

Three Structures, One Record

Analyze how explanation, procedure and narrative shape a shared message.

12.RI.2.A “Analyze text structures to discern how they affect the meaning and message of informational and technical writing and how their text structures differ from those in narrative texts.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Mark Text A’s problem and response. In Text B, circle the condition that changes what the reader enters. In Text C, underline the turning point and the final reflection.

Evidence, Order and Experience

Text A · Why Records Need Context

Fictional school archive report: Several donated photographs arrived without dates. Without dates, researchers may place images in the wrong period; a tidy folder cannot solve that uncertainty. The archive therefore separates known information from guesses. Each record names its evidence and marks unresolved details for follow-up. This approach makes gaps visible instead of converting a plausible story into a fact.

Text B · Entering a Photograph

1. Assign the photograph a unique record number before entering descriptive details.
2. Copy any date written on the photograph and identify its source. If no date appears, enter “date unknown”; do not infer a date from clothing alone.
3. Record the donor’s information separately from visible evidence and note any disagreement.
4. Ask a second reader to compare the entry with the photograph. Save the reviewed record, retaining any unresolved question.

Text C · The Folder I Almost Finished

At the last table, I found one photograph without a date. I wanted the folder finished before the bell, so I typed “1950” after looking at the coats. Then Ana turned the photograph over. A note named a person but no year. I erased my guess and wrote “date unknown.” When the bell rang, the folder still had a question in it. For the first time that afternoon, leaving a blank felt like getting something right.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does Text A's problem-consequence-response structure shape its message about missing dates?

2 How do the order and conditional branch in Text B help readers act accurately?

3 How do the turning point and ending in Text C shape the meaning of the narrator's unfinished folder?

4 Text B and Text C both use sequence. Why does that similarity not give them the same structure or purpose?

3 YOUR TURN

Your own words

Write a 120–160-word analysis in three short paragraphs, one for each supplied text. Explain how each structure affects meaning and message, using a specific organizational choice and detail. In the final paragraph, explain why sequence in a procedure differs from sequence in this narrative.

Compare structural effects

Leave a blank line between your three paragraphs. Connect each structure to the reader's understanding; use 120-160 words in total.

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PART 1 • READ AND MARK

Mark Text A's problem and response. In Text B, circle the condition that changes what the reader enters. In Text C, underline the turning point and the final reflection. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does Text A's problem-consequence-response structure shape its message about missing dates?	It explains the risk of misleading research before presenting evidence labels and follow-up as a response. Unknown information becomes something to disclose and manage, not conceal.
2	How do the order and conditional branch in Text B help readers act accurately?	A unique number establishes the record first. The missing-date branch prevents guesses from becoming dates, while separate donor evidence and a second reading support a traceable review.
3	How do the turning point and ending in Text C shape the meaning of the narrator's unfinished folder?	Ana's discovery makes the narrator erase an unsupported date. The ending reframes an unresolved question as an honest achievement rather than failure to finish.
4	Text B and Text C both use sequence. Why does that similarity not give them the same structure or purpose?	B orders repeatable instructions and a conditional action for any user. C orders a particular person's actions, pressure, reversal and reflection to develop an experience and insight.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Text A uses a problem, its consequence and a response: missing dates can mislead research, so records must distinguish evidence from guesses. That structure makes uncertainty an information problem to manage rather than a gap to hide.

Text B organizes the response as an ordered procedure with a conditional branch for an absent date. Assigning a number first preserves identity; recording disagreement and obtaining a second reading support traceable entries. Its order helps someone carry out the work consistently.

Text C follows a person's pressured choice and reversal, ending with a changed understanding of an unfinished folder. Readers experience why admitting uncertainty matters. Sequence appears in both B and C, but B directs repeatable actions while C shapes an individual experience and its meaning.

TEACHER ASSESSMENT NOTES

Accept supported alternatives that explain effects, not just genre labels. The same theme can be shaped through explanation, a procedure or a narrative. Do not claim that all narratives are chronological or that technical writing never uses time order; analyze these actual examples. Source A is informational problem-response writing, B is a technical ordered procedure with a branch, and C is a chronological narrative with reversal and reflection. The three-paragraph model analyzes the supplied texts and invents no external investigation or findings.