**Informational Text Structure**

**Templates**

**October 2012**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Problem and Solution *Pages 1 through 7 have been adapted from materials posted on the Literacy Leader website, http://www.literacyleader.com* | | |
| Purpose: to state one or more problems and provide one or more solutions to the problem. | | | |
| Signal Words and Phrases | | | |
| advantage | | disadvantage | question |
| answer | | in order to | since |
| as a result of | | issue | so that |
| because | | led to | solution |
| cause | | problem | solved |
| dilemma | | puzzle |  |
| Comprehension Question Frames | | | |
| 1. What is the problem? 2. Who has the problem? 3. Why is it a problem? 4. What is causing the problem? 5. What solutions have been suggested or tried? 6. What are the pros and cons of various solutions? 7. Which solutions worked or seem to have the best chance for solving the problem? | | | |
| Graphic Organizers | | | |
| Problem  Solution  Solution  Solution  Problem  Problem  Problem  Solution | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Description | | |
| Purpose: to explain a topic, concept, person, place, event or object, by providing characteristics, features and/or giving examples. | | | |
| 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 Question Frames | | | |
| 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 | | | |
|  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Compare and Contrast | | | |
| Purpose: to describe what is similar and/or different about two or more subjects. | | | | |
| 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 |  |
| Comprehension Question Frames | | | | |
| 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 | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Chronology/Sequence | | | |
| Purpose: to provide information in time order or the order in which events, actions, or steps in a process occur. | | | | |
| 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 Question Frames | | | | |
| 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: to explain why or how something happened/happens  Effect = what happened Cause = why it happened | | | |
| 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 Question Frames | | | |
| 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  Effect  Event  Cause  Cause  Cause  Effect  Effect  Effect | | | |