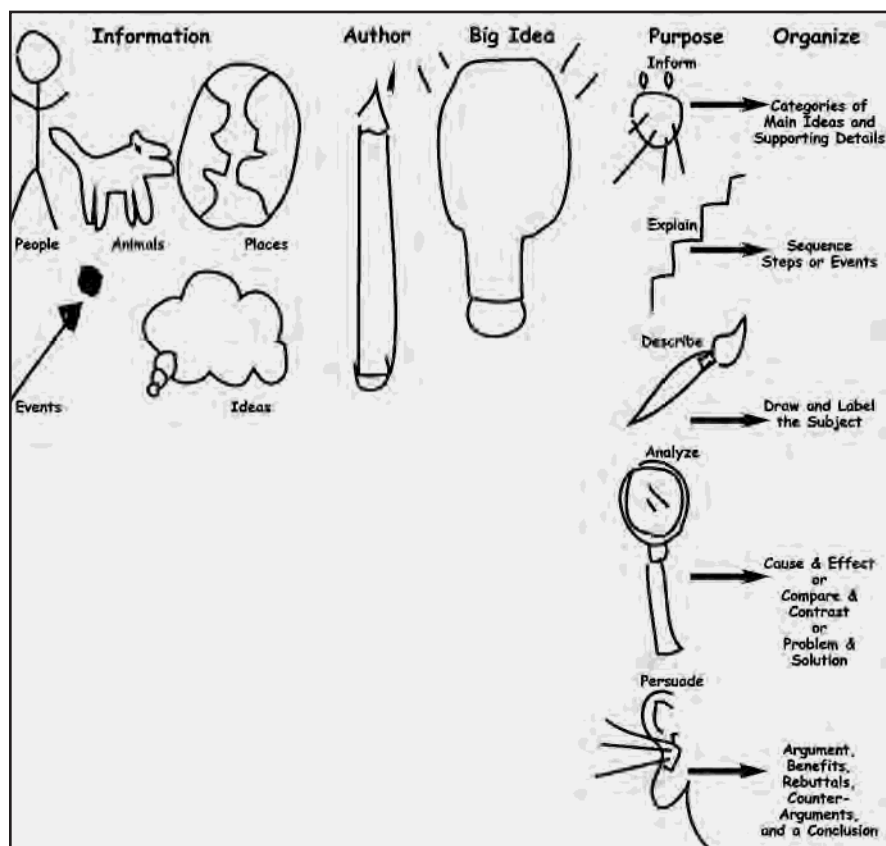


Expository Text Organization



Purpose: For students to acquire a visual representation of expository text structure including, a selection of organizers for notetaking.

Directions: Before utilizing the expository text structure chart (below), students need to complete an interactive lesson that introduces the components of informational text (left). After students understand the elements of expository text, they then are given a copy of the chart (below) to use as a bookmark. Unlike the narra-

tive chart (previous page), the expository lesson (above) provides an introduction and explanation of the components of this genre, while the chart (below) provides the step-by-step procedures for reading and notetaking of informational text. The teacher draws specific icons on a whiteboard or overhead projector (see above and on next pages) to explain each part of expository text structure; students draw and repeat the explanation. To ensure every learning style is addressed, the teacher models physical gestures to mimic the verbal explanations and visual drawings. Once students understand, conceptually, what expository text is (above), they then follow the steps on the chart (below), to select the appropriate notetaking organizer. This lesson requires drawing icons, repeating definitions, and using physical motions. Follow the steps listed on the next page for the interactive lesson to overview expository text.

