

INFORMATIONAL TEXT STRUCTURES

PASSAGES, TASK CARDS, GRAPHIC ORGANIZERS, & ACTIVITIES

Starfish and SAND DOLLARS

are often called starfish, but they are not. Starfish are echinoderms (have no backbones, which means they are invertebrates). More than 1,600 species of starfish live in all of the world's oceans. They exist in many colors from white to brown. Starfish can be tiny (less than an inch across) or fairly large (three feet across). They live in many habitats including tidal pools, rocky shores, sea caves, and coral reefs.



Starfish have five arms, although some can grow as many as ten. If a starfish loses an arm, it can grow a new one. A

Sally Ride

Informational Text Structure

COMPARE AND CONTRAST

Name: _____

Like the house cat, bobcats are mammals are members of the



Informational Text Structures Scavenger Hunt

Name: _____

Directions: Look for the

Informational Text Structures
Order and
Sequence.

INFORMATIONAL TEXT STRUCTURES
To examine the differences
between Arctic and
Antarctic animals...

5 Which text structure would you use?

INFORMATIONAL TEXT STRUCTURES

To explain the benefits of eating fruits and vegetables...

4th/5th
Grades

The TEACHER next Door

Thank you so much for the purchase! I hope that this resource will work really well in your classroom!



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You May NOT:

- Share this resource via link, direct email, or any other method to those outside your classroom. This includes students you do not work with directly or other teachers and homeschool parents.
- Post this unit or any part of it on a class or school website, on a district server, or anywhere on the internet that is visible to the public.
- Share links to the resource with anyone else.
- Use this as a template to create a new resource.

If you have any questions, please email me at:

theteachernextdoor01@gmail.com

Thank you so much!

Your feedback is important to me:

If you have trouble printing, see a small mistake, or have a question, please email me at theteachernextdoor01@gmail.com or use the “Ask a Question” feature on TpT, before leaving negative feedback. I will do my best to fix the problem ASAP! I really want you to be happy with your purchase.

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<https://www.teacherspayteachers.com/Store/Hello-Literacy>

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Check out my Pinterest Boards: <http://www.pinterest.com/TeacherNextDoor>

Thanks!

Jenn

Informational Text Structures

TEACHER NOTES

Informational text structures may be taught in a number of ways. I'll share what I like to do here but of course, you may present the lessons in any order you'd like. I also wrote a blog post about informational text structures if you're interested in reading more:

[Teaching Informational Text Structures](#)

[Using a Scavenger Hunt to Review Informational Text Structures](#)

[Mentor Texts for Teaching Informational Text Structures](#)

1. Introduce the concept of informational text structures.

The idea is that authors write using different formats for different purposes. For example, telling the history of something, a biography of someone's life, a recipe, a How-to... is usually done with the text structure called order and sequence, so it follows time order. Talking about an issue and what can be done about it, is usually written in a problem and solution. Telling about a habitat might be written in a description format, because the order is not as important as just getting all of the information out there...Each type of text structure is used for a different purpose.

At the beginning, we leave it at that, but as we look at more passages later on, we do discuss the fact that sometimes authors will use more than one text structure in a chapter or even on a page.

There are different terms used for text structure but the ones I use are description, order and sequence, compare and contrast, cause and effect, and problem and solution.

2. Introduce each informational text structure.

You'll want to take a few days to focus on each text structure. I like to use the posters included and display them in the classroom as a starting point and a reference. There is also a handout "Chart" which

could be projected on a Smart Board or given to students for their binder/reading folder or it may be used simply as a reference for you as a teacher. It has each text feature, a symbol for each, and a definition too.

After discussing a particular text structure, I use the teaching page for that text structure. These are shorter passages which are labeled with the text structure at the top. We go over the entire page as a class and do the questions together too, although you could stop and have partners work on the questions and then correct together.

After introducing a text structure you could use the foldable for that text structure as another introductory activity or the foldables may be used as a follow-up at the end.

You can use the foldables in many ways but here's what I like to do and the order I like to follow.:

A. Description:

This foldable has the titles Animal, Person, Place, Item, and Food. Students could use their own knowledge (or work with a partner and share information) to write an example for each and which types of information might be included. You can decide whether this is a bulleted list (that's what I prefer because to me it's not a writing activity but more of a concept map/chart) or whether you want students to write full sentences. Warning...If they write full sentences for each, this may become too time consuming and overwhelming if you use each foldable.

For example, under the animal flap, one student may choose to write the title *Ow/s*. The bulleted list might include habitat, physical features, food, and interesting facts. Or their list might not be subtitles, but simply bits of information for the bullets. For example, silent feathers, eats rodents, forward facing eyes, nocturnal...

B. Order and Sequence:

This foldable has Animal's Life Cycle, Person's Life, Historical Event, *How to*, and Event in Your Life. To write under the Animal's Life Cycle flap, students may write the title Butterfly and then the bulleted list would have each stage of the butterfly's life from egg to butterfly.

C. Compare and Contrast:

This foldable has Two Animals, Two People, Two Countries, Two Places I've Been, and Two Historical Events. Depending upon your students, this foldable may be simply two possibilities which could be compared. For example, under the Two Animals flap, students may write whales and sharks. If your students are more advanced, they might add a few details under each, like whales (mammals, lungs, Beluga, Orca...) or sharks (fish, gills, Bull Shark, Hammerhead shark...)

*** There is also a Venn diagram included if you'd like to have students use this graphic organizer to compare and contrast.

The last two text structures are the most challenging in my opinion. Students have to determine if something has a cause and effect relationship only (with no solution offered) or if the author presents both a problem and then explains what can be done to fix this problem.

E. Cause and Effect:

This foldable has: Getting an Education, Lack of Exercise, Eating healthy foods, Practicing an instrument every day, and Smoking. After writing the title, for example, Smoking (this is the cause), students may write some of the effects from smoking. They might write lung cancer, wrinkles, bad breath, yellow fingernails, house smells, etc.

F. Problem and Solution:

This foldable has long titles such as: Oil spills harm oceans but they could be prevented, Pollution is harmful to humans but planting more trees cleans the air, Lack of sleep hurts kids' performance in school but going to bed earlier helps, Poachers catch endangered animals but stricter worldwide laws could help, and Lost assignments lower a student's grades but becoming organized can prevent this. Students might write one example for the problem and one example for the solution. For example, for the lack of sleep one, students might write that it's hard for tired kids to concentrate (to explain the problem). To

explain the solution, they might write that kids need a regular bedtime each night or that kids need at least nine hours of sleep.

An alternative to doing a foldable for each text structure is to use the foldable which has each text structure as a title on the flaps. The first day, students would glue the foldable in their notebooks and then as you introduce each text structure, they would write their own example for each, under the flap. You could also save this foldable as a review either at the end of the unit or to spiral learning, a few weeks or months later, to refresh their memory.

The Flip Book included is another activity which asks students to describe each text structure and to give an example of when it might be used. These work well on the second or third day as a follow up for each text structure or again, you can save this for later to use as an assessment or a review.

3. Use mentor texts as examples of text structures.

There is a Book List included in this set to help you locate books which work for each text structure. Of course, there are lots of other books that would work equally well. You can use mentor texts as part of the introduction to text structures, or you could use the mentor texts as a way to reinforce their learning. So, I might read a mentor text and ask the students which text structure was used for that book.

4. Students practice identifying text structures.

There is a Real Life example page which has examples of all of the text structures and students determine which text structure would be best for each.

One activity I love to do is a Text Structure Scavenger Hunt. It takes a bit of work to set up but if you have a parent helper or a very nice librarian, he/she might be able to help you with this. The idea is to put 8 - 10 books in each baskets which have at least one example of each type of text structure. Kids read the first page or two to see which type of text structure was used and then record the title and the type of text structure on their record sheet. The activity could be repeated with students using a different basket a few days (or a week) later.

5. Students use the Task Cards included.

Each task cards has an example of a text and asks which text structure the author should use to organize the information. These may be used as a center, for one on one work, or as a whole class activity. The task cards may be used before the independent passages, after a few passages, or as a review. Some teachers like to use them to play Scoot (a timed scavenger hunt). I like to set them around the room and hand out record sheets and clip boards. I have students work in pairs and move around the room to solve cards. The students know that if other kids are working on a specific card, they are to skip it for now and to find another card. They don't have to go in order, as long as they're able to keep the numbering straight.

6. Students read the passages included. (These have no text structure labels)

There are five different passages, one for each type of text structure. Unlike the teaching pages, the passages are titled using the topic of the passage, and not the text structure type. I like to give these to the class in a mixed up order, and then students have to try to determine the text structure after reading each.

I usually have students work in pairs to complete the first passage or two. The rest of the passages may be completed at centers, for independent work, or as homework. You could save one of them for an assessment if you'd like. You can also save one for later in the year, to use as a review.

7. Students write a paragraph for each type of text structure.

If your students have a firm grasp on paragraph writing, this is a great activity to tie in reading and writing skills. I allow students to self-select paragraph topics, since they will need to have some knowledge of the topic in order to write the paragraph. If you haven't gone over writing good paragraphs, you might want to save these until that time and use them later on in the year.

8. For enrichment or if your class is ready...

There is a graphic organizer included which is called One Topic. The idea here is for students to choose a single topic and show how that topic might change depending upon the text structure which was used. For example, if we used the topic Pandas:

Description: All About Pandas

Order & Sequence: The Life Cycle of a Panda

Compare & Contrast: Pandas and Red Pandas

Cause & Effect: New construction of roads and buildings has decreased the Panda's habitat

Problem Solution: Pandas are decreasing in numbers but people are working to save them.

9. Review

Just like any skill, the more we are able to fit in a little review, the stronger the skill will be. Sometimes, this may be done informally, like when you are doing a read aloud, reading a Time for Kids or a section of the science or social studies book. You can pause and ask which text structure the author used for that page or paragraph.

If your students need more practice with informational text structures, I created a reading game which might be helpful:

[Text Structure Sort](#)

The Informational Text Structure Game may be purchased separately, but is also included in a 10 Game Nonfiction Bundle:

[Informational Text Structure Game](#)

Looking for digital reading units made specifically for Google Slides™?

[4th Grade Digital Reading Unit: Informational Text Structures](#)

[5th Grade Digital Reading Unit: Informational Text Structures](#)

Do make sure to read the Teacher Notes for Digital. It has all of the links for the digital version of this resource.

Hope these teacher notes were helpful. Please let me know if you have any questions theteachernextdoor01@gmail.com

Thanks so much!

