

Comparing Text Structures Across Two Texts

Name: _____

Date: _____

Score: _____ / 10



Quick Review

Two articles can give information about the same topic in DIFFERENT ways. Watch for signal words: "first/then/finally" suggest CHRONOLOGY (time order). "Because/as a result/this caused" suggest CAUSE AND EFFECT. "Both/in contrast/while" suggest COMPARE AND CONTRAST. "Problem/solution" speaks for itself.

PART 1 — READ

Read the passage. Then answer the questions.

The Telegraph: Two Views

PASSAGE 1: A Timeline of the Telegraph. In 1832, the American painter Samuel Morse first sketched out a plan for sending messages along electric wires. Five years later, in 1837, Morse and his partner Alfred Vail built a working model in a New York University workshop. In 1843, the U.S. Congress agreed to pay for an experimental wire between Washington, D.C., and Baltimore, Maryland. On May 24, 1844, Morse sent the now-famous first message — "What hath God wrought" — across that wire. Within a decade, by the mid-1850s, more than twenty thousand miles of telegraph wire crossed the United States. In 1866, after several failed attempts, an undersea cable finally linked North America to Europe. By 1900, the telegraph was the fastest way to share news across continents.

PASSAGE 2: Why the Telegraph Changed Daily Life. Before the telegraph, news traveled only as fast as a horse, a ship, or a train could carry it. As a result, a battle fought in Europe might not be reported in an American newspaper for weeks. The arrival of the telegraph caused several important changes. Because messages could now travel hundreds of miles in seconds, newspapers were able to print same-day reports of distant events. Markets that bought and sold cotton, wheat, and other goods began to set prices that responded to news from far away cities. Families separated by long distances could send a short, urgent message — about a birth, an illness, or a safe arrival — within a single day. The telegraph also changed warfare: generals at headquarters could now direct troops who were many miles away, which led armies to plan in entirely new ways.

PART 2 — PRACTICE

Read both passages. Then choose the best answer for each question.

1. What text structure does PASSAGE 1 mainly use?
 - A. Compare and contrast
 - B. Problem and solution
 - C. Chronology (time order)
 - D. Question and answer



2. What text structure does PASSAGE 2 mainly use?
 - A. Chronology
 - B. Cause and effect
 - C. Description (a list of features)
 - D. Sequence of how to use a telegraph
3. Which signal words BEST show the structure of PASSAGE 1?
 - A. In 1832, Five years later, On May 24, 1844, By 1900
 - B. Because, as a result, caused, led to
 - C. First, second, third, fourth
 - D. Some, most, a few, none
4. Which signal words BEST show the structure of PASSAGE 2?
 - A. because, as a result, caused, led to
 - B. in 1844, by 1900, five years later
 - C. first, then, finally
 - D. in contrast, on the other hand, while
5. Which detail from PASSAGE 1 fits its time-order structure?
 - A. The telegraph allowed markets to update prices.
 - B. Telegraph wires made it easier for families to share news.
 - C. Generals could now direct troops from far away.
 - D. In 1866, an undersea cable finally linked North America to Europe.
6. Which detail from PASSAGE 2 fits its cause-and-effect structure?
 - A. Morse sketched a plan for the telegraph in 1832.
 - B. By 1900, telegraph wires crossed continents.
 - C. Because messages could travel in seconds, newspapers were able to print same-day reports of distant events.
 - D. An experimental wire was built between Washington, D.C., and Baltimore, Maryland.
7. Which sentence describes how the TWO structures work TOGETHER for the reader?
 - A. Both passages give the SAME information using DIFFERENT signal words.
 - B. Passage 1 tells the WHEN of the telegraph; passage 2 tells the WHY-IT-MATTERED.
 - C. Passage 2 contradicts the dates given in passage 1.
 - D. Passage 1 lists effects, while passage 2 lists dates.



8. If a reader wanted to know exactly WHEN the first long undersea telegraph cable was finished, which passage would help MORE?

- A. Passage 2
- B. Neither passage
- C. Both passages equally
- D. Passage 1

9. How does each passage's text structure HELP the author achieve a different purpose? Use one detail from EACH passage in your answer.

10. Which statement BEST compares the two passages?

- A. Both passages are organized in the same way.
- B. Passage 1 uses cause and effect; passage 2 uses chronology.
- C. Both passages organize information about the telegraph, but passage 1 uses chronology while passage 2 uses cause and effect.
- D. Neither passage uses a clear text structure.



