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Compare and contrast the text structure of events and ideas in two texts

Language Objectives

- Make connections between ideas.
- Describe text structure.
- Evaluate how authors present information.
- Compare and contrast the structures of two or more texts.

Building Literacy

Comparing and contrasting texts will help students move beyond what is stated by an author by:

- describing how the author connects ideas.
- interpreting what the author wants readers to know.
- analyzing text structures and relationships between ideas.
- examining the author's choices about what information to include.

Focus on Language

Display the following vocabulary words that students will encounter in these texts. Then, have students make a T-chart to sort the words into nouns and adjectives. (Spanish cognates are in parentheses.)

- painstaking
- fateful (fatídico)
- prehistoric (prehistórico)
- property (propiedad)
- relief groups
- initial (inicial)



ENGLISH LANGUAGE LEARNERS

Provide your English learners with sticky notes to mark any unfamiliar vocabulary as they read. Have them translate the word to their native language or use a dictionary to write a simple definition in English. Then as students reread the text, they can refer to the sticky notes when they have questions about word meanings.

show me

In this lesson, students will read two texts related to earthquakes and other natural disasters and compare and contrast how the authors organize events and ideas.

Say: Today, you are going to read two texts about natural disasters and think about how each author organizes the information. When authors use different text structures to present related events and ideas, readers can learn about different connections between the information. To compare and contrast the text structures, tell how the authors' organization and presentation of ideas and details is similar and different.

Have partners turn and talk to discuss possible text structures an author might use to present events and ideas related to natural disasters. Encourage them to consider how the different structures might affect how readers understand the relationships between the information. Ask volunteers to share their ideas with the class.

guide me

Use the paragraph in guide me to help students identify how an author organizes ideas.

Read aloud the introduction and explain that the author is setting up a list of what people need to do to prepare for a natural disaster. Continue by reading the numbered steps.

Ask a volunteer to read aloud the first response statement and say if it's true or false. Have students write T for true. Then, call on another volunteer to point out the topic sentence.

Have students work in pairs to read the next statements and identify each as true or false (F for number 2; T for number 3). Finally, ask volunteers to explain how they can tell the author is using sequence structure, not a compare-and-contrast structure.

10

Compare and contrast the text structure of events and ideas in two texts

show me

How can a text structure affect the way ideas are presented?

guide me

example

Read the paragraph below. Then read the statements. Write T if the statement is true. Write F if the statement is false.


Every family should have an action plan in case of a natural disaster. Here's what you need to do:

- 1 Set up a location to meet if family members get separated.
- 2 Have an escape plan so you can get out of your house if needed.
- 3 Put together safety kits that include water and first aid items.

The author introduces the concept with a topic sentence. T

The author compares and contrasts natural disasters. F

The author organizes ideas in sequential order. T



COMPARING TEXTS 37

VISUAL LITERACY

Readers can strengthen their understanding of a text by making connections between its words and graphic features. Have students work in small groups to discuss the picture on page 37. Then, have them write a caption for the picture, combining details from the picture to the information in the text. Ask for volunteers to share their captions with the group.



work time

Introduce Vocabulary Write the following vocabulary words on the board: **painstaking, fateful, prehistoric**. Point out the Spanish cognates for *fateful* and *prehistoric*. Then, have students scan the text to see which noun each adjective describes.

Read—Pause—Summarize Use the following interactive strategy to promote a strategic reading of the text.

Have student pairs take turns reading “A Bowl of Noodles” aloud. After each student reads two paragraphs, pause and have the partner summarize the information they just heard. Continue the process until the end of the text.

Analyze Author’s Craft and Style: Author’s Purpose

Remind students that authors often have more than one purpose for writing a text.

Have volunteers reread paragraphs 2 and 3. Discuss that the author informs readers about an earthquake that occurred thousands of years ago. The author describes effects such as flooding and villagers getting trapped. The author also explains how excavations years later revealed information about the earthquake.

Then, have partners review paragraphs 6 and 7 and identify another purpose the author has. Guide students to recognize what claim the author is making about the discovery of the bowl of noodles. (The author claims that people in China most likely created noodles.)

check for understanding by having students answer the question about the invention of noodles. (People in China think they are the original creators of noodles because “the earliest description of noodles was found in a book written by a Chinese author 1,900 years ago.” Then the discovery of the preserved bowl of noodles helped to show that noodles did exist in China thousands of years ago.)