Jenn

TEACHER NOTES:

INFORMATIONAL TEXT STRUCTURES

This unit includes the following:

- **Print version of the entire resource with keys**
- **Google Slides™**
 1. **Posters for Reference**
 2. **Teaching Pages (one for each text structure)**
 3. **Passages (with no text structure labels)**
 4. **Extra Materials (text structure chart, graphic organizers, review all types pages, scavenger hunt)**
 5. **Foldables (digital version of a paper foldable - one for all text structures, one for each text structure type)**
 6. **Venn Diagram for Compare and Contrast**
 7. **Paragraph Writing for Each Text Structure**
 8. **Flipbook**
- **Google Forms™** (self-grading, questions are editable)
Task Cards (32)

TEACHER NOTES: INFORMATIONAL TEXT STRUCTURES

If you are already familiar with Google Classroom™, here are the links:

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Posters

https://docs.google.com/presentation/d/1Br2BJwSfuFDDJc_cAu_tLLGfuprWY4EIVS38pq4UBVo/copy

Teaching Pages: Description

https://docs.google.com/presentation/d/1d1EU4JTly28gGuDL5WWllz_xg9w72rF68rTrL9tB5pmg/copy

Teaching Pages: Order and Sequence

<https://docs.google.com/presentation/d/1326AGuSmmOwfZTDthUeF4uv97h4-VEv6bz2gzuhFVV0/copy>

Teaching Pages: Compare and Contrast

https://docs.google.com/presentation/d/1AOQF_fRZzEMy1_NKBTXkK_C-S2wDgV-U12pxaBkTfFBk/copy

Teaching Pages: Cause and Effect

<https://docs.google.com/presentation/d/1CIK8IRb5hxT7aTZSBDDeMeDK8OhaYd03Z1hJloQ8ilQ/copy>

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PAGE 2

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Teaching Pages: Problem Solution

https://docs.google.com/presentation/d/1UO204ZmsiVzRV4kibOC0mD40gh17mySgzLIJ1mZ_RZI/copy

Passage: Gorillas (Description)

https://docs.google.com/presentation/d/123VRzp_W0P364um81ileuZYgNZS14FHrwKtOpm1h6l/copy

Passage: Leatherback Turtles (Cause and Effect)

<https://docs.google.com/presentation/d/1hodiQScjZqLpOlR7YJMrFgpnd9kEIC0F5JgSeq3XLQ/copy>

Passage: Sally Ride (Order and Sequence)

<https://docs.google.com/presentation/d/1I8xYt90Qp4xheov9on2OtNhWMJJlbsp-cjwN6thnczg/copy>

Passage: Space Race (Problem Solution)

https://docs.google.com/presentation/d/1qYRCmVIZQj5yItul8lVeUveAVVRAo5Wn_pAREDoG6_Y/copy

Passage Starfish and Sand Dollars (Compare and Contrast)

https://docs.google.com/presentation/d/1SJJTgV1rFP4tn0-asyre_dIF_aZu31KiqRM9haI4I/copy

TEACHER NOTES:

INFORMATIONAL TEXT STRUCTURES

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Extra Materials

<https://docs.google.com/presentation/d/1nBzObSPctZJso6VeiPTUmff-cXf1Hra-52HjCW5ZFSM/copy>

Foldables

<https://docs.google.com/presentation/d/1nlu0Lk3fWWxwyaJxnfk8n3SoNstyM0F2jHbIKLJ7wys/copy>

Venn Diagram

https://docs.google.com/presentation/d/172IXcR1Wu0TpGwT_dBY_rA3ahr1Y3cbjdKsLVGv_p3A/copy

Task Cards

<https://docs.google.com/forms/d/13c7ghTwypzmmw0PQIE1Yf5ypdIYYgpx2ZY5B0s-0QigQ/copy>

Writing

https://docs.google.com/presentation/d/1JGSoghh_coUaLj_uoiM8wOfCOJgZXnnajiFiqOVxxE/copy

Flipbook

<https://docs.google.com/presentation/d/1tJ4l7eYRQVAA0WDTbSq3w7sRSvO-9lN3rex1uqGJKfw/copy>

HOW TO MAKE ASSIGNMENTS IN GOOGLE CLASSROOM™

1. **Make sure you have access to Google Classroom™.** It's easiest if you have a school or district account (free). See your school administrator if you don't currently have access. www.classroom.google.com **Besides having your own Google account, each student will need his/her own account for Google Classroom™**
2. **Download the Link for the Google Classroom™ Resource.** Make sure it is in the browser you'll use to assign it to students.
3. **It will ask you if you want to make a copy (yes).** Open the File on your own Google Drive™ and you'll see it is in the edit mode (look at the end of the URL and it says edit). Save this as your master copy. You do not want students editing this copy.
4. **Go to Google Classroom™. Click on Class Work. Then click on Create.**
5. **Click on Assignments. Type in the Title.** You can also add the points, the due date, the topic, and the rubric, or you can leave these blank.
6. **Click on Add.** This is the content for the assignment. There are several options for what you'd like to add. For something in your Google Drive™, click on Drive (it has the triangle logo shape). **Then click on the file to insert the one you want to assign.**
7. **VERY IMPORTANT: Next to the attachment there is a drop down with an arrow. It will give you three options:**
 - Student can view file. (no)
 - Student can edit file. (no)
 - Make a copy for each student. (yes!)**

Make sure to click the make a copy for each student. This way each student has his/her own unique link and cannot edit your file or anyone else's.

HOW TO MAKE ASSIGNMENTS IN GOOGLE CLASSROOM™ (CONT.)

Note: You can NOT edit the assignment once you click make a copy for each student. If you need to make changes, DELETE the assignment and start over. Otherwise, the pieces will not move correctly.

8. Click on Assign. You can select all students or select individual students to differentiate.

9. Once you have created an assignment, you can view each student's progress in Google Classroom™ on the Stream page.

If you'd like to see a blog post with screenshots of this process:

[Click here for How to Make Assignments in Google Classroom™](#)

For more information:

[Click here to read Why You Will Love Using Google Slides™](#)

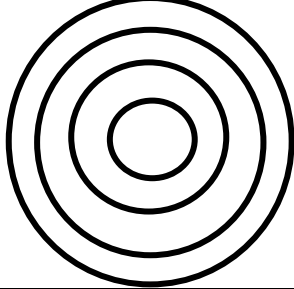

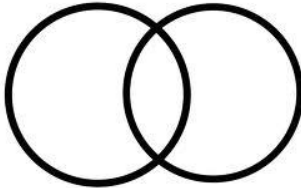
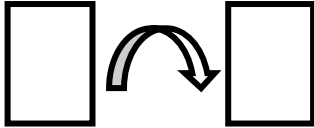
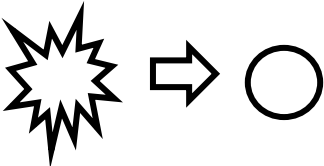
[Click here to read What You Need to Know About Google Forms™](#)

Also, if you use Microsoft's OneNote, you can access the slides by opening it as a PowerPoint.

Hope this helps!

Jenn

Informational Text Structures

Structure	Meaning	Symbol	Signal Words
Description	To tell about something		characteristics are, is like, one example, also, another, to illustrate, to begin with, on top of, in addition...
Order and Sequence	To show events or procedures in time order		first, second, third, next, later, then, before, followed by, finally...
Compare and Contrast	To show how two or more things are alike and different		like, unlike, also, similar, different, too, as well as, however, although, same as...
Cause and Effect	To show why something happened and what happened		so that, due to, this led to, as a result, since, so, for this reason, in order to...
Problem and Solution	To tell about a problem and show a solution		concern, solve, challenge, help, prevent, so that, the answer, one reason is...

Informational Text Structures



BOOK LIST

Description:

The Skeleton Inside You by P. Balestrino

What the Moon is Like by F.M. Branley

A Dragon in the Sky by L. Pringle

Think of a Beaver by K. Wallace

Crocodiles and Alligators by S. Simon

About Raptors by C. Sill

About Reptiles by C. Sill

Comets and Meteor Showers by P. Sipiara

Clouds by A. Rockwell

Order and Sequence:

Milk from Cow to Carton by Alike

Flute's Journey by L. Cherry

A River Ran Wild by L. Cherry

A House Spider's Life by J. Himmelman

The Amazing Life of Benjamin Franklin by J.C. Giblin

The Trail of Tears by J. Brubach

Trapped by the Ice by M. McCurdy

Castle by D. Macaulay

Building the Transcontinental Railroad by L. Thompson

Compare and Contrast:

Teeth by S. Collard

Shark or Dolphin? How do you Know? by M. Stewart

Butterfly or Moth? How do you Know? by M. Stewart

Are you a Snail? by J. Allen

Cats vs. Dogs by E. Carney

What's the Difference Between an Alligator and a Crocodile by L. Bullard

Cause and Effect:

Flash, Crash, Rumble, and Roll by F. M. Branley

Extreme Animals by N. Davies

Volcanoes by F. M. Branley

The Reason for a Flower by R. Heller

Just the Right Size: Why Big Animals are Big and Little Animals are Little by N. Davies

What Happens to a Hamburger? by P. Showers

Toad Overload by P. Siebert

Problem and Solution:

If You Traveled on the Underground Railroad by E. Levine

A Place for Butterflies by M. Stewart

The Man Eating Tigers of Sundarbans by S. Montgomery

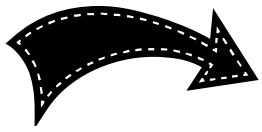
When the Wolves Returned by D.H. Patent

Falcons Nest on Skyscrapers by P. Jenkins

A Place for Birds by M. Stewart

Sparrow Jack by M. Gerstein

Informational Text Structures



KEY QUESTIONS

General Questions:

What is the author's purpose in writing the text?

What text structure(s) did the author use?

How did you know?

Did the author use any signal words?

What steps did you take to identify the text structure?

Description:

What is being described?

What is the main idea?

What is important to remember about this topic?

How does the author organize the details?

Which detail is the most important?

How do all the details fit together?

Order and Sequence:

What does this passage explain?

Why was it important to put it in order?

How are the steps organized?

How does the author transition from one event to the next?

What is the amount of time from the first event to the last?

Compare and Contrast:

Which two items are being compared?

How are they alike?

How are they different?

What similarities and differences are the most important?

Does the author tell about the topic using a clustered approach (all the details about one and then all the details about the other) or an alternating approach (back and forth between topics)?

Cause and Effect:

What was the reason it happened?

What was the result/consequence?

How did the cause lead to the effect?

Were there several causes and/or several effects?

If there were people involved, how did they react to what happened?

Problem and Solution:

What was the problem?

What caused the problem?

Was there a solution?

Who worked on the solution (if anybody)?

Were there more than one solutions?

Was the solution mentioned a possibility or has it already happened?

Informational Text Structures:



Description

Order and Sequence

Compare and

Contrast

Cause and Effect

Problem and Solution

Informational Text Structures

Description:

To tell about something

“The starfish has five legs and lives in the ocean.”



Signal words: characteristics are, is like, one example, also, another, to illustrate, to begin with, on top of, in addition...

Informational Text Structures

Order and Sequence:

To show events or procedures in time order

“A starfish starts as an egg and then becomes a larva.”



Signal words: first, second, third, next, later, then, before, followed by, finally...

Informational Text Structures

Compare and Contrast:

To show how two or more things are alike and different

“Both starfish and sand dollars have tube feet to move them along.”