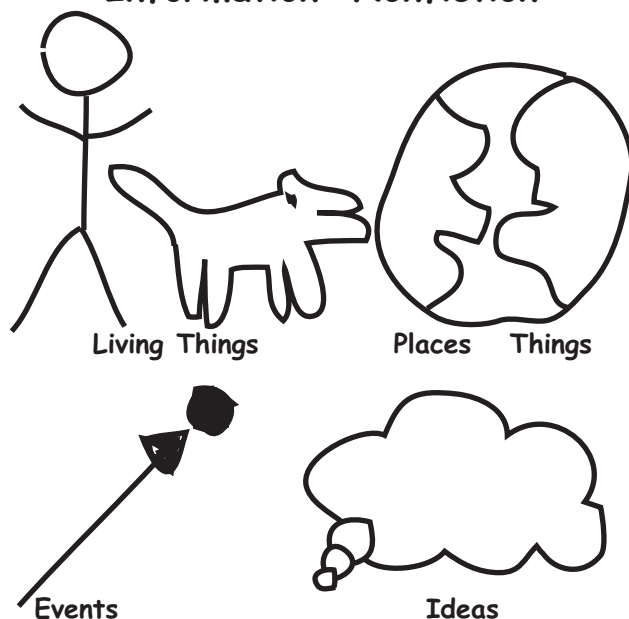
Expository Text Organization							
Step One: Use text structures (title, headings, subheadings, etc.) and signal words to figure-out the author's purpose about the subject: To Inform, explain, describe, analyze, or persuade.							
Step Two: Use the author's purpose to write the main idea statement on the top of the Expository Lecture Notes Organizer. Main idea: setting (optional), subject and the big idea.							
Step Three: Use the author's purpose to select the correct text structure (below) to use on the Expository Lecture Notes Organizer.							
Categories: To Inform about Subject.		Sequence: To Explain Steps/Events.		Description: To Visualize Subject.		Compare & Contrast: To Analyze Subjects.	
Cause & Effect: To Analyze Subject.		Problem & Solution: To Analyze Subject.		Persuasive: To Persuade Audience.			
Setting: Subject: Big Idea		Setting: Subject: Big Idea		Setting: Subject: Big Idea		Setting: Subject: Big Idea	
Main Idea: Details:		1 2 3		Draw and Label a Picture Using the Author's Words:		D S D	
						Before Middle After:	
						List What Happened?	
						How Did Things Change from Before to After?	
						Possible Solutions & Results:	
						1. 2. 3.	
						Solution:	
						Benefits to Audience:	
						1. 2. 3.	
						Conclusion	

Expository Text Organization

Teacher writes and draws on board, while students record on their own papers:

Students and teacher chant, while making physical motions to match the chant:

Information: Nonfiction



Write: Information: Nonfiction.

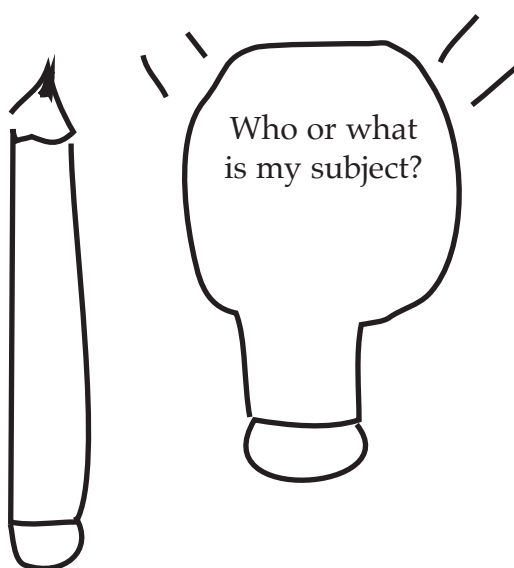
Chant and motion: *Reading nonfiction* (open hands like a book) is *reading about information that is true* (point and wag index finger). *There are many different types of information* (with open hands spread arms out wide).

Draw: A person, an animal, the Earth, an arrow pointing at a dot, and a thinking bubble. Next label each.

Chant and motion: *Information can be about many things, like living things. For example, people and animals* (hold up your fingers and wiggle them), *places like the real world or things* (make a fist, then point at it), *or events that really happened* (slap hands together), *or ideas* (point above your head).

Author

Big Idea



Write and draw: Author and Big Idea, then draw a book and light bulb.

Chant and motion: *When an author writes about information* (pretend writing with a pencil), *he identifies the subject: Who or what is the information?* (Make arms bend up with open hands and shrug shoulders, then point above head pretending to point at a light bulb.)

Expository Text Organization

Teacher writes and draws on board, while students record on their own papers:

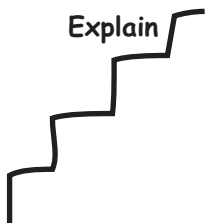
Students and teacher chant, while making physical motions to match the chant:

Purpose

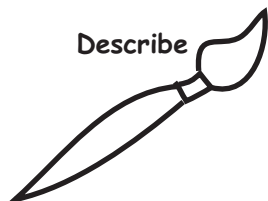
Inform



Explain



Describe



Analyze



Persuade



Write and draw: Write Purpose, then draw an opened mouth and label Inform; draw steps and label Explain; draw a paintbrush and label Describe; Draw a magnifying glass and label Analyze; Draw an ear and label Persuade.

Explain: *Once an author knows the subject he is writing about, then he needs to figure-out the purpose: What is the reason the audience needs to learn about the subject? Is the author informing, explaining, describing, analyzing or persuading the reader?*

Chant and motion: *The author's purpose is the reason why the information is being written. There are five different reasons. (Hold up five fingers.)*

First, to be informed about the subject. (Cup hands around mouth.)

