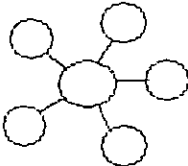
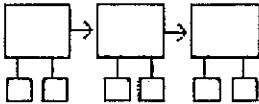
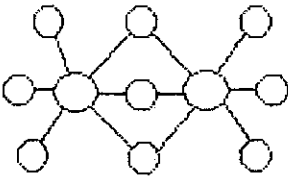
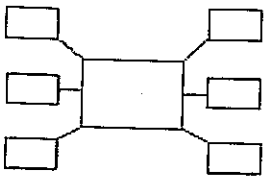
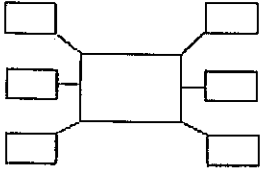


## Five Expository Text Structures and their Associated Signal Words

| Pattern     | Description                                                                                                            | Cue Words<br>(signal words)                                                                                                                                                                                                                                                                                                                                                                                                                      | Thinking Map                                                                                                                                                                               |
|-------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description | The author describes a topic by listing characteristics, features, attributes, and examples                            | <ul style="list-style-type: none"> <li>• for example</li> <li>• characteristics</li> <li>• for instance</li> <li>• such as</li> <li>• is like</li> <li>• including</li> <li>• to illustrate</li> </ul>                                                                                                                                                                                                                                           | <p style="text-align: center;">Bubble Map</p>  <p style="text-align: center;">FOR DESCRIBING</p>        |
| Sequence    | The author lists items or events in numerical or chronological sequence, either explicit or implied                    | <ul style="list-style-type: none"> <li>• first</li> <li>• second</li> <li>• third</li> <li>• later</li> <li>• next</li> <li>• before</li> <li>• then</li> <li>• finally</li> <li>• after</li> <li>• when</li> <li>• later</li> <li>• since</li> <li>• now</li> <li>• previously</li> <li>• actual use of dates</li> </ul>                                                                                                                        | <p style="text-align: center;">Flow Map</p>  <p style="text-align: center;">FOR SEQUENCING</p>          |
| Comparison  | Information is presented by detailing how two or more events, concepts, theories, or things are alike and/or different | <ul style="list-style-type: none"> <li>• however</li> <li>• nevertheless</li> <li>• on the other hand</li> <li>• but</li> <li>• similarly</li> <li>• although</li> <li>• also</li> <li>• in contrast</li> <li>• different</li> <li>• alike</li> <li>• same as</li> <li>• either/or</li> <li>• in the same way</li> <li>• just like</li> <li>• just as</li> <li>• likewise</li> <li>• in comparison</li> <li>• where as</li> <li>• yet</li> </ul> | <p style="text-align: center;">Double Bubble Map</p>  <p style="text-align: center;">FOR COMPARING</p> |

|                      |                                                                                                                                         |                                                                                                                                                                                                                                                                                                        |                                                                                                                                        |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Cause and Effect     | The author presents ideas, events in time, or facts as causes and the resulting effect(s) or facts that happen as a result of an event. | <ul style="list-style-type: none"> <li>• if/then</li> <li>• reasons why</li> <li>• as a result</li> <li>• therefore</li> <li>• because</li> <li>• consequently</li> <li>• since</li> <li>• so that</li> <li>• for</li> <li>• hence</li> <li>• due to</li> <li>• thus</li> <li>• this led to</li> </ul> | <p>Multi-Flow Map</p>  <p>FOR CAUSE AND EFFECT</p>  |
| Problem and Solution | The author presents a problem and one or more solutions to the problem                                                                  | <ul style="list-style-type: none"> <li>• problem is</li> <li>• dilemma is</li> <li>• if/then</li> <li>• because</li> <li>• so that</li> <li>• question/answer</li> <li>• puzzle is solved</li> </ul>                                                                                                   | <p>Multi-Flow Map</p>  <p>FOR CAUSE AND EFFECT</p> |

# Text Structures—Sample Passages

Day 2

## Description

The Olympic symbol consists of five interlocking rings. The rings represent the five continents from which athletes come to compete in the games. The rings are colored black, blue, green, red, and yellow. At least one of these colors is found in the flag of every country sending athletes to compete in the Olympic games.

## Sequence

The Olympic games began as athletic festivals to honor the Greek gods. The most important festival was held in the valley of Olympia to honor Zeus, the king of the gods. This festival became the Olympic games in 776 B.C. They were ended in A.D. 394.

No Olympic games were held for more than 1,500 years. Then the modern Olympics began in 1896. Almost 300 male athletes competed in the first modern Olympics. In the 1900 games, female athletes were allowed to compete. The games have continued every four years since 1896 except during World War II.