Signal words: like, unlike, also, similar, different, too, as well as, however, although, same as...

Informational Text Structures

Cause and Effect:

To show *why* something happened and *what* happened

"If a starfish loses its leg, it can grow a new one."



Signal words: so that, due to, this led to, as a result, since, so, for this reason, in order to...

Informational Text Structures

Problem and Solution:

To tell about a problem and show a solution

“A population explosion of starfish is damaging the Great Barrier Reef but scientists are finding ways to solve this issue.”



Signal words: Concern, solve, challenge, help, prevent, so that, the answer, one reason is...

INFORMATIONAL TEXT STRUCTURES

To show the similarities and differences between sharks and dolphins...

1

Which text structure would you choose?

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INFORMATIONAL TEXT STRUCTURES

To explain the life cycle of a flying squirrel...

2

Which text structure would you choose?

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INFORMATIONAL TEXT STRUCTURES

To describe what happens to teeth, if you eat too much sugar...

3

Which text structure would you choose?

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INFORMATIONAL TEXT STRUCTURES

To explain the need for alternative energy forms and how wind turbines can help...

4

Which text structure would you choose?

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INFORMATIONAL TEXT STRUCTURES

To examine the differences between Arctic animals and Antarctic animals...

5

Which text structure would you choose?

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INFORMATIONAL TEXT STRUCTURES

To explain the health benefits of eating lots of fruits and vegetables...

6

Which text structure would you choose?

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INFORMATIONAL TEXT STRUCTURES

To look at a polar bear's physical features, its food preferences, and its habitat...

7

Which text structure would you choose?

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INFORMATIONAL TEXT STRUCTURES

To look at how igneous, sedimentary, and metamorphic rocks are the same and how they are different...

8

Which text structure would you choose?

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INFORMATIONAL TEXT STRUCTURES

To see how a jaguar and a cheetah are very similar but also different...



Which text structure would you choose?

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INFORMATIONAL TEXT STRUCTURES

To explain the effects of pollution in the air and what scientists think can be done to reduce it...



Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To examine a dollar bill and what each symbol on it means...



Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To describe the Lewis and Clark Expedition, from the beginning to the end...



Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To tell about the building materials used to make the Golden Gate Bridge...

13 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To describe how using a cell phone in the car leads to more car accidents and how higher penalties for doing this might prevent more accidents...

14 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To tell about how a firefly is able to create its own light...

15 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To explain how lifting weights can help strengthen bones...

16 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To tell about how batteries can leak toxic materials when they are thrown in the trash and what people can do to recycle them properly...

17 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To tell what Tasmanian devils look like and how they act in the wild...

18 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To explain how the queen bee, worker bees, and drones are alike and different...

19 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To give step by step instructions for putting together a glider...

20 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To describe how skipping breakfast leads to less energy in the day and overeating...

21 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To examine what Benjamin Franklin and Thomas Jefferson had in common and how they were different...

22 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To look at the life cycle of a poison dart frog...

23 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To explain what a grizzly bear looks like, what it eats, and where it lives...

24 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To explain how time spent on technology can lead to a less active lifestyle...

25 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To examine the roles of men and women in the Revolutionary War...

26 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To show how an unclean kitchen area can cause illness and how a chef may take steps to prevent this...

27 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To look at the life of President John F. Kennedy...

28 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To tell the life story of Walt Disney...

29 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To explain the physical characteristics of cheetahs, what they eat, and where they can be found...

30 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To list the causes leading to the Civil War...

31 Which text structure would you choose?

© The Teacher Next Door

INFORMATIONAL TEXT STRUCTURES

To describe the use of pesticides and the health problems associated with them...

32 Which text structure would you choose?

© The Teacher Next Door

Task Cards: RECORD SHEET

Name: _____

Which text structure would you choose?

Write: D for Describe

OS for Order and Sequence

CC for Compare and Contrast

CE for Cause and Effect

PS for Problem and Solution

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____

31. _____

32. _____

Informational Text Structures

DESCRIPTION

Name: _____

Bull sharks may be found in warm waters around the world. They are one of the few sharks able to live in both saltwater and freshwater. They are usually found in the ocean, but sometimes they move into rivers and lakes. Female sharks often travel to freshwater to give birth. Bull sharks prefer to live alone and do not migrate long distances like many sharks.



The name bull shark was given to this species due to its short, stout body, which may look a bit like a bull. It may also have been named bull shark due to its aggressive behavior. Although human attacks are rare, it is known as one of the top three sharks most likely to attack humans (after the Great White Shark and the Tiger Shark).

Bull sharks are light gray with white bellies. They have limited vision but have a keen sense of smell. They usually stay near coastlines where fish are plentiful. They have sharp teeth and will eat almost anything, from sea turtles, to rays, to seals, and seabirds.

1. The author of this passage used the Description text structure to describe bull sharks. Write T for True and F for False:

- A. ____ Bull sharks hunt in groups. B. ____ They live in freshwater and saltwater.
C. ____ They have excellent eyesight. D. ____ They eat only seals.

2. Circle all of the topics below which would be best organized using the Description text structure:

- A. History of Skateboards B. All About Chipmunks C. Tornadoes and Hurricanes
D. Windmills E. Germs and the Common Cold F. Improving Air Quality

3. There are three paragraphs in this passage. Which paragraph (1, 2, or 3) tells about...

- A. ____ Their name B. ____ Habitat C. ____ Sense of smell
D. ____ Coloring E. ____ Diet F. ____ Migration

Informational Text Structures

ORDER AND SEQUENCE

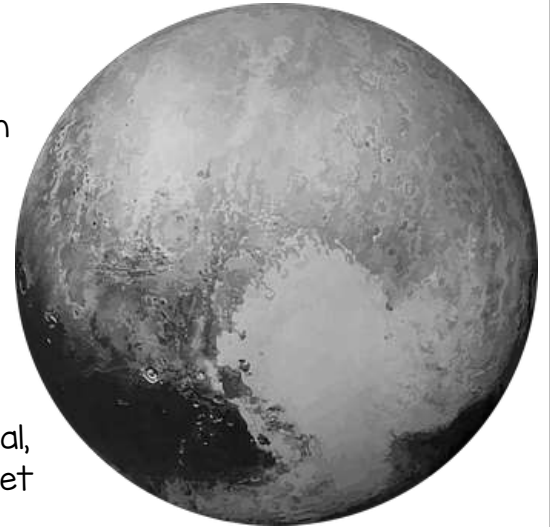
Name: _____

Pluto, which used to be called the smallest planet in the solar system, was discovered in 1930 by Clyde Tombaugh, from the United States. Many people around the world were excited about the astronomer's discovery. Newspapers reported that scientists were trying to think of a good name for the new planet.

In March of 1930, in England, an eleven year old girl named Venetia Burney, was sitting at the breakfast table with her mother and grandfather. As Venetia was eating cereal, her grandfather read a newspaper article about the new planet and how they were looking for possible names for it. Venetia immediately suggested the name Pluto. She chose the name because she had read many Roman and Greek myths. She also knew that Pluto was the name of a god, which hadn't yet been used.

Venetia's grandfather, who was a retired librarian from Oxford University, contacted some of his astronomer friends at the University and told them his granddaughter's suggestion. They sent a cable to Tombaugh in the United States, who thought it was a brilliant idea!

In 2003, when an astronomer named Michael Brown discovered a new object (Eris) which was larger than Pluto, scientists began to reconsider what it meant to be a planet. In 2006, a group of astronomers reclassified Pluto as a dwarf planet. Due to its small size and its small gravitational pull, it is no longer the ninth planet from the sun.



1. The author of this passage used the Order and Sequence text structure because the events in the passage were told in _____.

2. Circle all of the topics below which would be best organized using the Order and Sequence text structure:

- A. Biography of Albert Einstein B. Lions and Tigers C. How to Bake a Cake
D. All About Zebras E. Life Cycle of a Bee F. The History of Ice Cream

3. Imagine you are building a bicycle. Why are the directions to build a bicycle told using an order and sequence organization? _____

Informational Text Structures

CAUSE AND EFFECT

Name: _____

Long ago, most people grew their own food or went hunting to find it. If someone sold an item at a shop or from a cart, there were no plastic containers to hold items or plastic bags to carry them home. In the last 70 years though, plastic has been created as an easy way to package and to carry items. One surprising fact is that in the last ten years, more plastic has been produced than during the whole of the last century (one hundred years). One problem is that regular plastic does not wear away quickly. In fact, every bit of plastic ever made still exists.



Every year, 300 million tons of plastic is created to be used one time. Some of this plastic is recycled, but much of it is simply thrown away. Scientists estimate that 50% of all plastic is used once and thrown away! Eight million tons of this plastic is dumped or is blown into our oceans every year.

It is easy to see why so much plastic is produced. It is cheap to make and can be used in so many ways. Sadly, this has led to an increase in pollution on land and in the ocean. Plastic pollution can be deadly for wildlife. Thousands of sea turtles, birds, seals, and other marine mammals are killed each year after eating plastic or becoming tangled up in it. As the whole world is connected, when sea life is harmed by plastic, humans are also harmed.

1. The author of this passage used the Cause and Effect text structure. Write C by the Cause and E by the Effect listed in the passage:

- A. _____ The land and sea have become polluted which hurts animals and people.
- B. _____ Plastic use has increased greatly.

2. Circle all of the topics below which would be best organized using the Cause and Effect text structure:

- A. How Stress Influences Happiness
- B. Manatees
- C. Alcohol Use and Car Accidents
- D. Biography of Mae Jemison
- E. Apples and Oranges
- F. Daily Diet and Health

3. Look at the cause and effects listed below from this passage. Write C for Cause and E for Effect.

- A. _____ Plastic is blown or dumped into the ocean.
- B. _____ Sea animals die.

Informational Text Structures

COMPARE AND CONTRAST

Name: _____

Like the house cat, bobcats are mammals and are members of the feline family. Both animals are very curious and use their whiskers to help them find out about their habitats. Both animals have excellent night vision, so they can see well in the dark. Bobcats and house cats also walk with their claws inside their paws, so their footprints do not show their claws.



Both types of cats are covered in fur and look cuddly. House cats have fur which can be lots of different colors, while bobcats have fur that is usually light gray or some shade of brown. Bobcats always have some spots on their coat, even if the spots are only on their stomachs. House cats and bobcats are also different in size. Bobcats are about twice the size of house cats, weighing up to 30 pounds and standing up to two feet tall. They are also much faster than house cats and can run up to 30 miles per hour.



Both bobcats and house cats are hunters by nature. While house cats are usually fed cat food, with meat and grains, house cats still love to hunt for the occasional moth or insect which finds its way into the house. Outside, they will eat lizards, mice, birds, and grass. Bobcats are skilled hunters with extremely sharp teeth. They only eat meat and stalk rabbits, squirrels, birds, rats, and even deer.

