

TEXT- STRUCTURES:

Assignment Instructions & Student Examples

Your Name, RDG 3332, DATE

TEXT STRUCTURES

BOOK Information:

APA Citation

SUMMARY: Give a brief summary of the book.

EXPLANATION: Explain the page number in the book, then give several sentences/a paragraph that demonstrates "description." Do the same for each text structure you locate. IF you do not locate one of the structures, then just tell me "NONE FOUND."

Begin your explanation like this:

I identified the following information in this book regarding text structures.

DESCRIPTION:

SEQUENCE:

COMPARE/CONTRAST:

PROBLEM/SOLUTION:

CAUSE/EFFECT:

FINAL PARAGRAPH:

Please write a paragraph (double-spaced) explaining to me what you learned by doing this assignment.

TEXT STRUCTURES

BOOK Information:

APA Citation:

Clark-Robinson, M. (2018). *Let the children March*. Houghton – Mifflin Harcourt

SUMMARY: This book is about young African American children standing up for their civil rights. During their protests these kids suffered a lot of hate and torment by the police and white Americans.

DESCRIPTION: NONE FOUND

SEQUENCE: I identified the following information in this book regarding this text structure. This quote is on page 20 in the book. "Disperse or you'll be jailed!" the police shouted the first day. "Disperse or you'll get wet!" the police shouted the second day. "Disperse or we'll release the dogs!" the police shouted the third day.

COMPARE/CONTRAST: NONE FOUND

PROBLEM/SOLUTION: I identified the following information in this book regarding this text structure. This quote is on page 10 in the book. It says, "The weight of the world rested on our parents' shoulders, but this burden, this time, did not have to be theirs to bear." "I don't have a boss to fear," my brother said, "or a job to lose." "We can march this time. We'll be Dr. King's army, I said."

CAUSE/EFFECT: I identified the following information in this book regarding this text structure. This quote is on page 10 in the book. It says, "If I march," Momma said, "I'll lose my job sure enough."

FINAL PARAGRAPH:

In this assignment I learned that you could find a lot of these text structures within one book. It made me realize that this book has a lot to offer with young students and that you could teach them a variety of different topics with just this one book. I found it to be very helpful to know that when you are looking at a book to read to your students, you should look for these text structures to help you distinguish what this book is talking about.

TEXT STRUCTURES

BOOK Information:

APA Citation: Keller, S. (2013). *The true story of Christopher Columbus*. PowerKids Press.

SUMMARY: This book gives information that allows readers to examine Christopher Columbus's life and voyages. Within the book, the author explains that some Christopher Columbus information is myths, and she then follows the myths with facts. Overall, it is a great book that explains the significance of Christopher Columbus.

EXPLANATION: Explain the page number in the book, then give several sentences/a paragraph that demonstrates "description." Do the same for each text structure you locate. If you do not locate one of the structures, then just tell me "NONE FOUND."

Begin your explanation like this:

I identified the following information in this book regarding text structures.

DESCRIPTION: I identified the following information in this book regarding text structures. On page 18 the author writes, "Each time Columbus returned to Europe, he took things back with him. He brought turkeys, parrots, tobacco, and gold. He also brought native people whom he had captured and enslaved. After Columbus and other Europeans reached the Americas, they killed or enslaved many of the native people. Many others died from diseases that they caught from the Europeans." This demonstrates a description pattern by providing factual information about the discovery of America.

SEQUENCE: I identified the following information in this book regarding text structures. On page 14 the author writes, "Columbus's ships set sail on August 3, 1492. Between them, the ships carried about 90 men. Most were Spanish sailors. The ships stopped in the Canary Islands, off the coast of Africa, for fresh food and headed west into the unknown. After several weeks at sea, many sailors wanted to turn around." This demonstrates a sequence pattern by describing the first several weeks of Columbus's voyage in the order that it occurred. It also uses a sequence signal word such as "after".

COMPARE/CONTRAST: NONE FOUND

STUDENT, RDG 3332, 03/23/2022

PROBLEM/SOLUTION: I identified the following information in this book regarding text structures. On page 19 the author writes, "This picture shows Christopher Columbus and his men capturing a chief on the island of Hispaniola. They are doing this because they want to keep him from leading his people in fighting them." This demonstrates a problem and solution pattern by describing the problem, Christopher Columbus wanted to keep the chief from leading his people into battle. And the solution, Christopher Columbus captured the chief on an island off Hispaniola.

