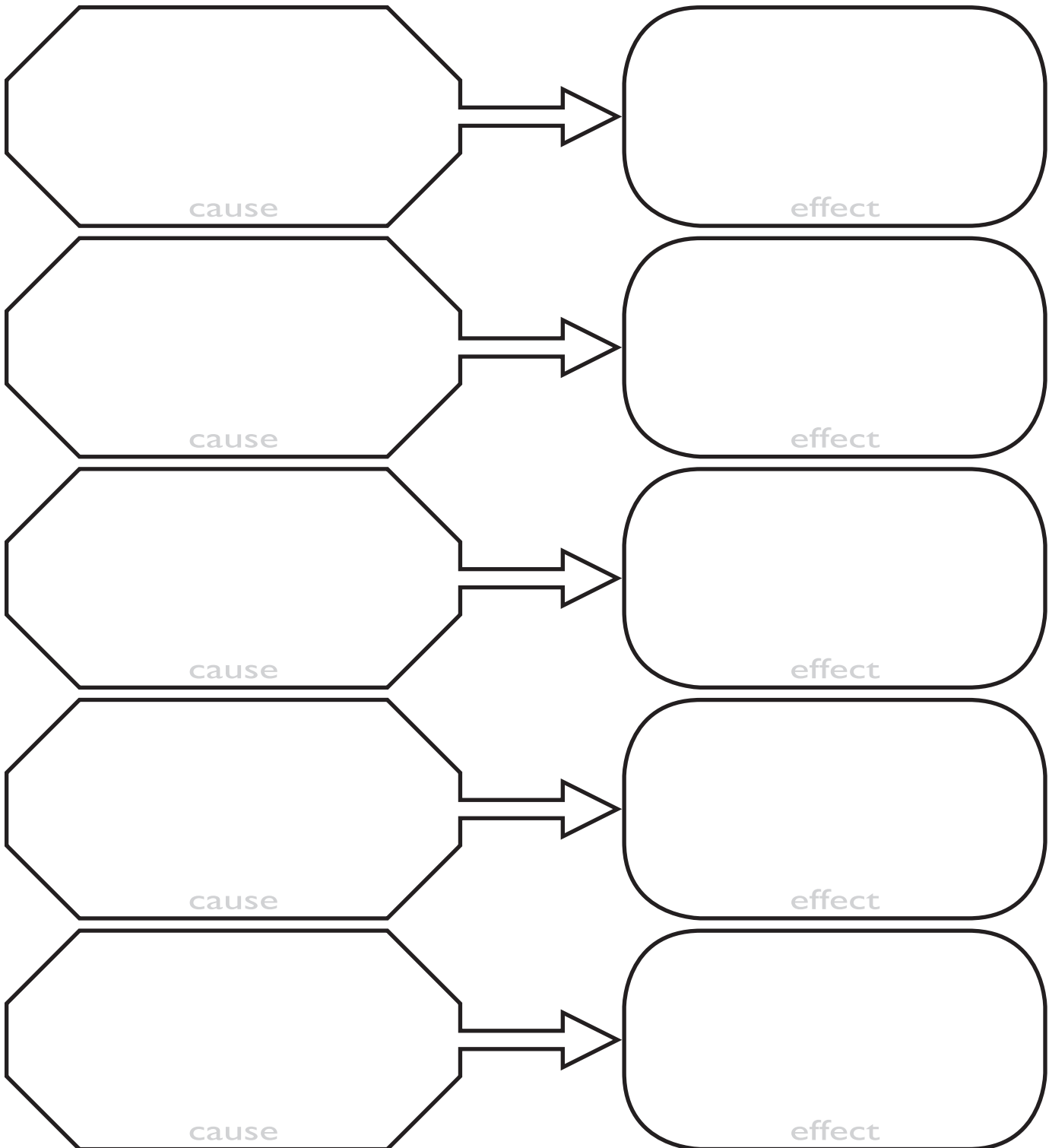
Name _____

Text Structure Reflection

C.023.SSI.a

Title: _____

Cause and Effect



Name _____

C.023.SS1b

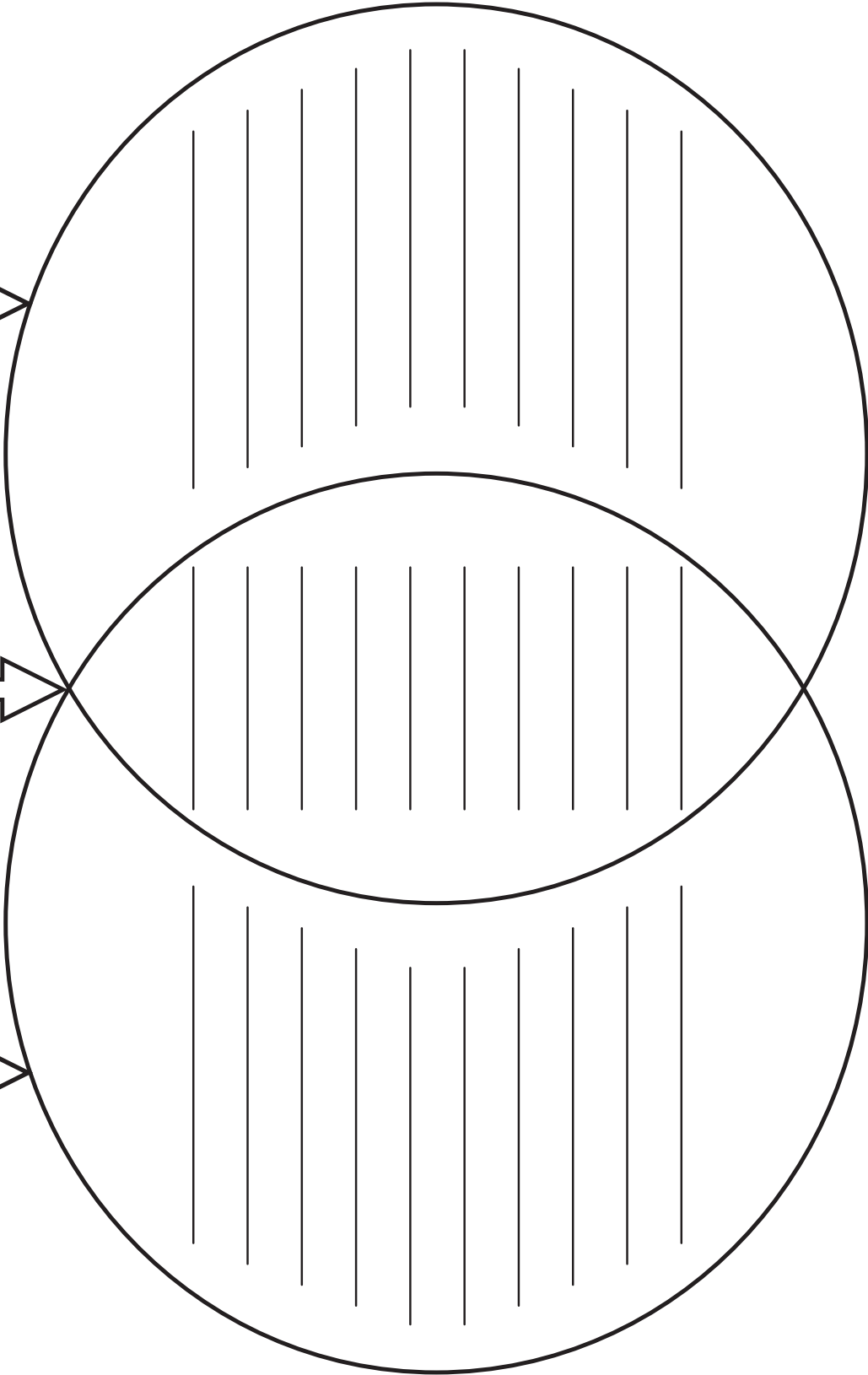
Text Structure Reflection

Compare and Contrast Title: _____

[Empty rounded rectangular box]

same

[Empty rounded rectangular box]



