

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Let's Practice TEXT STRUCTURES

# CAUSE AND EFFECT

## WHEN WOLVES DISAPPEARED FROM YELLOWSTONE

Nearly a century ago, the grey wolf was hunted to near extinction throughout most of the United States. This included Yellowstone National Park. Many people were happy to be rid of the wild carnivore. They viewed wolves as scary predators that killed ranchers' livestock, like cattle and sheep. They believed things would be better without wolves around. Few anticipated the impact the wolf's disappearance would have on Yellowstone's ecosystem.

The elimination of wolves had a cascading effect in Yellowstone National Park. A cascading effect means that one change caused something else to change, which in turn, led to another change, etc. In Yellowstone, the chain reaction started with the elk. Wolves had been predators of elk. By preying on elk, wolves helped regulate the size of the herd. Therefore, without the wolves, the elk population grew. The increased number of elk ate a greater amount of vegetation. The elk's over browsing young trees and shrubs affected not only the plant life but other animals, as well.

Young willow saplings were gobbled up before they could develop into sturdy trees. Consequently, beavers had less full-grown willow trees to eat and build their dams out of. As a result, the beaver population declined dramatically. Songbirds had fewer tall trees to build their nests in. The elk also ate the berries that grizzly bears relied on as a food source. Due to this lack of resources, the population of songbirds and grizzly bears decreased, as well.



Ravens and eagles also suffered the consequence of the wolves' elimination. The reason ravens and eagles were impacted is that they fed on the carcasses of the elk that the wolves had killed. Wolves were no longer hunting elk, so that food source was scarce.

People realized that wolves played a vital role in maintaining Yellowstone's ecosystem. Between 1995 – 1996, wildlife officials relocated 31 wolves from Canada to Yellowstone National Park. Since their reintroduction, wolves have contributed to restoring balance to the Yellowstone ecosystem.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# TEXT STRUCTURE → Cause & Effect

*DIRECTIONS: Read the passage "When Wolves Disappeared From Yellowstone" and complete the chart below.*

<p>CAUSE</p> <p>The grey wolf was hunted to near extinction and disappeared from Yellowstone Park.</p>	<p>EFFECT</p>
<p>CAUSE</p> <p>Young willow saplings were gobbled up before they could develop into sturdy trees.</p>	<p>EFFECT</p>
<p>CAUSE</p>	<p>EFFECT</p> <p>Ravens and eagles lost their food source.</p>

List key words and phrases from the passage that show the text structure is cause and effect.

What was the author's main purpose for writing this passage?

---

---

---

---

---

---

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Let's Practice  
TEXT STRUCTURES****CAUSE AND EFFECT****THE COLORS OF THE LEAVES**

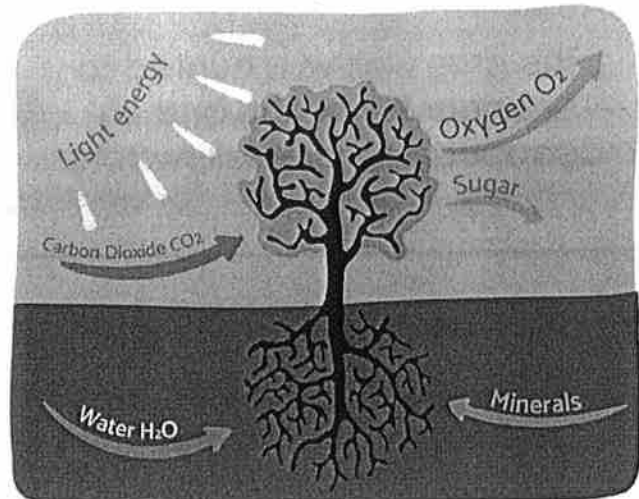
Think of green leaves as solar-powered food factories. The green chlorophyll absorbs energy from the sun. Powered by this solar energy, leaves change carbon dioxide and water into food and oxygen. This process is called photosynthesis. During the spring and summer months, trees produce lots of chlorophyll to absorb the large amount of sunlight. Spring and summer leaves are green because they are full of green chlorophyll.

Other colors, called carotenoids, are also present in leaves. These colors range in shades of yellow and orange. Those colors don't show through in spring and summer because they are "masked" by all the green chlorophyll. That mask slips away as fall begins.

As summer ends and autumn starts, the days grow shorter. As a result of shorter days, there is less sunlight to be absorbed. As the amount of sunlight decreases, trees make less and less chlorophyll, until they stop chlorophyll production altogether. Without chlorophyll, the other colors become visible, resulting in yellow and orange leaves.

Some trees produce a pigment called anthocyanin in fall. Scientists aren't sure why some trees make anthocyanin, and other trees don't. Anthocyanin gives leaves a reddish appearance. Brown leaves are not caused by pigments. Leaves turn brown when they die and no longer contain pigment.

Weather conditions can affect how brightly colored fall leaves are. If there is a drought (not enough rain) during spring and summer, then trees drop their leaves early. Leaves that fall too soon have a muted color because they didn't have time to develop full color. Warm fall nights can also result in less brightly colored leaves. An early autumn frost, or freezing temperature, can kill leaves while they're still on the tree. As a result, the dead leaves skip the color change process and turn brown. The weather conditions that lead to the most brilliantly colored fall leaves are: a warm, wet spring; a moderate summer that is neither too hot, too cold, nor too dry; and, warm, sunny autumn days with cool (but not freezing) nights.

