

Compare and Contrast

Cause and Effect

Problem and Solution

Sequence/Order

DESCRIPTION

DESCRIPTION

Sequence/Order

Text Structures

for DIFFERENT TYPES OF WRITING

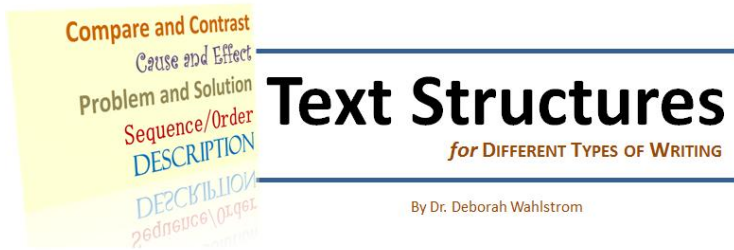
By Dr. Deborah Wahlstrom

www.DataDeb.wordpress.com



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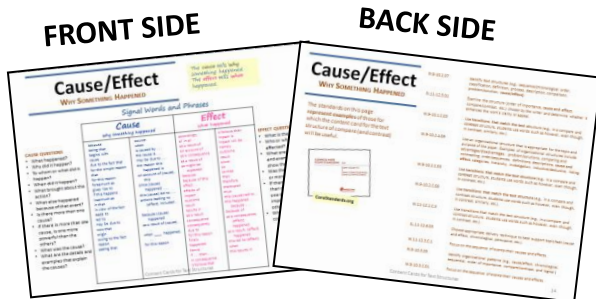
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This packet includes a set of content cards for common text structures including compare and contrast, cause and effect, problem and solution, sequence/order, and description. These are the basic text structures laid out in the Common Core State Standards and reflect the key structures students should be able to deal with in different types of writing (i.e., argumentative, informational, narrative). This is not to say that these are the only text structures you'll want students to learn, but this is a very good list of the key structures students should master.

Printing the Content Cards

I've designed this set so you can print the content cards on one side of a sheet of paper and its corresponding standards on the reverse side.



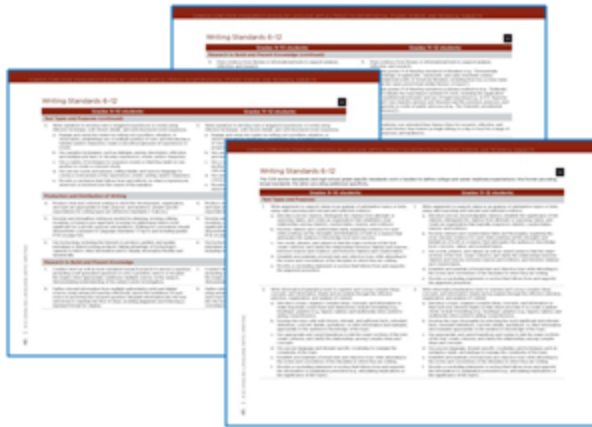
- How to Use the Content Cards:**
- Print a complete set of the content cards for each student. Students can keep these in their notebooks and refer to them anytime they write.
 - Provide a link for students in your assignments. For example, when you assign a contrast paper, provide students with a link to the content card for the contrast paper.
 - Teach students how to use the cards. Model with students how to get ideas from the cards and incorporate those ideas into their papers.
 - Have students continue to add ideas to each text structure. They'll find new words, ideas, and examples in the materials they read. **Show students how to keep adding ideas to their cards.**
 - Use the information from the content cards when developing achievement levels for rubrics. For example, on a comparison rubric, one of the look fors might be: Used signal/transition words appropriate for making a comparison.

Overview of Types of Writing

Common Core State Standards, Grades 9-11

Anchor Standards - Strands

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing



3 Types

Argumentative
40%

Make an argument that is logical, well-reasoned, and supported by evidence.

Informational
40%

Conduct several research projects that address different aspects of the same topic, using more complex books, articles, and other sources.