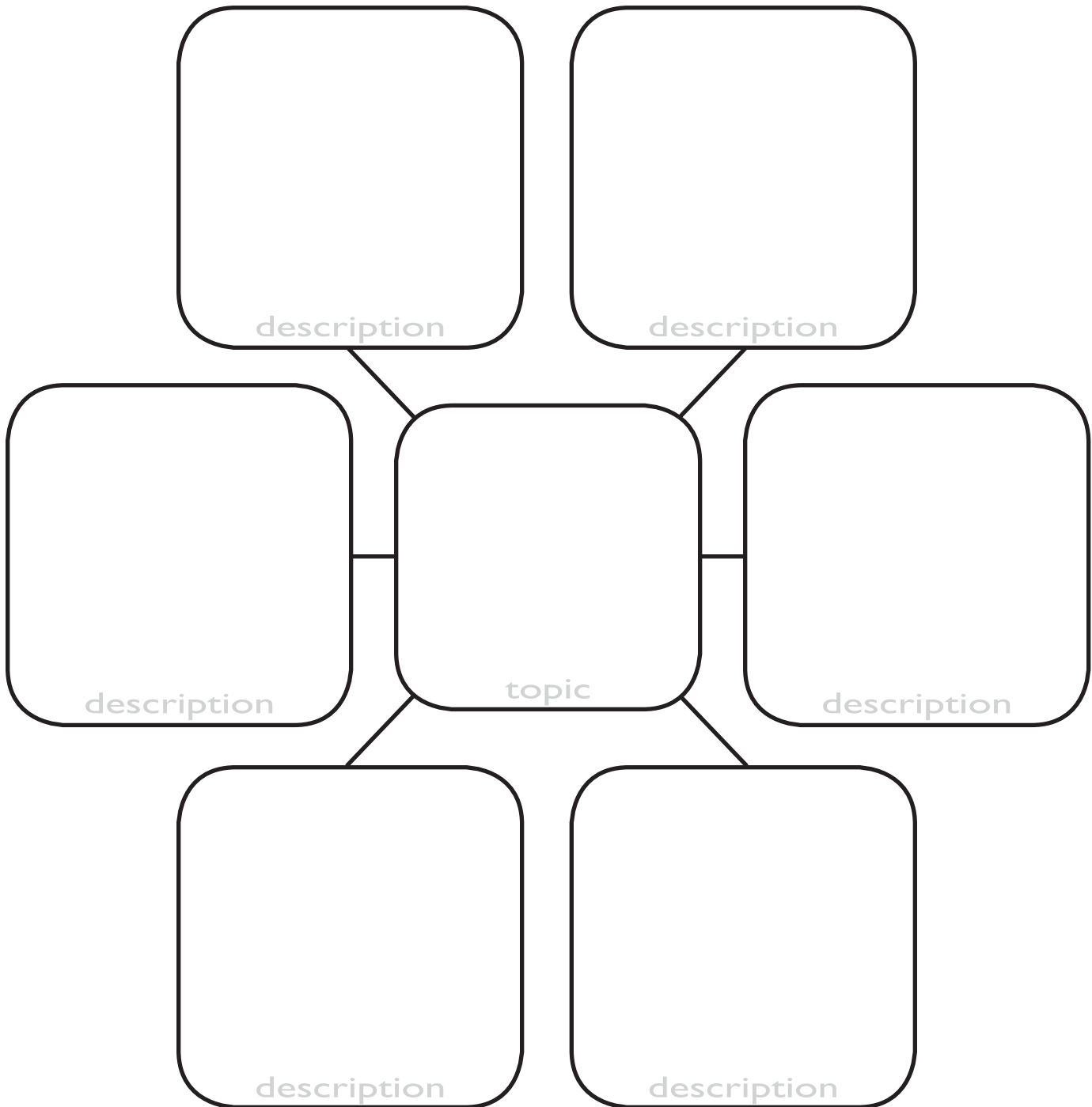
Name _____

Text Structure Reflection

C.023.SSIc

Title: _____

Description



Name _____

C.023.SS1d

Text Structure Reflection

Title: _____

Problem and Solution

Problem



Attempted Solutions	Results
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>