10 Compare and contrast the text structure of events and ideas in two texts

work time

A Bowl of Noodles

by Ky Simpson

- 1 Four thousand years ago, an earthquake struck a village on the banks of the Yellow River in China. Today, this village is known as Lajia. The earthquake shocked villagers who were just sitting down for a meal, causing at least one of them to drop a bowl of noodles.
- 2 People scrambled for their lives. The earthquake triggered flooding. The water from the Yellow River carried fine particles of silt, which trapped many villagers and their belongings under a thick layer of mud. Those who did survive abandoned the village.
- 3 For centuries, the village lay suspended in time. Eventually, archaeologists discovered Lajia, and excavations began. Some of the artifacts were buried under as much as ten feet of mud, but the painstaking excavation was worth the effort. The jumble of household items and human remains told the sad story of what had happened that fateful day.
- 4 In 2005, archeologists unearthed a well-preserved clay bowl that was upside down. When they carefully lifted the bowl, a serving of noodles lay perfectly intact beneath it. The meal that had been dropped so long ago had remained unchanged.
- 5 The ancient noodles were yellow and slender and looked almost good enough to eat. Fortunately, someone took photos the moment the noodles were discovered, because the noodles disintegrated once exposed to air.
- 6 The Lajia noodles are the oldest ever found. The cultures of Italy, the Middle East, and China have all wished to claim credit for inventing the popular dish. These prehistoric noodles offer important evidence in the argument about where noodles were first invented.
- 7 Up until the discovery in 2005, the earliest description of noodles was found in a book written by a Chinese author 1,900 years ago. Now, however, the people of China can boast that they are most likely to be the original creators of noodles.

check for understanding Why do the people of China think that they are the original creators of noodles?

38 COMPARING TEXTS

CRITICAL LITERACY

One way to help students think critically is to have them question which details are missing from the text. For example, the author does not include firsthand accounts from archaeologists to show their reactions to discovering Lajia and the artifacts buried by the earthquake.

Use the following questions to prompt students to consider how missing details could affect readers’ understanding of the topic:

- How do you think archaeologists felt when they discovered Lajia?
- What do you think archaeologists hoped to find during their excavations? Did their discoveries meet or exceed their expectations? Why or why not?
- What might archaeologists say about why their work is important?



work time

Introduce Vocabulary Write the following vocabulary words on the board: **property**, **relief groups**, **initial**. Point out the Spanish cognates for *property* and *initial*. Then, remind students that there are times when the meaning of a word changes based on how it is used in a sentence. Have partners look up and discuss the different meanings of *property*, *relief*, and *initial*, and then use the context to determine which meaning is used in the text.

Read—Pause—Make Connections Use the following interactive strategy to promote a strategic reading of the text.

Have student pairs take turns reading “Restoring Order” aloud. After each student reads two paragraphs, have him or her pause and share a personal connection.

On the board, write a few sentence frames to help guide the conversation, such as:

- This reminds me of _____.
- I remember reading about a natural disaster in _____.
- I know that in my state, _____ happened. Afterward, people _____.

Analyze Author’s Craft and Style: Problem and Solution

Review that the author discusses causes and effects related to natural disasters such as earthquakes. Then point out that the author also describes how everyday people and firefighters have solved and worked to prevent problems caused by disasters.

Ask a volunteer to read aloud paragraph 4. Point out that the author gives examples of how survivors have helped others after a disaster. (In 1989, after an earthquake caused traffic light problems, people solved the issue by using flashlights to direct traffic.) Ask volunteers to name another example from the paragraph. (After floods, people have used sandbags to stop the water.)

Then, have partners review paragraphs 6 and 7 and identify a problem and solution related to fires. (Fires after an earthquake, such as those in 1906 in San Francisco, can cause extensive damage. Firefighters try to prevent such widespread damage by fighting any fires quickly.) Ask a volunteer to share the answer with the class.

check for understanding by having students complete the sentence about the structure of the text. (This text uses a cause and effect structure to explain how normal life breaks down after a natural disaster.)

work time

Restoring Order by Adam McClellan

- 1 It is not just buildings that are harmed when a natural disaster strikes. The normal order of everyday life breaks down, too.
- 2 For example, after a flood, a city's streets may turn into wide streams or become blocked by mud or debris. Water can also cause damage to a city's electrical grid, which can cause traffic lights to fail. Fires, gas leaks, and downed power lines are other problems caused by natural disasters.
- 3 In addition, people are often confused about what to do following a disaster. With so many problems to handle, people often have difficulty creating priorities. Bringing order out of all of this chaos is not easy.
- 4 However, survivors themselves often help after a disaster. For example, the 1989 earthquake disrupted San Francisco's traffic light system. So residents of some neighborhoods directed traffic with flashlights. In communities where rivers have flooded, people often work together to pile up walls of sandbags. In places where forest fires have burned towns, people have collected food and clothing for survivors.
- 5 The impact of a disaster may be too much for local police departments to handle. In that case, outside forces may come to help. In the United States, the National Guard helps to bring order to disaster areas. The National Guard helps to protect property, moves people away from danger, and works with relief groups to help communities.
- 6 Some of the worst destruction can happen hours, or even days, after the initial disaster has ended. The 1906 San Francisco earthquake, for example, toppled buildings and caused a huge amount of destruction.
- 7 The worst damage, however, was caused by fires that started due to many broken gas lines. These fires burned for four days. Several hundred city blocks were destroyed. Today, firefighters prevent this kind of damage by working quickly to put out any fires started by earthquakes and other natural disasters.

check for understanding This text uses a _____ structure to explain how normal life breaks down after a _____.

VISUAL LITERACY

Some students may feel more comfortable demonstrating their knowledge of content area vocabulary through drawing instead of writing. For example, have students work in small groups to draw and label causes and effects from the text. Then, have volunteers present and discuss their drawings with the whole group.



check for understanding

Analyze Author's Craft and Style Have students work with a partner to answer the **check for understanding** questions.

