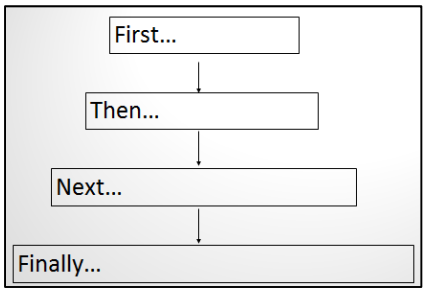
Chronological / Sequence Order

Sequence shows the order of things. It describes when something happened, the steps in a sequence, and the logical order of things.



A, B, C	from	present
after	future	presently
afterward	here, there	previously
afterwards	how to	prior
already	immediately	prior to
always	in order	recently
as soon as	in the future	second
at last	in the	sequence
at length	meantime	shortly
at (time)	in the past	since
at that time	initially	soon
at this point	into	subsequently
at this time	last	then
before	lastly	thereafter
currently	later	third
cycle	latter	time
during	new	to this day
earlier	meanwhile	today
early	next	tomorrow
eventually	not long after	ultimately
finally	now	until
first	o'clock	when
following	old	whenever
for one thing	on time	while
former	past	
formerly	preceding	

Questions
➢ *What is the sequence?*
➢ *What kind of sequence is used? Time? Logical order? Sequence of events? Step-by-step?*
➢ *What are the details and/or examples for each part of the sequence?*
➢ *Is there a reason for the sequence?*
➢ *What are the major incidents that occur?*
➢ *What words does the author use to indicate a sequence?*

Location Order / Description

Words and phrases that describe or show location of parts help to "paint a picture" for the reader.

Spatial Words	Description Words
above	after all
across	an instance of this can be seen
along	as
appears to be	as an illustration
as in	by observing
behind	can be recognized by
below	depicts
beside	describes
between	develop
down	e.g.
in back of	features include
in front of	for example
looks like	for instance
near	for one thing
on top of	i.e.
onto	illustrates
outside	in particular
over	like
such as	portray
to the right / left	reason… is that
under	some characteristics are
	specifically
	such as
	that is
	to illustrate

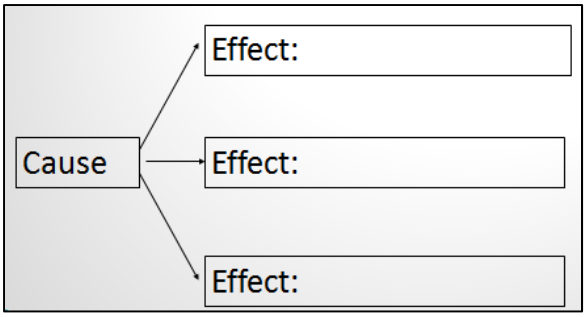
Questions
➢ *What specific person, place, thing or event is being described?*
➢ *What are its most important attributes or characteristics?*
➢ *For each thing being described, what are the details and examples that support the description?*
➢ *Would the description change if the order of the attributes were changed?*
➢ *Why is this description important?*
➢ *How does the description help you see a "picture" in your head?*

Cause / Effect Order

The cause tells WHY something happened. The effect tells WHAT happened as a result. In texts that follow this structure, the reader is told the result of an event or occurrence and the reasons it happened.

Cause *WHY something happened*	
because	seeing that
being that	source
begins with	when
cause	is caused by…
caused by	the cause is…
due to the fact that	may be due to…
for the simple reason	the reason this happened is
that	on account of (cause), this
for this reason	since (cause) happened…
for as much as	this (cause) led to…
gives rise to	actions leading to (effect) included…
if this happens	because (cause) happened
in as much as	as a result of (cause)…
in that	when ___ happened, …
in view of the fact that	for this reason
leads to	
led to	
may be due to	
now that	
origin	
owing to the fact that	
reason	

Questions
➢ *What process or subject is being explained?*
➢ *What is the product or end result of the process; or what is the outcome of the events?*
➢ *What happened?*
➢ *Why did it happen?*
➢ *To whom or what did it happen?*
➢ *When did it happen?*
➢ *What brought about the action?*
➢ *What else happened because of that event?*
➢ *Is there more than one cause?*
➢ *If there is more than one cause, is one more powerful than the others?*
➢ *What was the cause?*
➢ *What are the details and examples that explain the causes?*