CAUSE/EFFECT: NONE FOUND

FINAL PARAGRAPH:

By doing this assignment, I learned that you could find multiple text structures within a text. Before this assignment I was under the impression that a text would consist of only one text structure. However, that is not true. An author may use multiple different types of text structures within their book. I also learned about the different text structures and was able to practice identifying them.

TEXT STRUCTURES

Stiefel, C. (2021). *Let liberty rise!: How America's schoolchildren helped save the Statue of Liberty*. Scholastic Press.

SUMMARY: The book tells about the coming of the Statue of liberty. It tells the history of its creation and shares important facts about the national symbol (e.g., August 11, 1885, the goal was met to purchase the pedestal). Other Important moments shared include Lady Liberties' inauguration, Isère sailed across the ocean in 1885, and present-day closures due to the COVID-19 pandemic. The conclusion of the book houses a timeline from the first initial idea of Lady Liberty to the present time, a fact sheet about the statue and a historical graph of images, and their corresponding description of different elements of the Statue of Liberty.

EXPLANATION: Explain the page number in the book, then give several sentences/a paragraph that demonstrates "description." Do the same for each text structure you locate. IF you do not locate one of the structures, then just tell me "NONE FOUND."

Begin your explanation like this:

I identified the following information in this book regarding text structures.

DESCRIPTION: I identified the following information in this book regarding the text structure, Description. On page 20 "We are 14 little boy and girls and we made up a club for the pedestal Fund... Instead of spending our money for candy, we saved up." On page 24, "With concrete walls 20 feet thick and 89 feet tall".

SEQUENCE: I identified the following information in this book regarding the text structure, Sequence. On page 25 "First, workers assembled her metal skeleton. Then they riveted her copper "skin"". On page 24, "At last, there would be enough money to finish the pedestal!"

COMPARE/CONTRAST: I identified the following information in this book regarding the text structure, Compare/Contrast. On page 8, "When a statue weighs nearly as much as 40 elephants,".

PROBLEM/SOLUTION: I identified the following information in this book regard the text structure, Problem/Solution. On page 11, "Without a pedestal, Lady Liberty would never rise." On page 32, "An there she stands today, thanks to the contributions of people all across America".

CAUSE/EFFECT: I identified the following information in this book regarding the text structure, Cause/Effect. On page 30, "there she stands today, thanks to the contributions of people all across America".

STUDENT, RDG 3332, 3/28/2022

FINAL PARAGRAPH: Through this assignment I learned that there are so many different text structures in all books. Through this I know how that I can teach my students about text structure through read-aloud and literary research. I also learned that while it could be hard to identify the many text structures, the “key words” make it extremely easy to identify them.

TEXT STRUCTURES

BOOK Information:

Pearl, N. (2007). *The Bill of Rights (American Symbols)*. Picture Window Books.

SUMMARY: The book is all about the Bill of Rights written by Norman Pearl. The book talks about the constitution and how the bill of rights became an important part of the constitution.

The book talks about who wrote it and why the bill of rights is so important. It then talks about what freedoms we have and where you can go see the bill of rights in person.

I identified the following information in this book regarding text structures:

DESCRIPTION:

On page 9 I identified an example of description where the book was explaining what the constitution is and what it contains. It says “The Constitution describes how the U.S. government is set up. It explains how laws are made and who makes them. It also describes the president’s job and the role of the U.S. courts.”

What could also be seen as description is when the book talks about all the amendments on pages 13,14,15,16, and 22. On each of these pages it has a description of what the amendments protect like for page 13 it states, “The First Amendment protects the right to free speech and a free press.” On page 14 it states “The Second Amendment protects the right to bear arms.” On page 15 it states, “The Third and Fourth Amendment protect the right to privacy.” On 16 it states, “The Fifth, Sixth, Seventh, and Eighth Amendments protect all people accused of crimes.” On the 22nd page it says “Some of these later amendments helped give freedom to all Americans.

SEQUENCE:

On page 7 of the book the author had sentences in the book that showed the passing of time. It said, “In 1776, the American Colonies broke free of British rule.” It then goes to say two

sentences later “By 1787, many people were unhappy with the government that had been created for the new nation.”