Narrative
20%

Write a literary analysis report, or summary that develops a central idea and a coherent focus and is well supported with relevant examples, facts, and details.

Daily doses of writing
Write *in response* to text
Longer pieces

3 Types of Writing

W.9-10.1/W.11-12.1

Argumentative

40%

W.9-10.2/W.11-12.2

Informational

40%

W.9-10.3/W.11-12.3

Narrative

20%

5 Text Structures

Compare and Contrast

Cause and Effect

Problem and Solution

Sequence

Description

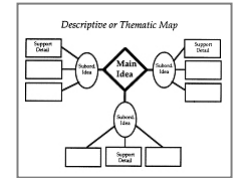
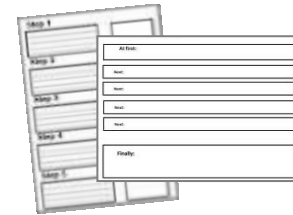
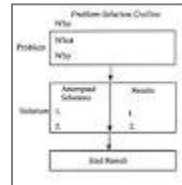
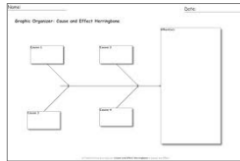
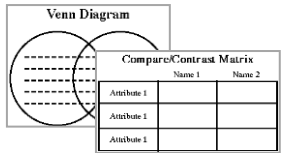
How are things alike? How are they different?

What is the cause? What is its effect?

What is the problem? How can it be solved?

What is the order?

What are all the parts of the idea?



Cause/Effect
Write something happens

Signal words and Phrases

Cause why something happens

Effect what happens

Signal words and Phrases

Problem/Solution
Find the cause and solve it

Signal words and Phrases

Problem

Solution

Signal words and Phrases

Problem/Solution
Find the cause and solve it

Signal words and Phrases

Problem

Solution

Signal words and Phrases

Sequence
Write something in order

Signal words and Phrases

Sequence

Signal words and Phrases

Description
Provide details and examples

Signal words and Phrases

Sight

Smell

Taste

Touch

Sound

Signal words and Phrases

Graphic Organizers

Content Cards

3 Types of Writing

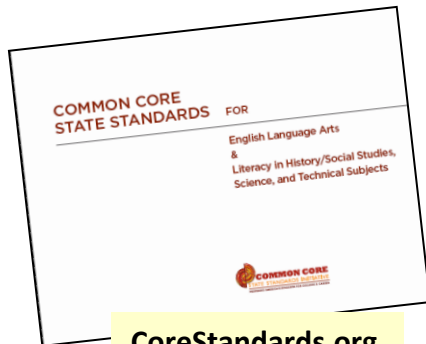
W.9-10.1/W.11-12.1

Argumentative

40%

W.9-10.1 Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1 Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.



CoreStandards.org

W.9-10.2/W.11-12.2

Informational

40%

W.9-10.2 Write **informative/explanatory** texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2 Write **informative/explanatory** texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.3/W.11-12.2

Narrative

20%

W.9-10.3 Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3 Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

3 Types of Writing

W.9-10.1/W.11-12.1

Argumentative
40%

W.9-10.2/W.11-12.2

Informational
40%

W.9-10.3/W.11-12.3

Narrative
20%

5 Text Structures

Compare and Contrast

How are things alike? How are they different?

Unpacked
Common
Core
Standards

- RI.9-10.2.07
- RI.9-10.7.03
- W.9-10.1.C.03
- W.9-10.2.A.09
- W.9-10.2.C.03
- W.9-10.2.C.09
- RI.11-12.9.03
- W.11-12.2.C.3
- RI.11-12.5.01

Cause and Effect

What is the cause? What was its effect?

- RI.9-10.2.07
- RI.11-12.5.01
- W.9-10.1.C.03
- W.9-10.2.A.09
- W.9-10.2.C.03
- W.9-10.2.C.09
- W.11-12.2.C.3
- SL.11-12.6.03
- W.11-12.3.C.1
- RI.9-10.3.05
- W.9-10.3.C.01

Problem and Solution

What is the problem? How can it be solved?