Second, to explain steps or a sequence of events. (Stick out an arm and move it up and over like steps.)

Third, to describe living things, places, and things. (Pretend to paint.)

Fourth, to analyze the subject. (Pretend to hold a magnifying glass to your eye.)

Fifth, to persuade the audience to do something or think a certain way. (Hold a cupped hand to your ear.)

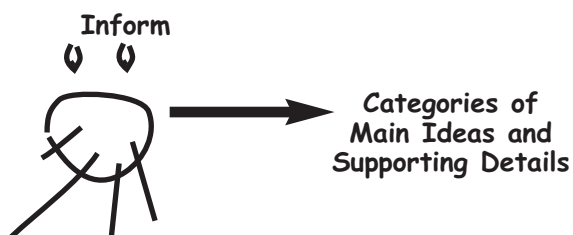
Expository Text Organization

Teacher writes and draws on board, while students record on their own papers:

Students and teacher chant, while making physical motions to match the chant:

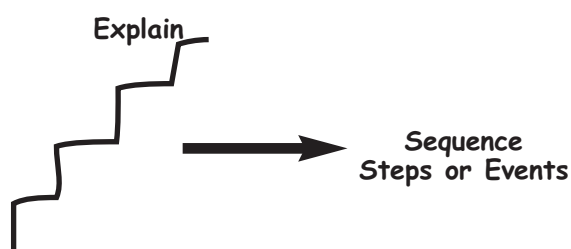
Purpose

Organize

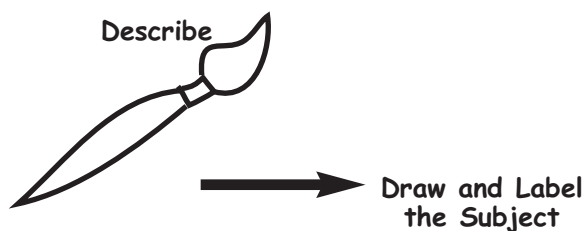


Write, draw and explain: Write Organize next to purpose. *Once the author identifies his purpose, then he will know how to organize.*

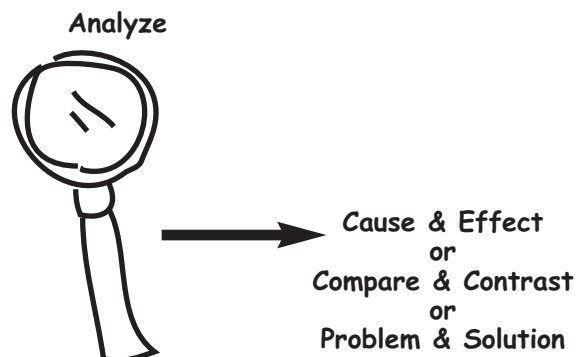
Inform using categories: *If the author is informing the reader about a subject, he then needs to sort the information into categories with main ideas and supporting details.*



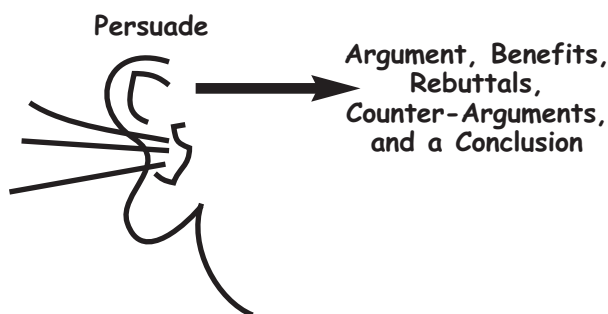
Explain using a sequence of steps, process or events: *If the author is explaining to the reader the steps for directions, parts of a process or the actions in an event, he then needs to sequence the information.*



Describe using a drawing: *If the author needs to create a vivid-sensory description in the reader's mind, he then needs to draw the subject, then label it using the five-senses and figurative language. Once the subject is labeled, then the bank of descriptive words and phrases are used to write a description of the subject.*



Analyze the subject for a specific outcome or conclusion: *The author examines the subject (ideas, living things, places, objects, etc.): to identify the similarities and differences between two or more things in order to make a claim; to explain the results of an action or condition, or to propose a solution to a problem. Once the type of outcome or conclusion is identified, he then selects the appropriate method for the analysis: cause and effect, compare and contrast, or problem and solution.*



Persuade for an action or idea: *If the author needs to influence his audience to do something or think a certain way, he then forms an argument supported with evidence or benefits, presents rebuttals and counter-arguments, then calls the audience to an action or to make a conclusion.*

Expository Text Organizer

The following few pages serves as a reference for the Expository Text Organizer (below). This poster displays the steps necessary for scanning informational text to identify the big idea and the author's purpose. After that, the reader then easily selects the appropriate organizer to record notes from the text. An overview of each organizer follows on the next page.