Another sequence that could be an example in the book is when they are listing each of the amendments in order as they describe each one. It starts on page 13 with “The first amendment...” then to page 14 “The second,” then to page 15 “The third and forth”, to page 16 “The fifth, sixth, seventh, and eighth,” to page 22 where it talks about later amendments that were added.

COMPARE/CONTRAST:

On page 9 the book uses a sentence to show that some leaders wanted the constitution to do more than what it had covered. The book says, “But many leaders thought the Constitution should do more. They thought it should explain and guard the freedoms of the American people.”

PROBLEM/SOLUTION:

On page 7 the book shows problem and solution by showing that people were not happy with how things were being run. The book states “By 1787, many people were unhappy with the government that had been created for the new nation. Twelve of the 13 states sent delegates to Philadelphia, Pennsylvania, to work out a better plan.” This is a problem solution because the delegates were to get together and create a better way for the states to be run because they didn’t like how it was.

CAUSE/EFFECT:

On page 19 the book is helping show that freedoms are limited. It talks about how “people cannot yell fire in a crowded movie theatre if there is no fire. Doing so would be dangerous for other people. They might be hurt as they tried to rush out of the building.”

FINAL PARAGRAPH:

By doing this assignment it has allowed me to see how all the text structures work within the book. Although some books may not include all the different types of text structure this book allowed me to see how they relate to each other. It also showed me that some text structures are supported by other text structures and how they are important to the text. Text structures help readers find information in the text and helps them comprehend the information that the book is trying to pass on to the readers.

References

Pearl, N. (2007). *The Bill of Rights (American Symbols)* Picture Window Books.

TEXT STRUCTURES

BOOK Information:

Wallace, S. N., Wallace, R. (2020). *The teachers march!: How Selma's teachers changed history*. Astra Publishing House.

SUMMARY: This book is about a teacher who believes that the children have the right to know their rights. Upon teaching his students he gets treated wrong by a cop. He encourages his students to stay positive and know their rights. "The teachers are Gonna March" This educator takes his role seriously and does a good job at showing students to stand up for what they believe in.

I identified the following information in this book regarding text structures.

DESCRIPTION: I identified the following information in this book regarding text structures on page. 2, it is starting to talk about the high school and the subject freedom. You will see on page 1 where the blackboard has equal rights written across it, this indicates that the descriptive language is rights as a citizen.

SEQUENCE: I identified the following information in this book regarding text structures on page 9, it states the first event happened in 1964, after this other events took place after. It goes over the important events that took place after.

COMPARE/CONTRAST: Not Found

PROBLEM/SOLUTION: I identified the following information in this book regarding text structures throughout the entire book. The very beginning of this book shows the concern of the teacher when he realizes that his students are unaware of the rights they have as citizens.

CAUSE/EFFECT: I identified the following information in this book regarding text structures throughout starting on page 1 when the teacher realizes that his students need to understand their rights, so he teaches them the importance of marching. When the cops saw what the teacher was doing he referred to them as trouble makers. This made the teacher want to inform his students even more, so the effect was that they marched!

FINAL PARAGRAPH:

During this assignment I learned the importance of text structures. I also learned what each text structure meant, the video was very helpful. I was able to take notes and refer to them as I completed this assignment.

TEXT STRUCTURES

BOOK Information:

APA Citation: Driscoll, L. (2018). *I want to be a doctor*. New York, NY: HaperCollins Publishing

SUMMARY: Little brother Jack hurts his foot by jumping off of the bed. While at the emergency room, the family gets to meet all sorts of doctors. They come across the doctors that heal broken bones, help fix teeth, and the doctors that work in labs.

Text Structures:

DESCRIPTION: NONE FOUND

SEQUENCE: I identified the following information in this book regarding text structures. “Dr. Tate looks at Jack’s foot. She touches it gently. ‘Let’s take an X-ray,’ she says. ‘It will show us if any bones are broken.’ We go to another part of the hospital. An X-ray machine takes a picture of Jack’s foot. A man comes to look at the X-ray. “Are you a doctor, too?” I ask. “Yes!” he says. “I am Dr. Dean. I read X-rays.” The doctor sees a small break in one of Jack’s bones. So next we go to see Dr. Jones, a bone doctor.”