End Result

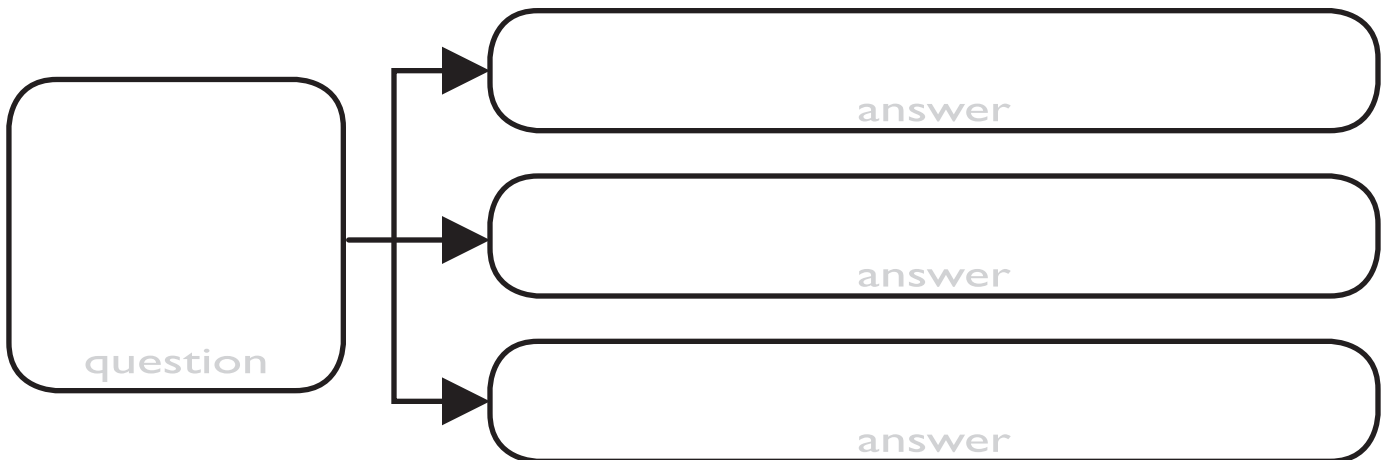
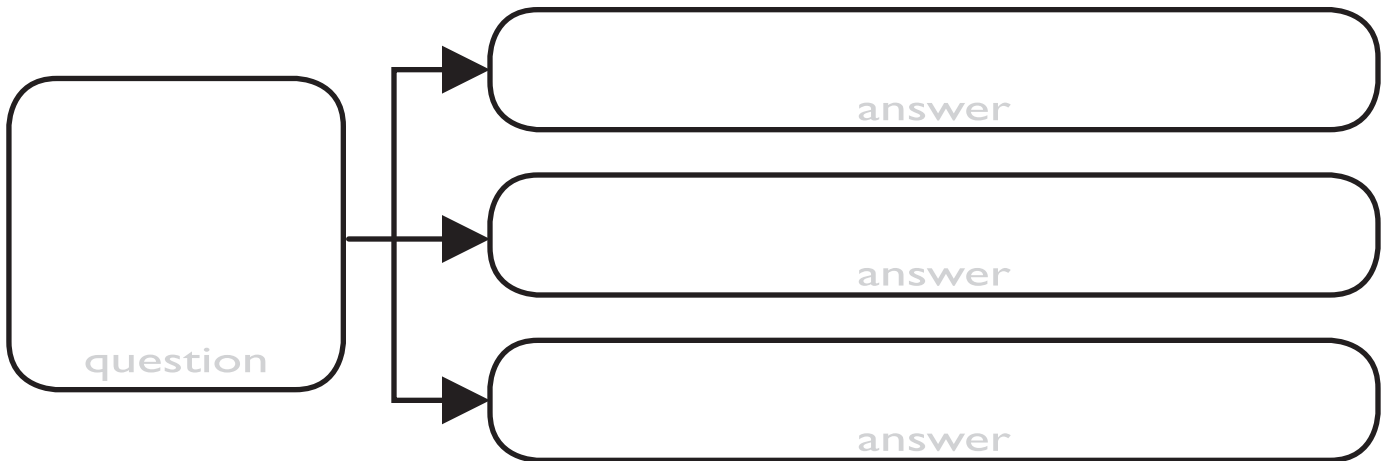
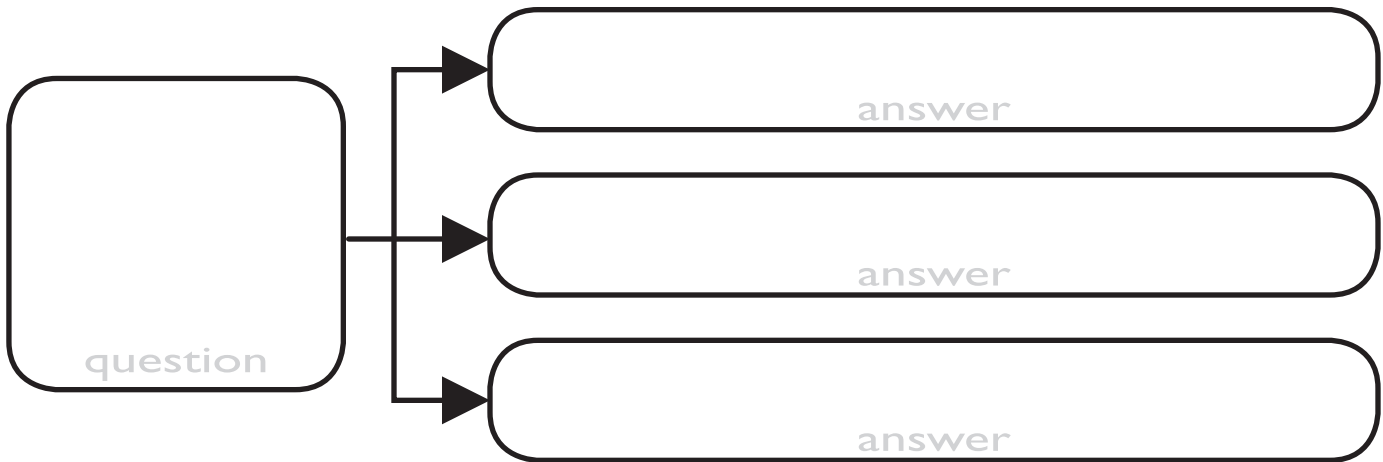
Name _____