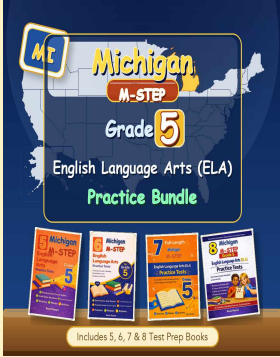
Answer Keys

<p>1 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>4 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p>	<p>6 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>7 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>9 <input type="text" value="See below"/></p> <p>10 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p>
---	--

Explanations	
1. C	Passage 1 lists dated events in order (1832, 1837, 1843, 1844, 1850s, 1866, 1900). A would need two ideas being compared. B would need a stated problem and a fix. D would need explicit questions and answers.
2. B	Passage 2 uses "as a result," "caused," and "because" to link the telegraph (cause) to changes in news, markets, families, and warfare (effects). A would need dates in order — the dates here are absent. C would describe parts. D would be how-to steps.
3. A	These are all DATE markers — the signature of chronology. B are cause-and-effect words (passage 2). C are sequence words but they do not appear here. D are quantity words and do not appear.
4. A	These are all CAUSE-AND-EFFECT words used in passage 2. B are date markers (passage 1). C are sequence words. D are compare-and-contrast words.
5. D	D is the only DATED event — a chronology fact. A, B, and C are all CAUSES-AND-EFFECTS from passage 2.
6. C	C uses "because" to link a cause to an effect — exactly the structure of passage 2. A, B, and D are dated facts that belong to passage 1's chronology.
7. B	B states the real division: chronology (when) and cause-and-effect (why it mattered). A is wrong — they give DIFFERENT kinds of information. C invents a contradiction. D swaps the structures.
8. D	Passage 1 names 1866 — only a chronology gives that. A only describes effects. C is wrong because passage 2 has no dates. B is wrong because passage 1 does.
9.	Answer: Sample answer: Passage 1 uses chronology because the author wants the reader to follow the telegraph's invention through time, like Morse's 1832 sketch and his 1844 first message. Passage 2 uses cause and effect because the author wants the reader to see how the telegraph CHANGED life — for example, BECAUSE messages traveled in seconds, newspapers could print same-day stories. NOT acceptable: answers that name only one passage, or that say both passages have the same purpose, or that confuse cause/effect with chronology. Strong answers (1) name the right structure for each passage, (2) link each structure to the author's purpose, and (3) cite ONE detail from EACH passage. Reject one-sided or structure-confusing answers.
10. C	C names BOTH structures correctly and notes the shared topic. A is wrong — the structures differ. B swaps them. D contradicts the obvious signal words in both passages.



Want Even More Practice? Check Out Our Other Michigan M-STEP ELA Test Books!




Includes 5, 6, 7 & 8 Test Prep Books

Michigan M-STEP Grade 5 ELA Preparation Bundle

26 full-length practice tests across four books (5 + 6 + 7 + 8)

No repeated questions — maximum practice value!

▼ DOWNLOAD INSTANTLY ▼



SCAN ME

Point your phone camera at the code · instant access to all four books

26 Tests! 4 Books One Bundle

Important: All our test books contain **unique, completely different tests** from each other! Each book offers fresh practice questions — no repeats!

<h4>5 Practice Tests</h4> <ul style="list-style-type: none"> ✓ 5 complete practice tests with detailed explanations ✓ Perfect foundation for M-STEP ELA prep ✓ Builds confidence and test-taking skills ✓ High-quality questions aligned with standards <p>Start your practice journey!</p>	<h4>6 Practice Tests</h4> <ul style="list-style-type: none"> ✓ 6 complete practice tests with detailed explanations ✓ Unique tests — different from the 5 tests book ✓ Perfect for more practice after mastering 5 tests ✓ Same high-quality questions aligned with standards <p>Take your practice to the next level!</p>	<h4>7 Practice Tests</h4> <ul style="list-style-type: none"> ✓ 7 complete practice tests for deeper preparation ✓ Unique tests — different from 5 and 6 tests books ✓ Builds stamina with full-length practice ✓ Aligned to Grade 5 M-STEP ELA standards <p>Maximum preparation power!</p>	<h4>8 Practice Tests</h4> <ul style="list-style-type: none"> ✓ 8 complete practice tests — our largest book ✓ Unique tests — different from 5, 6 and 7 books ✓ Great for final review before test day ✓ Builds true test stamina and confidence <p>Be fully prepared!</p>
--	--	--	---

Get the bundle at [EffortlessMath.com](https://www.EffortlessMath.com) — scan the QR code above to open the product page.