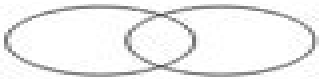
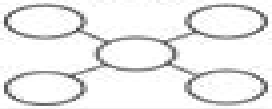
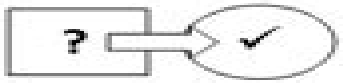
My Mini Anchor Chart

# 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.**

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# 4th Grade Text Structure Passages

Brendan G. Carr

**4th Grade Text Structure Passages:**

**Spectrum Test Prep, Grade 4** Spectrum,2015-01-05 Spectrum Test Prep Grade 4 includes strategy based activities for language arts and math test tips to help answer questions and critical thinking and reasoning The Spectrum Test Prep series for grades 1 to 8 was developed by experts in education and was created to help students improve and strengthen their test taking skills The activities in each book not only feature essential practice in reading math and language arts test areas but also prepare students to take standardized tests Students learn how to follow directions understand different test formats use effective strategies to avoid common mistakes and budget their time wisely Step by step solutions in the answer key are included These comprehensive workbooks are an excellent resource for developing skills for assessment success Spectrum the best selling workbook series is proud to provide quality educational materials that support your students learning achievement and success **Leveled Text-Dependent Question Stems: Analyzing Text Structure** Debra J. Housel,2015-02-01 Build student understanding of analyzing text structure through leveled text dependent question stems Engage each student at their level with these dynamic questions **Brain-Powered Lessons to Engage All Learners Level 4** LaVonna Roth,2014-06-01 Do you struggle with creating engaging lessons for fourth grade students If so Brain Powered Lessons to Engage All Learners is your answer This resource provides fun appealing and rigorous lessons based on brain powered strategies The eight strategies included in these lessons are designed around how the brain learns as a foundation Students will look forward to using the strategies and learning new content ultimately resulting in higher student success Get ready to move your classroom to a whole new level of excitement and learning 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 Wesite available at www prenhall com unrau containing self assessments web links and classroom video footage to round out content comprehension Resources in Education ,1989 *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 Annual Summary of Investigations Relating to Reading ,1992 Mental Measurements Yearbook of the School of Education, Rutgers University ,1998 **Applied Psycholinguistics** ,1990 **Journal of Reading** ,1986 Read ,1990 **The Psychology of Reading** Insup Taylor,Maurice Martin Taylor,1983 And ConclusionsChater 11 The Bilateral Cooperative Model of Reading Introduction to the Bilateral Cooperative Model Brain Function and Malfunction Recognizing Words Words in Context Mainly RIGHT Processes Syntax and Metaphor Summary and Conclusions Chater 12 Reading and Writing Sentences Reading Clauses and Sentences Knowledge and Sentence Processing Writing Sentences Summary and Conclusions Chater 13 Prose Narrative and Expository Narrative Prose Expository Prose Summary and Conclusions Part III Learning to Read Chater 14 Early Readers and Reading Readiness Yearbook ,1976 Perspectives on Literacy Research and Practice Kathleen A. Hinchman,Donald J. Leu,Charles K. Kinzer,1995 *Summary of Investigations Relating to Reading* International Reading

Association,1984 *Linguistics and Language Behavior Abstracts* ,2005 **Reading Diagnosis for Teachers** Rebecca Barr,2002 Built on a case study approach to reading diagnosis this classroom based text features strong research a theoretical foundation and a developmental constructivist perspective of literacy In this fourth edition the authors offer an Instructional Approach that consistently helps the reflective practitioner connect diagnosis with instructional planning It provides many more cases from actual students and classrooms than other diagnostic texts as well as a strong research and theoretical grounding for practice Designed for courses on diagnosis and treatment of reading difficulties the text introduces readers to early literacy screening running records informal reading inventories miscue analysis and much more *Report on Reading in English in Primary Schools in Zambia* Eddie Williams,1993 ODA Research Project 4770 Serial No 5

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