

# Introducing Text Structures in Science Writing

**Language Arts Standard VIII:**

Students write daily to communicate effectively for a variety of purposes and audiences.

**Objective 1:**

Prepare to write by gathering and organizing information and ideas (prewriting).

**Objective 6:**

Write in different forms and genres.

**Intended Learning Outcomes:**

1. Use Science Process and Thinking Skills
3. Understand Science Concepts and Principles
4. Communicate Effectively Using Science Language and Reasoning

## Language Arts Standard VIII

### Objectives 1 & 6

#### Connections

## Background Information

Reading and writing are essential skills in science. This activity introduces students to the idea that science writing is organized in identifiable patterns called *text structures*. Understanding and using these different text structures help refine students' abilities to both read and write in science. The following five patterns are commonly found in science writing:

Description	Cause and Effect
Sequence	Problem Solution
Compare and Contrast	

A close reading of the Science Core Curriculum Standards, Objectives, and indicators suggests when writing might be used as part of science instruction. Verbs such as “describe,” “compare,” and “explain” signal that writing is an appropriate activity for that objective. That is not to say writing should be the only activity. Inquiry experiences and other hands-on science activities should be the center of science instruction. Writing is a good way to help students clarify their thinking, unite the big ideas in an objective, and to assess learning.

Because this lesson focuses on writing skills, it may actually be best taught in the language arts block. Writing is the perfect way to integrate science and language arts. Science gives students something—topics—to write about. Writing helps solidify understanding in science.