- W.9-10.2.A.09
- RI.9-10.2.07
- W.9-10.1.C.03
- RI.11-12.5.01
- W.9-10.2.A.09
- W.9-10.2.C.03
- W.9-10.2.C.09
- W.11-12.2.C.3
- SL.11-12.6.03
- RI.9-10.3.05
- W.9-10.1.A.12
- W.9-10.2.F.03
- W.11-12.2.F.3

Sequence

What is the order?

- RI.9-10.2.07
- RI.11-12.5.01
- W.9-10.1.C.03
- W.9-10.2.A.09
- W.9-10.2.C.03
- W.9-10.2.C.09
- W.11-12.2.C.3
- SL.11-12.6.03
- RI.9-10.3.05
- RI.9-10.3.01
- RI.9-10.2.02
- RI.9-10.3.08
- RI.11-12.3.02

Description

What are all the parts of the idea?

- RI.9-10.2.07
- RI.11-12.5.01
- W.9-10.1.C.03
- W.9-10.2.A.09
- W.9-10.2.A.09.01
- W.9-10.2.C.09
- W.11-12.2.C.3
- RI.9-10.3.05
- W.9-10.2.B.07
- W.9-10.3.B.01
- W.9-10.3.B.04
- W.9-10.2.C.03

Note

The references to the unpacked Common Core State Standards are to the English Language Arts Standards for grades 9-12, unpacked by **Renée Clemens** and **Deborah Wahlstrom**.

Basic Parts of the Content Cards

Text Structure

Short Definition

Short Description of the text structure

Examples of ways to use the text structure in the opening of a paper.

Examples of ways to use the text structure in the closing of a paper.

Compare

HOW THINGS ARE ALIKE

When you compare two or more things, you show how they are alike, or similar.

Examples of Opening Statements

There are several ways that ___ and ___ are alike.

___ and ___ have several things in common.

___ and ___ are alike in several ways.

___ and ___ are alike because ____.

Examples of How to Bring a Conclusion to a Comparison

Both like to ____

Both seem to ____

They agree. Neither one likes it.

Examples of words that provide a signal to others of the text structure you are using.

Signal Words

Alike	Least
Along the same lines	Less than
also	like
and	Likewise
as	more than
as well as	most important
both	neither
by the same token	resemble
can be compared	same
comparable	same as
comparatively	share
compare	similar
each	similar to
equal, equally	similarly
even	so too
in common	the same
in comparison	the same as
in the same manner	too
in the same way	twin
Just as	

Questions

What two or more things are being compared?

What feature or features of the things are being compared?

In what ways are these things alike?

In what ways are ___ and ___ similar?

Examples of Statements of How Things are Alike

- First they both have ____.
- Second, they both have ____.
- Another way they are alike is ____.
- **One thing they both have in common is that they ____.**
- Just like ____, ____ rode the bus to school every day.
- ____ and ____ have an equal position on the issue.
- **Neither one believes that...**
- Both twins have brown hair and brown eyes.
- **That is the best band I have ever seen.**
- He is the funniest person in our class. (Quality, best/better)
- I have as many issues as her.
- She is as tall as her sister. (Height, short/tall)
- **Dogs are usually friendlier than cats. (Compare sentences talk about the same adjective.)**
- Renee is wiser than Deb.
- Music is as important to Justin as reading is to Deb. (Hobbies, music/reading)

More examples of wording for the text structure.

Note: The content cards differ in the type of information included.

Examples of the types of questions you might answer in your paper for this text structure.

Compare

HOW THINGS ARE ALIKE

When you compare two or more things, you show how they are alike, or similar.

Examples of Opening Statements

- There are several ways that ____ and ____ are alike.
- ____ and ____ have several things in common.
- ____ and ____ are alike in several ways.
- ____ and ____ are alike because ____.

