

Text Structure Strategies for Improving Expository Reading Comprehension

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This article presents practical applications of research-based strategies for using text structures to improve students' expository text comprehension.

Expository (or informational) text is the primary source of reading material used to present academic content (e.g., science, social studies). As such, it is essential that students are able to comprehend expository text. This is recognized in the Common Core State Standards for English Language Arts, which state that, as early as kindergarten, students should be able to engage with informational text in multifaceted ways, such as identifying the main topic, asking and answering questions about key details, and describing connections between pieces of information (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010).

The problem teachers face is that expository text reading tends to be more difficult for students than typical story reading (McCormick & Zutell, 2015). Several characteristics of expository text may contribute to this difficulty:

- Technical vocabulary
- High density of facts
- Unfamiliar content
- Cognitively demanding concepts

Expository text can also be challenging because its structure is different from the typical story structure familiar to students. *Structure* refers to the way information is organized in a text. Meyer (1975) was the first to describe different types of expository text structures. Five text structures that show up the most consistently in the literature are description, compare and contrast, sequence, cause and effect, and problem and solution, although the terms and definitions for these structures have varied across researchers (e.g., compare and contrast has also been referred to as adversative; Englert & Hiebert, 1984)

and are sometimes imprecise. Therefore, for teachers planning to use these text structures in their instruction, it may be most useful to use more frequent terms along with student-friendly definitions, such as the ones used by Bohaty (2015; see Table 1).

Although the structure of expository text may be one characteristic contributing to its difficulty, it is also a characteristic that students can use to meet the demands of content area text. Knowing the structure of an expository text may provide students with a mental framework for thinking about it. The purpose of this article is to present practical, evidence-based solutions for teaching students how to use text structure strategies to improve their expository reading comprehension.

Interpreting education research and putting it into practice can be challenging and time consuming. In this article, we do that work for teachers by translating the most effective practices from the

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text structure literature into recommendations for teachers. Hebert, Bohaty, Nelson, and Brown (2016) conducted a meta-analysis on text structure instruction, concluding that it is an effective way to improve expository reading comprehension. The literature interpreted in this article comes from this meta-analysis. We hope our article helps narrow the research-to-practice gap. The recommendations are organized into four sections:

1. Learning objectives
2. Instructional strategies
3. Assessments
4. Reading materials

These recommendations are offered as springboards for teachers to begin thinking about how to implement some effective text structure strategies into their classroom instruction so students are better able to comprehend expository text.

Learning Objectives

As with all instructional units, planning for text structure instruction should begin with clear learning objectives that outline the skills teachers want their students to demonstrate by the end of instruction. In reviewing descriptions of text structure activities and assess-

ments in the extant literature, we determined that four learning objectives recurred frequently:

1. Students will be able to identify the structure of an expository text.
2. Students will be able to select and organize the most important information in an expository text.
3. Students will be able to summarize an expository text.
4. Students will be able to write their own expository text.

PAUSE AND PONDER

- Why is it important for students to learn how to comprehend expository text?
- What are some reasons why expository text reading is challenging for students?
- Which of the text structure learning objectives are most appropriate for your students?
- How might you assess students' progress toward the learning objectives?
- Where might you get the necessary reading material for text structure instruction?

Instructional Strategies

After teachers decide on the learning objectives for their text structure unit, their next step is to plan specific instructional strategies to help students achieve the objectives. To that end, we describe effective strategies related to each of the four objectives.