If students struggle to contrast the presentation of ideas in the two texts, use a Think Aloud to model how a critical thinker would approach the texts.

Think Aloud The question reminds me that both texts present information about natural disasters. I will look back at each text to think about how the information is different. In "A Bowl of Noodles," the author tells about how an earthquake thousands of years ago preserved artifacts, including a bowl of noodles. In "Restoring Order," the author shows how a natural disaster can have rippling effects that cause the breakdown of everyday life.

Cause and Effect Remind students that a cause leads to an effect. An **effect** is what happens, and a **cause** is why it happens. Then, guide students to read each statement in the chart and look back at "A Bowl of Noodles" to identify the corresponding cause or effect.



reflect

Have partners discuss which text they think is better organized and why. Make sure students use at least two reasons to support their opinions.

check for understanding

- 1 The Greek root *-ology* means "the study of." Based on "A Bowl of Noodles," what do you think *archeology* means?

Possible response: I think archeology is the study of ancient people and places because archeologist uncovered and studied Lajia.

- 2 Has your attitude about natural disasters changed after reading "Restoring Order"? Explain why or why not.

Possible response: Yes, it made me realize that I don't know what to do if there is a natural disaster in my town. My family needs a plan of action.

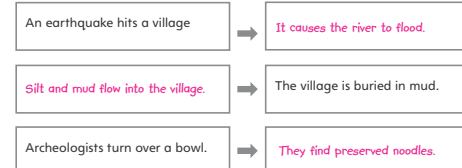
- 3 What does the word *excavation* mean in paragraph 3 of "A Bowl of Noodles"? Explain how you know.

Possible response: "Excavation" means "the uncovering of something that is buried." The text described what the excavation uncovered.

- 4 How are natural disasters presented differently in the two texts?

Possible response: In the first text, a natural disaster preserved a bowl of noodles. In the second, disasters cause the breakdown of everyday life.

- 5 Use the cause-and-effect graphic organizer to identify events from "A Bowl of Noodles."



reflect

With a partner, decide which text is better organized so that it clearly presents its topic. List two reasons why you feel this way.

CRITICAL LITERACY

To foster further inquiry and text connections, assign small groups another text related to natural disasters. Have each group complete a three-circle Venn diagram to compare and contrast how the authors of the three texts they read present information about natural disasters.

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➤ show me

How can a text structure affect the way ideas are presented?

➤ guide me

example

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The author introduces the concept with a topic sentence.

The author compares and contrasts natural disasters.

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work time

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by Ky Simpson

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check for understanding Why do the people of China think that they are the original creators of noodles?

➤ **work time**

Restoring Order

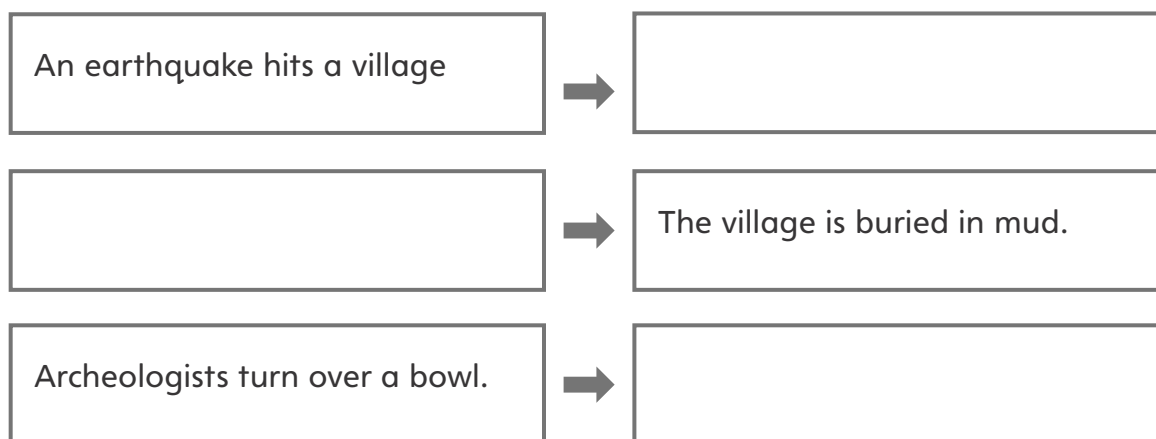
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➤ **check for understanding** This text uses a _____ structure to explain how normal life breaks down after a _____.

➤ check for understanding

- 1 The Greek root *-ology* means “the study of.” Based on “A Bowl of Noodles,” what do you think *archeology* means?
- 2 Has your attitude about natural disasters changed after reading “Restoring Order”? Explain why or why not.
- 3 What does the word *excavation* mean in paragraph 3 of “A Bowl of Noodles”? Explain how you know.
- 4 How are natural disasters presented differently in the two texts?
- 5 Use the cause-and-effect graphic organizer to identify events from “A Bowl of Noodles.”



➤ reflect

With a partner, decide which text is better organized so that it clearly presents its topic. List two reasons why you feel this way.