Text Structure Reflection

C.023.SS1e

Title: _____

Question and Answer

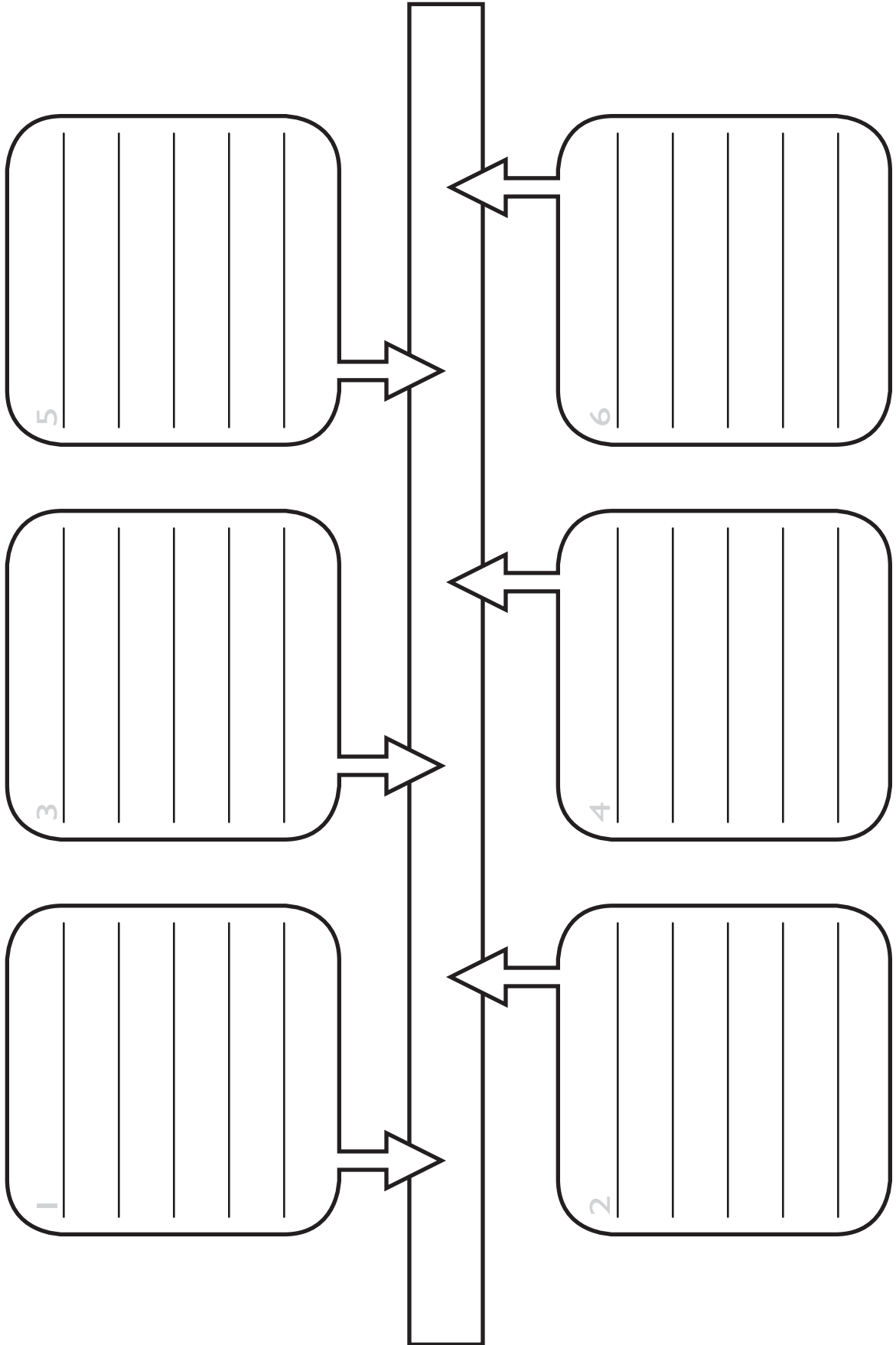


Name _____

C.023.SS1f

Text Structure Reflection

Sequence _____
Title: _____



Comprehension

Text Structure Reflection

C.023.AMI

Text Structure	Explanation	Signal Words	Graphic Organizers
Cause and Effect	Ideas, events, or facts are presented as causes in conjunction with the resulting outcomes or effects	<ul style="list-style-type: none"> accordingly consequently may be due to so thus because for this reason nevertheless therefore as a result if...then since this led to 	
Compare and Contrast	Similarities and differences are presented between two or more topics or concepts	<ul style="list-style-type: none"> although but either...or in common similar to as opposed to compared with even though likewise yet as well as different from however not only 	
Description	Provides information about a topic	<ul style="list-style-type: none"> a number of characteristics in addition is like to illustrate appears to be for example in back of looks like as in for instance including such as 	
Problem and Solution	Problem is presented followed by one or more solutions	<ul style="list-style-type: none"> a problem because in order to one reason for steps involved a solution for this reason leads/led to since this led to accordingly if...then may be due to so that thus 	
Question and Answer	Question is posed and then followed by answers	<ul style="list-style-type: none"> how one may conclude when why how many the best estimate where it could be that what who 	
Sequence	Events are described in numerical or chronological order	<ul style="list-style-type: none"> after before first initially next on (date) soon today while afterward during following later not long after preceding then until at last finally immediately meanwhile now second third when 	