Identification Strategies

Learning to recognize the structure of expository text may help students focus on the important information in a particular passage and can serve as a foundation for attaining the other text structure objectives. There are

Table 1
Student-Friendly Descriptions of Five Text Structures

Text structure	Description
Simple description	"The author's intent is to tell us about something. They use characteristics or facts to describe it" (Bohaty, 2015, p. 39).
Compare and contrast	"The author's intent is to describe a connection between two things. They make connections by telling us similarities or differences" (pp. 39–40).
Sequence	"The author's intent is to describe the order in which things happen. There are three types of Sequence: steps, timeline, and cycle. Regardless of the type, the author is putting information in an order" (p. 40).
Cause and effect	"The author's intent is to tell us how an event always leads to an outcome. The event is the cause and the outcome is the result. The relationship is between the cause and the effect" (p. 40).
Problem and solution	"The author's intent is to tell us how a problem might be solved. The relationship is between the problem and potential solution" (p. 40).

two possible goals of identification strategies: to recognize a single text structure or to discriminate among several possible text structures. The goal teachers choose may depend on whether they teach a single text structure or multiple text structures at a time. There are several strategies teachers can use to help students identify the text structure of the passages they read.

Introducing the Concept of Structures Without Reading Materials. It may be useful to introduce students to the concept of text structures outside of written text using group discussions to activate prior knowledge. Here are example discussion starters for each text structure:

- *Simple description:* Describe how this classroom looks to somebody who has never visited.
- *Compare and contrast:* Note the similarities and differences between an apple and an orange (e.g., Alvermann, 1981; Coleman, 1983).
- *Sequence:* Explain how to tie your shoelaces.
- *Cause and effect:* What are some reasons why you might be late to school? What might happen if you are late for school?
- *Problem and solution:* What are some problems that occur in school and some solutions (McDermott, 1990)?

Students should be the ones who actively generate the ideas. After the group discussion, teachers should provide the text structure definitions and then transition into pointing out examples of text structures in expository text.

Teaching Signal Words. Another strategy is to have students look for signal words in expository text

(e.g., Wijekumar, Meyer, & Lei, 2012). As the label suggests, signal words are words that signal the text structure to the reader. Other terms for *signal words* include *clue words*, *cue words*, or *keywords*. To help keep track of the signal words in a passage, students can highlight or underline them as they read (e.g., Hoffman, 2010). Table 2 provides examples of signal words for each text structure.

Signal words can be very effective for helping students identify the structure of expository text. However, we find it necessary to offer a few words of caution. First, signal words can be misleading. There are times when a signal word may appear in a passage without reflecting the passage’s overall structure. Second, students may end up paying more attention to the signal words than they do to the content of the passage.

It should not be forgotten that the purpose of teaching signal words is to help students identify the structure of a text, which then provides a framework for understanding the content of the text. Using signal words to identify text structure is a strategy, not an end goal. Therefore, it is best if this strategy is paired with additional instruction.

Discrimination Training. Discrimination training involves studying more than one text structure at a time. For example, when teaching struggling readers in fourth and fifth grades, Bohaty (2015) introduced the simple description and compare-and-contrast text structures in the same lesson. Students then read passages and determined which text structure was being used. This required students to think about the content of the passage and the intent of the author. By introducing different text structures in close proximity, teachers can highlight the elements that distinguish each text structure from

Table 2
Examples of Signal Words for Five Text Structures

Text structure	Signal words
Simple description	<i>Looks like, sounds like, [shape, size, color, number], for example, for instance, specifically, such as, in particular</i>
Compare and contrast	Compare: <i>Same as, similar(ly), both, have in common, likewise, alike</i> Contrast: <i>Different, in comparison, in contrast, however, but, on the other hand</i>
Sequence	<i>First, second, third..., initially, preceding, before, next, then, finally, now, following, after</i>
Cause and effect	<i>Because, as a result, outcome, so, thus, consequently, leads to, is caused by, if...then, produces, therefore</i>
Problem and solution	<i>The problem/issue/difficulty is, solution, solve, one answer is, a reason for the problem</i>

the others, which may help students discriminate among them (Bohaty, 2015).

Selection and Organization Strategies

Students' ability to select and organize the most important information in a text may keep them from becoming bogged down by less important details. Being able to identify the structure of a text is a helpful precursor to this objective because students learn that the important information is based on the text's structural elements (e.g., the problem and solution in a problem-and-solution passage or the similarities and differences in a compare-and-contrast passage). We present strategies first for selecting and then for organizing information from passages.

