ipdae

Plot the Course:
Understanding Text Features and Structures in Nonfiction Text (Part 1)

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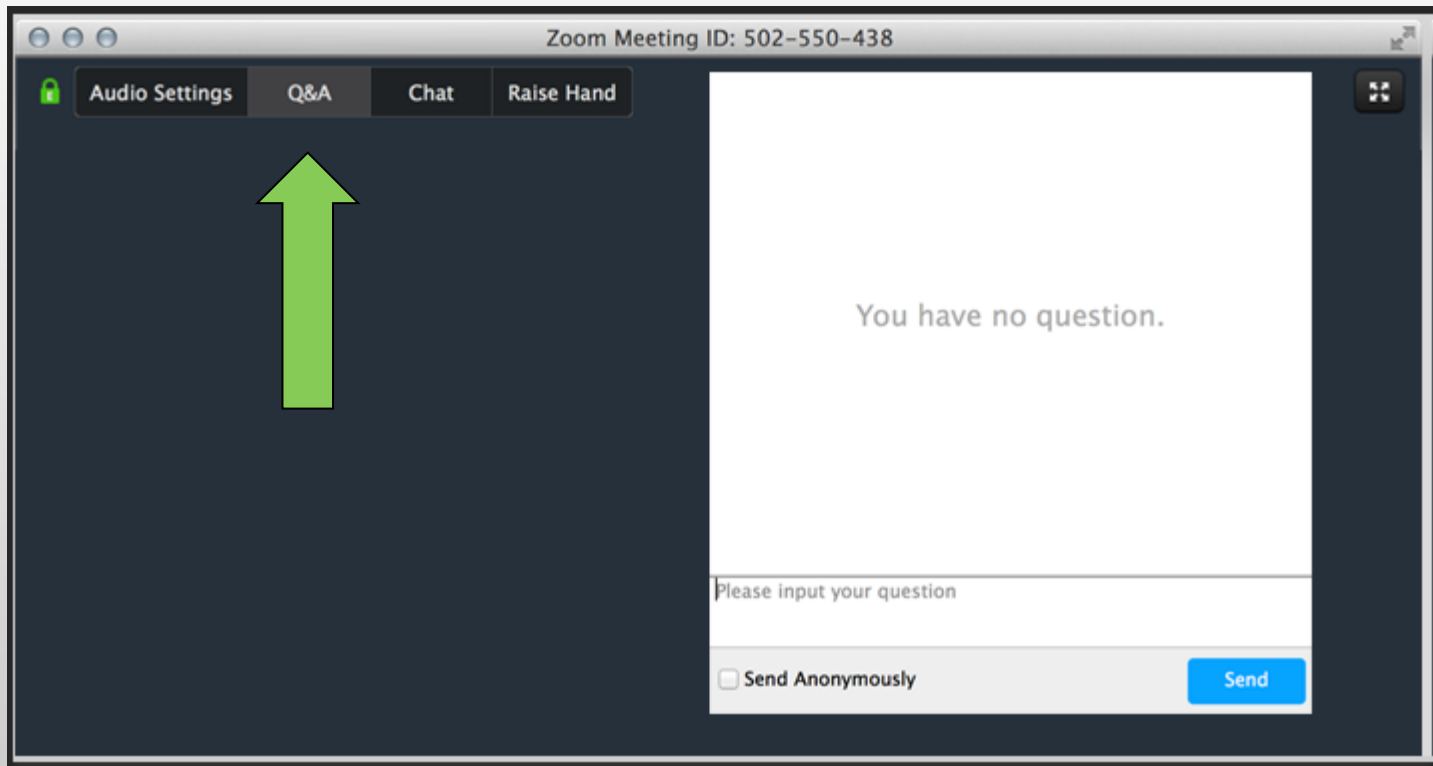**National Consultant for**
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- If you have a question, please type it into the **Q&A** option.

- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

In this session, we will explore:

- How instruction in text structure helps students to comprehend written text
- What strategies are effective for understanding nonfiction (informational) text

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"Talking about text organization helps students see the macro-level, or overall structure, of the text, and gives them a framework to figure out how all the small pieces of information fit together."

Emily Kissner (*Summarizing, Paraphrasing, and Retelling*, pp. 49-50)

- Two major text types – fiction (literary) and nonfiction (informational) are often re-categorized as four major text types (Narrative, Technical, Expository, Persuasive)

- A text often contains multiple text types

- Students are not generally asked to compare and label text types or to identify and analyze the author's purpose – only to gain knowledge

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Technical (instruct, describe)

Expository (explain, inform)

Persuasive (convince, persuade)

Text Features
Title, Headings, Subheadings, Graphics, Illustrations, Captions, Bullets, Sidebars

Comprehension Skills
Topic, Main Idea, Supporting Details, Making Inferences, Draw Conclusions, Compare/Contrast, Cause/Effect, Fact vs. Opinion, Bias, Summarize
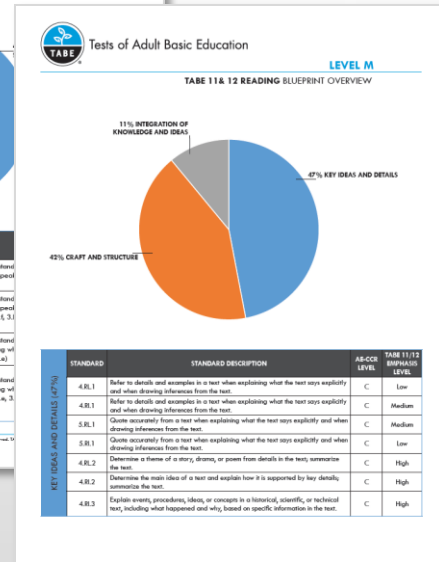
Text Structure
Description, Sequence, Cause & Effect, Compare & Contrast, Problem & Solution

Persuasive Techniques
Bandwagon, Citing Statistics, Citing Authority, Testimonial, Generalities, Appeal to Emotion, Reason, Trust

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- **Comprehension.** It gives readers a specific purpose for reading.

- **Comprehension.** It helps the reader understand what is important in the text.

- **Comprehension** (notice a theme?). Knowing the text structure helps readers to comprehend, looking for important topics and ideas so that they can retell and summarize the text.
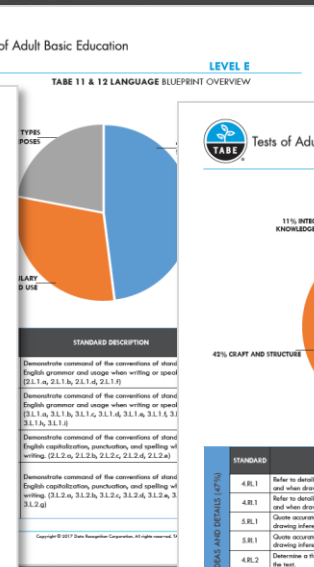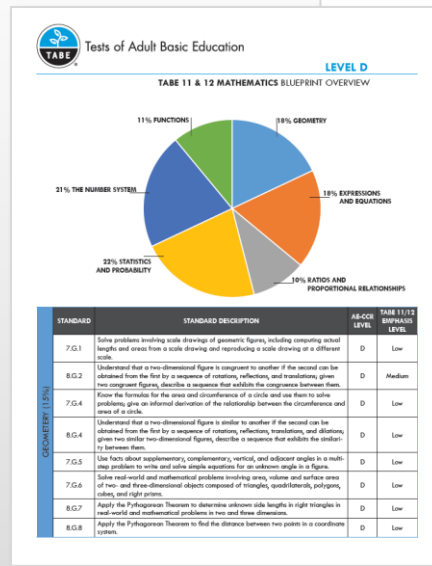
Where's Text Structure Assessed?