## Comparison

The modern Olympics is very unlike the ancient Olympic games. While there were no swimming races in the ancient games, for example, there were chariot races. There were no female contestants, and all athletes competed in the nude. Of course, the ancient and modern Olympics are also alike in many ways. Some events, such as the javelin and discus throws, are the same. Some people say that cheating, professionalism, and nationalism in the modern games are a disgrace to the Olympic tradition. But according to the ancient Greek writers, there were many cases of cheating, nationalism, and professionalism in their Olympics, too.

## Cause and Effect

There are several reasons why so many people attend the Olympic games or watch them on television. One reason is tradition. The name *Olympics* and the torch and flame remind people of the ancient games. People can escape the ordinariness of daily life by attending or watching the Olympics. They like to identify with someone else's individual sacrifice and accomplishment. National pride is another reason, and an athlete's or a team's hard-earned victory becomes a nation's victory. There are national medal counts, and people keep track of how many medals their country's athletes have won.

## Problem and Solution

One problem with the modern Olympics is that it has become very expensive to operate. A stadium, pools, and playing fields must be built for the athletic events, and housing is needed for the athletes who come from around the world. And these facilities are used for only 2 weeks! In 1984, Los Angeles solved these problems by charging a fee for companies who wanted to be official sponsors. Many buildings that were already built in the Los Angeles area were also used. The Coliseum where the 1932 games were held was used again, and many colleges in the area became playing and living sites.

## Compare and Contrast Text Structure Frame

\_\_\_\_\_ and \_\_\_\_\_ are two \_\_\_\_\_  
Item 1 Item 2

\_\_\_\_\_ that are alike and different in many ways.

\_\_\_\_\_ and \_\_\_\_\_ both  
Item 1 Item 2

\_\_\_\_\_. In addition, (just like)

\_\_\_\_\_, \_\_\_\_\_  
Item 2 Item 1

(However), \_\_\_\_\_  
Item 1

(while) \_\_\_\_\_  
Item 2

Furthermore, \_\_\_\_\_, (but) \_\_\_\_\_  
Item 2

\_\_\_\_\_. Though different,  
Item 1

these two \_\_\_\_\_ do have things in common.

## Compare and Contrast Text Structure Frame Sample

Bananas and apples are two fruits people like to eat that are alike and different in many ways. Bananas and apples are both sweet. In addition, like apples, bananas have skin or a peel on the outside. On the other hand, a banana peel cannot be eaten, whereas apple skins can. Furthermore, apples come in many different colors, but bananas are only yellow unless they are not ripe. Though different, these two tasty foods do have things in common.

*Note: the clue words are different than on the frame to emphasize that they do not have to be exactly the same.*

## Sequence Text Structure Frame

It takes a series of steps to \_\_\_\_\_.

(To begin with), \_\_\_\_\_

\_\_\_\_\_

(Next), \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (Now), \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(After everything), \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ requires a sequence of events.

## Sample Sequential Text Structure Paragraph

It takes a series of steps to make a peanut butter and jelly sandwich. First, a person must take out two pieces of bread. Not long after, she should open the peanut butter container. The peanut butter must be spread carefully with a butter knife. Then, the person will need to open the jelly jar and use a spoon to scoop and spread the jelly. Both pieces of bread must be put back together. At the end, the person might want to cut the sandwich and put it on a plate or napkin so it is ready to be eaten. Making a peanut butter and jelly sandwich requires a sequence of events.

*Note: the clue words are different than on the frame to emphasize that they do not have to be exactly the same.*

# Cause and Effect Text Structure Frame

There are many reasons why \_\_\_\_\_

\_\_\_\_\_, and when this happens it can

result in a variety effects. One reason for \_\_\_\_\_

\_\_\_\_\_ is that \_\_\_\_\_

\_\_\_\_\_. This could lead to \_\_\_\_\_

\_\_\_\_\_.

In addition, if people \_\_\_\_\_

\_\_\_\_\_, then they \_\_\_\_\_

\_\_\_\_\_. Therefore, they could \_\_\_\_\_

\_\_\_\_\_.

There are many causes and various consequences for \_\_\_\_\_

\_\_\_\_\_.

## Cause and Effect Text Structure Sample Paragraph

There are many reasons why people wake up late for school, and when this happens it can result in a variety of effects. One reason for waking up late is that the alarm clock was not set for the correct time. This careless mistake leads to not being able to eat a good breakfast before school. In addition, if students stay up too late the night before, they are not able to wake up on time. Therefore, they miss the bus. There are many causes and various consequences for waking up late for school.

## Descriptive Text Structure Frame

(The) \_\_\_\_\_ is/are \_\_\_\_\_  
subject adjective

\_\_\_\_\_. To begin with, (it) has \_\_\_\_\_  
prepositional phrase

\_\_\_\_\_ that \_\_\_\_\_. In addition,

the way \_\_\_\_\_ is like \_\_\_\_\_  
subject/pronoun verb

\_\_\_\_\_. (The) \_\_\_\_\_ are also as \_\_\_\_\_ as \_\_\_\_\_  
adjective

\_\_\_\_\_. Furthermore, every time \_\_\_\_\_  
noun

\_\_\_\_\_, ( it) \_\_\_\_\_. (This)  
verb

\_\_\_\_\_ is/are \_\_\_\_\_  
adjective subject

\_\_\_\_\_.