Asking Guiding Questions. To help facilitate the selection of important information from passages, students can learn to ask themselves guiding questions. These questions should help students focus on the structure-related elements of the text. For example, second graders were taught to focus on the cause of a cause-and-effect paragraph by asking themselves, *What is the cause* (Williams et al., 2007), or *what happened* (Williams et al., 2014)? Similarly, to focus on the effect, they were taught to ask themselves, *What is the effect* (Williams et al., 2007), or *why* (Williams et al., 2014)?

Students can use the guiding question technique with other text structures as well. Here are some appropriate questions when reading a compare-and-contrast passage (Williams, Stafford, Lauer, Hall, & Pollini, 2009): *What two things is this paragraph about? How are they the same? How are they*

different? See Table 3 for more examples of guiding questions for each text structure.

Using Signal Words (Again). Another way to help students select the key information in text is to have them pay attention to the signal words. Williams et al. (2014) used signal words to teach second graders to select structure-related information from cause-and-effect passages. Students analyzed a target paragraph by circling the cause words (e.g., *because*) in blue and effect words (e.g., *therefore*) in green. For sentences containing a cause word, students learned that the cause came after the signal word and the effect came before it. The reverse was true for sentences with effect words.

Using Graphic Organizers. Graphic organizers can also aid in the selection of important information and, by providing spaces to record structure-related information from the passage (see Figure 1), they can illustrate how information can be organized in a meaningful way. Teachers can supply empty graphic organizers for students to fill in or teach students to create their own.

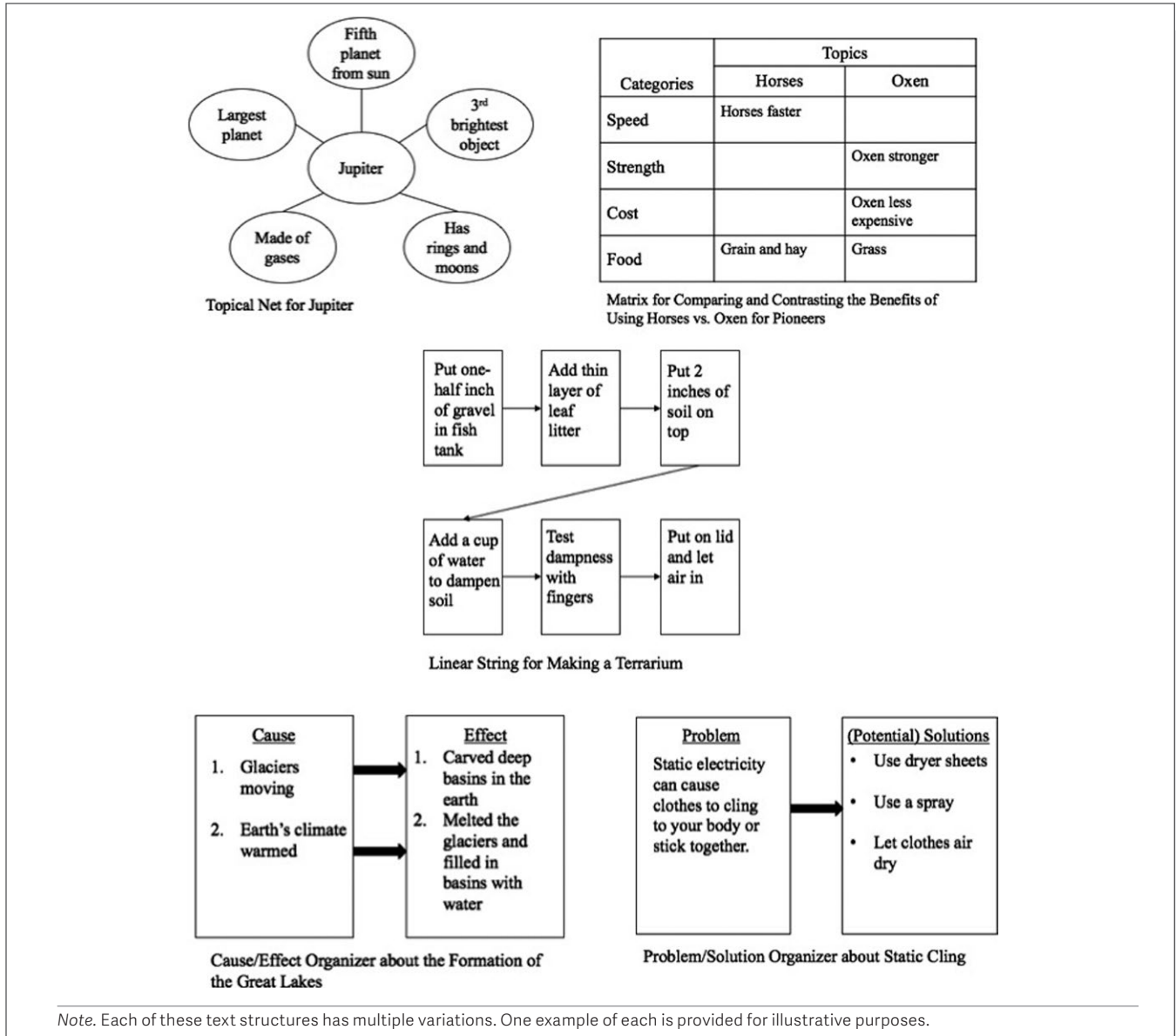
For simple description passages, teachers may consider using graphic organizers called topical nets (e.g., Newman, 2007; Russell, 2005; Scott, 2011; Whittaker, 1992). Topical nets consist of a center circle (or other shape) with additional circles branching out from it. Students write the main topic in the center circle and write characteristics and facts in the outside circles.