TABE 11/12 BLUEPRINTS

	Level L	Level E	Level M	Level D	Level A
Phonological Awareness	23%				
Phonics and Word Recognition	23%	16%			
Key Ideas and Details	28%	37%	47%	47%	47%
Craft and Structure	**16%**	**32%**	**42%**	**38%**	**42%**
Integration of Knowledge and Ideas	10%	15%	11%	15%	11%

Level L	
1.RL.3	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
Level E	
2.RL.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
3.RL.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
2.RL.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
3.RL.6	Distinguish their own point of view from that of the author of a text.
Level M	
4.RL.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events ideas, concepts, or information in a text or part of a text.
5.RL.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events ideas, concepts, or information in two or more texts.
5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.
5.RL.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Level D	
6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting or plot.
7.RL.5	Analyze the structure an author uses to organize a text, including how the major sections contribute tot the whole and to the development of the ideas.
8.RL.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
6-8.RH.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance or particular facts).
Level A	
9-10.RST.4	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
11-12.RL.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging
9-10.RL.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
11-12.RL.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
9-10.RL.6	Determine an author's point of view or purposes in a text and analyze how an author uses rhetoric to advance that point of view of purpose.
9-10.RH.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

3. Read these two paragraphs from the article.

For thousands of years, whales have fascinated humans. However, until recent times, the average person did not have the chance to see these amazing creatures up close. The first opportunity arose in San Diego, California. There, in 1950, the Cabrillo National Monument was declared a public place to watch whales. Soon after, the first whale-watching boats sailed from San Diego harbors. For $1, people could ride out into the ocean in hopes of seeing whales close-up.

The whale-watching boats became very popular. Soon similar boat trips were available from other seaports. Today millions of people around the world go whale-watching every year.

Which of these best describes the structure that is used in the two paragraphs?

A. These paragraphs compare and contrast several different ideas.

B. These paragraphs relate events in the order in which they occurred.

C. These paragraphs present a problem and then a solution to solve it.

D. These paragraphs identify a cause and show the effect it has on the subject.

2. Which of these is most likely the author's purpose for writing this article?

A. The author wants the reader to understand how grocery stores have changed since the 1920s.
B. The author wants the reader to understand that European grocery stores are superior to American grocery stores.
C. The author wants the reader to understand that grocery stores stopped selling locally grown products during the 1950s.
D. The author wants the reader to understand that the new trend of buying local produce has many important benefits for Americans.

5. Which of these best states the author's opinion about water conservation?

A. Fixing leaks will raise water costs.

B. People should always wash their cars on the lawn.

C. There are only a few simple tasks required to save water.

D. Reducing water use now is important for future generations.

4. Which sentence from the passage best expresses the author's attitude toward the threat of quicksand?

A. "It is true that you will begin to sink if you step into quicksand."

B. "The depth of quicksand ranges from a few inches to four feet."

C. "If you wander into an area of quicksand, do not ask another person to pull you out."

D. "An experience with quicksand usually is more messy and embarrassing than it is dangerous."

Part A
How does the author advance his or her point of view in the article?

A. The author focuses on how Americans shop.

B. The author focuses on how products are shipped throughout the world.

C. The author compares the healthier shopping habits of Europeans with the habits of Americans.

D. The author compares the economic benefits of shopping at smaller stores rather than large chain stores.

Teaching About Nonfiction Text

INTO THE CLASSROOM

What's difficult for students?

