

Text Structure

Authors of non-fiction text organize their writing in a way that is helpful to their readers. The way they choose to organize their text is called text structure.

There are five main non-fiction text structures.

Type	Explanation	Key Words
Cause & Effect 	The text shares information about an event and what caused it to occur.	cause, effect, since, then, because, if, when, so
Compare & Contrast 	The text has two or more ideas or topics and the author writes about the similarities and differences.	like, unlike, but both, also, most, similar to, different from
Description 	The text provides a detailed description of the topic of the text.	to begin with, for instance, examples of, features include
Sequence 	The text is written in order of events or chronological order.	first, next, then, finally, before, after, during meanwhile
Problem & Solution 	The text includes information about a problem and possible or attempted solutions.	problem, solution, because, since, the issue is, resolved by

Good readers pay attention to the text structure to help deepen their understanding of the text.

4th Grade Text Structure Passages

LM Reder



4th Grade Text Structure Passages:

Content Area Reading and Writing Norman Unrau, 2004 This theory based strategy driven approach to teaching content area and secondary reading keeps an eye on the cultural issues affecting secondary students while emphasizing reflective practice to promote the most effective teaching Chapters on assessment motivation struggling readers aligning standards with strategies and assessment and a constant focus on diversity set this text apart Frequent opportunities for readers to apply the concepts they are learning help to make this a truly informative text SPECIAL FEATURES INCLUDE Step by Step features which precisely explain a strategy s implementation Plenty of simple and effective strategies for assessing and addressing students reading capabilities A strong focus on standards that shows beginning teachers how to integrate literacy goals with content standards An abundance of student work samples to fully illustrate chapter concepts strategies and effective teaching A Companion Website available at www.prenhall.com/unrau containing self assessments web links and classroom video footage to round out content comprehension

Representing Text Structure for Automatic Processing Lynne Ann Price, 1978 *Reading Instruction for Students who are at Risk Or Have Disabilities* William D. Bursuck, Mary Damer, 2007 Organized according to the Reading First categories of reading development and instruction as presented in the report of the National Reading Panel this exciting and timely new text presents teaching strategies for children at risk including children of poverty children for whom English is not their primary language and children with learning and behavioral disabilities These are the children No Child Left Behind challenges teachers to serve more effectively The book is more than a list of teaching strategies that are scientifically validated the scientifically validated practices included are integrated into a systematic teaching process that stresses the use of student outcome data within authentic classroom contexts to guide practice The teaching strategies have been field tested with at risk children in both rural and urban teaching settings Most of the strategies have resulted from work the authors did in their recent four year federally funded model demonstration grant in which they have implemented an extensive reading problem prevention model in grades K 3 in three inner city schools Thus the teaching strategies in the book are ones that the authors implemented every day with at risk children not just findings from research articles Features of this First Edition Include Content organized around the five components validated by the National Reading Panel phonemic awareness phonics fluency vocabulary and comprehension Readers learn how to use DIBELS and other curriculum based assessment results for early identification of children at risk of reading failure and to monitor student progress A unique feature is using DIBELS assessments to pinpoint student skill development as they acquire alphabetic principle Accompanying DVD shows teacher explicitly teaching letter sound recognition regular word decoding sight words multisyllable word reading passage reading vocabulary and comprehension Text explains how to use Differentiated Instruction to maximize learning for all students Specific strategies are detailed for implementing Response To Intervention RTI multi tier instruction during the reading block Examines

building vocabulary knowledge through direct and indirect teaching strategies Comprehension strategies identified by the National Reading Panel that help students derive meaning from text are emphasized Strategies for individualizing instruction for adolescents and children who are bilingual and or ESL are included within each chapter Effective strategies for managing classroom behavior including instruction groups are provided so that student behavior does not interfere with reading instruction

The theory of preaching, lects. on homiletics Austin Phelps,1882 **Read** ,1990 Linguistics and Language Behavior Abstracts ,2005 *Annual Summary of Investigations Relating to Reading* ,1992 **Reading Research Quarterly** ,1982 Readers, Teachers, Learners William G. Brozo,Michele L. Simpson,1995 **Successful Inclusive Teaching** Joyce S. Choate,1997 This book provides a practical resource for meeting the learning and behavior needs of special students who have disabilities or are considered high risk learners and the teaching needs of those who teach them in the inclusive setting classroom *Linguistics for Teachers* Linda Miller Cleary,Michael D. Linn,1993 This reader aims to give the background necessary in both the underlying research and the applications of language theory Emphasizing the connections between theory research and pedagogy the readings should reflect the diverse and multicultural nature of today s classroom The book is designed to stand alone or to be used as a supplement to an introduction to linguistics text The text includes chapters on dialects teaching of grammar syntax and teaching English as a second language **Indian Linguistics** ,2005 **Resources in Education** ,1995 **Reading Specialists and Literacy Coaches in the Real World** MaryEllen Vogt,Brenda A. Shearer,2007 Reading Specialists and Literacy Coaches in the Real World is a unique resource designed to prepare reading specialists and literacy coaches to implement reading programs at the school and district level It includes both theoretical and practical information about the varied roles of reading specialists and literacy coaches to prepare administrators to coordinate implement and evaluate programs for teaching reading language arts New South Wales Educational Gazette ,1899 **Direct Instruction Reading** Douglas Carnine,Jerry Silbert,Edward J. Kameenui,1997 Should say and do as well as the expected responses from children A useful reference book for any educator or administrator who needs to understand the latest approaches for teaching reading skills as well as the relationships among those various skills Library & Information Science Abstracts ,2005 *The ... Yearbook of the National Reading Conference* National Reading Conference (U.S.). Meeting,1995 **Writing and Grammar: Ruby level (11)** ,2001 State adopted textbook 2001 2007 grade 11 **Reading Framework for the 2011 National Assessment of Educational Progress** ,2010

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