

INSTRUCTIONAL TASK 11

TASK 11 IDENTIFYING EXPOSITORY STRUCTURES

Young children first learn to read narrative text; the story-like structures facilitate their learning to reads. However, as they progress through school, their awareness of text structures must increase as they shift from reading a story line or casual text to reading for information. Most expository texts are structured to facilitate the study process for prospective readers. These texts contain structural elements that help guide students through their reading. Authors of expository texts use these structures to arrange and connect ideas. Students who understand the idea of text structure and how to analyze it are likely to learn more than students who lack this understanding. The research literature in this field reveals that students’ reading comprehension skills improve when they acquire knowledge of texts’ structural development and use them properly. (Akhondi, et al)

The most common expository text structures include description, enumerative or listing, sequence, comparison and contrast, cause and effect, and problem solution.

This task can be modified to allow students to evaluate their own writing or perform peer edits.

Steps Outlined:

1. Select an explanatory text for student review. Identify the text structures present in the reading (not all text structures are always present). If text structures are new to students select text passages that reflect a single text structure for study.
2. Student read selected text without stopping.
3. Using “Teaching Expository Text Structures” provided below, review the various structures. If students are unfamiliar with these structures or the task, model discovery of the structures using familiar passages or the selected text.
4. Students then re-read the text and annotate (with notes/bubble clouds/stars/highlighter etc) pointing out phrases and passages that serve as examples of the expository text structures. Use different colored highlighters or different symbols or other distinctions for each text structure.
5. Review student selections as a class. Consider following up this task with “Questioning the Author” so that students can both identify structure and critique the writing.

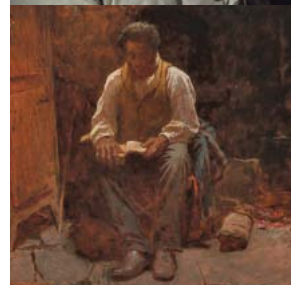
Source:

Akhondi, Masoumeh, Faramarz Aziz Malayeri and Arshad Abd Samad. “How to Teach Expository Text Structure to Facilitate Reading Comprehension.” Accessed April 19, 2013.

<http://www.readingrockets.org/article/52251/>

“Five Expository Text Structures and Their Signal Words.” Accessed April 19, 2013.

<http://www.u-46.org/dbs/roadmap/files/comprehension/3expostext.pdf>



INSTRUCTIONAL TASK 11 (continued)

FIVE EXPOSITORY TEXT STRUCTURES AND THEIR ASSOCIATED SIGNAL WORDS

PATTERN	DESCRIPTION	CUE WORDS OR SIGNAL WORDS	GRAPHIC REPRESENTATION
Description	The author describes a topic by listing characteristics, features, attributes, and examples	<ul style="list-style-type: none"> • for example • characteristics • for instance • such as • is like • including • to illustrate 	
Sequence	The author lists items or events in order, either explicit or implied	<ul style="list-style-type: none"> • first, second, etc • next/then • finally • before/after • since • now • previously • use of actual dates 	
Comparison/ Contrast	Information is presented by detailing how two or more events, concepts, theories, or things are alike and/or different	<ul style="list-style-type: none"> • however/but • nevertheless • similarly • although • also • in contrast • different/alike • either/or 	
Cause and Effect	The author presents ideas, events in time, or facts as causes and the resulting effect(s)/ facts as a result of an event.	<ul style="list-style-type: none"> • if/then • reasons why • as a result/ therefore/because/ consequently/due to • since • so that • hence • thus 	
Problem and Solution	The author presents a problem and one or more solutions to the problem	<ul style="list-style-type: none"> • problem is • dilemma is • if/then • because • so that • question/answer 	