Expository Text Organization													
Step One: Use text structures (title, headings, subheadings, etc.) and signal words to figure-out the author's purpose about the subject: To inform, explain, describe, analyze, or persuade.													
Step Two: Use the author's purpose to write the main idea statement on the top of the Expository Lecture Notes Organizer. Main idea: setting (optional), subject and the big idea.													
Step Three: Use the author's purpose to select the correct text structure (below) to use on the Expository Lecture Notes Organizer.													
Categories: To Inform about Subject.		Sequence: To Explain Steps/Events.		Description: To Visualize Subject.		Compare & Contrast: To Analyze Subjects.		Cause & Effect: To Analyze Subject.		Problem & Solution: To Analyze Subject.		Persuasive: To Persuade Audience.	
Setting: Subject: Big Idea		Setting: Subject: Big Idea		Setting: Subject: Big Idea		Setting: Subject: Big Idea		Setting: Subject: Big Idea		Setting: Subject: Big Idea		Setting: Subject: Big Idea	
Main Idea: Details:		1 2 3		Draw and Label a Picture Using the Author's Words:		D S D		Before: Middle: After:		Problem: Subject: What's Problem? Why Problem?		Argument: Subject: What Subject Should Do/Think?	
								List What Happened? How Did Things Change from Before to After?		Possible Solutions & Results: 1. 2. 3.		Benefits to Audience: 1. 2. 3.	
										Solution:		Conclusion	

Step One: The purpose of informational text is to inform the reader about a subject, to provide the reader with a vivid sensory description of a subject, to analyze (by compare & contrast, cause & effect, or problem & solution), and/or to persuade. The structural features of the text reveal the author's primary purpose. Many times an author may inform, explain, describe, analyze and persuade in the same text. The categories chart is suggested to use in these cases.

Text features like the title, headings, subheadings, charts, table of contents, etc. are clues to help the reader figure-out the author's purpose. Additionally, signal words may provide the reader with clues to identify the purpose. A list of signal words has been included with each organizer (next few pages) to provide students with the type of words typically found in the different types of expository text structures an author will utilize.

Step One:

Use text structures (title, headings, subheadings, etc.) and signal words to figure-out the author's purpose about the subject: To inform, explain, describe, analyze, or persuade.

Expository Text Organizer

Step Two: Use the author's purpose to write the main idea statement on the top of the Expository Lecture Notes Organizer.
Main idea: setting (optional), subject and the big idea.

Step Three: Use the author's purpose to select the correct text structure (below) to use on the Expository Lecture Notes Organizer.

Step Two: The expository organizer (See Chapter 3) has two rectangular boxes. At the top of the organizer is the box to record the main idea. The main idea provides the big picture for the students. The main idea has three parts: 1) setting tells *when* or *where* the subject takes place. This information is optional, depending on the topic; 2) the subject tells *who* or *what* is being studied in the text; and 3) the big idea has two parts that can be identified by answering two questions: *What about the subject?* and *Why/How is it important?* The bottom box (a much larger box that covers most of the page) is for students to draw one of the seven organizers (pages 37-40) for notetaking.

Step Three: Once the author's purpose and the big idea have been identified, the students can easily select the appropriate organizer. The next few pages display each of the expository organizers (from the chart on page 41), matched to its purpose, so readers may easily find the appropriate organizer to take notes.

Categories: To Inform about Subject.	
Setting: Subject: Big Idea	
Main Idea:	Details:

Categories: The arrangement or grouping of information about living things, places, things or abstract ideas according to their similar attributes or common characteristics. These categories lead to the formation of the big idea (main idea) and supporting details. This is the most often used organizer for expository text, because most textbooks are organized with headings and subheadings (categories). (See pages 55 or 145-147 for examples of this type of organizer.)

Signal Words: specifically, in addition, one, two, first, second, third, to begin, next, finally, most importantly, when, also, then, for example, for instance, in fact, in particular.

Expository Text Organizer

Sequence:
To Explain Steps/Events.

Setting: Subject: Big Idea

1 → **2** → **3**

--	--	--

Sequence: Taking facts, events or concepts and sorting them by the order of occurrence. A sequence can be for an event (the causes of the American Revolution, page 49); a process (life cycle of a butterfly, page 50); or steps (how to build a paper airplane).