**Photosynthesis**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# TEXT STRUCTURE → Cause & Effect

*DIRECTIONS: Read the passage "The Colors of the Leaves" and complete the chart below.*

CAUSE  Trees are full of chlorophyll.	EFFECT
CAUSE  The days grow shorter.	EFFECT
CAUSE	EFFECT  Trees drop their leaves early.

List key words and phrases from the passage that show the text structure is cause and effect.

What was the author's main purpose for writing this passage?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Let's Practice  
**TEXT STRUCTURES**

## PROBLEM & SOLUTION

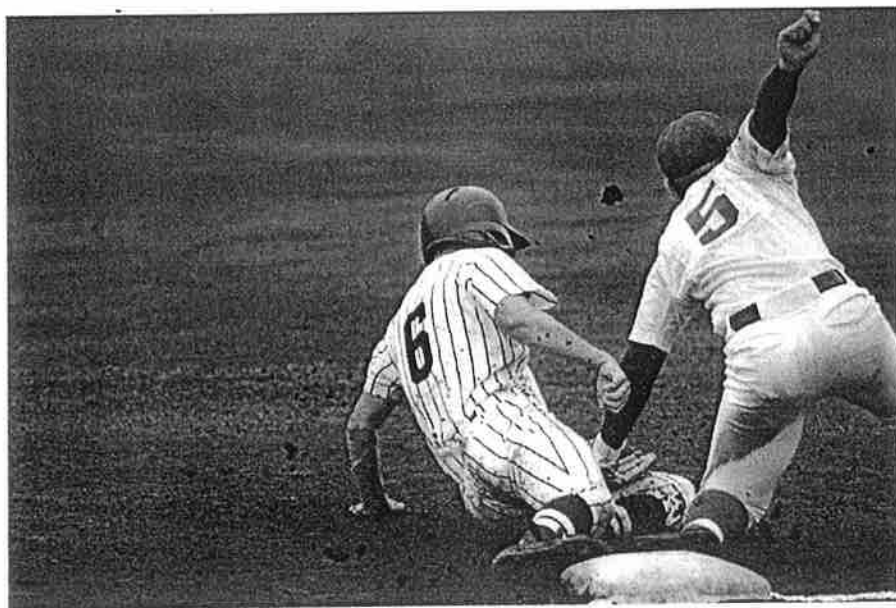
### MAJOR LEAGUE BASEBALL TAKES AIM AT UNNECESSARY HOME PLATE COLLISIONS

Major League Baseball (MLB) had a problem at home plate. Unnecessary collisions between runners and catchers at home plate were resulting in serious injuries.

Catchers were putting themselves at risk of injury by blocking home plate so a runner couldn't score. A catcher would use his body to block home plate, even when he didn't have the ball. Without a clear path to home plate, runners were slamming or sliding into catchers in order to score. Runners would also intentionally collide with the catchers so that the catcher would drop the ball, and thus be unable to tag him out. This "win at all costs" gameplay led to some major injuries, including broken legs, dislocated ankles, and torn ligaments.

To reduce the number of injuries caused by unnecessary collisions at home plate, MLB added Rule 7.13 in 2014. Under rule 7.13, a catcher may not block the pathway of a runner attempting to score unless he has possession of the ball. If the catcher blocks the runner before he has the ball, the umpire may call the runner safe. Likewise, a runner can't intentionally collide with the catcher. If the runner does, the umpire can call the player out even if the catcher drops the ball.

While Rule 7.13 limits home plate collisions, it doesn't eliminate them. Collisions at home plate can still happen and cause serious injury to players. However, this rule is an excellent start to solving this problem.



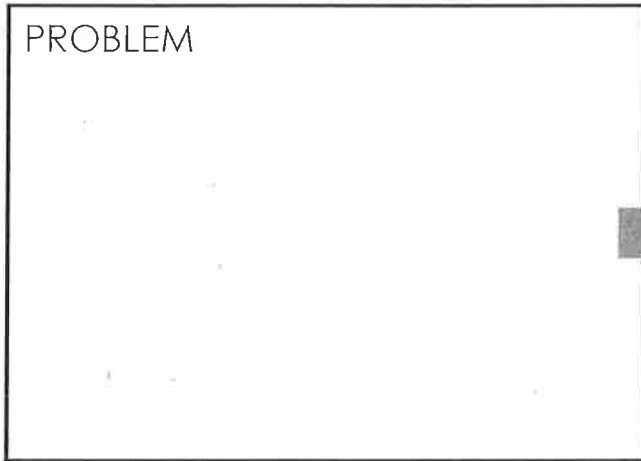
Name: \_\_\_\_\_

Date: \_\_\_\_\_

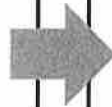
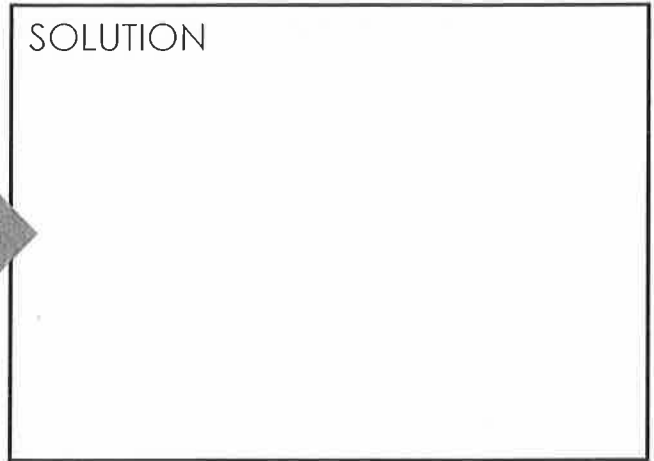
# TEXT STRUCTURE → Problem & Solution

*DIRECTIONS: Read the passage "Major League Baseball..." and fill in the organizer below.*

PROBLEM



SOLUTION



Explain how this solution solved the problem?