Students can organize passages with a compare-and-contrast text structure into matrices (e.g., Hall, Sabey, & McClellan, 2005; Whittaker, 1992; Williams et al., 2005, 2009). A matrix has the topics listed across the top and the categories on which the topics are being compared or contrasted listed down the left side. Organizing the information in

Table 3
Examples of Guiding Questions for Five Text Structures

Text structure	Guiding questions
Simple description	What is the author describing? What are the details used to describe it?
Compare and contrast	What objects, concepts, or categories are being compared? How are they the same? How are they different? What features are being compared?
Sequence	What is the first thing that happened? What is the next step? What happened last?
Cause and effect	What are the cause(s) and related effect(s)? What happened? Why?
Problem and solution	What were the difficulties or questions? What were the attempts or possible actions to solve them? How was it or might it be solved? What were the consequences of the options? What was the result of the actions?

Figure 1
Graphic Organizers for Five Text Structures



this manner makes the similarities and differences more apparent.

An effective option for organizing sequence passages is using linear strings (e.g., Newman, 2007; Reese, 1988; Russell, 2005; Scott, 2011). Linear strings are made up of a series of boxes connected in the middle with lines or arrows. Starting in the first box, students write down each event from the sequence, with each box containing a different event. The arrows indicate the direction of the sequence.

Graphic organizers for cause-and-effect text structures should highlight the relation between the cause(s) and the effect(s). One way to do this is to have two side-by-side text boxes with the causes written in the left box and the effects written in the right (e.g., Gentry, 2006; Gould, 1987; Williams et al., 2014). Arrows can be drawn to specify the direction of the relations.

We recommend that students use a similar graphic organizer for problem-and-solution passages. In

this case, the problems would go in the left box and the solutions would go in the right. Of course, teachers can make variations of this basic structure, such as adding boxes for information about why the problem happened (McDermott, 1990), attempts to solve the problem, or possible solutions.

