

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RI.5.5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<p>R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p><u>Questions to Focus Learning</u></p> <p>How does the structure of a text influence the reader's understanding?</p> <p>Authors purposefully organize text in structures to convey events, ideas, concepts, and information. Proficient readers use structure to enhance their understanding of events, ideas, concepts, and information expressed in the text.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know that chronology, comparison, cause/effect, problem/solution and description are examples of text structure formats.</p> <p>I know common signal words and transition words which indicate text structures (e.g., chronology, comparison, cause/effect, problem/solution, description).</p> <p>I know text structure contributes to the development of events, ideas, concepts, and information within a text.</p> <p>I can identify signal words in an informational text.</p> <p><i>Reasoning Targets</i></p> <p>I can identify the overall structure of two or more texts.</p> <p>I can describe the similarities and differences in the development of events, ideas, concepts, and information in two or more texts.</p>

Vocabulary

cause
chronological
chronology
compare
contrast
descriptive
effect
event
organized
problem
sequence
solution
text feature
text structure

Teacher Tips

[Slideshow](#) – Slideshare: Teaching Text Structure - A Quick Guide for Teachers

[Reading Strategies](#) - Graphic Organizers for all five text structures (description, problem/solution, cause/effect, compare/contrast, and sequence)

[Article](#) - Teaching and Assessing Understanding of Text Structures across Grades by Karin Hess

[Lesson](#) - Teach Text Structure & Reread the Selection

[Lesson](#) - Exploring Compare and Contrast Structure in Expository Texts

[New York Times Education](#) - Ideas for helping students understand common text structures such as: cause and effect, compare and contrast and problem-solution.

[Lesson](#) - Use a text feature to find and explain facts in a text.

Vertical Progression

RI.K.5 - Identify the front cover, back cover, and title page of a book.

RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.6.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.7.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.8.5 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.9-10.5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.11-12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RI.5.5](#)