1. The author of this passage used the Compare and Contrast text structure. Which two animals were compared and contrasted? _____

2. Circle all of the topics below which would be best organized using the Compare and Contrast text structure:

- A. Bill Gates and Steve Jobs B. Foxes and Wolves C. How to Make a Paper Airplane
D. Biography of Rosa Parks E. Life Cycle of a Pumpkin F. Bicycles and Motorcycles

3. How are house cats and bobcats similar and different? Write S for similar and D for different.

- A. _____ Size B. _____ Night vision C. _____ Mammals
D. _____ Claws while walking E. _____ Diet F. _____ Teeth

Informational Text Structures

PROBLEM AND SOLUTION

Name: _____

There are seven different species of sea turtles, which live in warm and cool oceans throughout the world. These gentle creatures have been around since the age of dinosaurs, millions of years ago.

Sea turtles are an endangered species for a number of reasons. After mother turtles return to nesting grounds to lay eggs, the baby turtles face dangers from predators like crabs, birds, raccoons, and foxes. The hatchlings who make it to the ocean, may still be eaten by birds and fish.



Besides animals, humans have decreased the number of sea turtles by accidentally catching them in fishing nets, by catching them on purpose for meat, and by being hit by boats. Construction on beach properties has also caused destruction of their nesting grounds.

People have begun to work together to help save the sea turtles. An international agreement in 1981, made it illegal to trade sea turtles or their eggs, shells, or meat in any nation. New fishing nets are helping fishermen catch fewer turtles. Some beach areas have become protected areas, so turtles may continue to lay their eggs. Scientists are hoping that the sea turtles will soon increase in numbers and start to thrive.

1. The author of this passage used the Problem and Solution text structure. Write **P** by the Problem and **S** by the Solution listed in the passage:

- A. _____ Sea Turtles are endangered.
B. _____ People are taking measures to help sea turtles increase in number.

2. Circle all of the topics below which would be best organized using the Problem and Solution text structure:

- A. History of Automobiles B. Gorillas C. How Sunscreen Can Prevent Skin Cancer
D. Smoking and Lung Health E. Whales and Sharks F. Air Pollution and One City's Efforts to Decrease It

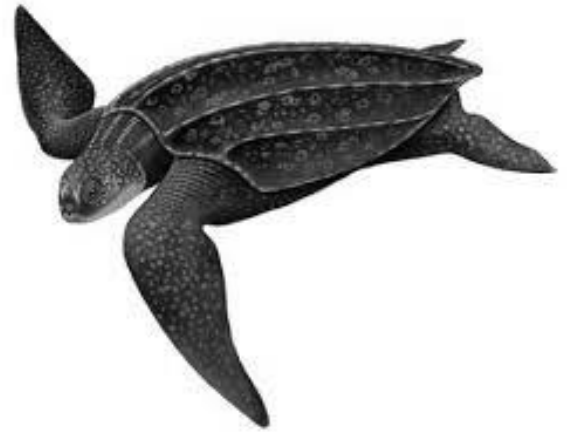
3. Cause and Effect text structures are often confused with Problem and Solution. Remember that Problem and Solution *must have* a solution! Look at the passage titles below. Write **PS** for Problem and Solution and **CE** for Cause and Effect.

- A. _____ The Dangers of Forest Fires and What May be Done to Protect Homes
B. _____ A Lack of Sleep May Increase Car Crashes

Leatherback Turtles

Name: _____

Leatherback turtles are the largest sea turtle species, growing up to seven feet long and weighing 2,000 pounds. They are named for their inky-blue shell, which is leather-like instead of hard, like other turtles. Although they were once found in every ocean except the Arctic and Antarctic, the leatherback population is rapidly declining during the last century for several reasons. Leatherback turtles are an endangered species and many sub-populations (particularly in the Pacific Ocean) are critically endangered.



Fortunately, the number of leatherbacks in the Atlantic Ocean is stable or increasing, but the Pacific Ocean population is declining at an alarming rate. One of the reasons leatherback turtles are endangered is due to intense egg collection by humans. Female turtles come ashore during the breeding season to nest. At night each turtle digs a hole in the sand, lays about 80 eggs, and covers the eggs with sand to discourage predators. Then, the female turtles return to the sea. Despite the fact that each female lays a large number of eggs, scientists estimate that only about one in one thousand leatherback hatchlings actually survive to adulthood. Besides animal predators, eggs are often taken from nests by humans for food or as a vitamin supplement.

Another reason leatherback turtles are endangered is a result of fishing mishaps. The turtles sometimes get caught in fishing nets and lines or they can be accidentally hit by boats.

Turtles can also die if they eat floating plastic debris, which they confuse with their favorite food, jellyfish. Scientists have examined turtles that have died and have found that some of them have almost 11 pounds of plastic in their stomachs.

Building new homes and businesses along the coast has also hurt the leatherback population. This makes it more difficult for female turtles to have suitable places in which to lay their eggs.

1. What is the author's purpose in writing this text? _____

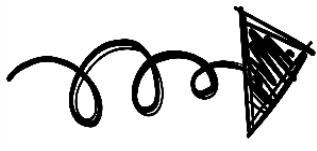
2. What text structure did the author use? _____

3. What clues lead you to believe that it was organized using that text structure?

4. What is the main idea of this passage? _____

5. Name two reasons humans take leatherback turtle eggs. _____

6. Make an inference. Why do you think there is so much plastic debris in the ocean?



Starfish and SAND DOLLARS

Name: _____

Sea stars are often called starfish, but they aren't true fish. Starfish are echinoderms (have spiny skin) and are invertebrates, which means they don't have backbones. More than 1,600 species of starfish live in all of the world's oceans and they exist in many colors from orange to pink to brown. Starfish can be tiny (one half of an inch across) or fairly large (three feet across). They live in a variety of habitats including tidal pools, rocky shores, sea grass, kelp beds, and coral reefs.



Most starfish have five arms, although some can grow as many as 50 arms. If a starfish loses an arm, it can grow a new one. A starfish's arms are covered with suckers called tube feet, which allow it to move slowly across the ocean floor. Eyespots on the end of each arm are light sensitive and help the starfish find food such as clams, oysters, and snails. The starfish eats by pushing the food towards its mouth using its arms. If the organism is tiny, it can be swallowed whole. For larger prey, it attaches itself to the animal and pushes its stomach out through its mouth. Special enzymes from its stomach help digest and absorb the prey. Although starfish don't normally live in groups, they will gather together at certain times of the year to feed.

The sand dollar, like the starfish, is an echinoderm (has spiny skin) and is also an invertebrate (no backbone). There are many species of sand dollars all over the world, and they can be found in a variety of colors such as green, purple, blue, brown, or black. An adult sand dollar is about three inches across and lives about eight years. Sand dollars do not live in the deepest waters of the ocean but live within miles of the shore on the sandy floor, where they burrow under the sand. Unlike starfish, sand dollars live in groups called neighborhoods.



Most sand dollars are round but some have a notched edge. All sand dollars, like starfish, are symmetrical. The sand dollar's mouth is on the underside of its body, which makes it similar to the starfish. Unlike the starfish, the sand dollar is an herbivore, feeding only on algae.

1. What is the author's purpose in writing this text? _____

2. What text structure did the author use? _____

3. What clues lead you to believe that it was organized using that text structure?

4. What is the main idea of this passage? _____

5. Did the author use a clustered approach (focused on one topic at a time) or an alternating approach (went back and forth between topics)? _____

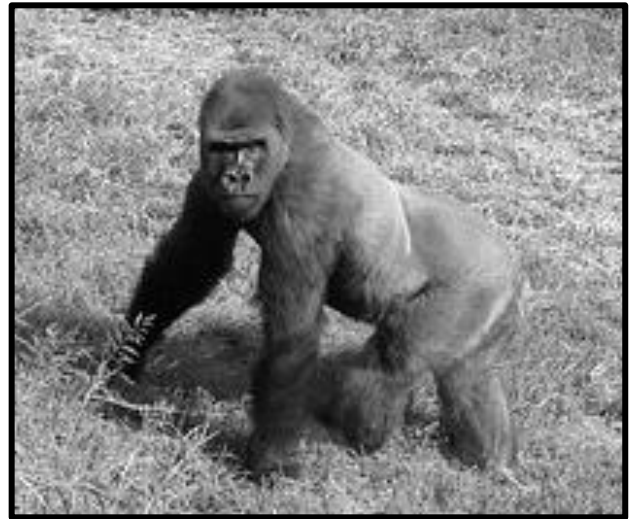
6. Which similarity or difference do you think is the most interesting? _____

Gorillas

Name: _____

In the wild, mountain gorillas live in the forest areas of Africa's mountains. They may live in Uganda, Rwanda, Cameroon, Gabon, the Central African Republic, or in the Congo. Gorillas are endangered and there are only about 650 left in the world.

Gorillas live in small groups called troops or bands. Each troop is led by the strongest male silverback and also includes some female gorillas, and their offspring. Male gorillas are called silverbacks because their hair turns from black to silvery gray as they get older. Usually, a gorilla is a calm and peaceful animal but if it is threatened, the silverback will aggressively defend its troop. In the wild, gorillas live to be about 35 years but in captivity they can live around 50 years.



Gorillas are large animals and are the largest species of primates. Males are often twice as big as the females and grow to six feet tall and weigh 400 pounds. Female gorillas grow to four and a half feet tall and weigh 200 pounds. Gorillas have hands and feet similar to humans with an opposable thumb and a big toe. They have unusually long arms which are even longer than their legs. They often use their arms to "knuckle-walk" or to walk on all fours.

Mountain gorillas spend much of their time eating. A gorilla's diet is mostly plants, including leaves, stems, bark, vines, fruit, and bamboo. Mountain gorillas will also eat small insects such as ants, termites, grubs, worms, and insect larvae. A full grown adult male will eat about 50 pounds of food in a day.

At night, most gorillas make a nest to sleep in. If the gorilla isn't too heavy, it will sleep in a nest in the branches of the trees. If the gorilla is large, it may nest in grasses on the ground. To fall asleep, babies snuggle in their mother's nests until they're two and a half years old. Female gorillas are mature and start having babies when they are about ten years old. Mother gorillas have one baby at a time, every three to four years.

1. What is the author's purpose in writing this text? _____

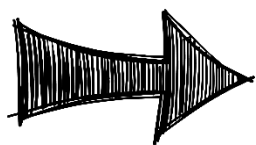
2. What text structure did the author use? _____

3. What clues lead you to believe that it was organized using that text structure?

4. What is the main idea of this passage? _____

5. Is a gorilla a herbivore (eats plants only), a carnivore (eats meat only) or an omnivore (eats both plants and animals)? _____

6. Provide specific evidence from the text to support your answer for question number five:



Sally Ride

Name: _____

Sally Ride was born on May 26, 1951 in Encino, California. Her father was a political science professor and her mother volunteered as a counselor at a prison for women. Ride had one sister, named Karen.

Ride was bright and did very well in school. She especially enjoyed science and math but also liked a variety of sports, particularly playing tennis. In fact, she was so skilled in tennis as a teenager, that she became one of the top ranked tennis players in the country.

