

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

Peter Afflerbach



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

Reading Assessment Program Guide For Grade 4 Jennifer Katz, 2013-10-28 The series Tools for Instructions and Reading Assessment is a companion piece to Dr Jennifer Katz s book Teaching to Diversity The series which supports the three block model of universal design for learning offers two instructional guides A Model Unit and Reading Assessment Program Guide for each grade from 1 to 12 The Reading Assessment Program Guide includes A guide that focuses on how to assess students progress in reading comprehension and fluency decoding Accompanying blackline masters and grade specific rubrics Four levelled Reading Passages to use for assessment throughout the school year

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

Understanding and Using Reading Assessment, K-12, 3rd Edition Peter Afflerbach, 2017-12-20 Why do we assess reading What do we assess when we assess reading How where and when do we assess reading Reading instruction and assessment expert Peter Afflerbach addresses these questions and much more in the 3rd edition of Understanding and Using Reading Assessment K 12 Using the CURRV model to evaluate reading assessment methods including reading inventories teacher questioning performance assessment and high stakes reading tests Afflerbach considers the consequences and usefulness of each method the roles and responsibilities of key stakeholders and the reliability and validity of the assessments In addition he examines four important but often overlooked aspects of reading assessment Assessment accommodation for English language learners and students with special needs Assessment of noncognitive aspects of reading such as motivation engagement self concept and self efficacy The use of formative and summative assessment The importance of self assessment in building reading independence The book provides detailed case studies from all grade levels

to illustrate reading assessment done well It also includes 15 reproducible forms and checklists that teachers and administrators can use to optimize their reading assessment efforts Students are expected to read increasingly complex texts and to complete increasingly complex reading related tasks to demonstrate their growth as readers This book offers teachers and administrators alike a clear path to helping students meet those expectations This book is a co publication of ASCD and ILA New to the 3rd edition New chapter Formative and Summative Assessment Three significantly revised chapters Performance Assessment Assessment Accommodation for English Learners and Students With Special Needs Accommodation and Reading Assessment in 2nd edition Assessing the Other Important Noncognitive Aspects of Reading Fifteen reproducible and downloadable forms and checklists

Handbook of Reading Disability Research Anne McGill-Franzen, Richard Allington, 2010-09-17 Bringing together a wide range of research on reading disabilities this comprehensive Handbook extends current discussion and thinking beyond a narrowly defined psychometric perspective Emphasizing that learning to read proficiently is a long term developmental process involving many interventions of various kinds all keyed to individual developmental needs it addresses traditional questions What is the nature or causes of reading disabilities How are reading disabilities assessed How should reading disabilities be remediated To what extent is remediation possible but from multiple or alternative perspectives Taking incursions into the broader research literature represented by linguistic and anthropological paradigms as well as psychological and educational research the volume is on the front line in exploring the relation of reading disability to learning and language to poverty and prejudice and to instruction and schooling The editors and authors are distinguished scholars with extensive research experience and publication records and numerous honors and awards from professional organizations representing the range of disciplines in the field of reading disabilities Throughout their contributions are contextualized within the framework of educators struggling to develop concrete instructional practices that meet the learning needs of the lowest achieving readers

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 Linguistics and Language Behavior Abstracts ,2005 *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 literary 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 **Resources in Education** ,1989 **Cognitive and Social Perspectives for Literacy Research and Instruction** Sandra McCormick,Jerry Zutell,1989 **Annual Summary of Investigations Relating to Reading** Sam Weintraub,1996 Reading Research Quarterly ,1982 **Reading Strategies and Practices** Robert J. Tierney,John E. Readence,2005 An indispensable reference tool for any student taking any literacy course this edition is packed with literacy strategies and practices for use in the classroom Reading Framework for the 2011 National Assessment of Educational Progress ,2010 Strategic Teaching and Learning ,2000 Noting that the quality of literacy instruction in the upper grades is equally essential as literacy in the primary grades this book focuses on helping students needs in the upper grades and the needs of all teachers in grades four through twelve who endeavor to help students read to learn across the curriculum and comprehend at grade level and accelerate the development of beginning and struggling readers The book is divided into two sections a theoretical background Understanding the Reading Process Developing Strategic Readers and Delivering Strategic Instruction and instructional strategies Reading Comprehension Vocabulary Development Phonological and Print Skills The theoretical background discusses understanding the reading process developing strategic readers and delivering strategic instruction The instructional strategies discuss reading comprehension vocabulary development and phonological and print

skills Contains 3 figures and 66 references PM **Integrating Reading and Writing Instruction in Grades K-8** Ruth M. Noyce, James F. Christie, 1989 Grade level 1 2 3 4 5 6 7 8 k p e i s t **Grade 11 High School Proficiency Test**, 1992

Rules and Examinations. Programme of Examinations, 1904 Intermediate Education Board for Ireland, 1903

Summary of Investigations Relating to Reading International Reading Association, 1984 Reading Specialists in the Real World MaryEllen Vogt, Brenda A. Shearer, 2003 This research based text written from a sociocultural perspective describes the diverse and evolving roles of reading specialists This is the only text on the market that prepares teachers to become reading specialists discussing the roles of diagnostician intervention provider curriculum designer professional developer coach mentor supervisor literacy program evaluator and action researcher This text may also be used for professional development by reading specialists and to prepare administrators to coordinate implement and evaluate programs for teaching reading language arts

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