---

---

---

---

---

List key words and phrases from the passage that show the text structure is problem and solution.



What was the author's main purpose for writing this passage?

---

---

---

---

---

---

---

**Let's Practice  
TEXT STRUCTURES****PROBLEM & SOLUTION****NAPOLEON'S CONTEST**

Napoleon Bonaparte is known as one of the greatest military minds of all time. Under Napoleon's leadership, the French Grande Armée conquered most of Europe in the early 19th Century. His Grande Armée of 400,000 men was thought to be unbeatable. However, his army faced an enemy Napoleon did not know how to defeat. That enemy wasn't another army; it was hunger.



Napoleon once said, "An army moves on its stomach." In other words, in order to win battles, soldiers have to be fed. As Napoleon's army moved further and further from home, it became challenging to supply them with food from so far away. Fresh food could not be transported because it spoils after just a few days. Keeping food cold with ice helped to preserve the food, but ice was not easy to find or store. Salting food was another method of preservation, but it could make food taste unappetizing, and could only be done with meat.

Most of the time, soldiers had to try to find food to eat in the countryside surrounding them. Many times, the local people did not raise enough food to feed a huge army. Also, when an opposing army was facing defeat or losing the battle, they'd burn their farms and destroy their supplies so Napoleon's army couldn't benefit from them.

To solve his food supply dilemma, Napoleon decided to start a contest. He offered 12,000 francs to anyone who could provide a way to keep soldiers fed while they were on the move.

Even before the reward was offered, French chef Nicholas Appert had been working on a new method of food preservation. Appert placed food in a sealed jar and then heated the jar in boiling water for several hours. The combination of airtight containers and heat kept the food from spoiling. The food was still safe to eat several weeks later...and it tasted good, too! Appert submitted his food preservation method to Napoleon's contest.


The French government declared Nicholas Appert the winner! They awarded him the 12,000 francs. He used the prize money to build the world's first canning factory. The same process that Appert developed (heating food in sealed containers) is still used to can food today.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# TEXT STRUCTURE → Problem & Solution

*DIRECTIONS: Read the passage "Napoleon's Contest" and fill in the organizer below.*

PROBLEM	SOLUTION
---------	----------



Explain how this solution solved the problem?

---

---

---

---

---

---

List key words and phrases from the passage that show the text structure is problem and solution.



What was the author's main purpose for writing this passage?

---

---

---

---

---

---



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Let's Practice TEXT STRUCTURES

# COMPARE & CONTRAST

## GREENLAND AND ICELAND

Greenland and Iceland were settled by Vikings and have legendary tales about the origins of their names. However, you may be surprised by the differences between these two lands.

### How Iceland Got Its Name

In 867, a Viking named Floki sailed from Norway, hoping to reach an island he'd heard about from another Viking who had landed there accidentally when his ship was blown off course. Tragically, Floki's daughter drowned during the journey. The livestock he'd brought to the island died of starvation. As cold temperatures stretched into spring, Floki climbed a mountain to look for signs that milder weather was on its way. Instead, he saw inlets filled with icebergs. He named the country Iceland, after his icy view. Floki was eager to return to Norway. He told everyone back home that Iceland was a terrible place, and not to bother settling there.

### How Greenland Got Its Name

The naming of Greenland is attributed to Viking "Erik the Red." Erik was originally from Norway. However, in 960, when Erik was 10, his father was banished from Norway for having committed a number of crimes. Erik's family moved to Iceland, where despite Floki's negative reviews, Vikings had been settling for nearly 100 years.

In 982, Erik himself was banished from Iceland for three years. He sailed west for 900 nautical miles before reaching the coast of an icy island. On the southern tip of the island, he found a few spots with enough vegetation to support raising livestock. After three years, Erik returned to Iceland. He wanted to convince people to leave Iceland and settle on the new land he'd discovered. Unlike Floki, he bragged about how great the island was and gave it the favorable name of Greenland.

### Are Their Names Misleading?

Despite its name, only 11% of Iceland is permanently covered by ice. Much of Iceland's landscape is grassy pastures and moss-covered lava rocks. It's possible that Floki didn't see much of the greener land when he was in Iceland.

On the other hand, more than 80% of Greenland is covered by a polar icecap. Research suggests that Greenland's climate may have been warmer long ago. Thus, Greenland may actually have been greener when Erik the Red discovered it.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# TEXT STRUCTURE → Compare & Contrast

*DIRECTIONS: Read the passage "Greenland and Iceland". Write down any similarities and differences between these two lands.*

**GREENLAND**

**ICELAND**

**SIMILARITIES**

List key words and phrases from the passage that show the text structure is compare and contrast.



What was the author's main purpose for writing this passage?

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Let's Practice TEXT STRUCTURES

# COMPARE & CONTRAST

## NEW SCHOOL VS. OLD SCHOOL

How was going to school in a one-room schoolhouse in the 1800s different from attending school today?