When Ride graduated from high school, she hoped to become a professional tennis player. After practicing every day for many months though, she decided that a career as a tennis professional was not what she wanted, and she enrolled at Stanford University in California. At Stanford, she worked hard and got excellent grades. First, she earned bachelor's degrees in physics and English. Then, she went on to earn a masters and a Ph.D. in physics. While she was in the Ph. D. program, she did research in astrophysics.



In 1977, Ride saw a newspaper ad that NASA was looking for astronauts. She and over 8,000 other people applied, but only 25 people were hired. Sally was one of the few chosen to become an astronaut. At the Johnson Space Center in Houston, Ride endured physical tests such as weightlessness training, parachute jumping, and water training, like scuba diving and treading water in a heavy flight suit. She also had to learn to fly the Space Shuttle.

At first, Ride was a capsule communicator on the ground control team for the second and third Space Shuttle flights. In 1983, Ride made history as the first American woman in space. She worked as the mission specialist and said it was the most fun she'd ever had. Ride went into space again in 1984 on the 13th Space Shuttle flight mission. Both missions were a success. They deployed satellites, ran scientific experiments, and helped NASA to continue to learn more about space and space flight.

In 1986, NASA experienced a tragedy as the Challenger Space Shuttle exploded on take-off and all the crew members were killed. Ride was scheduled to be on that space shuttle but luckily, her mission was cancelled. Ride then served on President Ronald Reagan's commission to investigate the accident.

On July 23, 2012 after fighting a battle with pancreatic cancer, Ride passed away. Two elementary schools in the United States have been named in her honor.

1. What is the author's purpose in writing this text? _____

2. What text structure did the author use? _____

3. What clues lead you to believe that it was organized using that text structure?

4. What is the main idea of this passage? _____

5. Make an inference. Why do you think Sally Ride was chosen to be in the astronaut training program when there were so many candidates from which to choose?

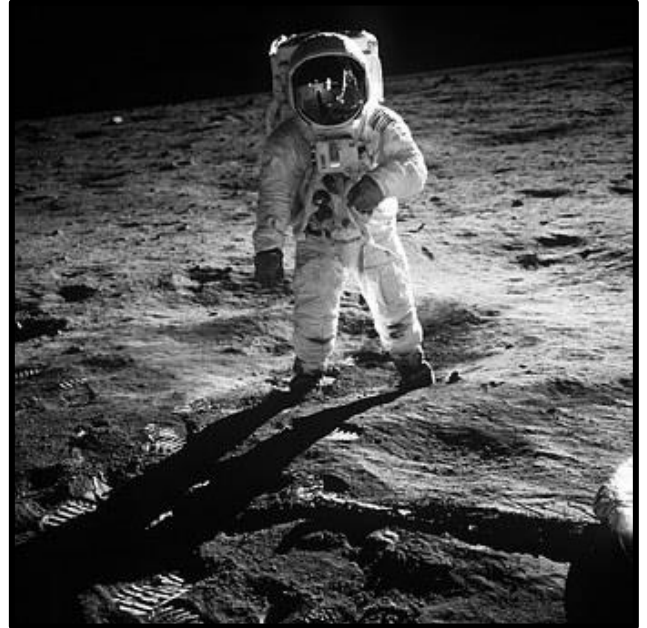
6. Why do you think two schools have been named in her honor? _____



THE SPACE RACE

Name: _____

About fifty years ago, the United States and the Soviet Union (now called Russia) were competing with each other to prove that each was the most powerful country in the world. In 1961, the Soviet Union was able to put the first astronaut in space, with the Vostok I rocket. On May 25, 1961, President Kennedy gave a speech to Congress expressing his concern that the United States was falling behind the Soviet Union in technology, as well as world prestige. He challenged the nation to launch a successful mission to the moon before the end of the decade. On July 16, 1969, the Apollo II with Neil Armstrong, (commander), Michael Collins, (command module pilot) and Edwin E. Aldrin Jr. (lunar module pilot), launched from the Kennedy Space Center in Florida.



Three days after launching from Earth, the astronauts arrived at the moon. Michael Collins orbited the moon in the command module spacecraft, called the Columbia, which would take them all home, while Neil Armstrong and Buzz Aldrin flew the Lunar Module down to the moon's surface. Six hundred million people who watched the live broadcast, held their breath as the astronauts struggled to find a good place to land the Lunar Module. Finally, with less than a minute of fuel left, they touched down. On July 20, 1969, Neil Armstrong became the first person on the moon. His first words have become well known, "That's one small step for a man, one giant leap for mankind."

The two astronauts, with space suits which controlled the oxygen, temperature and air pressure, spent two hours walking on the moon, which was very different from walking on the Earth. The reduced gravity meant that they could easily jump very high. While on the moon, the astronauts did experiments and collected rocks and soil (47 pounds) to bring back to Earth. They also left an American flag on the moon as a reminder of the accomplishment.

On July 24, 1969, the astronauts returned to Earth. Once they entered Earth's atmosphere, parachutes helped the Columbia drop slowly into the Pacific Ocean. After landing in the ocean, a helicopter picked up the crew and took them to the recovery ship, the "USS Hornet." Once on land, the crew and moon rock samples were placed in quarantine until it was determined that the crew was healthy and the rocks were not toxic. The Apollo II had successfully completed its mission and President Kennedy's goal to land on the moon and return safely to Earth before the Soviet Union, had been accomplished.

1. What is the author's purpose in writing this text? _____

2. What text structure did the author use? _____

3. What clues lead you to believe that it was organized using that text structure?

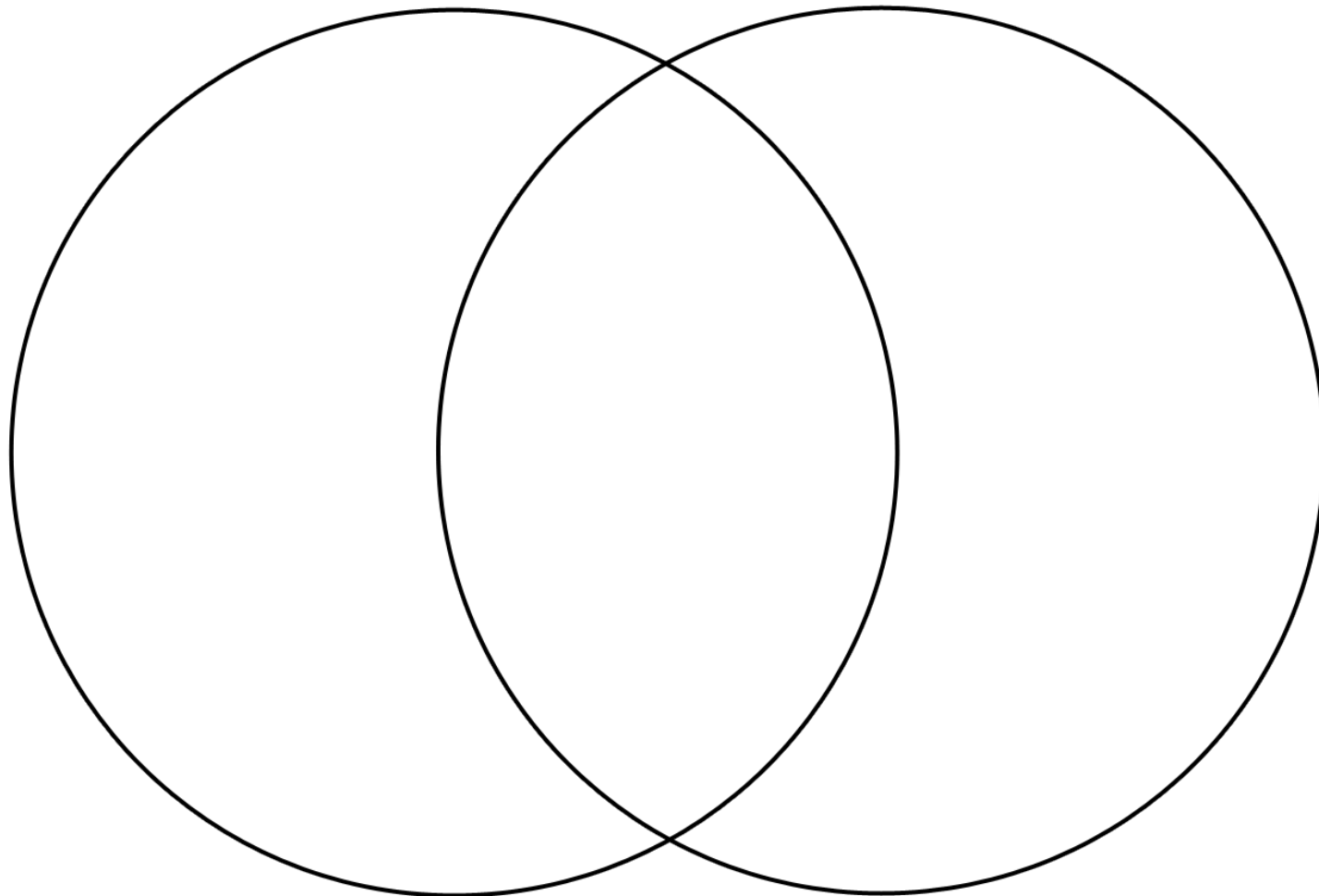
4. What is the main idea of this passage? _____

5. Make an inference. The author stated that President Kennedy was worried about "falling behind the Soviet Union in technology as well as world prestige". What do you think he meant by world prestige? _____

6. What do you think the author meant when the text stated that "Six hundred million people watching the live broadcast held their breath as the astronauts struggled to find a good place to land the Lunar Module." _____

Venn Diagram: Compare and Contrast

Name: _____



Staple along the left border

INFORMATIONAL Text Structures

Name: _____

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cover

Cut along the dotted lines to create your mini flip



Description

What is the Description text structure?

Name a topic which might best be written as a Description text structure?

Description

inside page 1



Cut along the dotted lines to create your mini flip

Order and Sequence

What is the Order and Sequence text structure?

Name a topic which might best be written as an Order and Sequence text structure?

Order and Sequence

Compare and Contrast

What is the Compare and Contrast text structure?

Name a topic which might best be written as a Compare and Contrast text structure?

Compare and Contrast



Cut along the dotted lines to create your mini flip

Cause and Effect

What is the Cause and Effect text structure?

Name a topic which might best be written as a Cause and Effect text structure?

Cause and Effect

Problem and Solution

What is the Problem and Solution text structure?

Name a topic which might best be written as a Problem and Solution text structure?

