# Charting the Micro-Structure, Dweck’s “Brainology”

## Charting the Text

There are two ways to chart a text. One way to chart a text is to analyze the macro- structure or larger structure of the text by analyzing the text’s organizational features, in order to evaluate how a text’s structure affects the overall meaning of the text. A second way to chart a text is to analyze the micro-structure. This type of analysis examines what an author is *doing* and *saying* at the sentence and/or paragraph level. When a reader charts what an author is *doing*, the reader focuses on the deliberate choices the author make when constructing meaningful paragraphs.

When readers study the macro and micro-structures of texts they gain insight into how authors construct meaning. Since charting moves beyond the simple comprehension of what the author is *saying* in a particular paragraph, readers gain a deeper understanding of the texts they read.

For this activity,

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| ¶ (s) | What is the author *saying* in the text?  *Some questions you should ask:*  *What is this section about?*  *What is the content?*  *What did I learn from this paragraph?*  *What information is being presented?* | *T*  *E*  *X*  *T* | What is the author *doing* in the text?  *Here are some examples of what authors do:*  *Giving* an example …  *Interpreting* data …  *Sharing* an anecdote …  *Summarizing* information ….  *Reflecting* on a process …. |
| Section 1: **Mindsets and Achievement** |  | *T*  *E*  *X*  *T* |  |
| Section 2: **How Do Students Learn These Mindsets?** |  | *T*  *E*  *X*  *T* |  |
| Section 3: **Brainology** |  | *T*  *E*  *X*  *T* |  |
| Section 3: **What Do We Value?** |  | *T*  *E*  *X*  *T* |  |