Review and Identify Text Structures

1. Focus

Review Research Report Text Structures

Say: The phrase text structure refers to how information is organized. Authors of research reports use different text structures to write about their topics. Today we’ll review the signal words for the different text structures.

Display a chart like the one below on chart paper or using the interactive whiteboard resources. Review the purposes of different text structures with students.

<table>
<thead>
<tr>
<th>Text Structure</th>
<th>Signal Words and Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence-of-Events/Steps-in-a-Process</td>
<td>after, before, finally, not long after, next, now, on [date], second, then, when, within [an hour; a second]</td>
</tr>
<tr>
<td>Descriptive</td>
<td>also, for example, for instance, in fact, most important, to begin with</td>
</tr>
<tr>
<td>Compare-and-Contrast</td>
<td>as, as well as, but, by comparison, different from, either ______ or ______, not only ______ but also ______, on the other hand</td>
</tr>
<tr>
<td>Cause-and-Effect</td>
<td>as a result, because, if . . . then, since, so, therefore, thus</td>
</tr>
</tbody>
</table>

Model Identifying Text Structures

Ask students to listen as you reread the short section titled “A Secret Treasure” on pages 12 and 13 from Along the 21st-Century Silk Road.

Say: In the first sentence, I notice the sequence signal words that tell the year when silk was first produced, around 2700 B.C.E. In the next sentence, the author uses the description words white and fluffy. In the next paragraph, I find the cause-and-effect signal words so and that. Because the material was popular (the cause), it was traded all the way to Rome (the effect). Finally, I see a comparison. The person quoted here mistakenly compares soil to wool, but the structure and the keyword as are clear. Keywords help me identify text structures.

2. Rehearse

Practice Identifying Text Structures

Read aloud the paragraphs in the section “How Traditional Silk Is Made.” Help students notice words and phrases such as once . . . then (sequence-of-events), is about the size of (compare-and-contrast), a gummy liquid (descriptive), and in order not to tangle (cause-and-effect).
Create a Class Text Structures Anchor Chart

Work with students to create a Text Structures anchor chart on chart paper. Begin with the words and phrases you found in the excerpts from “History’s Amazing Cloth.” Ask students to add words that they found in their independent reading. Post the chart in your classroom for students to refer to.

<table>
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<tr>
<th>Text Structure</th>
<th>Purpose</th>
<th>Signal Words and Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence-of-Events</td>
<td>presents chronology of events or a list of steps in a procedure</td>
<td>after, next, before, now</td>
</tr>
<tr>
<td>Descriptive</td>
<td>features detailed descriptions; gives readers a mental picture</td>
<td>for example, [size and color words]</td>
</tr>
<tr>
<td>Compare-and-Contrast</td>
<td>examines similarities and differences among events, concepts, or ideas</td>
<td>but, not only, however, yet</td>
</tr>
<tr>
<td>Cause-and-Effect</td>
<td>shows relationship between what causes events or concepts and the effects of events or concepts</td>
<td>because, if ______ then ______, once ______ then ______</td>
</tr>
</tbody>
</table>

Sample Text Structures Anchor Chart

Practice Using Text Structure Signal Words

Turn and talk. Invite students to work in groups of four. Assign each student in each group a different text structure. Ask students to use the signal words from their text structures to talk about what they had for breakfast. Remind students to refer to the anchor chart. If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Conversations

Bring students together and invite volunteers to share examples from their partner conversations.

3. Independent Writing and Conferring

Say: Remember that research report writers use many text structures. Each text structure has a purpose and helps writers communicate effectively. By organizing their texts and using signal words and phrases, authors help their readers understand the topics they write about. As you write your own research reports, remember to organize your texts and use signal language to help readers follow your ideas.

Ask students to consider possible cause-and-effect relationships, comparisons and contrasts, or sequences of events they might encounter in the report ideas they have brainstormed. Ask them to record one example in paragraph or chart format.

4. Share

Bring students together. Invite volunteers to share the examples they identified. Reinforce the concept that a complex topic may involve the use of multiple text structures.

Strategies to Support ELs

Beginning

Invite beginning ELs to draw pictures showing what they ate for breakfast or lunch. Meet with students one on one during the independent writing and conferring time and help them write captions for each drawing using text structure signal words for description and sequence of events. For example:

First I ate [name food]. Next I ate [name food].
I ate [name food with descriptive word].

Intermediate and Advanced

Pair ELs with fluent English speakers during the small-group activity.

All Levels

Display photographs of typical breakfast and lunch foods (provided in the interactive whiteboard resources) to visually support students’ discussion about their meals.