Problem and Solution

INFORMATIONAL TEXT STRUCTURES

REAL LIFE EXAMPLES MATCHING « « «

Name: _____

Directions: Match the topic to the best text structure for organizing it. Use these initials:

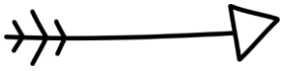
Description = D Order and Sequence = OS Compare and Contrast = CC

Cause and Effect = CE Problem Solution = PS

1. A biography of Theodore Roosevelt _____
2. A volcano erupts and airplanes are delayed because of it _____
3. A dance instructor's handout explains how each costume should look _____
4. A bargain hunter compares prices at two sporting goods stores _____
5. A newspaper article tells about a local river area that used to be filled with trash but now is clean thanks to a community group _____
6. A science book talks about how snakes and lizards are alike and different _____
7. A recipe book describes how to make chicken noodle soup. _____
8. A tourist brochure gives details about the New York City area _____
9. The weather center issues an alert due to especially bad air _____
10. Gas prices are increasing but electric cars use very little gas _____
11. An origami book teaches how to make a crane out of paper _____
12. A daughter tells her mother about the necklace she saw at the store _____
13. A family tries to decide if Disneyland or Universal Studios would be a better place to go on vacation _____
14. A panda bear has adaptations that allow it to be warm in extremely cold places _____
15. Your teacher asks you to write about the Revolutionary War events _____
16. Your older brother is debating whether to get a new car or a used car _____
17. A letter to the editor explains how the Community Center Building is in poor shape and that something needs to be done to fix it _____
18. A science book tells about the life cycle of the wombat _____
19. A magazine article explains all about salamanders _____
20. A social studies book looks at the cultures of China and Japan _____

Informational Text Structures

Scavenger Hunt



Name: _____

Directions: Look for informational text structures in books, science magazines, or the newspaper. Write down the source, the topic, and the text structure.

Source	Topic	Text Structure

Source

Topic

Text Structure

Foldable

Directions: Fold the left column back to make a crease at the line and then unfold. Cut the four lines from the right side to the first solid line and stop. Glue the back of the left side column to your notebook. Write under each flap.

INFORMATIONAL TEXT STRUCTURES	Description
	Order & Sequence
	Compare & Contrast
	Cause & Effect
	Problem Solution

Foldable

Directions: Fold the left column back to make a crease at the line and then unfold. Cut the four lines from the right side to the first solid line and stop. Glue the back of the left side column to your notebook. Write under each flap.

INFORMATIONAL TEXT STRUCTURES: Description Examples	Animal
	Person
	Place
	Item
	Food

Directions: Fold the left column back to make a crease at the line and then unfold. Cut the four lines from the right side to the first solid line and stop. Glue the back of the left side column to your notebook. Write under each flap.

INFORMATIONAL TEXT STRUCTURES: Order and Sequence Examples	Animal's Life Cycle
	Person's Life
	Historical Event
	"How to"
	Event in Your Life

Directions: Fold the left column back to make a crease at the line and then unfold. Cut the four lines from the right side to the first solid line and stop. Glue the back of the left side column to your notebook. Write under each flap.

INFORMATIONAL TEXT STRUCTURES:
Compare and Contrast Examples

Two Animals

Two People

Two Countries

Two Places I've Been

Two Historical Events

Directions: Fold the left column back to make a crease at the line and then unfold. Cut the four lines from the right side to the first solid line and stop. Glue the back of the left side column to your notebook. Write under each flap.

INFORMATIONAL TEXT STRUCTURES:

Cause and Effect Examples

Getting an Education

Lack of Exercise

Eating healthy foods

Practicing an instrument every day

Smoking

Directions: Fold the left column back to make a crease at the line and then unfold. Cut the four lines from the right side to the first solid line and stop. Glue the back of the left side column to your notebook. Write under each flap.

INFORMATIONAL TEXT STRUCTURES:

Problem and Solution Examples

Oil spills harm oceans but they could be prevented

Pollution is harmful to humans but planting more trees cleans the air

Lack of sleep hurts kids' performance in school but going to bed earlier helps

Poachers catch endangered animals but stricter worldwide laws could help

Lost assignments lower a student's grades but becoming organized can prevent this

Informational Text Structures



CREATE A GRAPHIC ORGANIZER

Name: _____

Directions: Look at a nonfiction book. Identify the text structure and create a graphic organizer using information from the text.

Title of the Book: _____

Author: _____

Text Structure: (circle one)

Description

Order and Sequence

Compare and Contrast

Cause and Effect

Problem Solution

Create a graphic organizer for this text structure. Fill it in with information from the text. Notes/words are okay.

Informational Text Structures

ONE TOPIC, FIVE STRUCTURES

Name: _____

Directions: Using the same topic, write a sentence focusing on that topic, using the five text structures.

Topic = _____

1. Description: _____

2. Order and Sequence: _____

3. Compare and Contrast: _____

4. Cause and Effect: _____

5. Problem Solution: _____

INFORMATIONAL TEXT STRUCTURES

Task Card KEY

1. CC - Compare and Contrast
2. OS - Order and Sequence
3. CE - Cause and Effect
4. PS - Problem Solution
5. CC - Compare and Contrast
6. CE - Cause and Effect
7. D - Description
8. CC - Compare and Contrast
9. CC - Compare and Contrast
10. PS - Problem Solution
11. D - Description
12. OS - Order and Sequence
13. D - Description
14. PS - Problem Solution
15. D - Description
16. CE - Cause and Effect
17. PS - Problem Solution
18. D - Description
19. CC - Compare and Contrast
20. OS - Order and Sequence
21. CE - Cause and Effect
22. CC - Compare and Contrast
23. OS - Order and Sequence
24. D - Description
25. CE - Cause and Effect
26. CC - Compare and Contrast
27. PS - Problem Solution
28. OS - Order and Sequence
29. OS - Order and Sequence
30. D - Description
31. OS - Order and Sequence
32. CE - Cause and Effect

Informational Text Structures

CAUSE AND EFFECT

Key

Long ago, most people grew their own food or went hunting to find it. If someone sold an item at a shop or from a cart, there were no plastic containers to hold items or plastic bags to carry them home. In the last 70 years though, plastic has been created as an easy way to package and to carry items. Even more surprising is that in the last ten years, more plastic has been produced than during the whole of the last century (one hundred years). One problem is that regular plastic does not wear away quickly. In fact, every bit of plastic ever made still exists.



Every year, 300 million tons of plastic is created to be used one time. Some of this plastic is recycled, but much of it is simply thrown away. Scientists estimate that 50% of all plastic is used once and thrown away! Eight million tons of this plastic is dumped or is blown into our oceans every year.

It is easy to see why so much plastic is produced. It is cheap to make and can be used in so many ways. Sadly, this has led to an increase in pollution on land and in the ocean. Plastic pollution can be deadly for wildlife. Thousands of sea turtles, birds, seals, and other marine mammals are killed each year after eating plastic or becoming tangled up in it. As the whole world is connected, when sea life is harmed by plastic, humans are also harmed.

1. The author of this passage used the Cause and Effect text structure. Write C by the Cause and E by the Effect listed in the passage:

- A. E Pollution of the land and sea, Harm to animals and people
B. C Plastic use has increased greatly

2. Circle all of the topics below which would be best organized using the Cause and Effect text structure:

- A. How Stress Influences Happiness B. Manatees C. Alcohol Use and Car Accidents
D. Biography of Mae Jemison E. Apples and Oranges F. Daily Diet and Health

3. Look at the cause and effects listed below from this passage. Write C for Cause and E for Effect.

- A. C Plastic is blown or dumped into the ocean. B. E Sea animals die.

Informational Text Structures

COMPARE AND CONTRAST

Key

Like the house cat, bobcats are mammals are members of the feline family. Both animals are very curious and use their whiskers to help them find out about their habitat. Both animals have excellent night vision, so they can see well in the dark. Bobcats and house cats also walk with their claws inside their paws, so their footprints do not show their claws.



Both types of cats are covered in fur and look cuddly. House cats have fur which can be lots of different colors, while bobcats have fur that is usually light gray or some shade of brown. Bobcats always have some spots on their coat, even if it is only on their underside. House cats and bobcats are also different in size. Bobcats are about twice the size of house cats, weighing up to 30 pounds and standing up to two feet tall. They are also much faster than house cats and can run up to 30 miles per hour.



Both bobcats and house cats are hunters by nature. While house cats are usually fed cat food, with meat and grains, house cats still love to hunt for the occasional moth or insect which finds its way into the house. Outside, they will eat lizards, mice, birds, and grass. Bobcats are skilled hunters with extremely sharp teeth. They only eat meat and stalk rabbits, squirrels, birds, rats, and even deer.

1. The author of this passage used the Compare and Contrast text structure. Which two animals were compared and contrasted? _____

_____ The house cat and the bobcat were compared and contrasted. _____

2. Circle all of the topics below which would be best organized using the Compare and Contrast text structure:

- A. Bill Gates and Steve Jobs B. Foxes and Wolves C. How to Make a Paper Airplane
D. Biography of Rosa Parks E. Life Cycle of a Pumpkin F. Bicycles and Motorcycles

3. How are house cats and bobcats similar and different? Write S for similar and D for different.

- A. D Size B. S Night vision C. S Mammals
D. S Claws while walking E. D Diet F. D Teeth

Informational Text Structures

DESCRIPTION

Key

Bull sharks may be found in warm waters around the world. They are one of the few sharks able to live in both saltwater and freshwater. They are usually found in the ocean, but sometimes they move into rivers and lakes. Female sharks often travel to freshwater to give birth. Bull sharks prefer to live alone and do not migrate long distances like many sharks.



The name bull shark was given to this species due to its short, stout body, which may look a bit like a bull. It may also have been named bull shark due to its aggressive behavior. Although human attacks are rare, it is known as one of the top three sharks most likely to attack humans (after the Great White Shark and the Tiger Shark).

Bull sharks are light gray with white bellies. They have limited vision but have a keen sense of smell. They usually stay near coastlines where fish are plentiful. They have sharp teeth and will eat almost anything, from sea turtles, to rays, to seals, and seabirds.

1. The author of this passage used the Description text structure to describe bull sharks. Write T for True and F for False:

- A. F Bull sharks hunt in groups. B. T They live in freshwater and saltwater.
C. F They have excellent eyesight. D. F They eat only seals.

2. Circle all of the topics below which would be best organized using the Description text structure:

- A. History of Skateboards **B. All About Chipmunks** C. Tornadoes and Hurricanes
D. Windmills E. Germs and the Common Cold F. Improving Air Quality

3. There are three paragraphs in this passage. Which paragraph (1, 2, or 3) tells about...

- A. 2 Their name B. 1 Habitat C. 3 Sense of smell
D. 3 Coloring E. 3 Diet F. 1 Migration

Informational Text Structures

ORDER AND SEQUENCE

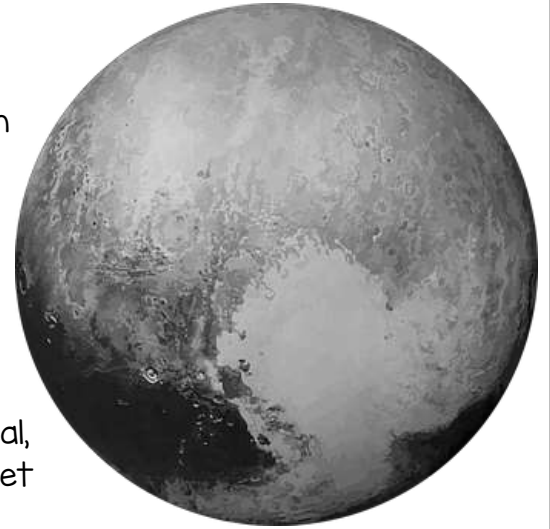
Key

Pluto, which used to be called the smallest planet in the solar system, was discovered in 1930 by Clyde Tombaugh, from the United States. Many people around the world were excited about the astronomer's discovery. Newspapers reported that scientists were trying to think of a good name for the new planet.

