Navigating the Rapids of Narrative and Informational Text Structures

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Text Structure You Say....What is that?

Narratives = fictional and personal retell

- Beginning, Middle, End
- Core characters and ideas
- Easier of the academic structures
Narrative Structure Scaffolds:

- Which structure do these support?
- Centering or Chaining?
Narrative Structures

Which structures do these support?
Centering or Chaining?

**Character Weave**

<table>
<thead>
<tr>
<th>Character</th>
<th>Physical Appearance</th>
<th>Behavior</th>
<th>Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>C</td>
<td></td>
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</tr>
</tbody>
</table>

**Episode Analysis**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Emotional Response</th>
<th>Action</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Text Structure You Say....What is that?

Expository=informational text=academic content knowledge

- Description
- Enumeration/Order of Importance
- Sequence/Procedural
- Compare/Contrast
- Problem Solving
- Persuasion
- Cause-effect
What Makes Text Complex?

• Overall structure
• Language that is required
• Background knowledge that is required
• Cultural components
What Makes Text Complex? The Continuum....

Text Structure

Simple                                Complex

Conventional                           Unconventional
What Makes Text Complex? The Continuum....

<table>
<thead>
<tr>
<th>Language Patterns and Clarity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Literal</td>
<td>Figurative</td>
</tr>
<tr>
<td>Clear</td>
<td>Ambiguous or misleading</td>
</tr>
<tr>
<td>Contemporary/familiar</td>
<td>Archaic/unfamiliar</td>
</tr>
<tr>
<td>Conversational</td>
<td>Academic/domain specific</td>
</tr>
</tbody>
</table>

- Literal:
  - Clear
  - Contemporary/familiar
  - Conversational

- Figurative:
  - Ambiguous or misleading
  - Archaic/unfamiliar
  - Academic/domain specific
Teaching Idioms

- Group by meaning (less than 7)
  e.g., time, animals, parts of the body

- Introduce idioms in context
  use examples that make the meaning clear

- Practice using the idioms
  first write a skit
  then, practice with a partner

- Do a Google search for examples
  find real-world examples
Irony

• **Verbal**-a character says one thing, but really means another
• **Situational**-what happens is the opposite of what is to be expected
• **Dramatic**-reader or audience knows more about the situation than the story character
Simile

- Comparison between two different things using “like” or “as” to make the comparison

Jake is as wise as an owl
Common Themes in Literature

• Man struggles against nature
• Man struggles against societal pressures
• Man struggles to understand spirituality
• Crime does not pay
• Overcoming adversity
• Friendship is dependent on sacrifice

• Importance of family
• Yin and Yang—just when you think you have it figured out—things change
• Love is the worthiest of pursuits
• Death is part of the life cycle
• Sacrifice brings rewards
• Human Beings all have the same needs
Common Themes in Literature Simplified

- Acceptance
- Courage
- Perseverance
- Cooperation

- Compassion
- Honesty
- Kindness
- Loyalty
Texts to Support Common Themes

Compassion
- Charlotte's Web
- Stand Tall, Molly Lou Melon
- Corduroy

Honesty
- The Boy Who Cried Wolf
- Jamaica's Find
- The Principal's New Clothes
- Pinocchio
Texts to Support Common Themes

Conflict

Accepting Differences
What Makes Text Complex? The Continuum....

<table>
<thead>
<tr>
<th>Background Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single/simple theme</td>
</tr>
<tr>
<td>Single/familiar perspective</td>
</tr>
</tbody>
</table>
What Makes Text Complex? The Continuum....

<table>
<thead>
<tr>
<th>Cultural or Content Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade appropriate academic language</td>
</tr>
<tr>
<td>Specialized cultural or content knowledge</td>
</tr>
<tr>
<td>No reference/allusions to other texts</td>
</tr>
<tr>
<td>Many references/allusions to other texts</td>
</tr>
</tbody>
</table>
References:


• ASHA (9/14/2009). Roles and Responsibilities of Speech-Language Pathologists in Schools, Draft copy.