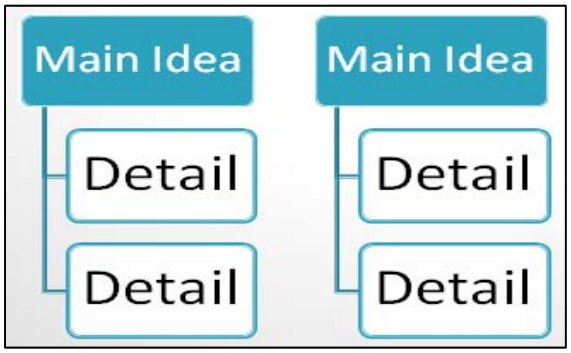


Effect *WHAT happened*	
accordingly	it follows then
all in all	impact is
as a result of	impact will be
on account of	leads / led to
as a consequence	may be due to
as a result of	namely
as a result of	outcome
as might be expected	result
because	results in
because of this	since
begins with	so
consequence	so that
consequently	then
due to	therefore
effect	thereupon
effects of	thus
for this reason	this (cause) led to…
finally	this happened because…
happened	because of
hence	as a consequence, (effect) happened
if… then	as a result, (effect) happened
impact	this led to (effect)
in consequence	when
in order to	this results in
is caused by	
it follows that	

Questions
➢ *What is the outcome of the events?*
➢ *What is the impact?*
➢ *Who or what is effected?*
➢ *What are the details and examples that show the effect?*
➢ *Was there one effect or more than one?*
➢ *If there was more than one effect, was one stronger or more important than the others?*
➢ *What are the consequences?*

Order of Importance or Generalization / Principle

Explains the parts of an idea or the main idea and details. This structure resembles an outline. Each section opens with its main idea, then elaborates on it, sometimes dividing the elaboration into subsections.



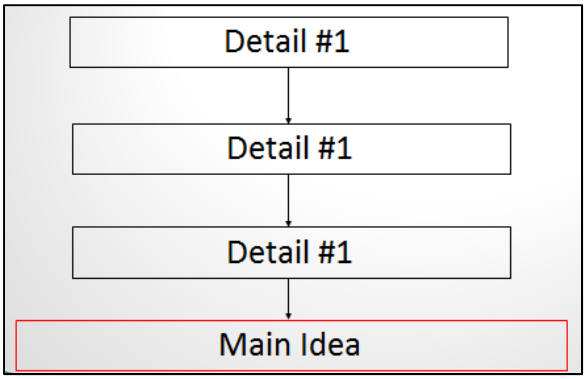
additionally	in fact
always	it could be argued that
because of	moreover
clearly	most convincing
conclusively	never
first	not only … but also
for instance	often
for example	that is
furthermore	therefore
generally	truly
however	typically

Questions

- *What generalizations is the author making or what principle is being explained?*
- *What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle?*
- *Does the author present some details as more important than others?*
- *Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization / principle?*

Least Important to Most Important Order

Details, examples and ideas are organized from least important to most important (or vice versa).



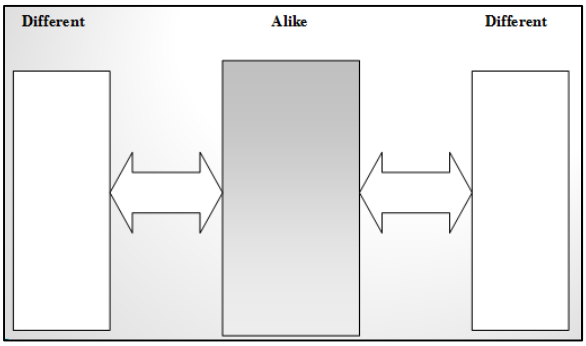
additionally	finally
conclusively	first
consequently	first and foremost
clearly	most importantly
furthermore	lastly
moreover	the main point
not only … but also	
therefore	

Questions

- *How does the author "lead up" to the main point?*
- *How do you know which details contribute to the main points?*
- *Are there enough details to lead to the main point in a logical fashion?*
- *Why does the author rank certain details as more important that others?*

Comparison / Contrast Order

*When two or more things are **compared**, the author shows how they are **alike or similar**. When two or more things are **contrasted**, the author shows how they are **different**. (Contrasting does not always mean good vs. bad. It can mean how one thing is simply different than another.)*



