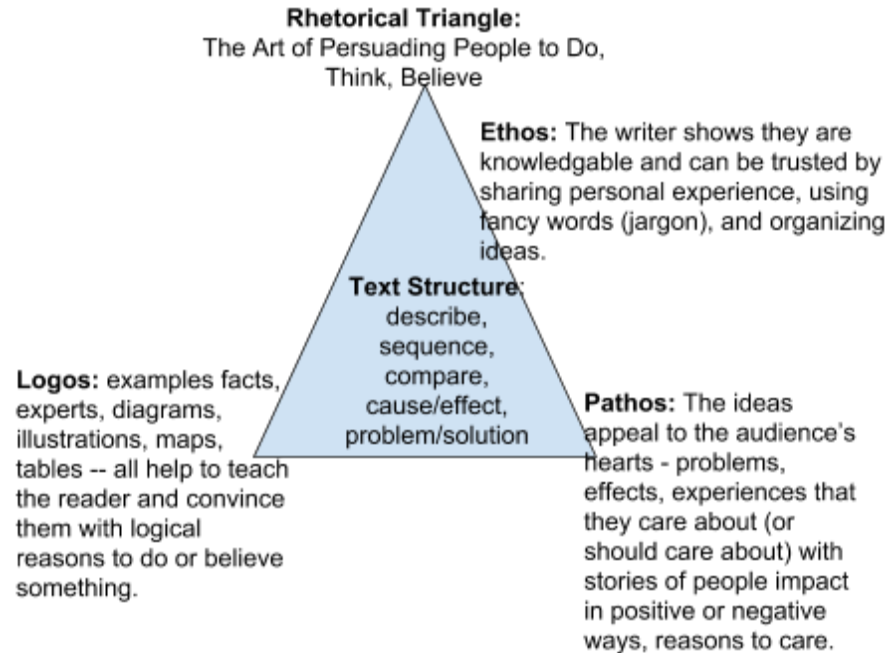


Informational Text Structures and Features (Resource Guide)



	description	sequence	compare/contrast	cause/effect	problem/solution
Title	Best Place to... Going to Your First.. Experiencing ... A Day... A Glimpse of...	Events Leading to Steps to Learn How The Timeline of How to	___ vs. ___ What's New? What is More ___? What Makes ___ and ___ Similar? ___ Compare to ___ The Importance of ___ vs. ___ The Benefits of ___ Over ___	What Are the Effects of ___ Positive Effects of ___ Negative Effects of ___ Changes in ___ ___ Influences on ___	How Do We Solve.... How Can We Prevent... What is the Best Way to Prevent... What Can Be Done...
Intro Pathos, ethos	Lead: Start with a personal story -- a descriptive scene of you doing this Thesis: what this is about	Lead: Personal story, A situation this is needed, A failure that this can help with Thesis: what this is about	Lead Story of your experience Thesis: What two or more things are being compared? What feature or features of the things are being compared?	Lead: definition, story of the cause or effect to make the reader care Thesis: what you will talk about	Lead: definition, story of the problem, personal experience Thesis: say what you will talk about
Body #1 logos	What is being described? Why is this thing being described? Is one thing or more than one thing being described?	What is this? Why does it matter? What language or terms do readers need to know? Define and explain them.	In what ways are these things alike? In what ways are ___ and ___ similar? First, they both have... Second, they both have... Another way they are alike is... One thing they both have in common is... Define important terms.	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, is one more powerful than the other? What was the cause? What are the details and examples that explain the causes?	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?

Body #2 logos	For each thing being described, what are the details, examples that support the description.	What is the sequence? What kind of sequence is use? Time? Logical? Step-by-step? What are the details and/or examples for each part of the sequence? Is there a reason for this sequence? What might happen if there was a different order?	What are the details to show how they differ? How do the things being contrasted differ? In what ways are __ and __ different? There are several ways that __ and __ are different. While __ is the main difference..., there are others; these include __, __, and __. __ has __ while __ has __ __ does __ while __ does not	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?	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?
Conclusion	Restate your thesis, return to your story. Say what you hope readers will now think about this topic/ place/ idea.	In the end, what you have is.. This is useful because... This will impact your life or experience of...because....	What is most important to understand about these two things? Restate your thesis and title, emphasizing why this is useful to consider for readers.	Discuss what happens if we ignore this issue. What steps should readers take or what should they think about? Is there an organization they can volunteer or donate to? Is there a habit they can change?	How can readers help? What are the next steps? Why should we care? End with some reminder or caution or next steps.
Signal words (make blue in post)	Sensory words (other side) For example For instance Specifically, In particular, In addition	First, second, next, last, another, then, finally, after that, before, meanwhile, later, during	Contrast: different from, however, although, on the other hand, as opposed to, more than, less than, on the contrary Compare: similar to, alike, same as, not only...but also, resemble, as well as, both	Consequently, therefore, as a result, reason why, because of, may be due to	Conundrum, dilemma factor, issue, problem, problematic, puzzle, quandary, question, reason, situation; Consequently, therefore, as a result, thereby, leads to
Textual features	Photographs, label, caption	Subheadings (step 1), Diagram, illustration,, timeline, glossary with key words	Diagram, table, chart, graph, illustration	Chart, timeline, diagram, subheading, table, map, glossary of terms, illustration	Glossary of terms, photographs, map, diagram, timeline, chart, graph, illustration

Sight	Smell	Taste	Touch	sound	Signal Words
Black	Acidic	Acidic	Burning	Barking	After all
Blue	Acrid	Biting	Cold	Bawling	As an illustration
Brilliant	Aromatic	Bitter	Damp	Crackly	By observing
Drab	Fragrant	Sweet	Dry	Discordant	Depicts
Flushed	Fresh	Fruity	Feathery	Jarring	Describes
Indigo	Moldy	Dry	Frosty	Moaning	E.g.,
Large	Noxious	Flavorful	Fuzzy	Mumbling	Features include
Opaque	Odor	Gross	Gnarled	Murmuring	For example
Ruddy	Perfumed	Gamy	Hairy	Pandemonium	For instance
Shimmering	Piney	Succulent	Hot	Pounding	I.e.
Smokey	Rancid	Sugary	Knotted	Quiet	Illustrates
Translucent	Pungent	Syrupy	Lumpy	Raucous	In particular
Twinkling	Sharp	Tangy	Oily	Ringing	Some characteristics include
	Stinky	Zesty	Sticky	Rhythmic	include
	sweet		Smooth	Scratchy	Above, below, beside, under, over, such as
			Ribbed	Shriek	To illustrate
			Rough	Snort	
			slimy	Tapping	
				whimpering	

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