In most modern-day schools, students are divided into classrooms based on age and grade. However, schoolhouses from long ago were typically one-room buildings. This meant that students in first through eighth grade were taught together in the same room by a single teacher. Like teachers of today, they could be either male or female. Although, back then, if a female teacher got married, she was expected to quit her job so she could focus on maintaining her household. There were no teacher's aides or paraprofessionals, but sometimes older and more advanced students helped instruct the younger ones.

Similar to many classrooms today, students sat in chairs at desks. The teacher's desk and blackboard were at the front of the classroom. While today's schools are heated by gas and electricity, one-room schoolhouses were heated by a wood-burning stove. Bathrooms were also very different. Back then, students had to go outside to use the outhouse! Of course, during the 1800s, students didn't have tablets or computers, nor did they have notebooks or paper. They wrote with chalk or soapstone pencils on small square slates.

In modern classrooms, the four-core subjects are language arts, math, social studies, and science. The typical curriculum in one-room schoolhouses focused on the three R's: Reading, 'Riting (writing), and 'Rithmetic (arithmetic/math). Books were expensive back then, so students shared their reading books. Students had to recite the poems or stories they had read from memory. Writing focused heavily on developing good penmanship (neat cursive handwriting). Similar to today, students were expected to memorize their math facts of addition, subtraction, multiplication, and division.

While there are many differences between schools of today and long ago, students have always looked forward to lunch and recess.



Name: \_\_\_\_\_

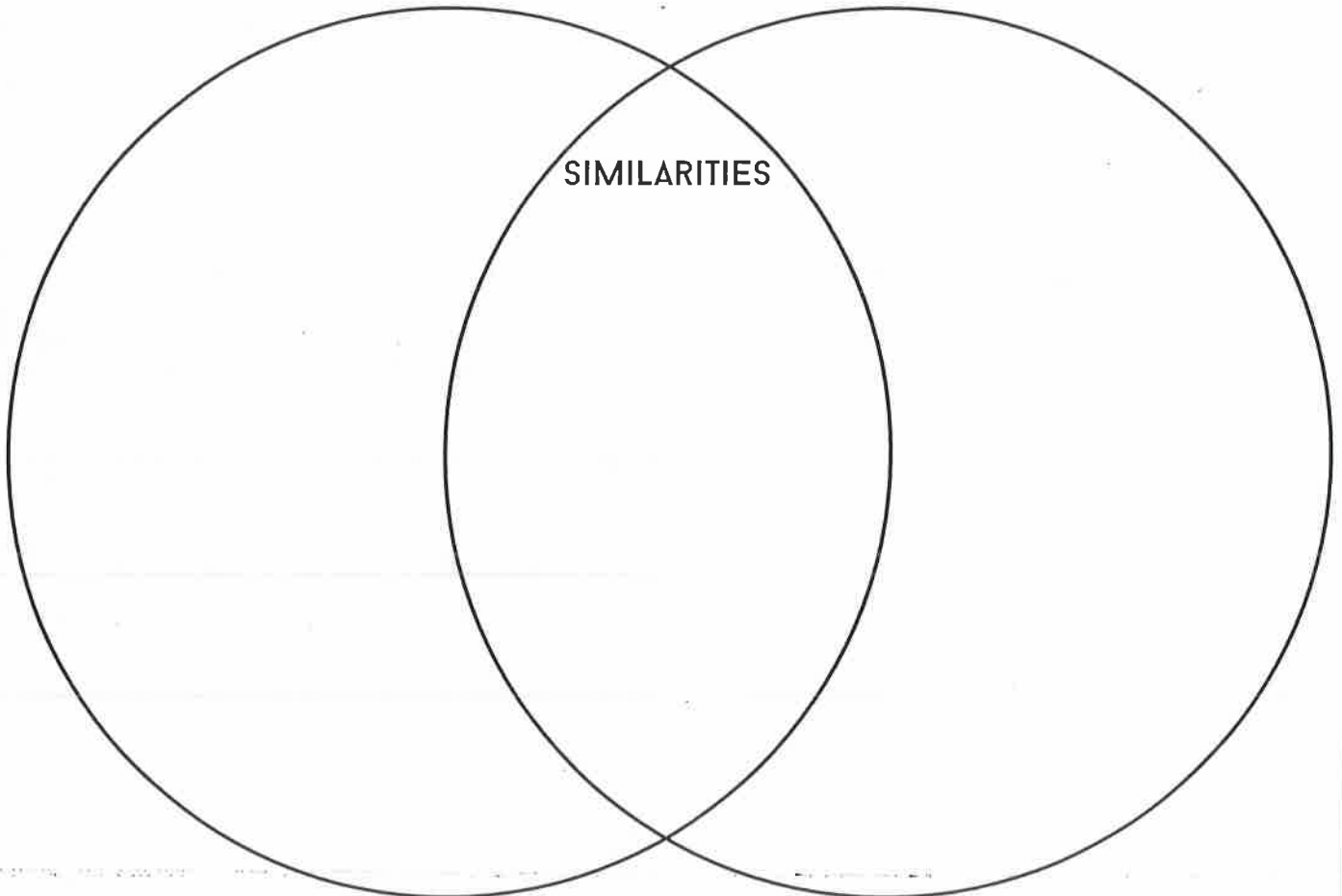
Date: \_\_\_\_\_

# TEXT STRUCTURE → Compare & Contrast

*DIRECTIONS: Read the passage "New School vs. Old School". Write down similarities and differences between modern schools and one-room schoolhouses.*

**MODERN SCHOOLS**

**ONE-ROOM  
SCHOOLHOUSE**



List key words and phrases from the passage that show the text structure is compare and contrast.