Examples of How to Bring a Conclusion to a Comparison

- Both like to ____
- Both seem to ____
- They agree. Neither one likes it.
- Each has ____.
- Neither is ____.
- Both contain ____.

Signal Words and Phrases

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

Questions

- What two or more things are being compared?
- What feature or features of the things are being compared?
- In what ways are these things alike?
- In what ways are ____ and ____ similar?

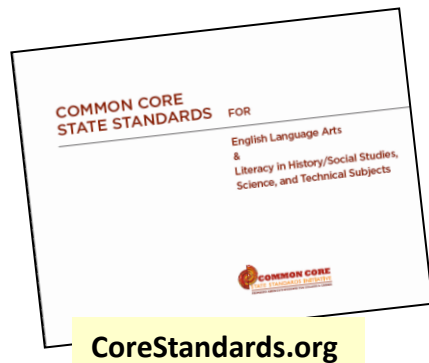
Examples of Statements that Compare

- First, they both have ____.
- Second, they both have ____.
- Another way they are alike is ____.
- **One thing they both have in common is that they ____.**
- Just like ____, ____ rode the bus to school every day.
- ____ and ____ have an equal position on the issue.
- **Neither one believes that ____.**
- Both twins have brown hair and brown eyes.
- **That is the best band I have ever seen.**
- He is the funniest person in our class. (Quality, best/better)
- I have as many issues as her.
- She is as tall as her sister. (Height, short/tall)
- **Dogs are usually friendlier than cats. (Compare sentences talk about the same adjective.)**
- Renee is wiser than Deb.
- Music is as important to Justin as reading is to Deb. (Hobbies, music/reading)

Compare

HOW THINGS ARE ALIKE

The standards on this page **represent examples** of those for which the content card for the text structure of compare (and contrast) will be useful.



- RI.9-10.2.07 Identify text structures (e.g., sequence/chronological order, classification, definition, process, description, **comparison**, problem/solution, cause/effect).
- RI.9-10.7.03 **Compare** and contrast coverage of the same event, person, or story in different media and by different people. Determine what details are emphasized in each account.
- RL.11-12.9.03 **Compare** and contrast how authors from the same time period deal with a particular theme or topic.
- RI.11-12.5.01 Examine the structure (order of importance, cause and effect, **compare/contrast**, etc.) chosen by the writer and determine whether it enhances the work's clarity or appeal.
- W.9-10.1.C.03 Use transitions that match the text structure (e.g., in a **compare** and contrast structure, students use words such as however, even though, in contrast, similarly, etc.).
- W.9-10.2.A.09 Use an organizational structure that is appropriate for the topic and purpose of the paper. Examples of organizational structures include: advantages/disadvantages, problem/solutions, **comparing** and contrasting, order/sequences, definitions, descriptions, cause and effect, categories, hierarchy, investigation, inductive/deductive, listing.
- W.9-10.2.C.03 Use transitions that match the text structure (e.g., in a **compare** and contrast structure, students use words such as however, even though, in contrast, etc.).
- W.9-10.2.C.09 Use transitions that match the text structure (e.g., in a **compare** and contrast structure, students use words such as however, even though, in contrast, similarly, etc.).
- W.11-12.2.C.3 Use transitions that match the text structure (e.g., in a **compare** and contrast structure, students use words such as however, even though, in contrast, etc.).

Contrast

HOW THINGS ARE DIFFERENT

When you contrast two or more things, you show how they are different.

Contrasting does not always mean good vs. bad. It also means how one thing is simply different from another.

Examples of Opening Statements

- There are several ways that ___ and ___ are different.
- There are several ways that ___ and ___ differ.
- ___ and ___ are different in several ways.
- While ___ is the main difference between these two things (people, events, places, etc.), there are others. These include ____, ____, and ____.
- ___ and ___ are different because ____.