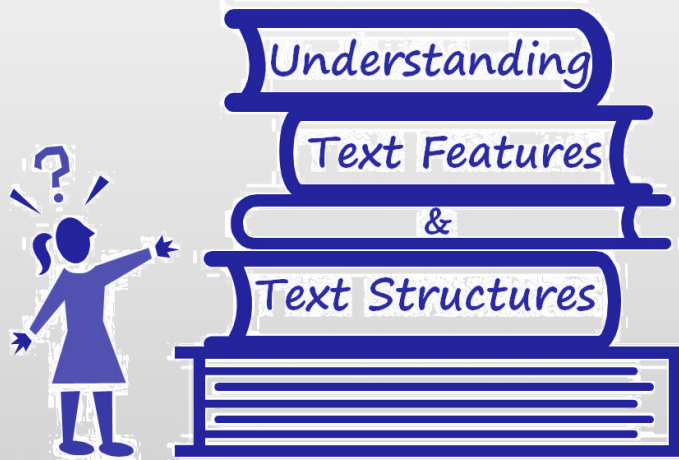- Text Type/Author's Purpose
- Text Structures
- Text Features

Why might it be important for students to understand an author's purpose?

What might be confusing about identifying an author's purpose/text type?

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Understanding Text Features & Text Structures

What are text features?

Components or elements of the text that assist you navigating the main text

What are text structures?

Organizational patterns in writing

Text features and text structures go hand in hand

- Headings
- Captions
- Illustrations/Photos
- Maps
- Charts
- Graphs
- Bold words
- Labels
- Diagrams

- Table of contents
- Glossary
- Index
- Tables
- Timelines
- Margin notes
- Italicized words
- Bullet points
- Side bars

- Introduce a new text feature each day
- Chart the feature and its purpose
- Have students identify multiple examples in nonfiction texts

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Let's go on a scavenger hunt!

Articles,
Newspapers,
Books,
and More . . .

Text Structures

Why is it important that readers can recognize and understand text structures?

(Besides that it's on different assessments!)

Understanding
text structures is
the KEY to unlocking
expository (nonfiction text)!

The better a reader
understands
text structures,
the higher the
comprehension!