A rectangular box with a folded bottom-right corner, intended for writing key words and phrases.

What was the author's main purpose for writing this passage?

A series of seven horizontal lines for writing the author's main purpose.

Name: \_\_\_\_\_

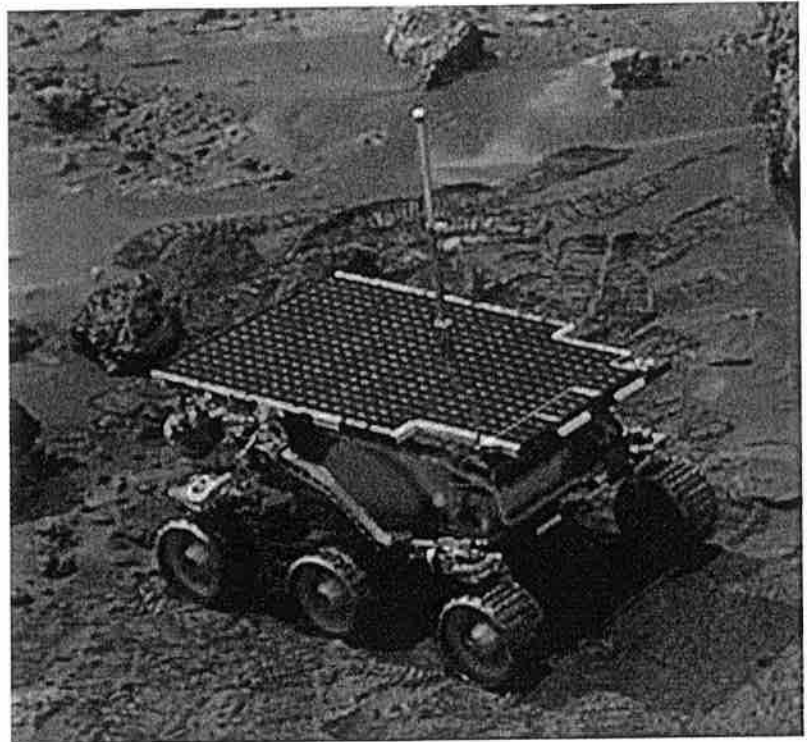
Date: \_\_\_\_\_

## Let's Practice TEXT STRUCTURES

# DESCRIPTION

## WHAT IS A MARS ROVER?

A Mars rover is a robotic vehicle sent to explore the planet Mars. The rover's "drivers" are back on Earth, but they're not using a joystick or remote control. At the start of each Mars day, the rover receives commands from scientists on Earth. These commands plan out the rover's entire day. For example, a driving command might be, "travel five meters then make a 90-degree right turn." Or they might give the rover a target to move towards, like a specific rock, and the rover navigates its own course.



The rover's six wheels are made of a strong metal mesh. In fact, this material enables the vehicle to move over the rocky Mars terrain without damaging the wheels. Though they have durable wheels, rovers are slow-moving vehicles. Top speed is only about 1/10 mile per hour (slower than the pace of an average box turtle). In addition, rovers also make frequent stops. Typically, a rover drives for 10 seconds, then stops for 20 seconds to assess its current surroundings and terrain. The rover then continues on for another 10 seconds before stopping again.

The scientists' commands also include instructions for mission tasks. To perform these tasks, rovers are equipped with specialized tools. Robotic arms pick up rocks and examine them. Drills search for information about the planet's history hidden under the surface. Cameras photograph large areas of landscape and take close-ups of rocks. A rover's weather sensors and radiation detectors give scientists even more information about the red planet.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# TEXT STRUCTURE → Description

*DIRECTIONS: Read the passage "What is a Mars Rover". Fill in each box with a detail about the topic.*



List key words and phrases from the passage that show the text structure is description.

What was the author's main purpose for writing this passage?

---

---

---

---

---

---

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

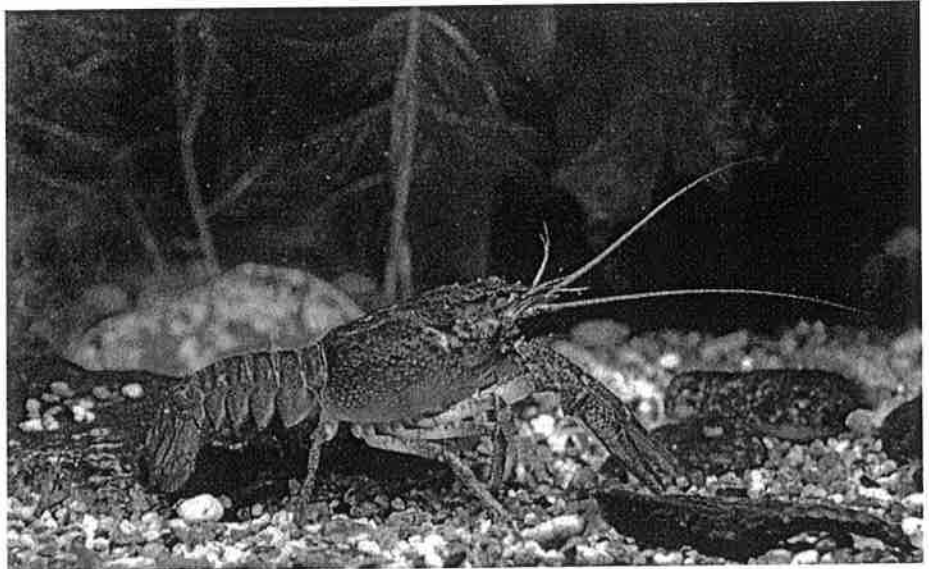
## Let's Practice TEXT STRUCTURES

# DESCRIPTION

## COOL CRAYFISH

Crayfish are aquatic crustaceans. Like other crustaceans, such as shrimp and crabs, they don't have bones. In fact, their soft body is covered in a hard shell called an exoskeleton.