## Sample Descriptive Text Structure Paragraph

The mountains are breathtaking during the winter season. Most notably, they have snow-capped peaks that tower majestically into the blue sky. Additionally, the way they slope is like an exhilarating slide gliding through nature. Moreover, the mountains are as pure white as the cirrus clouds that float high above their summits. Lastly, every time the wind blows through the frosty trees, it causes a soft shower of beautiful snowflakes to fall silently to the ground. This spectacular terrain is one that any nature lover would surely want to experience.

*Note: The clue words are different than on the frame to emphasize that they do not have to be exactly the same. Further note: Descriptive text structure does not always lend itself to the use of transitions.*

## Problem and Solution Text Structure Frame

One problem that \_\_\_\_\_ (faced was) \_\_\_\_\_.

(The) dilemma began \_\_\_\_\_. It (became) a

problem when \_\_\_\_\_. Initially, \_\_\_\_\_

(tried) to solve the problem by \_\_\_\_\_, but

\_\_\_\_\_. Then \_\_\_\_\_ (decided to) \_\_\_\_\_.

This solution \_\_\_\_\_. From (that) point on,

\_\_\_\_\_ (no longer) \_\_\_\_\_, which

\_\_\_\_\_.

## **Sample Problem and Solution Text Structure Paragraph**

One problem that Akiak faced was that she could no longer participate in the Iditarod. The dilemma began when she hurt her foot in an early leg of the race. It became a problem when her handler noticed that she was injured and the rules forced her to remove Akiak from the competition. Initially, Akiak tried to solve the problem by escaping from the crew just before they loaded her into the helicopter, but she still needed to find her team. Then Akiak decided to use her excellent racing and tracking skills to catch up to her team. This solution enabled Akiak to find her group just as they began to follow the wrong route and then successfully lead them to victory. From that point on, Akiak no longer raced, which was acceptable as she had conquered her problem and reached her ultimate goal.

## **Sample Problem and Solution Text Structure Paragraph**

One problem students often face is staying organized. The dilemma usually begins when they have multiple homework assignments to complete. It becomes a problem when they start to lose their coursework or fail to finish it in a timely manner. Initially, students can try to solve the problem by keeping a folder with dividers for each subject, but often times the folders become cluttered and unorganized resulting in an even larger problem. Then students might consider keeping their assignments recorded and stored on a computer or flashdrive. This solution will enable them to have fewer papers to keep track of as well as use a program such as Microsoft office to record homework assignments. From that point on, scholars will no longer have clutter and disorder which will lead to better grades in school.

## Problem and Solution Text Structure Frame #2

*Sometimes there can be multiple solutions to one problem.*

This (was) the case for \_\_\_\_\_, (who) \_\_\_\_\_.

One possible solution to the problem (was) \_\_\_\_\_,

\_\_\_\_\_ which \_\_\_\_\_.

\_\_\_\_\_ (could have) also \_\_\_\_\_, so that

\_\_\_\_\_. Ultimately, \_\_\_\_\_

(should have) \_\_\_\_\_, because \_\_\_\_\_.

*It is important to investigate all angles of a problem to determine the appropriate solution.*

## Sample Problem and Solution Text Structure Paragraph

One problem can often be solved in more than one way. This is the case for people who want to lose weight. One possible solution to the problem is to go on a diet, which enables people to consume fewer calories. They can also exercise so that they burn more calories. Ultimately, individuals seeking to shape up might want to do a combination of both diet and exercise, because this will not only allow them to lose weight, but will also foster maintaining a healthy lifestyle. Researching various ways to solve a problem can help one make wiser decisions.

*Note: The introduction and concluding sentences are different than on the frame to emphasize that students should formulate their own for their paragraphs.*

## Sample Problem and Solution Text Structure Paragraph

Often when faced with problems, people can have many solutions from which to choose. This was the case for Jonathan, who found himself caught in an earthquake while in the wild. One possible solution that Jonathan considered was to lay flat on the ground and wait for the shaking to stop, which meant that he would not be able to reach his sister. He could also find a sturdy tree trunk to hide beneath, so that he would have shelter from any falling objects. Ultimately, Jonathan should have gone to an open area in the forest, but chose instead to find refuge wedged below two fallen redwoods, because he would not have been able to quickly get his disabled sister to safe clearing. Knowing that a problem can have more than one adequate solution can help individuals make the right decision in trying times.

*Note: The introduction and concluding sentences are different than on the frame to emphasize that students should formulate their own for their paragraphs.*