Using Note Frames. As an alternative to taking notes in graphic organizers, students can use note frames. Figure 2 provides an example of a note frame for a compare-and-contrast passage about plant and animal cells. Note frames are helpful because they provide students with a simple framework for recording structure-related information from texts onto typical lined paper. Students should practice recording information into teacher-created note frames before learning how to create their own frames (Bohaty, Hebert, Nelson, & Roehling, 2016).

Summarizing Strategies

Like graphic organizers or note frames, summaries should include the structure-related information from a text. Consequently, if students have already completed a graphic organizer for a passage, they can use it to help write their summary (e.g., Hall et al., 2005; Newman, 2007; Scott, 2011; Williams et al., 2009). The important information is already picked out, so teaching this strategy becomes a simpler task of teaching students to rewrite their notes into a paragraph and add a topic sentence.

If students need more support with learning to write summaries, they can use paragraph frames

(e.g., Hall et al., 2005; Williams et al., 2005, 2009). Paragraph frames have a cloze format that prompts students to include certain information in their summaries: “This paragraph is about ___ and ___. In some ways, they are the same. ___. In some ways, they are different. ___” (Williams et al., 2005, p. 542). This strategy is most helpful when students are first learning to write summaries. As students become more practiced with this task, teachers should attempt to fade the frames away (Hall et al., 2005).

Writing Strategies

Teachers can adapt many of the previously identified *reading* strategies as *writing* strategies to help students create their own expository passages (e.g., Hammann & Stevens, 2003; Hickerson, 1986; Raphael, Englert, & Kirschner, 1986). Using these strategies may strengthen students’ understanding of text structures for reading, as writing has been shown to improve reading comprehension (Graham & Hebert, 2011). Before teaching the specific strategies, it may be helpful to show students examples of well-written expository passages (e.g., Raphael et al., 1986), as the study of models (or mentor texts) is an effective tool for writing instruction (Graham & Perin, 2007). In this section, we present a few example strategies in abbreviated form because they have been presented previously as reading strategies.

Writing With Guiding Questions. One writing strategy is to provide students with worksheets that contain guiding questions (Raphael et al., 1986). The purpose of guiding questions is to remind students of the structure-related information that should be included in their text. For example, if students are writing a cause-and-effect paragraph, some guiding questions might be these: What happened, and why (see Table 3 for more examples)?

Responding to structure-related questions can help students plan their writing. Teachers can then model how to turn these responses into statements, and then how to structure the statements into a cohesive passage. Students should be given guided practice opportunities to scaffold their understanding.

Writing With Graphic Organizers. The same graphic organizers that students use to take notes about reading materials can also help them organize their own writing (see Figure 1; Hammann & Stevens, 2003; Raphael et al., 1986). As an example,

Figure 2
Example of a Compare-and-Contrast Note Frame

Plants and animals are both made of cells. Their cells are similar. Cells of plants and animals both have a nucleus in the center. They both also have cytoplasm, a jelly-like substance around the nucleus. In contrast, plant and animal cells have some differences. Plant cells are rectangular. They also have cell walls. Animal cells have a rounded shape. They do not have cell walls.

Structure: C/C Topic: Plant cells vs. animal cells
Similarities ▼
Nucleus - in center
Cytoplasm - jelly-like substance
Differences ▼
Shape - plants rectangular vs. animals round
Cell walls - plants have vs. animals don't have

Note. Adapted from “Taking Notes on Expository Text Using Text Structures: A Strategy for Struggling Readers,” by J. Bohaty, M. Hebert, J.R. Nelson, and J. Roehling, April 2016, paper presented at the annual meeting of the Council for Exceptional Children, St. Louis, MO.

if students are supposed to write a paragraph with a sequence structure, they could first organize their thoughts into a linear string. Filling in graphic organizers provides students with a framework for thinking about the information they need to include in their text.