Averaging two to six inches in length, crayfish look like small lobsters. They live in freshwater streams and swamps, not



the ocean, and have good underwater vision. On top of its head, the crayfish's sensory antennae touch, taste, and smell their surroundings. Their two front claws help defend a crayfish from predators. Behind the claws are four pairs of walking legs and a sturdy tail that fans out at the end. If a crayfish loses a claw or a leg, it can grow its limb back.

One interesting characteristic of Crayfish is they can only walk forwards, not backward or sideways. When walking, the first three pairs of legs pull them forward, while their fourth pair pushes them onward. Oppositely, crayfish swim backward. Curling its tail up under its body and then thrusting it back out propels the crayfish backward through the water. Swimming backward is the primary way crayfish escape predators.

The average lifespan of crayfish is two to three years. As a crayfish grows, it sheds its exoskeleton and grows a new one. This shedding process is known as molting. A crayfish typically molts 9 to 15 times during its lifetime. In addition, when a crayfish molts, it also changes color. For example, a mossy-green crayfish may turn bright orange or red. A reddish-brown crayfish might molt into purple. Diet, water color, exposure to light, and changing seasons can influence a crayfish's tone.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# TEXT STRUCTURE ➔ Description

*DIRECTIONS: Read the passage "Cool Crayfish". Fill in each box with a detail about the topic.*



List key words and phrases from the passage that show the text structure is description.

What was the author's main purpose for writing this passage?

---

---

---

---

---

---

---

---



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Let's Practice TEXT STRUCTURES

# CHRONOLOGICAL/SEQUENCE

## BUILDING THE WASHINGTON MONUMENT

Before he became the first president of the United States, General George Washington led the colonies to victory against England in The Revolutionary War (1775 - 1783). When the war ended, Congress wanted a statue built in the nation's capital to honor the war hero. However, having only newly won their independence from England, the colonies didn't have an official capital, yet.

George Washington was elected as the first US president in 1789. He chose a location on the Potomac River as the location of the nation's capital (known today as Washington, DC). When the architect drew up the blueprints for the capitol, he left a spot for the Washington Monument. Building a new capital city was expensive. To save money, President Washington scrapped the idea of building his memorial.

George Washington died in 1799. Renewed interest in building his memorial arose 34 years later. The year 1832 marked the centennial (100-year) anniversary of Washington's birth. A group of citizens formed the Washington National Monument Society. They held a design contest and collected donations to fund the memorial's construction. Architect Robert Mills won the contest. His design featured a 600-foot-tall, four-sided tower surrounded by a Greek temple-like structure with statues of 30 war heroes and founding fathers inside.

The first stone of the tower was laid on July 4, 1848. Six years into construction they ran out of funding. Work on the memorial stopped, leaving an unfinished tower of 152 feet. It stood incomplete throughout the Civil War (1861 - 1865). After the war, the focus was on rebuilding the country, not on completing a memorial.

The 100-year anniversary of the Declaration of Independence in 1876 reawakened interest in completing Washington's memorial. President Ulysses S. Grant authorized the completion of the Washington Monument. The project would be overseen and funded by Congress. Based on feedback from architects and building engineers, the temple-like structure was eliminated, and the height of the tower was lowered to 555 feet.

