

Text Blueprint Lab

Compare three actual texts about one school book swap.

9.RI.2.A "Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB All three texts describe a fictional school event. Underline wording that reveals each purpose. Circle two visible format features in each text, including the table for Text B.

One Event, Three Texts

- ① **Text A: How a Book Swap Works. The exchange.** At Northview's planned swap, a student contributes a usable book and receives one token. On Friday, each token can be exchanged for one book from the tables. The books change owners; this is not a lending library. **The record.** A ledger lists each contributor and the tokens issued. Recording contributions helps the organizers resolve a disputed token count. Books are grouped by broad subject so visitors can browse several choices without inspecting every table.
- ② **Text B: Check-in Guide for Volunteers. Materials:** contribution ledger, pen, tokens and collection box. Use the numbered procedure below for each contributor. **Exception:** if a book has missing pages, return it politely without issuing a token. Ask the organizer about any condition the procedure does not cover. Complete the record before moving to the next contributor.

TEXT B: CHECK-IN PROCEDURE

Step	Action
1	Check the book for missing pages. Apply the exception above if needed.
2	For an accepted book, record the contributor's name and one token in the ledger.
3	Give the contributor one token, then place the accepted book in the collection box.

- ③ **Text C: A Request to the Student Council.** Dear Council Members, please approve a second book-swap table in the hall on Friday. A single table could become crowded when students leave class together. Another table would let visitors spread out and compare books more comfortably. I recognize that the extra table needs another volunteer; our club can assign one from its existing team. Please approve the table by Thursday so we can update the layout before the event. Sincerely, Ana, Book Club Representative.

2 ANSWER WITH EVIDENCE Use the passage

- ① How do Texts A and C differ in purpose? Support the comparison with wording from each.

- ② Identify two visible format features in Text B and explain how they help a volunteer use the guide.

- ③ Compare the order of ideas in Text A with the order of actions in Text B. Why would swapping steps 2 and 3 in B matter?

- ④ How do Text C's salutation, response to a staffing concern and final request work together? Contrast this design with Text A's bold subheadings.

3 YOUR TURN

Your own words

Write an 80-110-word comparison of Texts A, B and C. Explain each purpose, identify two visible format features per text, and compare how their structures serve their readers.

Compare purpose, format and structure

Use the texts as evidence. Explain how the features help their intended readers.

[illegible]

PART 1 • READ AND MARK

All three texts describe a fictional school event. Underline wording that reveals each purpose. Circle two visible format features in each text, including the table for Text B. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do Texts A and C differ in purpose? Support the comparison with wording from each.	A explains the exchange, such as one token for one book. C asks the council to approve a second table by Thursday, so it seeks a decision rather than simply explaining the event.
2	Identify two visible format features in Text B and explain how they help a volunteer use the guide.	The materials label identifies supplies before work begins. The numbered table makes the sequence easy to follow. The exception label also helps a volunteer find the rule for an unusable book.
3	Compare the order of ideas in Text A with the order of actions in Text B. Why would swapping steps 2 and 3 in B matter?	A explains the exchange, then the record's purpose. B gives an action sequence. Issuing a token before recording it increases the chance of an unrecorded token or a disputed count.
4	How do Text C's salutation, response to a staffing concern and final request work together? Contrast this design with Text A's bold subheadings.	C addresses decision-makers, answers a concern and requests approval. A's subheadings divide an explanation into exchange and record, helping readers understand the system rather than decide a request.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Text A informs readers about the swap. Its title and bold subheadings organize an explanation of the exchange and record. Text B helps volunteers perform check-in. Its materials label prepares them, while its numbered table orders inspection, recording and token distribution. Text C persuades the council to approve another table. Its salutation identifies the decision-makers, and its signature identifies the requester. It moves from a request to reasons, answers a staffing concern, and repeats the requested action with a deadline. A explains a system; B directs its operation; C seeks a change.

TEACHER ASSESSMENT NOTES

Accept accurate alternatives based on visible features. Text B's exception label is another feature. The sample is 92 words. Text C predicts a benefit; it does not present measured crowd data.