Signal Words for Events: to begin, during, finally, first, second, last, then, at that time, next, until, while, soon, immediately, after, now, while, on (date), earlier.

Signal Words for a Process or Steps: first, second, the following, then, additionally, another, furthermore, finally, several steps, also, next, likewise, besides.

Description:
To Visualize Subject.

Setting: Subject: Big Idea

**Draw and Label
a Picture
Using the
Author's Words:**

Description: Providing a vivid illustration with words. Using the five senses and figurative language to describe living things, places, or things.

Signal Words: under, over, through, around, above, across, between, beside, outside, in back of, as (size) as ____, looks like (shape), also, ~~but~~, however, appears to be, ~~near~~, down, in the middle.

Expository Text Organizer

Compare & Contrast: To Analyze Subjects.

Setting: Subject: Big Idea

D	S	D

Compare & Contrast: Analyzing to identify the similarities and/or differences between two or more facts, concepts, living things, places, things, ideas to make a claim (Although both characters had many similarities, Michael's perseverance won him the race.); or show benefits (one umbrella is better than another). Please note: The D stands for differences, and the S stands for similarities. Record how the subjects compare and contrast in these columns.

Signal Words: similarly, different from, whereas, compared to, as well as, same as, in contrast, yet, otherwise, despite, not only...but also, either...or, unless, instead, even though, as opposed to, is different from, on the other hand, in common, although, however, alike, unlike, both.

Cause & Effect: To Analyze Subject.

Setting: Subject: Big Idea

Before:	Middle:	After:
	List What Happened?	
	How Did Things Change from Before to After?	

Cause & Effect: A description or reasons for causes and their resulting effects. An emphasis is on the analysis of the relationship between these actions or events and how they explain the outcome of extraordinary things or occurrences.

Signal Words: if...then, because, since, therefore, as a result, this leads to, for this reason, in order to, so that, on account of, consequently, so that, according to, then...so, nevertheless.

Expository Text Organizer

Problem & Solution: To Analyze Subject.

Problem:		
Subject:	What's Problem?	Why Problem?

Possible Solutions & Results:



Solution:

Problem & Solution: The analysis of a problem (by defining or understanding the problem which typically requires cause and effect - the causes that led to the problem or effect), and then proposing possible solutions.

Signal Words: if...then, because, since, therefore, as a result, this leads to, for this reason, in order to, so that, on account of, consequently, so that, the problem, many answers, the question asked, according to, then...so, nevertheless, conclude.

Persuasive: To Persuade Audience.

Argument:		
Subject:	What Subject Should Do/Think:	

Benefits to Audience:

1.

--

2.

--

3.

--

Conclusion

Persuasive: The writer presents a convincing argument to defend an opinion and to convince the reader to agree with the author's point of view or to take action.

Signal Words: this benefits, the reason for, therefore, because, since, so, due to, for example, for instance, in conclusion, also, consequently, an reason, on the other hand, others may disagree, in rebuttal, yet, to counter.

Expository Text Organization

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Categories:

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Sequence:

To Explain Steps/Events.

Description:

To Visualize Subject.

Compare & Contrast:

To Analyze Subjects.

Cause & Effect:

To Analyze Subject.

Problem & Solution:

To Analyze Subject.

Persuasive:

To Persuade Audience.

Setting: Subject: Big Idea		Setting: Subject: Big Idea		Setting: Subject: Big Idea		Setting: Subject: Big Idea		Setting: Subject: Big Idea		Setting: Subject: Big Idea				
Main Idea:	Details:	1	2	3	Draw and Label a Picture Using the Author's Words:		D	S	D	Before:	Middle:	After:	Problem: What's the Problem? Why Problem?	Subject: What Subject Do/Think:
											List What Happened?	How Did Things Change from Before to After?	Possible Solutions & Results:	Benefits to Audience:
													1. _____	1. _____
													2. _____	2. _____
													3. _____	3. _____
													Solution:	Conclusion

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Expository Text Organization

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Sequence:

To Explain Steps/Events.

Description:

To Visualize Subject.

Compare & Contrast:

To Analyze Subjects.

Cause & Effect:

To Analyze Subject.

Problem & Solution:

To Analyze Subject.

Persuasive:

To Persuade Audience.

Setting: Subject: Big Idea		Setting: Subject: Big Idea		Setting: Subject: Big Idea		Setting: Subject: Big Idea		Setting: Subject: Big Idea		Setting: Subject: Big Idea				
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													1. _____	1. _____
													2. _____	2. _____
													3. _____	3. _____
													Solution:	Conclusion

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