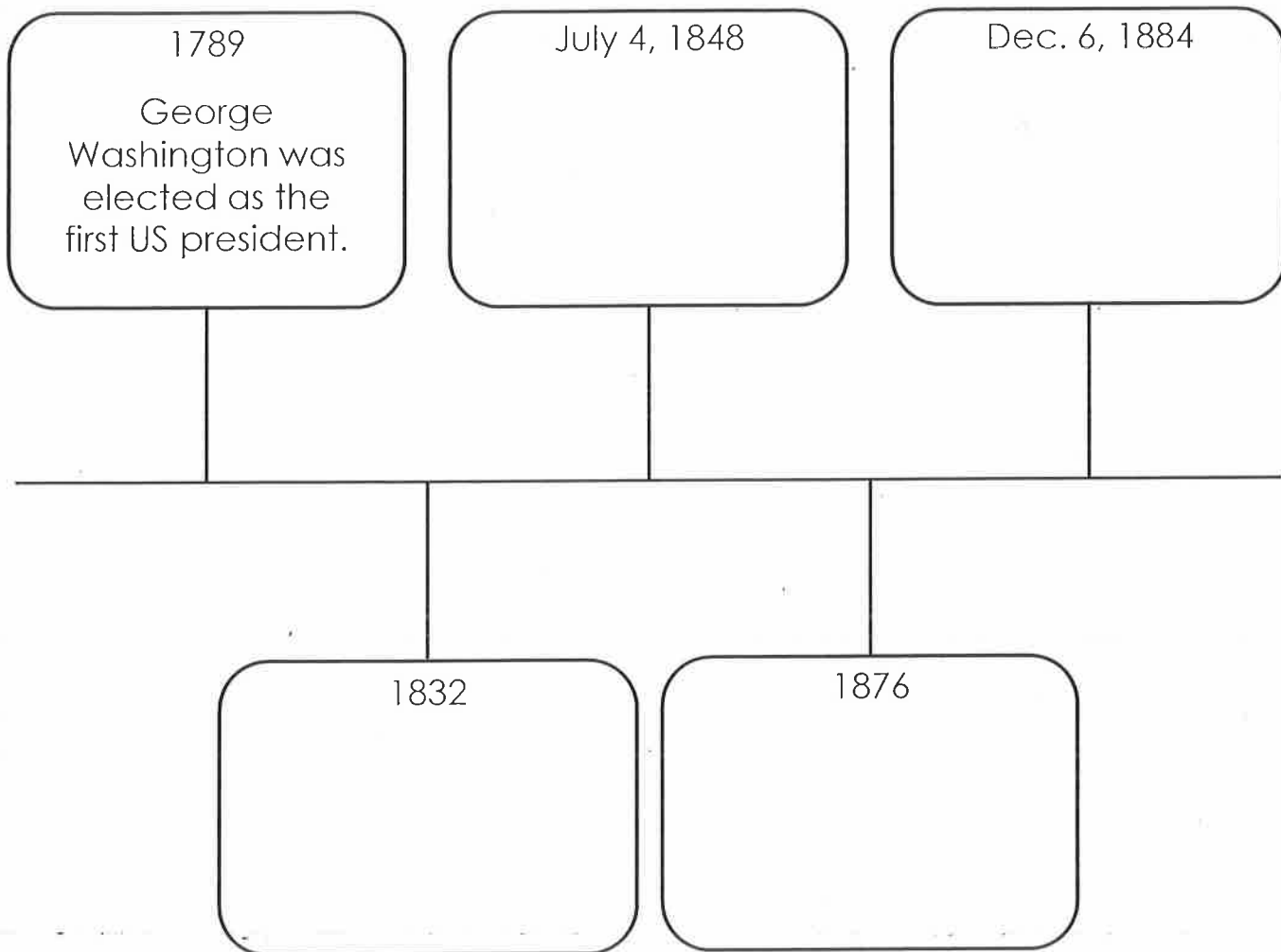
Construction of the Washington Monument was completed on Dec. 6, 1884. An official dedication ceremony was held on February 21, 1885, the day before Washington's birthday. In 1910, a law was passed stating that no building in Washington, DC could be taller than the Washington Monument.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# TEXT STRUCTURE → Chronological/Sequence

*DIRECTIONS: Read the passage "Building the Washington Monument" and fill in the timeline below.*



List key words and phrases from the passage that show the text structure is chronological order/sequence.

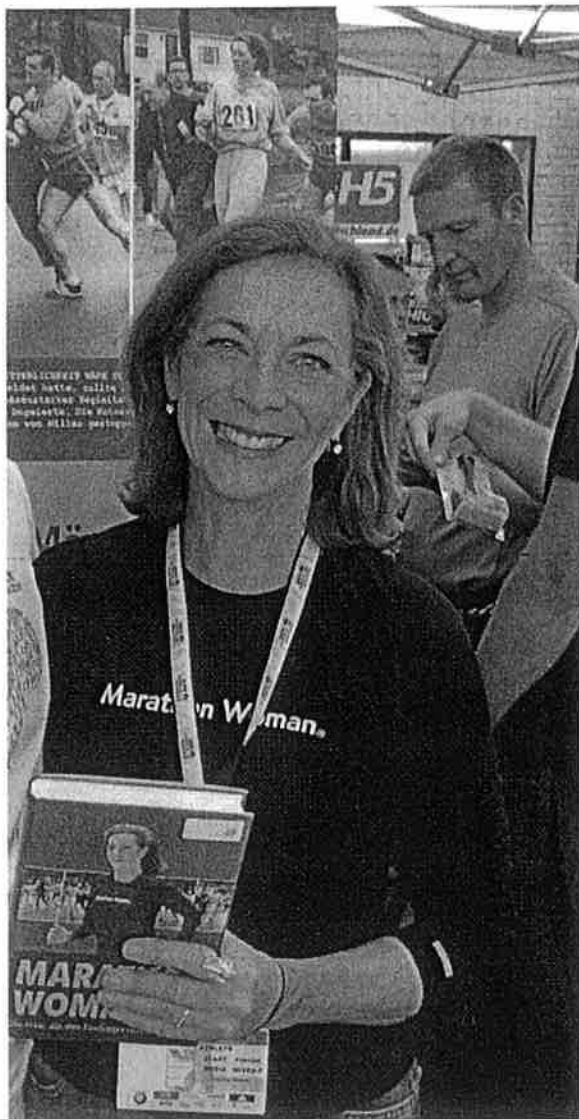
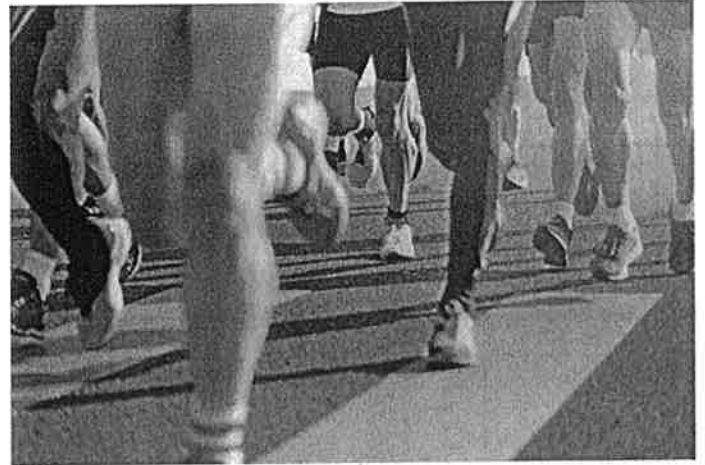
What was the author's main purpose for writing this passage?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Let's Practice  
TEXT STRUCTURES****CHRONOLOGICAL/SEQUENCE****KATHRINE SWITZER: WOMEN CAN RUN**