In March of 1930, in England, an eleven year old girl named Venetia Burney, was sitting at the breakfast table with her mother and grandfather. As Venetia was eating cereal, her grandfather read a newspaper article about the new planet and how they were looking for possible names for it. Venetia immediately suggested the name Pluto. She chose the name because she had read many Roman and Greek myths. She also knew that Pluto was the name of a god, which hadn't yet been used.

Venetia's grandfather, who was a retired librarian from Oxford University, contacted some of his astronomer friends at the University and told them his granddaughter's suggestion. They sent a cable to Tombaugh in the United States, who thought it was a brilliant idea!

In 2003, when an astronomer named Michael Brown discovered a new object (Eris) which was larger than Pluto, scientists began to reconsider what it meant to be a planet. In 2006, a group of astronomers reclassified Pluto as a dwarf planet. Due to its small size and its small gravitational pull, it is no longer the ninth planet from the sun.



1. The author of this passage used the Order and Sequence text structure because the events in the passage were told in __time order_____.

2. Circle all of the topics below which would be best organized using the Order and Sequence text structure:

- A. Biography of Albert Einstein B. Lions and Tigers C. How to Bake a Cake
D. All About Zebras E. Life Cycle of a Bee F. The History of Ice Cream

3. Imagine you are building a bicycle. Why are the directions to build a bicycle told using an order and sequence organization? _____The directions would need to be listed in order so it could be put together properly._____

Informational Text Structures

PROBLEM AND SOLUTION

Key

There are seven different species of sea turtles, which live in warm and cool oceans throughout the world. These gentle creatures have been around since the age of dinosaurs, millions of years ago.

Sea turtles are an endangered species for a number of reasons. After mother turtles return to nesting grounds to lay eggs, the baby turtles face dangers from predators like crabs, birds, raccoons, and foxes. The hatchlings who make it to the ocean, may still be eaten by birds and fish.



Besides animals, humans have decreased the number of sea turtles by accidentally catching them in fishing nets, by catching them on purpose for meat, and by being hit by boats. Construction on beach properties have also caused destruction of their nesting grounds.

People have begun to work together to help save the sea turtles. An international agreement in 1981, made it illegal to trade sea turtles or their eggs, shells, or meat in any nation. New fishing nets are helping fishermen catch fewer turtles. Some beach areas have become protected areas, so turtles may continue to lay their eggs. Scientists are hoping that the sea turtles will soon increase in numbers and start to thrive.

1. The author of this passage used the Problem and Solution text structure. Write **P** by the Problem and **S** by the Solution listed in the passage:

A. P Sea Turtles are endangered.

B. S People are taking measures to help sea turtles increase in number.

2. Circle all of the topics below which would be best organized using the Problem and Solution text structure:

A. History of Automobiles

B. Gorillas

C. How Sunscreen Can Prevent Skin Cancer

D. Smoking and Lung Health

E. Whales and Sharks

F. Air Pollution and One City's Efforts to Decrease It

3. Cause and Effect text structures are often confused with Problem and Solution. Remember that Problem and Solution *must have* a solution! Look at the passage titles below. Write **PS** for Problem and Solution and **CE** for Cause and Effect.

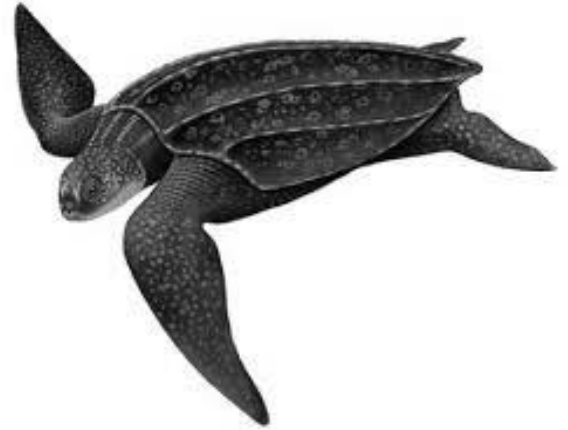
A. PS The Dangers of Forest Fires and What May be Done to Protect Homes

B. CE A Lack of Sleep May Increase Car Crashes

Leatherback Turtles

Key

Leatherback turtles are the largest sea turtle species, growing up to seven feet long and weighing 2,000 pounds. They are named for their inky-blue shell, which is leather-like instead of hard, like other turtles. Although they were once found in every ocean except the Arctic and Antarctic, the leatherback population is rapidly declining during the last century for several reasons. Leatherback turtles are an endangered species and many sub-populations (particularly in the Pacific Ocean) are critically endangered.



Fortunately, the number of leatherbacks in the Atlantic Ocean is stable or increasing, but the Pacific Ocean population is declining at an alarming rate. One of the reasons leatherback turtles are endangered is due to intense egg collection by humans. Female turtles come ashore during the breeding season to nest. At night they dig a hole in the sand, lay about 80 eggs, and cover their eggs with sand to discourage predators. Then the female turtles return to the sea. Despite the fact that each female lays a large number of eggs, scientists estimate that only about one in a thousand leatherback hatchlings actually survive to adulthood. Besides animal predators, eggs are often taken from nests by humans for food or as a vitamin supplement.

Another reason leatherback turtles are endangered is a result of fishing mishaps. The turtles sometimes get caught in fishing nets and lines or they can be accidentally hit by boats.

Turtles can also die if they eat floating plastic debris, which they mistake for their favorite food, jellyfish. Scientists have examined turtles that have died and have found that some of them have almost 11 pounds of plastic in their stomachs.

Building new homes and businesses along the coast has also hurt the leatherback population. This makes it more difficult for female turtles to have suitable places in which to lay their eggs.

1. What is the author's purpose in writing this text?

The author's purpose was to inform.

2. What text structure did the author use?

The author used the cause and effect text structure.

3. What clues lead you to believe that it was organized using that text structure?

The author told about sea turtles and how they are endangered and then told the reason that they are endangered.

4. What is the main idea of this passage?

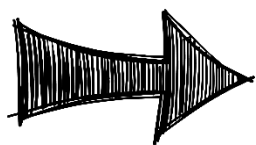
The main idea of this passage is that leatherback turtles are endangered for many reasons.

5. Name two reasons humans take leatherback turtle eggs.

Humans may take eggs for food or as a vitamin supplement.

6. Make an inference. Why do you think there is so much plastic debris in the ocean?

Answers may vary: There is a lot of plastic in the ocean because people use a lot of plastic daily and then dispose of it...The wind may blow some plastic into the ocean...People may illegally dump it in the ocean...



Sally Ride

Key

Sally Ride was born on May 26, 1951 in Encino, California. Her father was a political science professor and her mother volunteered as a counselor at a prison for women. Ride had one sister, named Karen.

Ride was bright and did very well in school. She especially enjoyed science and math but also liked a variety of sports, particularly playing tennis. In fact, she was so skilled in tennis as a teenager, that she became one of the top ranked tennis players in the country.

When Ride graduated from high school, she hoped to become a professional tennis player. After practicing every day for many months though, she decided that a career as a tennis professional was not what she wanted and she enrolled at Stanford University in California. At Stanford, she worked hard and got excellent grades. First, she earned bachelor's degrees in physics and English. Then she went on to earn a masters and a Ph.D. in physics. While she was in the Ph. D. program, she did research in astrophysics.

In 1977, Ride saw a newspaper ad that NASA was looking for astronauts. She and over 8,000 other people applied, but only 25 people were hired. Sally was one of the few chosen to become an astronaut. At the Johnson Space Center in Houston, Ride endured physical tests such as weightlessness training, parachute jumping, and water training, like scuba diving and treading water in a heavy flight suit. She also had to learn to fly the Space Shuttle.

At first, Ride was a capsule communicator on the ground control team for the second and third Space Shuttle flights. In 1983, Ride made history as the first American woman in space. She worked as the mission specialist and said it was the most fun she'd ever had. Ride went into space again in 1984 on the 13th Space Shuttle flight mission. Both missions were a success. They deployed satellites, ran scientific experiments, and helped NASA to continue to learn more about space and space flight.

In 1986, NASA experienced a tragedy as the Challenger Space Shuttle exploded on take-off and all the crew members were killed. Ride was scheduled to be on that space shuttle but luckily, her mission was cancelled. Ride then served on President Ronald Reagan's commission to investigate the accident.

On July 23, 2012 after fighting a battle with pancreatic cancer, Ride passed away. Two elementary schools in the United States have been named in her honor.



1. What is the author's purpose in writing this text?

The author's purpose is to inform.

2. What text structure did the author use?

The author used order and sequence.

3. What clues lead you to believe that it was organized using that text structure?

I noticed that the story of Sally Ride's life was told in time order.

4. What is the main idea of this passage?

Answers may vary: The main idea was that Sally Ride was an astronaut and was the first American woman in space.

5. Make an inference. Why do you think Sally Ride was chosen to be in the astronaut training program when there were so many candidates from which to choose?

Sally was very bright and had a Ph. D. in physics, with a research project in astrophysics. She was well qualified.

6. Why do you think two schools have been named in her honor?

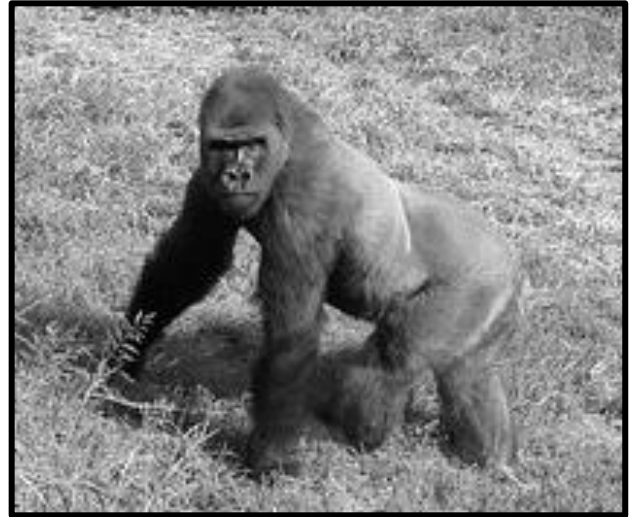
Answers may vary: Sally Ride was a person children can admire. She was very brave and very bright.

Gorillas

Key

In the wild, mountain gorillas live in the forest areas of Africa's mountains. They may live in Uganda, Rwanda, Cameroon, Gabon, the Central African Republic or in the Congo. Gorillas are endangered and there are only about 650 left in the world.