Comparison *How two or more things are ALIKE*	
alike	in similar fashion
along the same lines	just as
also	just like
at the same time	least
and	less than
as	like
as well as	likewise
both	more than
by the same token	most important
can be compared	neither
comparable	resemble
comparatively	same
compare	same as
correspondingly	share
each	similar
equal, equally	similar to
even	similarly
in common	the same
in comparison	the same as
in like manner	too
in the same manner	twin
in the same way	

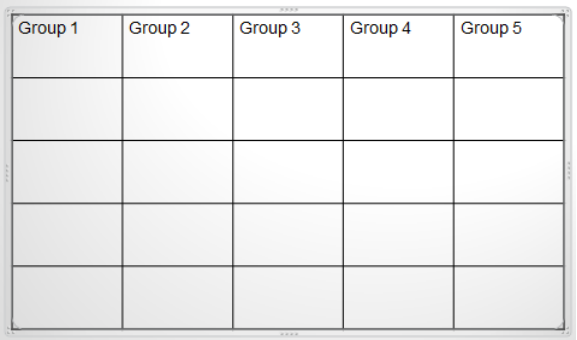
Questions
➢ *What two or more things are being compared?*
➢ *What feature or features of the things are being compared? What is it about them that is being compared?*
➢ *What characteristics do they have in common; how are these items alike?*
➢ *In what ways are these things alike?*
➢ *In what ways are _____ and _____ similar?*
➢ *What conclusions does the author reach about the degree of similarity between the items?*
➢ *What words provide clues to the similarity between /among the items?*
➢ *What qualities of each thing correspond to one another? In what way?*

Contrast *How two or more things are DIFFERENT*	
although	neither / nor
and yet	nevertheless
as opposed to	nonetheless
better	on the contrary
but	on the other hand
by contrast	opposite
conversely	otherwise
despite	regardless
difference	still
different	though
different than / from	unequal
differently	unless
either / or	unlike
even though	variations
however	vary
in contrast	whereas
instead	while
former / latter	yet
more / less than	

Questions
➢ *What two or more things are being contrasted?*
➢ *What feature or features of the things are being compared? What is it about them that is being compared?*
➢ *How do the things being contrasted differ?*
➢ *In what ways are these things different?*
➢ *In what ways are _____ and _____ different?*
➢ *What conclusions does the author reach about the degree of difference between the items?*
➢ *What words provide clues to the difference between /among the items?*
➢ *What qualities of each thing correspond to one another? In what way?*

Classification Order

Classification involved grouping items together by commonalities. The author uses classification to help the reader understand the concept being explained.



Group 1	Group 2	Group 3	Group 4	Group 5

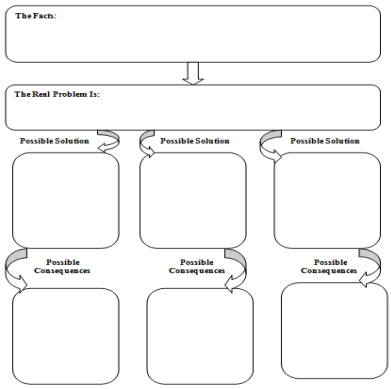
Classification Signal Words	
another example is…	put another way
example of	one example is…
group	that is
for instance	thus
in other words	usually
is characterized by	same as
member of	such as

Questions

- *How are the items in the text grouped?*
- *What characteristics define the groupings?*
- *Why did the author group the items as they are organized?*
- *How does the grouping of the items help you understand the concept?*
- *What is important about the characteristics used to organize the items?*

Problem / Solution Order

Text organized by problem / solution order help tell about a problem or issue, why there is a problem or issue, and then gives one or more possible solutions.



Problem / Solution Signal Words	
Problem	**Solution**
conundrum	answer
dilemma	consequently
factor	possibility
issue	proposition
problem	recommendation
problematic	solution
puzzle	remedy
quandary	resolution
question	one way to resolve this is _____
reason	one answer to this is ___
situation	potential solutions include _____
this is a problem because _____	

Questions

- *What is the problem?*
- *Why is this a problem?*
- *How long has this been a problem?*
- *To whom or what is this a problem?*
- *What are the details related to the problem?*
- *How serious is the problem or issue?*
- *Who or what is involved in the problem?*
- *What are the causes of the problem?*
- *Can the problem be solved, resolved or just reduced?*
- *What is a solution for the problem?*
- *What resources are needed to solve the problem?*
- *What must happen in order for the problem to be solved?*
- *Is there a process for solving the problem?*
- *What is the evidence that the solution will likely be successful?*