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Descriptive/ Spatial

Problem and Solution

Sequence/ Process/ Order

Expository Text Structures

Cause and Effect

Comparison

There's more than just identifying them!
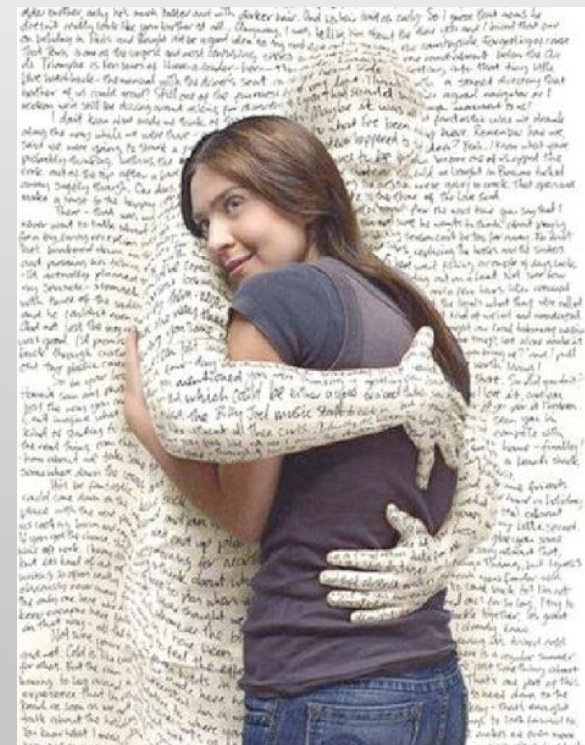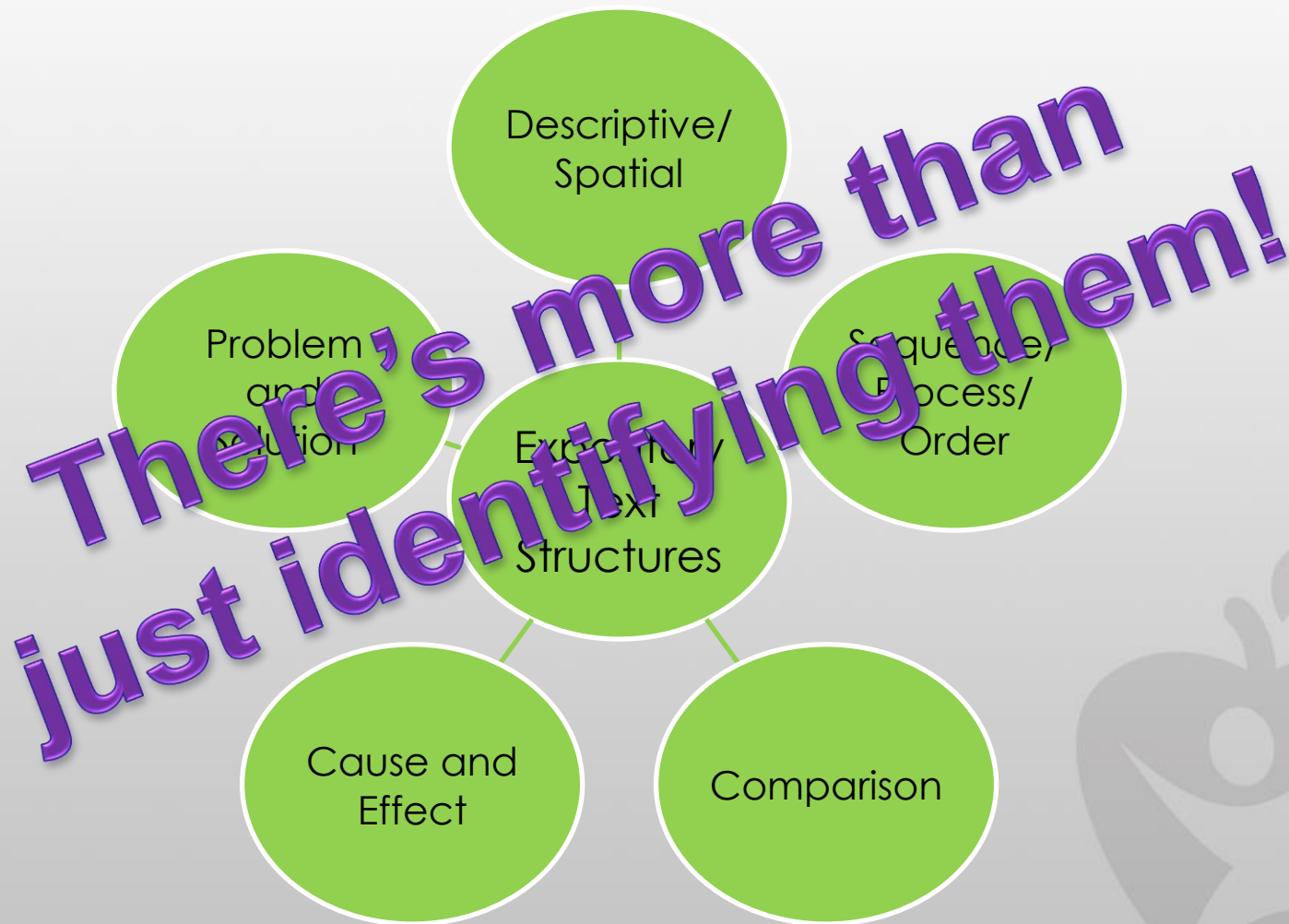
Steps to Teach Expository Text Structures

- Introduce an organizational pattern
- Show examples of paragraphs that correspond to each text structure
- Present and model the use of graphic organizers for each structure
- Explain that text structures can often be identified by certain clue or signal words

Compare and Contrast Venn Diagram:

Signal Words: *alike, different, similar, same, as, both, in contrast, differ*
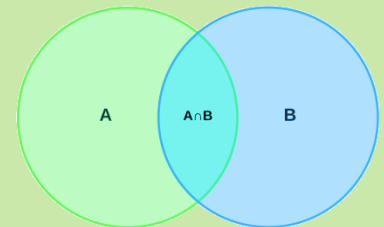
Give students opportunities to work on the text

