**Informational Text Structure**

**Enduring Understandings:**

* A writer may employ multiple structures within one text.
* A writer uses signal words and transitions to let the reader know which structure is being used.
* A writer chooses a structure to support his/her purpose.

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| --- | --- | --- | --- |
|  | Argument  May also include…  persuasive, problem/solution, proposition support | | |
| Purpose: | | | |
| Signal Words and Phrases | | | |
| Advantage/disadvantage | | Due to | Even/although |
| answer | | in order to | since |
| as a result of/consequently | | If…then | so that |
| because | | led to/leads to | solution |
| cause | | However | solved |
| dilemma/issue/problem  could  therefore | | While  support | On the other hand  Argue  For example/instance |
| Comprehension Questions You Can Ask Yourself | | | |
| 1. What is problem/argument? 2. Who has the problem/who’s making the argument? 3. Why is it a problem? 4. What is causing the problem? 5. What solutions have been suggested or tried? What are the pros and cons of various solutions? 6. Which solutions worked or seem to have the best chance for solving the problem? 7. What evidence is given to support the argument? | | | |
| Graphic Organizers | | | |
| Problem  Solution  Solution  Solution  Problem  Problem  Problem  Solution  Proposition/Argument  Support/  Evidence  Support/  Evidence  Support/  Evidence | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Description  May also include…  explanatory, expository, informational | | |
| Purpose: | | | |
| Signal Words and Phrases | | | |
| descriptive words (e.g., color, shape, size) | | | |
| position words (e.g., above, along, beside, between, in front of, near) | | | |
| appears to be | | for example | made up of |
| characteristics | | for instance | most important |
| consists of | | in fact | specifically |
| features | | looks like | such as |
| Comprehension Questions You Can Ask Yourself | | | |
| 1. What is the subject being described? 2. How is the topic being described (i.e., where it is, what it does, how it works, what it looks like, its classification)? 3. What are the most important attributes or characteristics? | | | |
| Graphic Organizers | | | |
| **Characteristics**  **Characteristics**  **Characteristics**  **Characteristics** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Compare and Contrast  May also include…  pros and cons | | | |
| Purpose: | | | | |
| Signal Words and Phrases | | | | |
| alike | | but | in comparison | same as |
| also | | compared to | in contrast | similar to |
| although | | despite | instead of | similarity |
| as | | different from | just | too |
| as opposed to | | either-or | on the contrary | unlike |
| as well as | | however | on the other hand | yet |
| both | | in common | opposite | however |
| Comprehension Questions You Can Ask Yourself | | | | |
| 1. What subjects are being compared? 2. What is it about them that is being compared? 3. What characteristics of the subjects form the basis of the comparison? 4. What characteristics do they have in common? How are they alike? 5. In what ways are they different? | | | | |
| Graphic Organizers | | | | |
| Alike  Different   |  |  | | --- | --- | | Pros | Cons | |  |  | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Chronology/Sequence  May also include…  procedural, narrative | | | |
| Purpose: | | | | |
| Signal Words and Phrases | | | | |
| after | | finally | later | soon |
| as soon as | | first/second/third | meanwhile | step |
| at the same time | | following | next | then |
| before | | immediately | now | today |
| directions | | initially | prior to | until |
| during | | last | simultaneously | when |
| Comprehension Questions You Can Ask Yourself | | | | |
| 1. What sequence of events is being described? 2. What are the major events or incidents that occur? 3. What happens first, next, last? 4. How is the sequence or cycle revealed in the text? 5. What are the steps, directions, procedures to follow to make or do something? | | | | |
| Graphic Organizers | | | | |
| Step 1  Step 2  Step 3  Step 4 | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Cause and Effect | | |
| Purpose: | | | |
| Signal Words and Phrases | | | |
| as a result | | if . . .  then | outcome |
| because | | impact | reasons for |
| consequently | | in order to | since |
| due to | | influenced by | so that |
| effects of | | is caused by | therefore |
| for this reason | | leads to | thus |
| how | | on account of | when...then |
| Comprehension Questions You Can Ask Yourself | | | |
| 1. What were the specific events that happened? 2. Why did the events happen? What were the causes? 3. What were the results or outcomes of these events happening? What was the effect? 4. Did prior events cause or influence the main event? If so, in what ways? 5. What is the significance of the event and/or the results (outcomes)? | | | |
| Graphic Organizers | | | |
| Cause  Effect  Effect  Cause  Effect  Cause  Effect  Event  Cause  Cause  Cause  Effect  Effect  Effect  Cause  Effect  Effect  Effect | | | |

*Pages 1 through 7 have been adapted from materials posted on the Literacy Leader website,* [*http://www.literacyleader.com*](http://www.literacyleader.com) *and* [*http://www.centeroninstruction.org/informational-text-structure-module-2-grades-6-12-using-knowledge-of-text-structure-to-improve-comprehension-in-grades-6-12*](http://www.centeroninstruction.org/informational-text-structure-module-2-grades-6-12-using-knowledge-of-text-structure-to-improve-comprehension-in-grades-6-12)