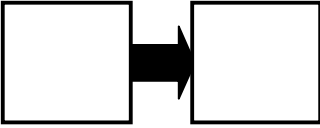
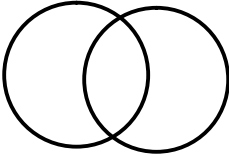
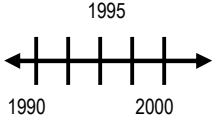
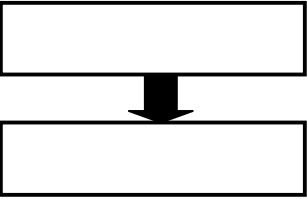
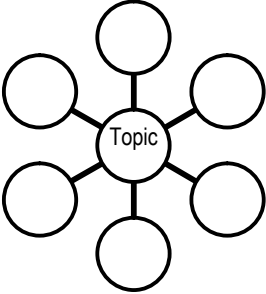


Text Structures

Georgia Performance Standard:

The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

b. Applies, analyzes, and evaluates common organizational structures (e.g., graphic organizers, logical order, cause and effect relationships, comparison and contrast).

<i>STRUCTURE</i>	<i>SIGNAL QUESTIONS</i>	<i>SIGNAL WORDS</i>	<i>SIGNAL FOR READER</i>
<p>Cause and Effect</p> 	<p>What happened? Why did it happen? What caused it to happen?</p>	<p>So Because Since Therefore If ... then This led to</p> <p>Reason why As a result May be due to Effect of Consequently For this reason</p>	<p>Cause is why something happened. Effect is what happened. (sometimes the effect is listed first)</p>
<p>Compare and Contrast</p> 	<p>What things are being compared? In what ways are they alike? In what ways are they different?</p>	<p>Same as Similar Alike As well as Not onlybut also Both</p> <p>Like/unlike In contrast Instead of Either ... or On the other hand Different from As opposed to</p>	<p>Shows how two or more things are alike and/or how they are different.</p>
<p>Logical Sequence or Time order</p> 	<p>What items, events, or steps are listed? Do they have to happen in this order? Do they always happen in this order?</p>	<p>First Second Next Then Before After</p> <p>Finally Following Not long after Now Soon</p>	<p>Describes items or events in order or tells the steps to follow to do something or make something.</p>
<p>Problem and Solution</p> 	<p>What is the problem? Why is this a problem? Is anything being done to try and solve the problem? What can be done to solve the problem?</p>	<p>Question is ... Dilemma is ... The puzzle is ... To solve this ...</p> <p>One answer is ... One reason for the problem is ...</p>	<p>Tells about a problem (and sometimes says why there is a problem) then gives one or more possible solutions.</p>
<p>Description</p> 	<p>What specific topic, idea, person, place, or thing is being described? How is it being described (what does it look like, how does it work, what does it do, etc)? What is important to remember about it?</p>	<p>For instance Such as ... To begin with An example To illustrate</p> <p>Characteristics * look for the topic word (or a synonym or pronoun) to be repeated.</p>	<p>A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.</p>

Ideas for chart from: ELA Teachers Herschel Jones Middle School and

http://www.austinschools.org/curriculum/la/resources/documents/instResources/LA_res_TxtStruc_ORIS_Module.pdf