

Table 6. Structures of informational text

Structure	Description	Example	Common Clue Words	Sample Activities
Description	What something looks, feels, smells, sounds, tastes like, or is composed of	Characteristics of a hurricane		Have students use the details in a descriptive paragraph to construct an illustration or three-dimensional display.
Sequence	When or in what order things happen	A storm becomes a hurricane	first, then, next, after, later, finally	Assign each student to represent one event in a sequence. Ask the class to line up in order and, starting at the front of the line, to explain or enact their respective events in turn.
Problem and Solution	What went wrong and how it was or could be fixed	Hurricane Katrina destroyed homes and stores, so groups like the Red Cross had to bring food and medicine from other parts of the US	because, in order to, so that, trouble, if, problem	Provide opportunities for students to act out key phases of a passage.
Cause and Effect	How one event leads to another	What happened to the people who lived in Louisiana after Hurricane Katrina	because, therefore, cause, effect, so	Have students match up pictures representing “causes” and “effects” in a game-like activity.
Compare and Contrast	How things are alike and different	How hurricanes are the same as or different from tornadoes	both, alike, unlike, but, however, than	Set out overlapping hula hoops, one to represent each side of the comparison, and have students sort visual representations of each characteristic into the shared and different areas of each hoop.

Source: The list of structures was derived from **Williams et al. (2007)** and Duke (2000). The panel developed the definitions and examples for illustrative purposes.