- Have students write paragraphs using each text structure pattern

- Use text structure to ask questions of text

- Identify and use the structure of longer, more complex texts

- Use text structure to answer questions after reading a text

- Introduce the structure and share different paragraphs/texts that use the structure
- Model the following steps before having students complete them in groups or independently
  - Identify the text structure you are given
  - Underline signal words and clues that helped you identify the text structure
  - Create a graphic organizer to visually represent the information in the text
  - Write a short summary of the main ideas

Sometimes, an author will want to explain a problem, and then show one or more solutions.

This kind of text structure is called *problem and solution*.

Often, authors will signal problem and solution structure with clue words like problem and solution.

Synonyms for **problem** include *difficulty, struggle, issue, challenge,* and *trouble*

Synonyms for **solution** include *possibility, hope, bright spot, answer,* and *future*

Read and underline signal/cue words

Brown marmorated stinkbugs have <u>caused</u> many <u>problems</u> since they were accidentally introduced to North America. They damage fruit, bother people, and harm crops. Scientists are trying to find a <u>solution</u>. One promising <u>solution</u> is a species of wasp that originally comes from Asia. This wasp is a predator of stinkbugs. Scientists hope that this wasp could <u>solve</u> the stinkbug <u>problem</u>. Another <u>answer</u> to this <u>problem</u> is the development of stinkbug-resistant fruit. <u>If</u> scientists can create this type of fruit, <u>then</u> the stinkbug would have no source of food.

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What is the problem?

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Brown marmorated stinkbugs have caused many problems since they were accidentally introduced to North America. *They damage fruit, bother people, and harm crops.* Scientists are trying to find a solution. One promising solution is a species of wasp that originally comes from Asia. This wasp is a predator of stinkbugs. Scientists hope that this wasp could solve the stinkbug problem. Another answer to this problem is the development of stinkbug-resistant fruit. If scientists can create this type of fruit, then the stinkbug would have no source of food.

What is the problem?

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What is the solution?

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What is the solution?

Brown marmorated stinkbugs have caused many problems since they were accidentally introduced to North America. They damage fruit, bother people, and harm crops. Scientists are trying to find a solution. *One promising solution is a species of wasp that originally comes from Asia.* This wasp is a predator of stinkbugs. Scientists hope that this wasp could solve the stinkbug problem. *Another answer to this problem is the development of stinkbug-resistant fruit.* If scientists can create this type of fruit, then the stinkbug would have no source of food.

Create a Graphic Organizer and Write a Summary Sentence (Paragraph)