Signal Words and Phrases

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

Examples of Ending Statements

- People tend to prefer dogs as pets and adventure novels in books.
- The setting in the book was fall, while the setting in the movie was winter.

Examples of Statements of How Things are Different

- ___ has ___ while ___ has ____.
- ___ does ____, but ___ does not.
- ___ acted with honor, but ___ did not.
- They were opposites. ___ liked ___ while ___ did not.
- Unlike ____, ___ rode the bus to school every day.
- ___ has a different view.
- Mary liked ice cream but Howard liked brownies.
- Dogs are usually friendlier than cats, but cats are cleaner than dogs. (A contrast sentence with different adjectives – friendliness/cleanliness.)
- A different view is ____.
- Another way to view this is ____.

Questions

- What two or more things are being contrasted?
- What are the details to show how they differ?
- How do the things being contrasted differ?
- In what ways are these things different?
- In what ways are ___ and ___ different?

Contrast

HOW THINGS ARE DIFFERENT

The standards on this page **represent examples** of those for which the content card for the text structure of compare (and contrast) will be useful.



RI.9-10.2.07	Identify text structures (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect).
RI.9-10.7.03	Compare and contrast coverage of the same event, person, or story in different media and by different people. Determine what details are emphasized in each account.
RL.11-12.9.03	Compare and contrast how authors from the same time period deal with a particular theme or topic.
RI.11-12.5.01	Examine the structure (order of importance, cause and effect, compare/ contrast , etc.) chosen by the writer and determine whether it enhances the work's clarity or appeal.
W.9-10.1.C.03	Use transitions that match the text structure (e.g., in a compare and contrast structure, students use words such as however, even though, in contrast, similarly, etc.).
W.9-10.2.A.09	Use an organizational structure that is appropriate for the topic and purpose of the paper. Examples of organizational structures include: advantages/disadvantages, problem/solutions, comparing and contrasting , order/sequences, definitions, descriptions, cause and effect, categories, hierarchy, investigation, inductive/deductive, listing.
W.9-10.2.C.03	Use transitions that match the text structure (e.g., in a compare and contrast structure, students use words such as however, even though, in contrast, etc.).
W.9-10.2.C.09	Use transitions that match the text structure (e.g., in a compare and contrast structure, students use words such as however, even though, in contrast, similarly, etc.).
W.11-12.2.C.3	Use transitions that match the text structure (e.g., in a compare and contrast structure, students use words such as however, even though, in contrast, etc.).

Cause/Effect

WHY SOMETHING HAPPENED/WHAT HAPPENED

The *cause* tells why something happened.
The *effect* tells what happened.

Signal Words and Phrases

Cause <i>why something happened</i>		Effect <i>what happened</i>	
because being that begins with cause due to the fact that for the simple reason that for this reason forasmuch as gives rise to if this happens inasmuch as in that in view of the fact leads to led to may be due to now that origin owing to the fact reason seeing that	source when is caused by . . . the cause is . . . may be due to . . . the reason this happened is on account of (cause), this since (cause) happened . . . this (cause) led to . . . actions leading to (effect) included because (cause) happened as a result of (cause) . . when ____ happened, . for this reason	accordingly all in all as a result of on account of as a consequence as a result of as might be expected because because of this effect effects of impact outcome result results in as a result consequence consequently due to for this reason finally happened hence if . . . then . . . in consequence it follows that	it follows then impact is impact will be namely outcome result since so so that then therefore thereupon thus this (cause) led to .. this happened because . . . because of as a consequence, (effect) happened. as a result, (effect) happened. this led to (effect). when this results in

CAUSE QUESTIONS

- What happened?
- Why did it happen?
- To whom or what did it happen?
- When did it happen?
- What brought about the action?
- What else happened because of that event?
- Is there more than one cause?
- If there is more than one cause, is one more powerful than the others?
- What was the cause?
- What are the details and examples that explain the causes?

EFFECT QUESTIONS

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

Cause/Effect

WHY SOMETHING HAPPENED/WHAT HAPPENED

The standards on this page **represent examples** of those for which the content card for the text structure of compare (and contrast) will be useful.