At noon on April 19, 1967, Kathrine Switzer shivered in the rain at the start line of the Boston Marathon. She checked that her race number, 261, was pinned to her lucky gray sweatshirt. She was the only female runner. As the first woman to ever enter the Boston Marathon, she wasn't trying to win, just finish.



The first few miles were exciting as she ran through cheering crowds. Less than an hour into the race, a man jumped on the course and tried to rip off Kathrine's race bib. It was the race director, Jock Semple. He, like many people at the time, didn't believe women could or should run marathons. Kathrine knew now she had to finish and prove him wrong. By 3:00 pm, Kathrine had run almost twenty miles, and her feet were covered in blisters. Kathrine ran on. Around 4:30 pm, Kathrine crossed the finish line.

She had completed the 26-mile race, but her hard work advocating for women runners was just getting started. Kathrine continued to run marathons and to fight for the inclusion of women. In 1972, Boston finally allowed women to register. Kathrine kept running and creating racing opportunities for women. She fought for women to be able to compete in races on an international level. In 1984, her efforts paid off when the women's marathon was added to the Olympics.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# TEXT STRUCTURE → Chronological/Sequence

*DIRECTIONS: Read the passage "Kathrine Switzer: Women Can Run" and fill in the timeline below.*

1967

Kathrine Switzer was the first women to enter in the Boston Marathon.

1984

1972

List key words and phrases from the passage that show the text structure is chronological order/sequence.



What was the author's main purpose for writing this passage?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Let's Practice TEXT STRUCTURES

# CHRONOLOGICAL/SEQUENCE

## JOURNEY OF A LETTER

What happens to a letter after you drop it in the mailbox?

A postal carrier removes all the mail from the box and takes it to the post office where he or she works. If the letter is for a distant location, it is placed on a truck along with the mail from other carriers and taken to a mail processing plant.

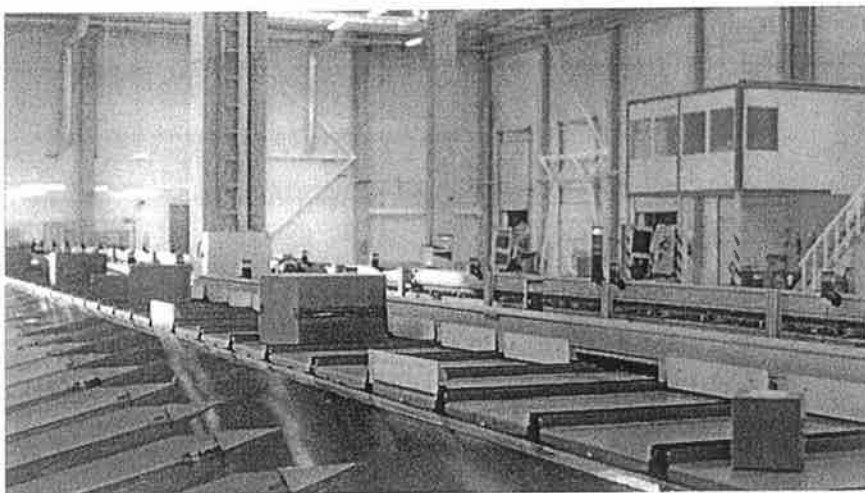
Several things happen at the processing plant.

First, mail is sorted so that flat mail is separated from packages. Flat mail is sent through a machine that culls out any larger or thicker envelopes. Then, the machine makes sure all the letters are right-side-up and facing the same direction.



Once the machine is done sorting, each letter is postmarked with the date and the town where the letter was sorted. The machine also prints cancellation lines across the stamp so it can't be reused. Each letter is imprinted with a unique fluorescent ID code on the back of the envelope.

Next, a sophisticated computer scanner reads each letter's address. A barcode that represents a letter's specific address is sprayed onto the front of the envelope. After that, the letters are sent through a machine that reads the zip code barcode and sorts the mail into different bins based on where they will be going. Letters with local zip codes are delivered to local post offices. Letters with distant zip codes travel by truck or plane to the processing plant for that range of zip codes.



At the last processing plant, the letters are sorted based on the carrier who will deliver them. They are also arranged in the order of delivery along the carrier's route. Soon after, the letters are delivered to local post offices. Lastly, each carrier loads trays of mail into their postal vehicle for delivery.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# TEXT STRUCTURE Chronological/Sequence

*DIRECTIONS: Read the passage "Journey of a Letter" and fill in the main steps in the process mail goes through at a processing plant.*



List key words and phrases from the passage that show the text structure is chronological order/sequence.

What was the author's main purpose for writing this passage?

---

---

---

---

---

---

---