Stinkbugs damage fruit, bother people, harm crops

Bringing in a wasp from Asia that is a predator

Creating a stinkbug resistant type of fruit
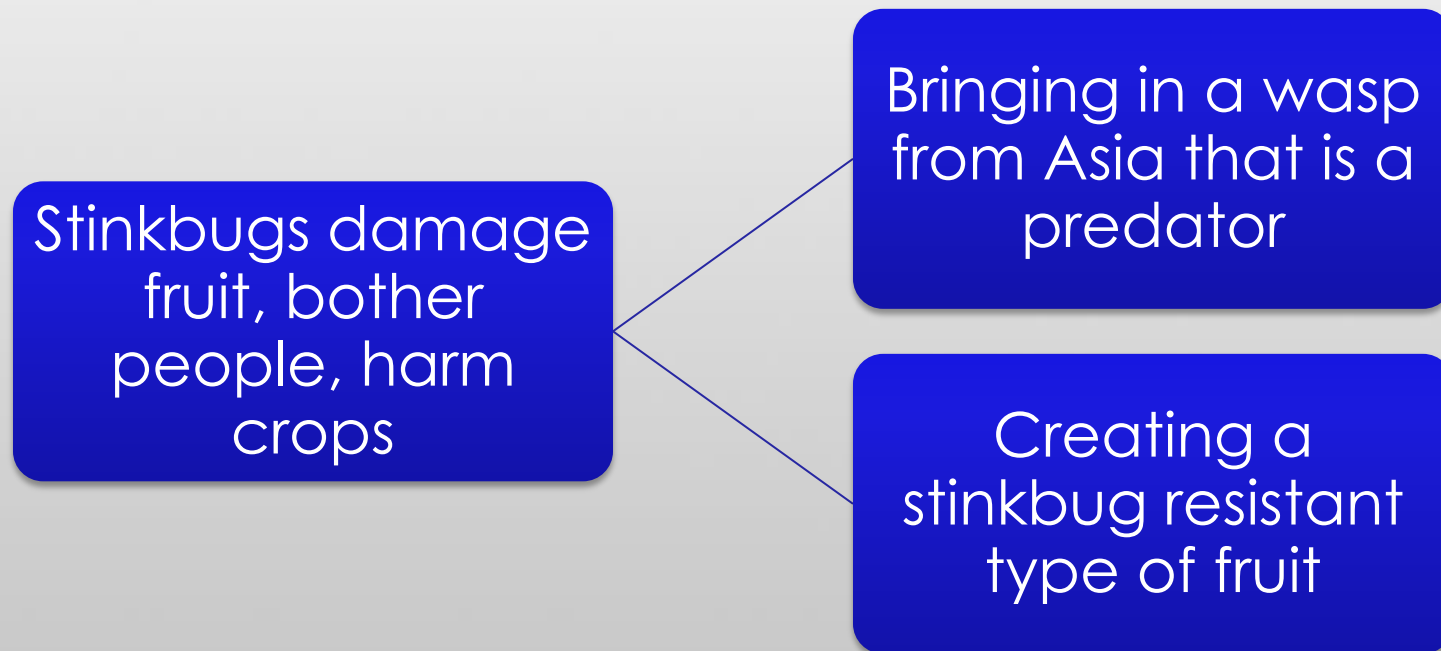
Use Summary Questions

- The author uses compare and contrast (or other text structure) as the main text structure of the passage to . . .

- How are ___ and ___ similar (or different)?

- The second ___ was different from the first ___ because . . .

- What was the cause of the . . . ?

- How did ___ effect ___?

- What would probably happen if . . . ?

Reading and writing go hand-in-hand

The problem of ___ really boils down to the issue of ___. In the past, the common solution was to ___. However, this was only effective in terms of ___. There are now other solutions that might work. One option would be to ___.

Structure	Description	Signal Words	Graphic Organizers	Summary Questions	Paragraph Frames
Cause and Effect	The author lists one or more causes or events and the resulting consequences or effects. Effect = What happened? Cause = What made it happen? Purpose is to explain why or how something happened, exists, or works. *Often there will be an "if/then" pattern	Reasons why Reasons for If…then As a result of Therefore Because of So Since In order to Leads or leads to Effects of Caused by Result Outcome Impact Influenced by Brought about by		What happened? Why did it happen? What was the reason for…? What was the effect(s) of the event? What happened as a result of….? What were the results or outcomes caused by the event? In what ways did prior event(s) cause or influence the main event? Will this result always happen from these causes?	The reason why _____ happened was because of _____. If _____ hadn't happened, then _____. Due to _____ occurring, _____. This explains why _____. The cause of _____ is not easy to define. Some people think the cause is _____. Others believe the main cause is _____. Understanding the cause of _____ is important because _____. The effects of _____ are significant because _____. One effect of _____ is _____. Another result is _____. Because of these outcomes, it important that _____.
Problem and Solution	The author states a problem and lists one or more possible solutions to the problem. May also include the pros and cons for the solutions.	Problem is… Dilemma is… Puzzle is… Solved Question Answer Because Since This led to The main difficulty One possible solution is… One challenge… Therefore, This led to, so that If…then, thus	Fishbone 	What is the problem(s)? Who had the problem? What is causing the problem? Why is this a problem? What is wrong and how can it be taken care of? What solutions are recommended or attempted? What can be improved, changed, fixed, or remedied? What are the pros and cons of the solutions offered?	_____ had/is a problem because _____. One possible solution is _____. This answer is good because _____. Therefore, _____. As a result, _____. The problem of _____ really boils down to the issue of _____. In the past, the common solution was to_____. However, this was only effective in terms of _____. There are now other solutions that might work. One option would be to _____.