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W.9-10.1.C.03	Use transitions that match the text structure (e.g., in a compare and contrast structure, students use words such as however, even though, in contrast, similarly, etc.).
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W.11-12.2.C.3	Use transitions that match the text structure (e.g., in a compare and contrast structure, students use words such as however, even though, in contrast, etc.).
SL.11-12.6.03	Choose appropriate delivery technique to best support topic/task (cause and effect, chronological, persuasive, etc.).
W.11-12.3.C.1	Focus on the sequence of events-their causes and effects.
RI.9-10.3.05	Identify organizational patterns (e.g., cause/effect, chronological, sequential, order of importance, compare/contrast, and logical.)
W.9-10.3.C.01	Focus on the sequence of events-their causes and effects.

Problem/Solution

FIND THE ISSUE AND SOLVE IT

Problem and Solution signal words help tell about a problem or issue, why there is a problem or issue, and then gives one or more possible solutions.

Signal Words and Phrases

Problem	Solution
<p>conundrum dilemma factor issue problem problematic puzzle quandry question reason situation</p> <ul style="list-style-type: none"> • A reason for the problem is ____. • Factors impacting this problem include ____. • The issue being dealt with is ____. • This is a problem because ____. 	<p>answer possibility proposition solution remedy resolution</p> <ul style="list-style-type: none"> • A solution for this is ____. • This can be solved by ____. • One way to resolve this is ____. • One answer to this is ____. • Potential solutions include ____.

Questions - PROBLEMS

- What is the problem?
- Why is this a problem?
- How long has this been a problem?
- To whom or what is this a problem?
- What are the details related to the problem?
- How serious is the problem or issue?
- Who or what is involved in the problem?
- What are the causes of the problem?

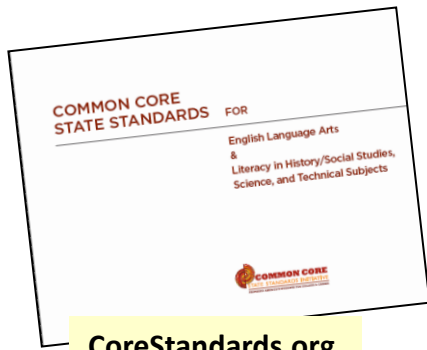
Questions - SOLUTION

- Can the problem be solved, resolved, or just reduced?
- What is a solution for the problem?
- What resources are needed to solve the problem?
- What must happen in order for the problem to be solved?
- Is there a process for solving the problem?
- Is there a time limit for solving the problem?
- What is the evidence that the solution will likely be successful?

Problem/Solution

FIND THE ISSUE AND SOLVE IT

The standards on this page **represent examples** of those for which the content card for the text structure of compare (and contrast) will be useful.



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W.11-12.2.C.3	Use transitions that match the text structure (e.g., in a compare and contrast structure, students use words such as however, even though, in contrast, etc.).
SL.11-12.6.03	Choose appropriate delivery technique to best support topic/task (cause and effect, chronological, persuasive, etc.).
RI.9-10.3.05	Identify organizational patterns (e.g., cause/effect, chronological, sequential, order of importance, compare/contrast, and logical.)
W.9-10.1.A.12	Use an organizational structure that is appropriate for the claim/argument. Examples include: advantages/disadvantages, expressing opinions/providing solutions to problems, expressing arguments for and against a topic, comparing and contrasting something or somebody.
W.9-10.2.F.03	Point out potential problems, results (when writing a conclusion).
W.11-12.2.F.3	Point out potential problems, results.

Sequence

WORDS THAT BRING ORDER

Sequence words help show the order of things. They help signal such things as when something happened, the steps in a sequence, and the logical order of things.

Examples of Opening Statements

- There are several steps to this process. The first is . . .
- In the beginning, ____.
- In their recent work, ____.
- It's never too early to ____.

