

Name \_\_\_\_\_

## Comparing and Contrasting Text Structures

### Practice

Write your answers on the lines and then print this page.

- A. Read the passages below. Describe the text structure the writer uses. Identify any signal words that help you determine the structure. Then compare and contrast the two passages.**

As young boys, Orville and Wilbur Wright enjoyed making new things. They loved using tools and reading about mechanics and science. In 1892, the brothers opened a bicycle shop in Ohio. Later their interest turned to flight. They studied flying models, birds, and anything related to making things fly. In 1899, Orville and Wilbur built a biplane kite to better understand how to control a flying machine. By 1903, the brothers were experimenting with gliders and later built a power-driven flying machine. On December 17th, 1903, Orville and Wilbur Wright made the first controlled and sustained flights in an airplane while at their Kitty Hawk camp in North Carolina.

Text Structure: \_\_\_\_\_

Signal words: \_\_\_\_\_

\_\_\_\_\_

## Part 2 READING: INFORMATIONAL TEXT

### 2.2 Craft and Structure

Name \_\_\_\_\_

In the early 1900s many inventors were trying to become the first to fly. Two brothers succeeded but not without a lot of trial and error. The Wright Brothers faced many problems on the road to the first successful flight in an airplane in 1903.

One problem was to design a wing that would lift the plane and control the side-to-side and forward motion as the plane flew. To solve this problem, they built a wind tunnel to test different wing shapes and how they performed. As a result of these tests, they were able to design better wings for better gliders and planes. Their scientific method of analyzing problems and testing solutions paid off. Orville and Wilbur Wright are famous for their contributions to aviation.

Text Structure: \_\_\_\_\_

Signal words: \_\_\_\_\_

Compare and contrast the paragraphs. Tell how the text structure of each passage helps the writers present their ideas.

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## Part 2 READING: INFORMATIONAL TEXT

### 2.2 Craft and Structure

Name \_\_\_\_\_

- B. Read the passages below. Describe the text structure the writer uses. Identify any signal words that help you determine the structure. Then compare and contrast the two passages.**

Living in space presents many problems for astronauts. The difficult conditions in space require that astronauts go through demanding training. They must learn how to walk and work without gravity. They must practice wearing spacesuits. They must even learn how to eat and sleep while weightless.

Many different machines help the astronauts prepare for the problems faced in space travel. Some machines are simulators, or machines that re-create some of the conditions of outer space here on Earth. The 1/6 Gravity Chair simulates the moon's weaker gravity. On the moon, a person weighs one-sixth of what he or she weighs on Earth. In the Multi-Axis Trainer (MAT), astronauts experience what it is like to be in a tumbling spacecraft. The Five Degrees of Freedom (5DF) Chair simulates the challenges of floating weightlessly.

Text Structure: \_\_\_\_\_

Signal words: \_\_\_\_\_

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**Part 2 READING:  
INFORMATIONAL TEXT**

**2.2 Craft and Structure**

Name \_\_\_\_\_

Living in space is very different from living on Earth. On Earth we experience gravity, which is the force that pulls things towards Earth. However, in space gravity is much weaker. On Earth objects stay where they are put, while in space objects float unless they are tied down. If you throw a ball on Earth, gravity will make the ball drop back to the ground. In space, though, the ball would continue to move without falling. On Earth, water flows out of the faucet and into a glass. However, in space water would flow out a faucet and float in the air. On Earth, you might shake salt and pepper onto your meal, but in space these grains would float away. Astronauts need to use liquid versions of salt and pepper.

Text Structure: \_\_\_\_\_

Signal words: \_\_\_\_\_  
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Compare and contrast the paragraphs. Tell how the text structure of each passage helps the writers present their ideas.

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## Part 2 READING: INFORMATIONAL TEXT

### 2.2 Craft and Structure

Name \_\_\_\_\_

- C. Read the passages below. Describe the text structure the writer uses. Identify any signal words that help you determine the structure. Then compare and contrast the two passages.**

At the end of the French and Indian War, the British government needed money. They decided to raise money through a series of taxes on the American colonies. In March 1765, the Stamp Act was passed. After much protest, the act was repealed in March 1766. Then in June of 1767, the Townshend Acts were passed, which placed import taxes on paint, glass, lead, paper, and tea. Following these new taxes, protests spread throughout the colonies. Finally, in April 1770, the Townshend Acts were repealed. All taxes on imports were repealed except for tea. Then in May 1773, the Tea Act took effect. This kept the tax on tea. Colonists felt these taxes were not fair because they or their representatives had not voted on them.

Text Structure: \_\_\_\_\_

Signal words: \_\_\_\_\_

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## Part 2 READING: INFORMATIONAL TEXT

### 2.2 Craft and Structure

Name \_\_\_\_\_

Life in the colonies was changing. Roads had been built connecting the cities. The colonies were trading with one another more. People and ideas were moving along with goods. These changes resulted in making the ties among the colonists stronger. They were beginning to feel more American than British.

Then, in 1765, the British passed the Stamp Act. It was one of the taxes that the British were using to help pay for their war with France.

As a result, the colonists were furious. It wasn't only the money, although times were hard. They were angry because they hadn't voted for this tax. The colonists believed that only representatives they chose could ask them to pay taxes. The colonists said there could be "no taxation without representation."

And so the first step toward the American Revolution began over a fight about taxes.

Colonists refused to pay the stamp tax. Some people boycotted, or refused to buy, British goods or enter any store that carried British goods.

Text Structure: \_\_\_\_\_

Signal words: \_\_\_\_\_

Compare and contrast the paragraphs. Tell how the text structure of each passage helps the writers present their ideas.

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