- Have students sort a variety of paragraphs/texts from your content area by text structures
- Begin by sorting one or two types of structure, work up to all types of structures
- Use signal words to help determine structures
- Work in collaborative groups
- Next step – Have students identify multiple text structures in selected passages

Review!

- Form groups of 2-3 students
- Provide an article to each group
- Have each group
  - Determine the main text structure
  - Create a graphic organizer using the information from the article
  - Write a 4-6 sentence summary of the article, using the appropriate paragraph frame for guidance
  - Underline the signal words

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Have students write one paragraph on an identified topic for each of the text structures. Have them use the paragraph frames for guidance. Have students use appropriate signal words and underline them in each paragraph.

Sample Topics: Vacations, Sports Teams, Favorite Activity

- Identifying text structures is **NOT** the goal

- **Goal** is for students to internalize knowledge and text structure and use it to enhance their comprehension
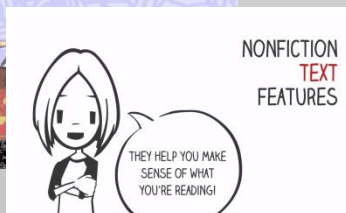
Help students to

- Use text structures to improve their reading comprehension and writing organization

- Make predictions and connections between text structure, author's purpose, and main ideas

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Websites and More . . .

GETTING STARTED

- AdLit

- Pure Text Paragraphs. Smekens Education (easy readability)

- E-Reading Worksheets

- This Reading Mama (from the field)

- Text Features Chart. Teaching Made Practical

- A Few Videos to Get Started – Nonfiction Text Features; Five Types of Text Structure; Compare and Contrast

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Getting Started

- Webinar Guide

- Lesson Plans
  - Informational Text: It Reads Differently
  - Understanding Nonfiction Text
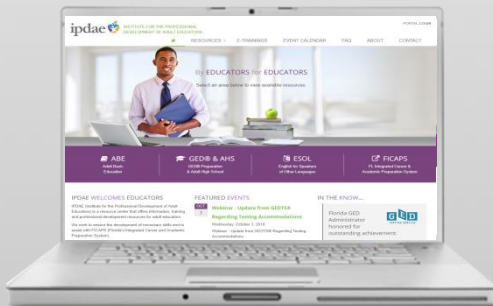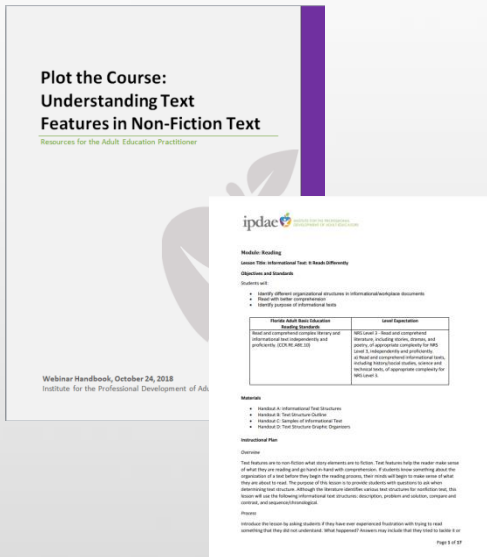
**Coming December 5
Plotting the Course:
Fiction/Literary Text**

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"The purpose of adult education is to help them to learn, not to teach them all you know and thus stop them from learning."

Carl Rogers

Thank You!

Always here to assist!

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