Examples of When to Use a Sequence

- Show the steps in something.
- Give the sequence of events in a story, novel, or informational piece.
- Show the timeline of what happened or will happen in an event or set of events.
- Sequence the evidence when making a claim: general evidence to more specific evidence, least important pieces of evidence to more important pieces of evidence.

Signal Words and Phrases

A, B, C	future	on time
after	here, there	past
afterward	how to	preceding
afterwards	immediately	present
already	in order	presently
always	in the future	previously
as soon as	in the meantime	prior
at last	In the past	prior to
at length	Initially	recently
at (time)	into	second
at that time	last	sequence
at this point	lastly	shortly
at this time	late	since
bedtime	lately	soon
before	later	subsequently
currently	latter	then
cycle	lunchtime	thereafter
daytime	new	third
dinnertime	later	time
during	latter	to
earlier	lunchtime	to this day
early	meanwhile	today
eventually	most important	tomorrow
finally	new	ultimately
first	next	until
for one thing	now	when
former	o'clock	whenever
formerly	old	while
from		

Sequences

- First, second, third
- First of all, then, meanwhile
- Former, latter
- In the first place, in the second place, . . .
- For one thing, _____.

Questions

- What is the sequence?
- What kind of sequence is used? Time? Logical order? Step-by-step?
- What are the details and/or examples for each part of the sequence?
- Is there a reason for the sequence?

Examples of Closing Statements

- From beginning to end, _____.
- This process showed the four steps for _____.

Sequence

WORDS THAT BRING ORDER

The standards on this page **represent examples** of those for which the content card for the text structure of compare (and contrast) will be useful.



RI.9-10.2.07	Identify text structures (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution , cause/effect).
RI.11-12.5.01	Examine the structure (order of importance, cause and effect, compare/contrast, etc.) chosen by the writer and determine whether it enhances the work's clarity or appeal.
W.9-10.1.C.03	Use transitions that match the text structure (e.g., in a compare and contrast structure, students use words such as however, even though, in contrast, similarly, etc.).
W.9-10.2.A.09	Use an organizational structure that is appropriate for the topic and purpose of the paper. Examples of organizational structures include: advantages/disadvantages, problem/solutions, comparing and contrasting, order/sequences , definitions, descriptions, cause and effect, categories, hierarchy, investigation, inductive/deductive, listing.
W.9-10.2.C.03	Use transitions that match the text structure (e.g., in a compare and contrast structure, students use words such as however, even though, in contrast, etc.).
W.9-10.2.C.09	Use transitions that match the text structure (e.g., in a compare and contrast structure, students use words such as however, even though, in contrast, similarly, etc.).
W.11-12.2.C.3	Use transitions that match the text structure (e.g., in a compare and contrast structure, students use words such as however, even though, in contrast, etc.).
SL.11-12.6.03	Choose appropriate delivery technique to best support topic/task (cause and effect, chronological, persuasive, etc.).
RI.9-10.3.05	Identify organizational patterns (e.g., cause/effect, chronological, sequential, order of importance, compare/contrast, and logical.)
RI.9-10.3.01	Identify how ideas are introduced, sequenced, and developed.
RI.9-10.2.02	Create a timeline or sequence of details that build the theme or central idea in a text.
RI.9-10.3.08	Examine how an author builds an opinion or a study with key details, paying close attention to how the ideas are introduced, sequenced, and developed.
RI.11-12.3.02	Recognize how ideas, events, and individuals are woven together over the course of the text.

Description

PROVIDE DETAILS AND EXAMPLES

Words and phrases that describe help to “paint a picture” for the reader about whatever it is you are writing – the topic.

Questions

- What is being described?
- Why is this thing being described?
- Is one thing or more than one thing being described?
- For each thing being described, what are the details and examples that support the description?

