

# Text Structure Cue Sheet: Identifying Narrative and Expository Text Structures

This handout should serve as a guide for students while learning text structures. Students may reference the two main types of text, narrative and expository, and the common text structure types, definitions, signal words, and graphic organizers used to visually represent the information in the text.

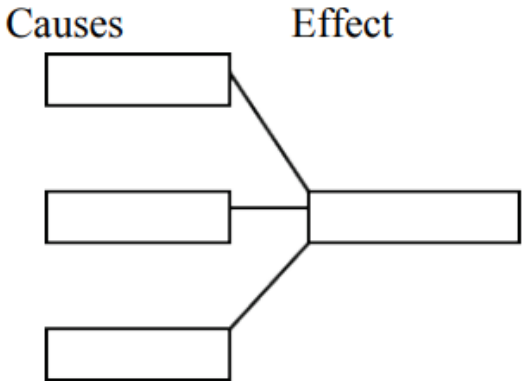
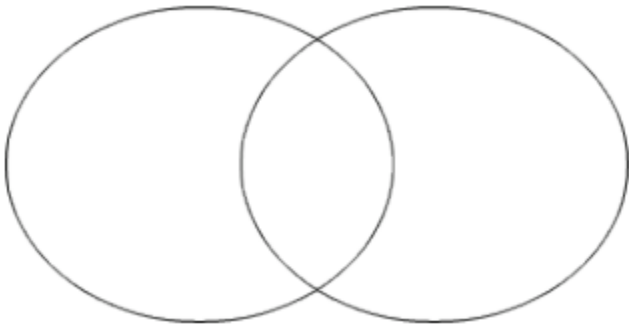
## Text Type 1: Narrative Text

Purpose: To entertain the reader or present a story

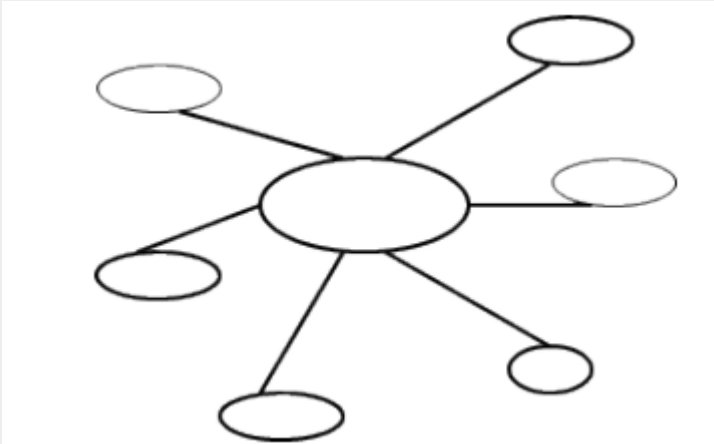
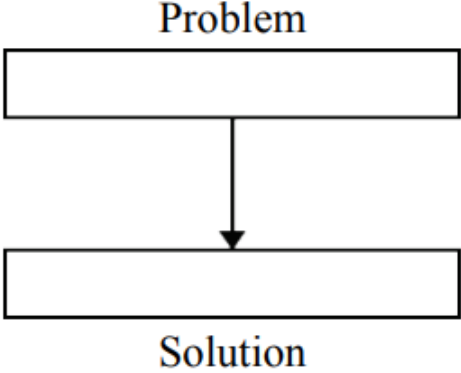
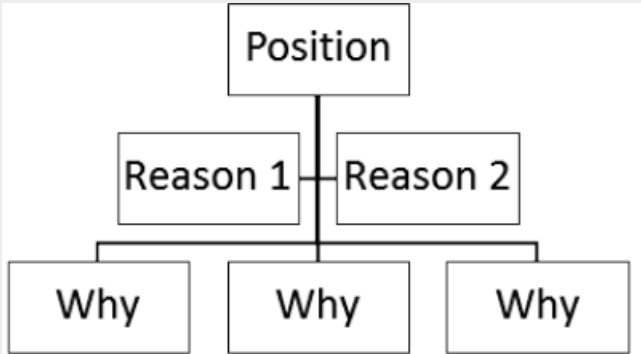
| Text Structure Type and Definition                                                                                                                                                                                                                                      | Signal Words                                                                                                        | Graphic Organizer |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------|
| <p>Story elements = Organized around a set of story elements or story grammar, including:</p> <ul style="list-style-type: none"> <li>Setting</li> <li>Characters</li> <li>Conflict</li> <li>Plot (Rising Action, Climax, Falling Action)</li> <li>Resolution</li> </ul> | <ul style="list-style-type: none"> <li>First</li> <li>So</li> <li>Then</li> <li>Finally</li> <li>At last</li> </ul> | <p>Story map</p>  |

## Text Type 2: Expository Text

Purpose: To inform the reader of an event or provide general information

| Text Structure Type and Definition                                       | Signal Words                                                                                                                                                               | Graphic Organizer                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cause-Effect = How or why an event happened; what resulted from an event | <ul style="list-style-type: none"> <li>Because</li> <li>Due to</li> <li>Since</li> <li>Therefore</li> <li>So that</li> <li>As a result of</li> <li>Consequently</li> </ul> | <p>Cause-effect semantic map</p>  <p>The diagram shows three boxes on the left labeled 'Causes' and one box on the right labeled 'Effect'. Lines connect each of the three 'Causes' boxes to the single 'Effect' box, illustrating that multiple causes can lead to a single effect.</p> |
| Chronology/Sequence = The order of events/steps in a process             | <ul style="list-style-type: none"> <li>Afterward</li> <li>Before</li> <li>During</li> <li>Immediately</li> <li>Last</li> <li>Previously</li> </ul>                         | <p>Timeline</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> </ol>                                                                                                                                                                                                                         |
| Compare/Contrast = How two or more things are alike/different            | <ul style="list-style-type: none"> <li>As opposed to</li> <li>Both</li> <li>In common</li> <li>In comparison</li> <li>Opposite</li> <li>Similarly</li> </ul>               | <p>Venn diagram</p>  <p>The diagram consists of two overlapping circles. The overlapping area in the center represents the common characteristics between the two sets, while the non-overlapping areas represent the unique characteristics of each set.</p>                          |



| Text Structure Type and Definition                                                                     | Signal Words                                                                                                                                                                                 | Graphic Organizer                                                                                                    |
|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Description/Categorization = How something looks, moves, works, etc.; a definition or characterization | <ul style="list-style-type: none"> <li>▪ Appears to be</li> <li>▪ For example</li> <li>▪ Identify</li> <li>▪ Refers to</li> <li>▪ Such as</li> <li>▪ To illustrate</li> </ul>                | Web<br>                            |
| Problem-Solution = What's wrong and how to fix it                                                      | <ul style="list-style-type: none"> <li>▪ Problem</li> <li>▪ Solution</li> <li>▪ To fix the problem</li> </ul>                                                                                | Problem-solution relationship<br> |
| Position-Reason = Why a point or ideas should be supported; what's wrong with an idea                  | <ul style="list-style-type: none"> <li>▪ As illustrated by</li> <li>▪ Because</li> <li>▪ Consequently</li> <li>▪ For instance</li> <li>▪ For this reason</li> <li>▪ In conclusion</li> </ul> | Position-reason flowchart<br>    |

Adapted with permission from Denton, C. A., Bryan, D., Wexler, J., Reed, D., & Vaughn, S. (2007). *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook* (pp. 108–122). Meadows Center. [http://www.meadowscenter.org/files/resources/RTS\\_Complete.pdf](http://www.meadowscenter.org/files/resources/RTS_Complete.pdf)