To increase students' understanding and flexible use of text structures, teachers can also use graphic organizers to have students reorganize expository texts into different structures. For instance, Hammann and Stevens (2003) taught students how to reorganize two simple description paragraphs into a compare-and-contrast passage. To help with this transformation, students put the information from the simple description paragraphs into a compare-and-contrast planner (or organizer) before composing the new passage. A major difficulty with asking students to write expository text is that they may not have sufficient content knowledge to do so adequately. Using preexisting text bypasses this problem.

Assessments

After planning and implementing text structure instruction, teachers need to know whether their instruction was effective. More specifically, they need to determine whether students have met the learning objectives and whether their expository reading comprehension has improved as a result. Assessments are a tool for gaining this knowledge.

Assessing Student Progress Toward Learning Objectives

Teachers should have a plan for assessing whether students have reached each of the learning objectives in their text structure unit. In this way, teachers can find out whether students have learned the different skills intended to improve their expository reading comprehension.

Assessing Identification Skills. Teachers may simply want to assess whether students are able to identify the structure of text. For example, Williams and colleagues (2009) wanted to determine whether second graders could correctly identify compare-and-contrast passages. To administer the assessment, an interviewer read a paragraph to the student and asked, "Does this paragraph tell

a story about animals, compare and contrast animals, or tell about an animal's problems?" (p. 19). Students earned one point for correctly identifying the structure.

Of course, teachers can make the assessment more challenging for older students. As another example, Bohaty (2015) assessed fourth and fifth graders' identification skills with a 15-item measure. Each item consisted of a short passage followed by five multiple-choice options: simple description, compare and contrast, sequence, cause and effect, and problem and solution. Students first read the passage and then decided which of the five text structures it best represented.

Assessing Skills for Selecting and Organizing Information. Teachers can develop rubrics to assess whether students can successfully select and organize the important information in a passage (e.g., Newman, 2007; Scott, 2011). The rubric should have two main considerations: Are the students including the relevant information? And is information organized according to the appropriate text structure elements? However, there are a variety of ways that these two considerations could be integrated into the rubric. A graphic organizer rubric adapted from Scott (2011) shows one example of how this could be done (see Figure 3).

Assessing Summarizing Skills. We also recommend developing rubrics to assess students' ability to summarize expository text (e.g., Newman, 2007; Scott, 2011; Ulper & Akkok, 2010). A good summary might include a topic sentence and key details based on the structure of the original text while also leaving out unessential parts. However, teachers may vary in their definition of a good summary, and their rubrics should vary accordingly. Figure 4 provides an example of a rubric for summary writing adapted from Ulper and Akkok (2010).

Assessing Writing Skills. When evaluating whether students can write expository text with appropriate text structures, teachers can use techniques similar to those students used to revise their writing: a rubric containing questions that the text should answer based on its intended structure. The rubric could also take into account whether students included signal words to improve the clarity of their writing. Because the purpose of the writing objective

Figure 3
Example of Graphic Organizer Scoring Rubric

Score	Explanation of score
5	Graphic organizer using the appropriate text structure that displays the topic plus of all the text’s subtopics with related details
4	Graphic organizer using the appropriate text structure that includes the topic (which may not be clearly stated) plus all of the text’s subtopics with some related details
3	Presentation of information that does not use the appropriate text structure but demonstrates some awareness of text organization, including some subtopics and some related details
2	List of details
1	Incorrect content and/or little or nothing related to text; copying
0	No response

Note. Adapted from “Explicit Instruction on Rhetorical Patterns and Student-Constructed Graphic Organizers: The Impact on Sixth-Grade Students’ Comprehension of Social Studies Text” (Unpublished doctoral dissertation), by D.B. Scott, 2011, University of Maryland, College Park. Adapted with permission.

is for students to gain a deeper understanding of text structures, we advise placing less emphasis on spelling and grammar.