Sight	Smell
black	acidic
blue	acid
brilliant	aromatic
drab	foul
flushed	fragrant
green	fresh
indigo	funky
large	heady
opaque	moldy
orange	musky
red	nasty
ruddy	noxious
sepia	odor
shimmering	perfumed
small	piney
smoky	pungent
snowy	rancid
translucent	savory
transparent	sharp
twinkling	smelly
white	stinky
violet	stuffy
yellow	sweaty
	sweet

Taste	Touch
acidic	burning
biting	cold
bitter	damp
brackish	dry
dirty	feathery
dry	frosty
flavorful	furry
fresh	fuzzy
fruity	gnarled
full-bodied	gritty
gamy	hairy
gross	hot
juicy	knotted
peppery	leathery
rank	limp
sharp	lumpy
sour	oily
succulent	ribbed
sugary	rough
sweet	slimy
syrupey	smooth
tangy	splintered
tart	sticky
zesty	stinging
	wet

Sound		
barking	noisy	tapping
bawling	outry	tearing
bellow	pandemonium	thunderous
blare	piercing	tight-lipped
blasé	pounding	tinkling
cackle	quiet	tranquil
chatter	racket	tweet
cheer	rasping	uproar
clash	raucous	vocalize
coo	rhythmic	voiceless
cough	ringing	volume
din	rumble	wail
discordant	rustle	warble
fizz	scratching	weeping
gasp	scratchy	whimpering
grating	scream	whistling
grunting	screech	wordless
jarring	shout shriek	yapping
loud	shrill	yell
moaning	snort	yelp
mumbling	sob	yodel
murmuring	splash	

after all

an instance of this can be seen in

as

as an illustration

by observing

can be recognized by

depicts

describes

develop

e.g.,

features include

for example

for instance

for one thing

i.e.,

illustrates

Signal Words

In particular

like

portray

reason . . . Is that

sensory words (i.e., sight,

touch, feeling, taste,

smell

some characteristics are

some details include

spatial words (e.g., at,

above, below, beside,

under, over

specifically

such as

that is

to illustrate

Description

PROVIDE DETAILS AND EXAMPLES

The standards on this page **represent examples** of those for which the content card for the text structure of compare (and contrast) will be useful.



RI.9-10.2.07	Identify text structures (e.g., sequence/chronological order, classification, definition, process, description , comparison, problem/solution, cause/effect).
RI.11-12.5.01	Examine the structure (order of importance, cause and effect, compare/contrast, etc.) chosen by the writer and determine whether it enhances the work's clarity or appeal.
W.9-10.1.C.03	Use transitions that match the text structure (e.g., in a compare and contrast structure, students use words such as however, even though, in contrast, similarly, etc.).
W.9-10.2.A.09	Use an organizational structure that is appropriate for the topic and purpose of the paper. Examples of organizational structures include: advantages/disadvantages, problem/solutions, comparing and contrasting, order/sequences , definitions, descriptions, cause and effect, categories, hierarchy, investigation, inductive/deductive, listing.
W.9-10.2.C.03	Use transitions that match the text structure (e.g., in a compare and contrast structure, students use words such as however, even though, in contrast, etc.).
W.9-10.2.A.09.01	Describe the topic. (I answered the questions from the prompt.)
W.9-10.2.C.09	Use transitions that match the text structure (e.g., in a compare and contrast structure, students use words such as however, even though, in contrast, similarly, etc.).
W.11-12.2.C.3	Use transitions that match the text structure (e.g., in a compare and contrast structure, students use words such as however, even though, in contrast, etc.).
RI.9-10.3.05	Identify organizational patterns (e.g., cause/effect, chronological, sequential, order of importance, compare/contrast, and logical.)
W.9-10.2.B.07	Write extended definitions/descriptions for concepts that need clarity.
W.9-10.3.B.01	Distinguish the difference between different narrative techniques (e.g., dialogue, pacing, description reflection, and multiple plot lines).
W.9-10.3.B.04	Use description and dialogue to signal important events and focus the reader by speeding up or slowing down the action.