Name _____

C.023.SS2

Text Structure Reflection

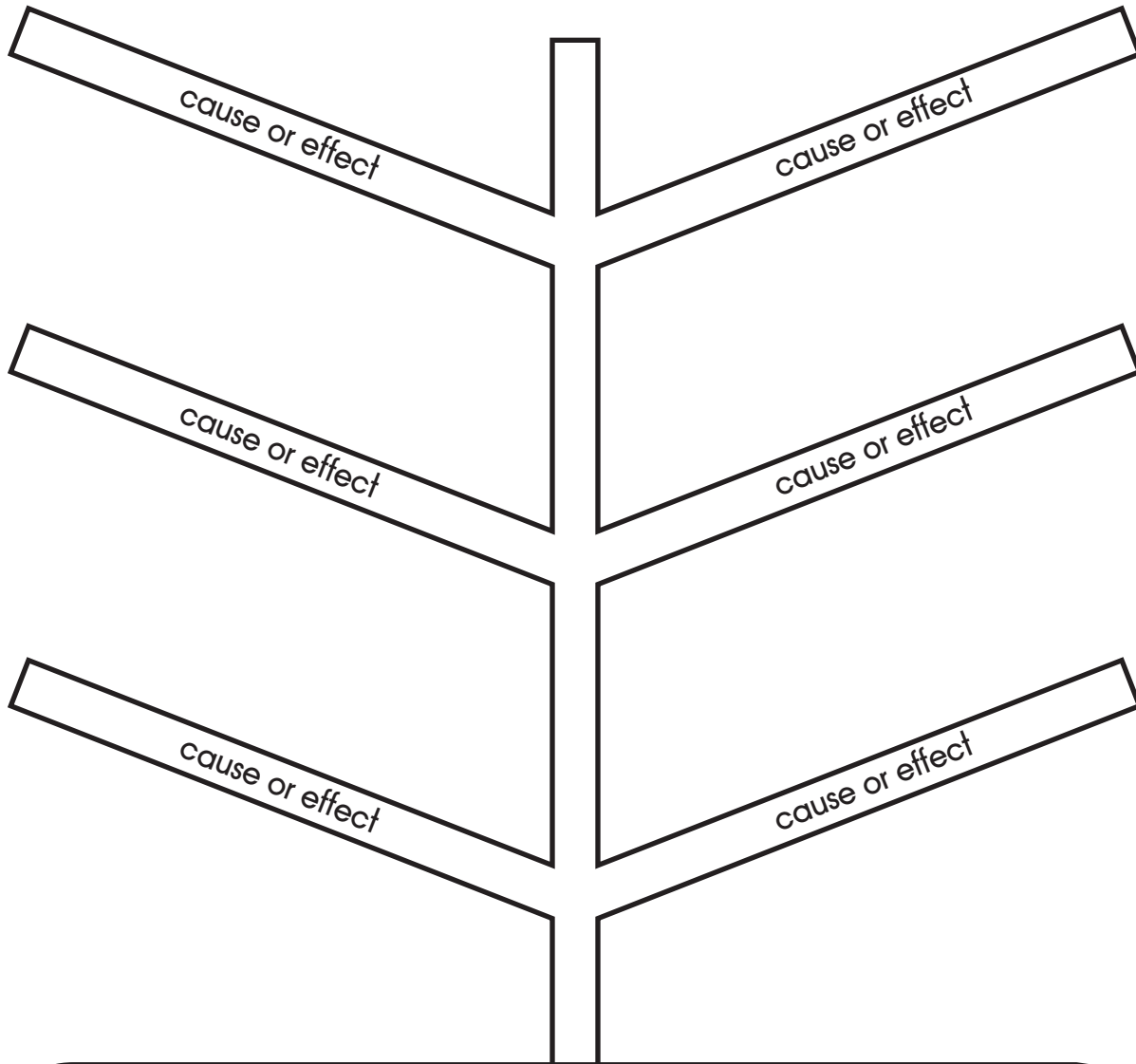
Title: _____

What are some of the text features?	What clues do these features give you about the structure of the text?
<input type="checkbox"/> table of contents	
<input type="checkbox"/> index	
<input type="checkbox"/> headings	
<input type="checkbox"/> subheadings	
<input type="checkbox"/> print variations (e.g., italics, bold, underline)	
<input type="checkbox"/> pictures, illustrations, graphics, diagrams, captions	
<input type="checkbox"/> charts and maps	
<input type="checkbox"/> other _____	
Are there any signal words that give clues about the structure of the text? <input type="checkbox"/> Yes <input type="checkbox"/> No	
What are the signal words?	
What is the text about?	
Based on the information above and the text, which best describes the text structure? <input type="checkbox"/> cause and effect <input type="checkbox"/> problem and solution <input type="checkbox"/> compare and contrast <input type="checkbox"/> question and answer <input type="checkbox"/> description <input type="checkbox"/> sequence	

Name _____

Title: _____

Cause and Effect



Effect or Cause

Name _____

C.023.SS3b

Text Structure Reflection

Title: _____

Compare and Contrast

	#1 _____	#2 _____	#3 _____
detail or attribute			
detail or attribute			
detail or attribute			