Figure 4
Example of Summary Scoring Rubric

Summarizing rules	None: 0 points	Inadequate: 1 point	Acceptable: 2 points	Adequate: 3 points
Summary included a reconstructed title.				
Summary included the thesis of the source text.				
Summary included supporting idea(s) of the source text.				
Summary was the reconstructed form of the source text in original sentences.				
All necessary text was chosen and placed in summary.				
There was no trivia or redundancy in the summary.				
Summary was satisfying/long enough to represent the source text.				

Note. Adapted from “The Effect of Using Expository Text Structures as a Strategy on Summarization Skills,” by H. Ulper and E.A. Akkok, in L.E. Kattington (Ed.), *Handbook of Curriculum Development* (pp. 303–328), 2010, New York, NY: Nova Science. Copyright 2010 by Nova Science Publishers. Adapted with permission.

Assessing Expository Reading Comprehension

The assessments that we have mentioned so far are meant to check whether students have met the learning objectives for the text structure unit. If students have met the learning objectives, they have demonstrated the ability to use text structure strategies that are intended to improve their expository reading comprehension. However, teachers still need to monitor whether using text structure strategies actually helps students better comprehend expository text, which is the ultimate goal of text structure instruction.

Reading Materials

The instructional strategies and assessments that we have described require multiple expository passages for each text structure that is taught. Teachers could write their own passages (e.g., Williams et al., 2005) or extract passages directly from expository reading material (e.g., Bartlett, 1978; Duffy, 1985). However, extracted passages do not always have an obvious text structure. Armbruster (1984) referred to these passages as inconsiderate text. If they so choose, teachers can modify inconsiderate text (e.g., Bakken, Mastropieri, & Scruggs, 1997), which may involve rewriting the text to make the structure more distinct or selecting portions of the text that already have a distinct structure.

Our recommendation is that teachers should start by using modified passages that provide a strong model

for how text should be structured. We believe that starting with well-structured passages may make it easier for students to learn the text structure strategies. Once students feel comfortable using the strategies with well-structured passages, teachers can begin to incorporate more authentic passages that may have ambiguous text structures. Teachers can then begin to teach students to use these strategies with multiple passages within the same text source. The benefit of incorporating authentic text into instruction is that students may be able to generalize the text structure strategies more easily to everyday reading materials they encounter in school and beyond.

Conclusion

Knowing how to read and comprehend expository text is an essential skill in today's society. Edu-

cators should not assume that students will automatically learn this skill over time. Rather, educators need an explicit, research-based method for teaching expository reading. In this article, we have presented one such method: text structure instruction.

Text structure instruction is versatile; there is no one set way that it should be implemented. This versatility makes it an advantageous instructional method. Teachers can adapt text structure instruction to make it appropriate to the skills and needs of their students. To conclude, Figures 5 and 6 provide examples of how teachers of two different grade levels might combine some of the strategies that we presented in this article to develop a cohesive unit on text structure instruction that meets the needs of their students.

Figure 5
Example Text Structure Unit Plan for Second Grade

Objectives	<ol style="list-style-type: none"> 1. Students will be able to identify sequence passages. 2. Students will be able to select and organize the most important information in simple description and sequence passages.
Instruction	<p>The teacher developed a cohesive sequence of text structure activities to meet the objectives.</p> <p>To meet objective 1:</p> <ol style="list-style-type: none"> 1. Introduce the concept of sequence text structures with a group discussion (e.g., how to make a peanut butter and jelly sandwich). 2. Introduce signal words. 3. Model discriminating between passages with and without a sequence text structure. 4. Have students practice identifying sequence passages, with support and independently. <p>To meet objective 2:</p> <ol style="list-style-type: none"> 1. Model organizing sequence passages into linear strings by asking questions about the text (e.g., What happens first?). 2. Have students practice organizing sequence passages into linear strings, with support and independently.
Assessment	<p>The teacher developed a plan to assess whether students had met the objectives.</p> <p>To assess objective 1:</p> <ol style="list-style-type: none"> 1. Read aloud 10 passages as students follow along with their own copies. 2. Have students write yes if they thought the passage had a sequence text structure or no if they thought it did not. 3. Have students explain their decisions using evidence. <p>To assess objective 2:</p> <ol style="list-style-type: none"> 1. Have students read two sequence passages and organize them into linear strings. 2. Check the linear strings to see if each box contains one of the main events without extraneous details.
Reading material	<p>Passages were adapted from trade books to provide a clear example of a single text structure.</p>