Gorillas live in small groups called troops or bands. Each troop is led by the strongest male Silverback and also includes some female gorillas, and their offspring. Male gorillas are called silverbacks because their hair turns from black to silvery gray as they get older. Usually, gorillas are calm and peaceful animals but if they are threatened, the Silverback will aggressively defend his troop. In the wild, gorillas live to be about 35 years but in captivity they can live around 50 years.



Gorillas are large animals and are the largest species of primates. Males are often twice as big as the females and grow to six feet tall and weigh 400 pounds. Female gorillas grow to four and a half feet tall and weigh 200 pounds. Gorillas have hands and feet similar to humans with an opposable thumb and a big toe. They have unusually long arms which are even longer than their legs. They often use their arms to "knuckle-walk" or to walk on all fours.

Mountain gorillas spend much of their time eating. A gorilla's diet is mostly plants including leaves, stem, bark, vines, fruit, and bamboo. Mountain gorillas will also eat small insects such as ants, termites, grubs, worms, and insect larvae. A full grown adult male will eat about 50 pounds of food in a day.

At night, most gorillas make a nest to sleep in. If the gorilla isn't too heavy, it will sleep in a nest in the branches of the trees. If the gorilla is large, it may nest in grasses on the ground. To fall asleep, babies snuggle in their mother's nest until they're two and a half years old. Female gorillas are mature and start having babies when they are about ten years old. Mother gorillas have one baby at a time, every three to four years.

1. What is the author's purpose in writing this text?

The author's purpose is to inform.

2. What text structure did the author use?

The author used the description text structure.

3. What clues lead you to believe that it was organized using that text structure?

Answers may vary: Some of the clues included the fact that the passage was about many facts about gorillas and it did not present the facts in a time order sequence. It gave many describing details about gorillas such as their size, their habitat, their eating habits, and their sleeping arrangements.

4. What is the main idea of this passage?

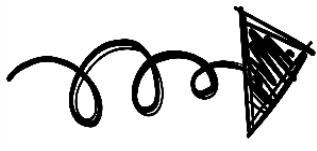
Answers may vary: The main idea was that gorillas are interesting animals.

5. Is a gorilla a herbivore (eats plants only), a carnivore (eats meat only) or an omnivore (eats both plants and animals)?

A gorilla is an omnivore.

6. Provide specific evidence from the text to support your answer for question number five:

The text stated that, "... A gorilla's diet is mostly plants including leaves, stem, bark, vines, fruit, and bamboo. Mountain gorillas will also eat small insects such as ants, termites, grubs, worms, and insect larvae."



Starfish and SAND DOLLARS

Key

Sea stars are often called starfish, but they aren't true fish. Starfish are echinoderms (have spiny skin) and are invertebrates, which means they don't have backbones. More than 1,600 species of starfish live in all of the world's oceans and they exist in many colors from orange to pink to brown. Starfish can be tiny (one half an inch across) or fairly large (three feet across). They live in a variety of habitats including tidal pools, rocky shores, sea grass, kelp beds, and coral reefs.



Most starfish have five arms, although some can grow as many as 50 arms. If a starfish loses an arm, it can grow a new one. A starfish's arms are covered with suckers called tube feet, that allow it to move slowly across the ocean floor. Eyespots on the end of each arm are light sensitive and help the starfish find food such as clams, oysters, and snails. The starfish eats by pushing the food towards its mouth using its arms. If the organism is tiny, it can be swallowed whole. For larger prey, it attaches itself to the animal and pushes its stomach out through its mouth. Special enzymes from its stomach help digest and absorb the prey. Although starfish don't normally live in groups, they will gather together at certain times of the year to feed.

The sand dollar, like the starfish, is an echinoderm (has spiny skin) and is also an invertebrate (no backbone). There are many species of sand dollars all over the world and they can be found in a variety of colors such as green, purple, blue, brown or black. An adult sand dollar is about three inches across and lives about eight years. Sand dollars do not live in the deepest waters of the ocean but live within miles of the shore on the sandy floor, where they burrow under the sand. Unlike starfish, sand dollars live in groups called neighborhoods.



Most sand dollars are round but some have a notched edge. All sand dollars, like starfish are symmetrical. The sand dollar's mouth is on the underside of its body, which makes it similar to the starfish but unlike the starfish, the sand dollar is an herbivore, feeding only on algae.

1. What is the author's purpose in writing this text?

The author's purpose was to inform.

2. What text structure did the author use?

The author used compare and contrast.

3. What clues lead you to believe that it was organized using that text structure?

The passage was focused on two sea creatures that had similarities as well as differences.

4. What is the main idea of this passage?

Answers may vary: The main idea was that starfish and sand dollars are alike in some ways and different in others.

5. Did the author use a clustered approach (focused on one topic at a time) or an alternating approach (went back and forth between topics)?

The author used a clustered approach. The first half was about the starfish, and the second half was about the sand dollar.

6. Which similarity or difference do you think is the most interesting?

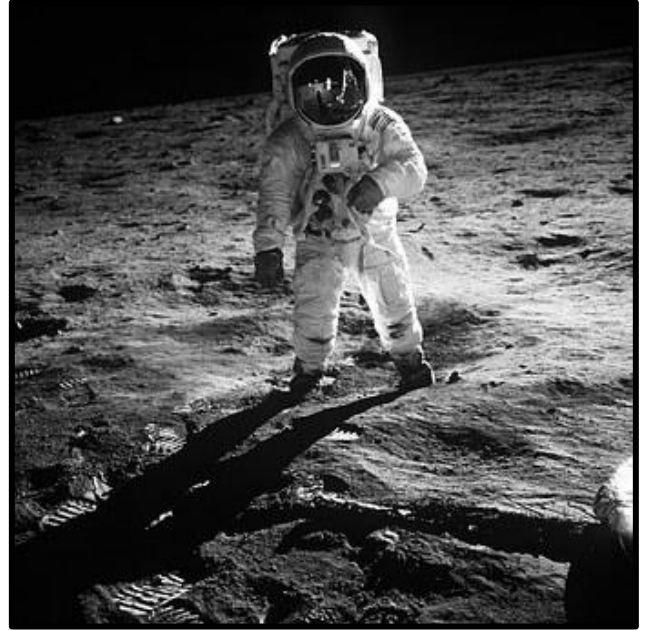
Answers may vary.



THE SPACE RACE

Key

About fifty years ago, the United States and the Soviet Union (now called Russia) were competing with each other to prove that they were the most powerful country in the world. In 1961, the Soviet Union was able to put the first astronaut in space, with the Vostok I rocket. On May 25, 1961, President Kennedy gave a speech to Congress expressing his concern that the United States was falling behind the Soviet Union in technology as well as world prestige. He challenged the nation to launch a successful mission to the moon before the end of the decade. On July 16, 1969, the Apollo II with Neil Armstrong, (Commander), Michael Collins, (command module pilot) and Edwin E. Aldrin Jr. (lunar module pilot), launched from the Kennedy Space Center in Florida.



Three days after launching from Earth, the astronauts arrived at the moon. Michael Collins orbited the moon in the command module spacecraft, called the Columbia, that would take them all home, while Neil Armstrong and Buzz Aldrin flew the Lunar Module down to the moon's surface. Six hundred million people watching the live broadcast, held their breath as the astronauts struggled to find a good place to land the Lunar Module. Finally, with less than a minute of fuel left, they touched down. On July 20, 1969, Neil Armstrong became the first man on the moon. His first words have become well known, "That's one small step for a man, one giant leap for mankind."

The two astronauts, with space suits which controlled the oxygen, temperature and air pressure, spent two hours walking on the moon which was very different from walking on the Earth. The reduced gravity meant that they could easily jump very high. While on the moon, the astronauts did experiments and collected rocks and soil (47 pounds) to bring back to Earth. They also left an American flag on the moon as a reminder of the accomplishment.

On July 24, 1969, the astronauts returned to Earth. Once they entered Earth's atmosphere, parachutes helped the Columbia drop slowly into the Pacific Ocean. After landing in the ocean, a helicopter picked up the crew and took them to the recovery ship, the "USS Hornet." Once on land, the crew and moon rock samples were placed in quarantine until it was determined that the crew was healthy and the rocks were not toxic. The Apollo II had successfully completed its mission and President Kennedy's goal to land on the moon and return safely to Earth before the Soviet Union, had been accomplished.

1. What is the author's purpose in writing this text?

The author's purpose was to inform.

2. What text structure did the author use?

The author used problem solution.

3. What clues lead you to believe that it was organized using that text structure?

The problem was stated at the beginning of the passage when it explained the President's concern that the U.S. was behind the Soviet Union in technology and world prestige. The solution was also shown when the astronauts went to the moon, beating the Soviets there.

4. What is the main idea of this passage?

Answers may vary: The main idea of this passage was that the United States was the first country to successfully land on the moon.

5. Make an inference. The author stated that President Kennedy was worried about "falling behind the Soviet Union in technology as well as world prestige". What do you think he meant by world prestige?

Answers may vary: President Kennedy may have meant that he wanted the world to look at the United States with a sense of awe or respect due to our innovation/accomplishments.

6. What do you think the author meant when the text stated that "Six hundred million people watching the live broadcast held their breath as the astronauts struggled to find a good place to land the Lunar Module."

The viewers were worried/nervous for the astronauts and wanted their mission to succeed for the most part.

INFORMATIONAL TEXT STRUCTURES

REAL LIFE EXAMPLES MATCHING «««

Key

Directions: Match the topic to the best text structure for organizing it. Use these initials:

Description = D Order and Sequence = OS Compare and Contrast = CC

Cause and Effect = CE Problem Solution = PS

1. A biography of Theodore Roosevelt __OS__
2. A volcano erupts and airplanes are delayed because of it __CC__
3. A dance instructor's handout explains how each costume should look __D__
4. A bargain hunter compares prices at two sporting goods stores __CC__
5. A newspaper article tells about a local river area that used to be filled with trash but now is clean thanks to a community group __PS__
6. A science book talks about how snakes and lizards are alike and different __CC__
7. A recipe book describes how to make chicken noodle soup. __OS__
8. A tourist brochure gives details about the New York City area __D__
9. The weather center issues an alert due to especially bad air __CE__
10. Gas prices are increasing but electric cars use very little gas __PS__
11. An origami book teaches how to make a crane out of paper __OS__
12. A daughter tells her mother about the necklace she saw at the store __D__
13. A family tries to decide if Disneyland or Universal Studios would be a better place to go on vacation __CC__
14. A panda bear has adaptations that allow it to be warm in extremely cold places __CE__
15. Your teacher asks you to write about the Revolutionary War events __OS__
16. Your older brother is debating whether to get a new car or a used car __CC__
17. A letter to the editor explains how the Community Center Building is in poor shape and that something needs to be done to fix it __PS__
18. A science book tells about the life cycle of the wombat __OS__
19. A magazine article explains all about salamanders __D__
20. A social studies book looks at the cultures of China and Japan __CC__