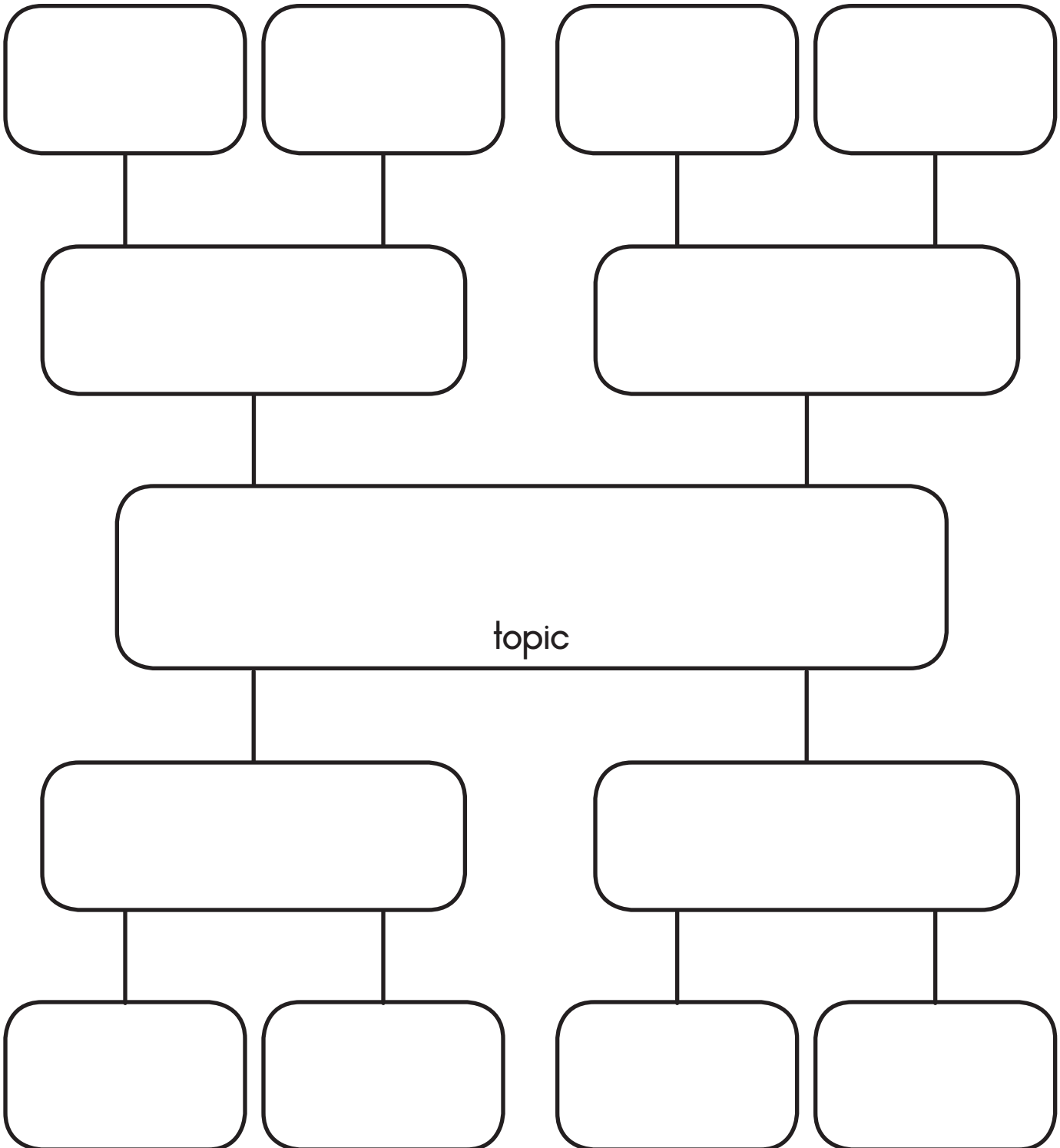
Name _____

Text Structure Reflection

C.023.SS3c

Title: _____

Description



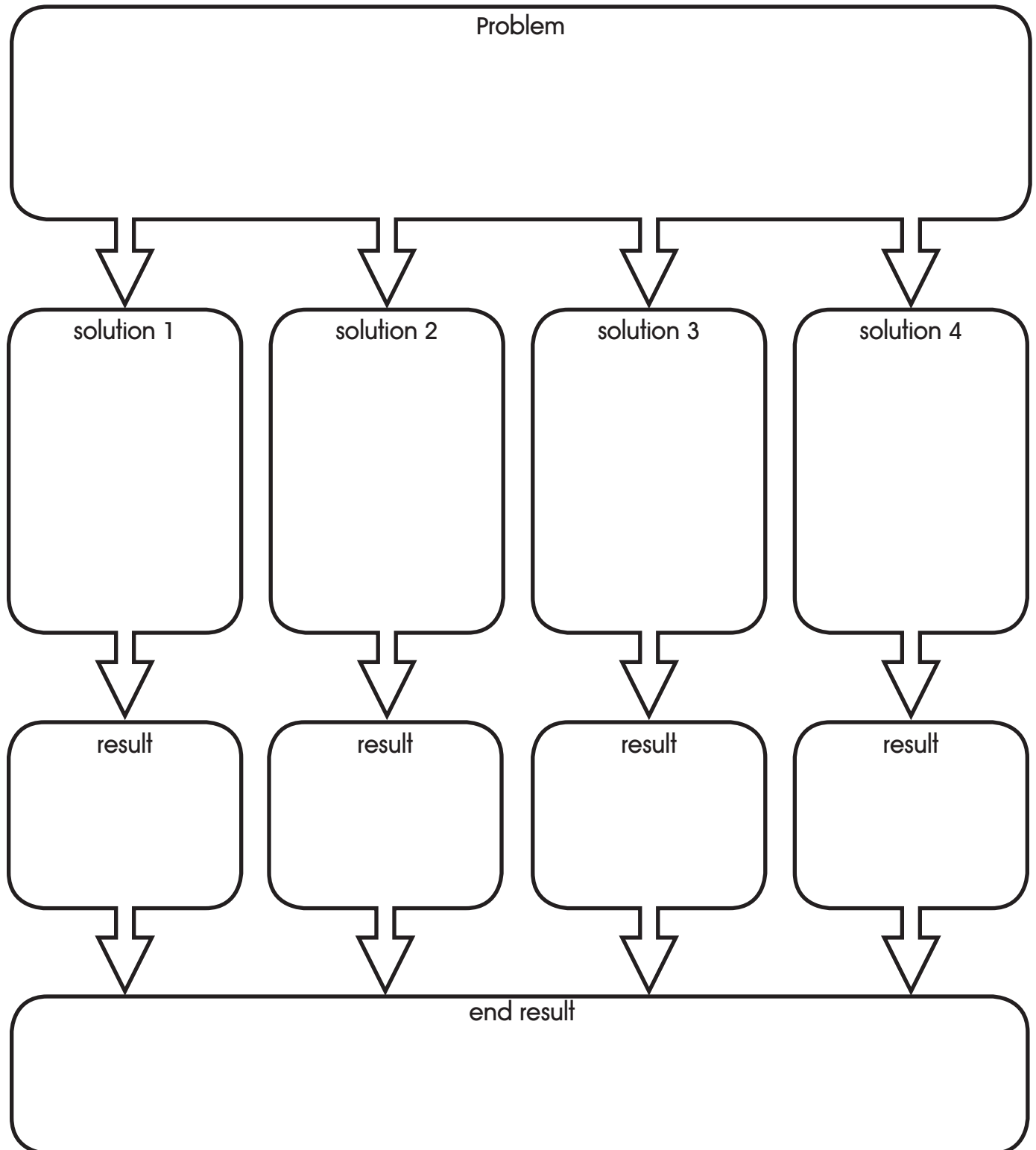
Name _____

C.023.SS3d

Text Structure Reflection

Title: _____

Problem and Solution



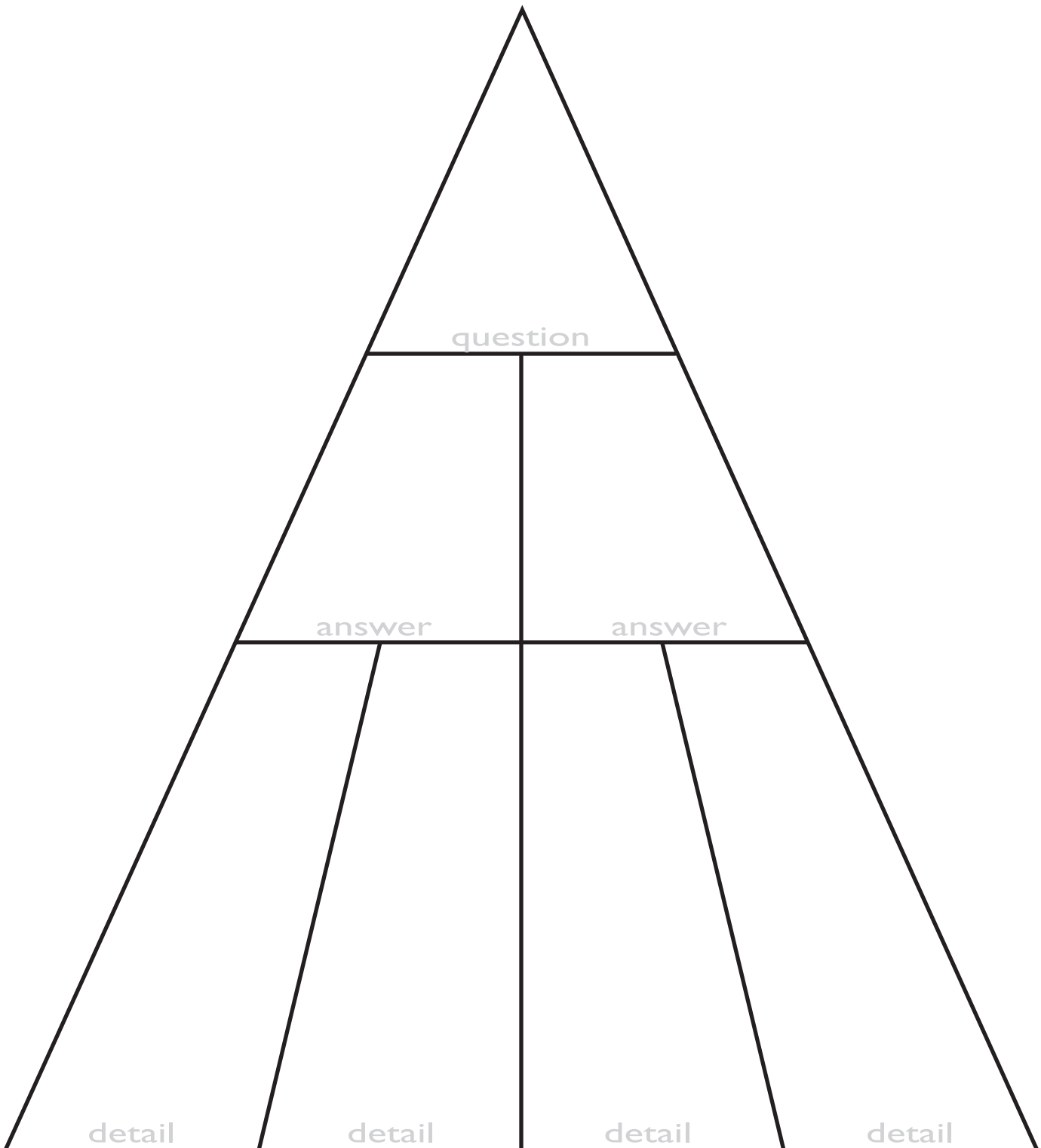
Name _____

Text Structure Reflection

C.023.SS3e

Title: _____

Question and Answer



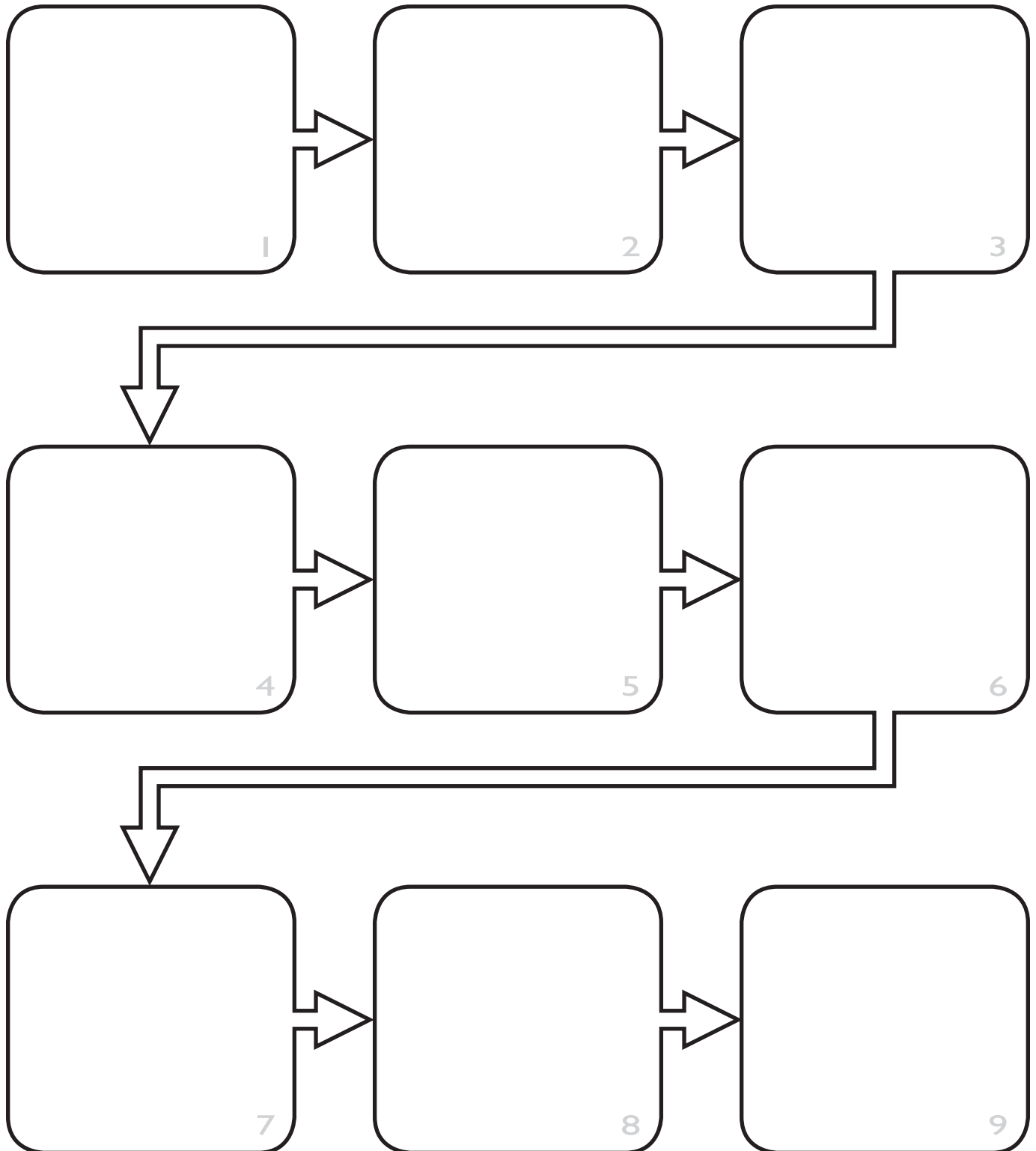
Name _____

C.023.SS3f

Text Structure Reflection

Title: _____

Sequence





Research Roundup

Objective

The student will use resources to identify information about a topic.

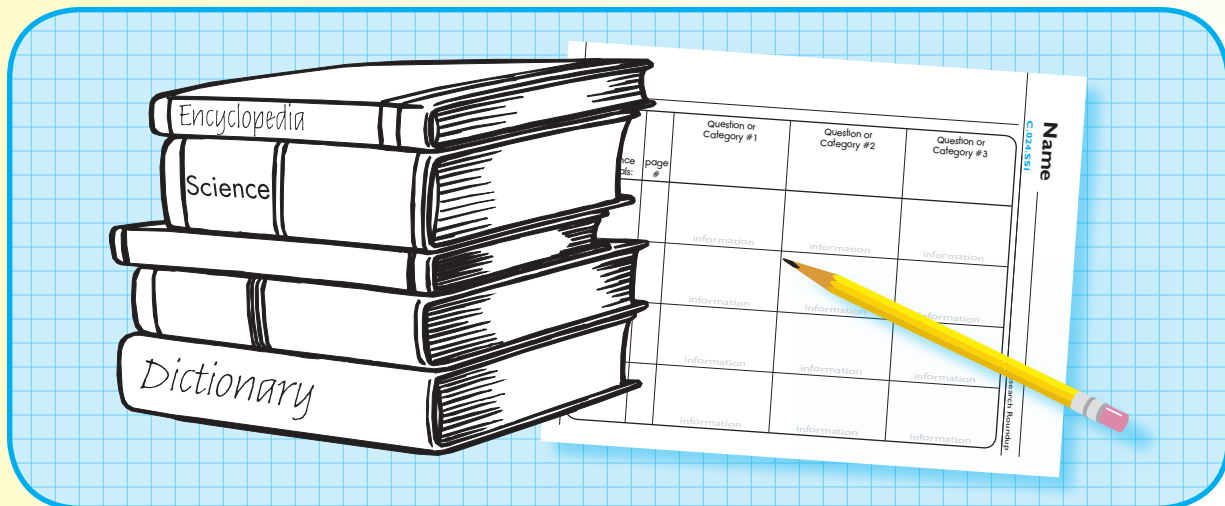
Materials

- ▶ Index cards
- ▶ Sentence strips
Select a topic and write at least three questions for students to answer (e.g., What do bears eat? Where do bears live? What are some bear behaviors?) or categories to explore (e.g., Bear Food, Bear Habitats, Bear Behaviors).