Figure 6
Example Text Structure Unit Plan for Fifth Grade

Objectives	<ol style="list-style-type: none"> 1. Students will be able to select and organize the most important information from cause-and-effect and problem-and-solution passages. 2. Students will be able to write their own problem-and-solution passage.
Instruction	<p>The teacher developed a cohesive sequence of text structure activities to meet the objectives.</p> <p>To meet objective 1:</p> <ol style="list-style-type: none"> 1. Model organizing cause-and-effect and problem-and-solution passages into graphic organizers by using signal words to select the structure-related information. 2. Have students practice organizing cause-and-effect and problem-and-solution passages into graphic organizers, with support and independently. <p>To meet objective 2:</p> <ol style="list-style-type: none"> 1. Model filling out a problem-and-solution graphic organizer using a topic relevant to students' lives (e.g., not enough allowance money). 2. Model writing a passage using the information in the graphic organizer, making sure to add signal words for clarity. 3. Think of a new problem. With input from the class, create a new graphic organizer and then write a passage from the information in it. 4. Provide students with example problems to write about. Have them practice creating a graphic organizer and then writing a passage from the information in it.
Assessment	<p>The teacher used assessments to check whether students had met the objectives.</p> <p>To assess objective 1:</p> <ol style="list-style-type: none"> 1. Have students read three cause-and-effect and three problem-and-solution passages and put ideas into graphic organizers. 2. Check the graphic organizers to make sure they include the appropriate structure-related information without extraneous details. <p>To assess objective 2:</p> <ol style="list-style-type: none"> 1. Provide students with a few examples of problems to write about. 2. Have students select a topic, identify resources, and read information on their topic. 3. Have students create a graphic organizer and then write a passage from it. 4. Use a rubric to score the writing for communicative clarity.
Reading material	<p>Passages were taken directly from textbooks to make it easier for students to adapt the strategies to future expository text.</p>

TAKE ACTION!

Use the following framework for thinking about text structure instruction:

1. Decide what the specific learning objectives will be for the text structure unit.
2. Plan out the instructional strategies that will help students meet the objectives.
3. Develop a plan for assessing students' progress toward the objectives.
4. Prepare the expository reading materials to be used for instructing and assessing students.

NOTES

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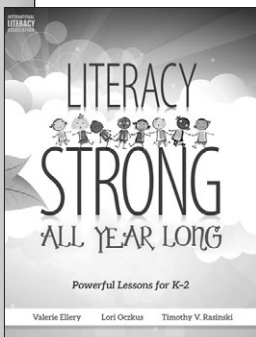
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MORE TO EXPLORE

- ITSS: Intelligent Tutoring for Structure Strategy (<http://literacy.io/projects/itss>): Learn about a Web-based intelligent tutoring system—developed by Kay Wijekumar, a professor in the Department of Teaching, Learning, and Culture at Texas A&M—that teaches students to use the text structure strategy.
- “The Structure Strategy: Problem and Solution” (<https://www.youtube.com/watch?v=IkPKtZlXrjI>): Watch a YouTube video from Wijekumar that describes how problem-and-solution and cause-and-effect text structures often appear in the same expository passage.
- E-Reading Worksheets: “Text Structure” (<http://www.ereadingworksheets.com/text-structure/>): Access materials specifically designed to give students practice with identifying the text structure of expository passages and then putting the information into graphic organizers.
- Check out the following free sites for additional expository reading material for your students:
 - Newsela: <https://newsela.com>
 - TweenTribune from the Smithsonian Institution: <http://microsite.smithsonianmag.com/tweentribune/>



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