COMPARE/CONTRAST: NONE FOUND

PROBLEM/SOLUTION: NONE FOUND

CAUSE/EFFECT: I identified the following information in this book regarding text structures. “We are at the hospital - my mom and dad, my brother, Jack, and me. Jack is not so happy. His foot hurts a lot. I saw the whole thing. Jack fell off the top bunk. Maybe he forgot he can’t fly. Dad put ice on Jack’s foot. His foot is black and blue. Mom thinks it could be broken. So here we are in the emergency room.”

TEXT STRUCTURES

BOOK Information:

Scholes, K., & Ingpen, R. R. (1994). *Peace begins with you*. San Francisco: Sierra Club Books.

SUMMARY: this book describes the way that peace can mean different things to different people. it all depends on who you are, and what makes you happy. Depending on the want and needs of certain people, can determine what peace can mean to them. There's even times when someone's peace can interfere with another's, and the way you handle that very situation can be peaceful as well if chosen correctly. Someone can also hold the power to give, or even take away that peace. Making peace in the world is done by everyone involved.

I identified the following information in this book regarding text structures.

DESCRIPTION: describing what peace means to several different people. Musicians can find music peaceful, and children can find having playmates to be peaceful. It also describes that peace can be found within everyone and it is important to show it in order to make the world a better place.

SEQUENCE: NONE FOUND

COMPARE/CONTRAST: it compares and contrasts the difference in the way that peace can mean different things to certain people. some people find peace in music, others can find it in the company of others. Peace comes in many different shapes in sizes and is determined by each individual.

PROBLEM/SOLUTION: An argument between two people can be solved with peace and kindness. Instead of reacting hostile to something that someone does not necessarily agree with, instead reacting with peace can be greatly beneficial.

CAUSE/EFFECT: NONE FOUND

FINAL PARAGRAPH:

By doing this assignment I gained a better understanding of what exactly the five different text structures was, and how to find them in certain text. I understand how to look deeper into the text to realize how its formed with either compare and contrast, problem solving, sequencing, description or even cause and effect. Most books seem to have if not all structures, several of them deep within the text. I didn't realize you could find all of that in what seems like a simple children's book. There's a lot that goes into a text and its important to seek it out and understand all the parts to it.

TEXT STRUCTURES

BOOK Information:

APA Citation: Krull, K. (2014). *Maria Molina and the Days of the Dead*. Great Neck, NY. StarWalk Kids Media.

SUMMARY: This book tells the story of a young girl and her family celebrating a Mexican cultural holiday. She shares the customs and traditions they carry out while observing this holiday. She explains the two different ways it is celebrated in her different countries, Mexico and the United States

DESCRIPTION: I identified the following information in this book regarding descriptive text structures: On page 11, "Bakery shelves bulged with round loaves of the special bread, glistening with reddish purple or lemon yellow glazes. Some smelled like licorice, some like cinnamon."

SEQUENCE: I identified the following information in this book regarding sequence text structures: On page 9, "In the morning, I helped to clean grandmothers grave and decorate it with wreaths marigolds, the flower of the dead...." "In the afternoon, I went back to our house to help my mother prepare my grandmothers favorite foods...."

COMPARE/CONTRAST: I identified the following information in this book regarding text structures: On page 5, "If I lived in the United States, I, Maria Molina, would not be in the graveyard tonight. I would be out trick-or-treating on Halloween...."

PROBLEM/SOLUTION: I identified the following information in this book regarding problem/solution text structures: On page 25, "We have left their spirits behind," I explained. "No one will honor them anymore on the Days of the Dead. They will be so sad." My mother smiled. "We cannot be with them at their graves," she agreed, "but we can still honor them." "How?" I asked. The next night my parents showed me how. In our apartment, we set up a small ofrenda, or altar.'

CAUSE/EFFECT: I identified the following information in this book regarding cause & effect text structures: On page 9, "They say if you are away from home on the Days of the Dead, you might run into returning souls on the lonely roads."

FINAL PARAGRAPH: This assignment was a little more difficult than I anticipated it to be. Sometimes what you are looking for does not just pop out and make itself known. Sometimes you must look and find what you need. You also cannot expect to signal words to always be there, sometimes they are just inferred. As much as this assignment was difficult, looking for these structures in the text definitely helps with comprehension and is a good exercise that could be used in my classroom in the future.