- ▶ Reference materials (e.g., textbooks, information books, encyclopedias, dictionaries, thesaurus)
Provide a variety of resources based on a target topic.
- ▶ Information collection student sheet (Activity Master C.024.SS1)
- ▶ Pencils

Activity

Students record information relating to a common topic using different expository text.

1. Provide the students with a variety of reference materials, index cards, and one information collection student sheet. Place the sentence strips face up in a row.
2. The students read each question or category on the sentence strips.
3. Review references to locate answers or information about the questions or categories.
4. Write information relating to the questions or categories on index cards, include the title and page number.
5. Place the card under the corresponding question or category.
6. Continue until all questions or categories have at least five cards of information.
7. Take turns recording information on one student sheet.
8. Teacher evaluation



Extensions and Adaptations

- ▶ Use the information to write a short report.
- ▶ Write facts and a summary using multiple sources (Activity Master C.024.SS2).
- ▶ Collect all the cards that all students write to make a class fact book about the topic.

Name _____

C.024.SSI

Research Roundup

Topic: _____

Titles of reference materials:	page #	Question or Category #1	Question or Category #2	Question or Category #3
		information	information	information
		information	information	information
		information	information	information
		information	information	information

Name _____

Research Roundup

C.024.SS2

Topic: _____
Question: _____

Source: _____ Fact: _____
Source: _____ Fact: _____
Source: _____ Fact: _____
Source: _____ Fact: _____

Summary: _____