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SuccessMaker Targeted Lessons

Comparing Texts

Teacher's Resource Guide • Volume B



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Comparing Texts

Teacher's Resource Guide • Volume B

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Compare and contrast first- and third-person narrations

1

Language Objectives

- Identify first- and third-person points of view.
- Use parts of speech to learn and understand new vocabulary.
- Determine the meaning of figurative language.
- Compare and contrast the point of view from which different stories are narrated.

Building Literacy

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

- analyzing the author's decisions about whose story is told.
- focusing on nuances of word choice.
- considering alternate versions of the text.
- making connections across texts and to personal experiences.

Focus on Language

Display the following vocabulary words that students will encounter in these texts. Have students use a T-chart to list these adverbs and their related adjectives, such as *furious* and *particular*. (Spanish cognates are in parentheses. Point out that the adverb suffix *-ly* is like the ending *-mente* in Spanish.)

- furiously (furiosamente)
- particularly (particularmente)
- immediately (inmediatamente)
- suddenly
- faintly



ENGLISH LANGUAGE LEARNERS

Become familiar with common cognates in English and students' primary languages. Cognates are words that share origins and appear in similar forms in different languages. For example, the English word *school* is of Greek origin and is similar to the Spanish *escuela*. For speakers of languages that share word origins with English, the study of cognates can be a powerful vocabulary-building tool.

1 Compare and contrast first- and third-person narrations

➞ show me

In this lesson, students will compare a first-person story about a lifeguard with a third-person story about an earthquake.

Say: Today, you are going to compare and contrast two stories with different points of view. In fiction, **point of view** refers to the narrator, or who is telling the story, and what the narrator thinks or feels about what happens. A **first-person** narrator is a character in the story. A **third-person** narrator is *not* a character in story. To **compare and contrast** points of view, find how the narration of two stories is alike and different.

Have students name the characters in a familiar story and discuss whether one of those characters is also the narrator of the story. Then ask students to talk to a partner about how the story would be different if it were told by a different narrator.

➞ guide me

Use the **guide me** text to help students practice comparing points of view. Assign three volunteers the role of Reporter, Bystander 1, and Bystander 2. Have them read the script aloud.

Then ask volunteers to say something about each character's point of view, based on following questions:

- What details does he or she give?
- What does he or she think about what happened?

Finally, have student pairs **compare and contrast** the comments by answering the question about point of view.

1

Compare and contrast first- and third-person narrations

➞ show me

What is the difference between a first- and third-person point of view?

➞ guide me

example


Look at the picture below. Then read the sentences.

Reporter: "Severe weather knocked down many trees on Main Street, leaving many residents without power."

Bystander 1: "Thank goodness no one was driving by when the tree fell."

Bystander 2: "Oh, no! That's my car. I hope my insurance covers falling trees!"

What do the different comments tell you about point of view?
People can have different feelings and thoughts about the same event.



COMPARING TEXTS 1

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 of the car on page 1. Then, have them write a caption for the picture, based on the details 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: **furiously, particularly, immediately.** Point out the Spanish cognates. Then, have students scan the text to find the verb each adverb describes.

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

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

On the board, write a few connection stems to help guide the conversation, such as:

- This reminds me of _____.
- I remember reading about _____.
- Lifeguards are _____.

Analyze Author’s Craft and Style: Sensory Language Point out the phrase in paragraph 2 that uses sensory language to describe the man (“face scarlet with rage”). Have students tell which sense these words appeal to and how they help the author show the man’s anger.

Then, have partners read paragraphs 4 and 5. Have them identify sensory language that shows the narrator’s difficulty in rescuing the man and discuss why the author most likely chose to use these words.

check for understanding by having students complete the sentence frame about point of view. (The author wrote the story from the point of view of the lifeguard.)

1

Compare and contrast first- and third-person narrations

work time

The Rip Current Rescue

by Monty Ward

1

I had just finished my shift as a lifeguard at Tombolo Beach and was getting into my car when a young boy I'd seen earlier ran up to my window. "Help! My dad's getting carried out to sea!"

2

Earlier, this boy's father confronted me on the beach as I posted a sign announcing that swimming hours were over. "What's going on here?" He yelled furiously, his face scarlet with rage. "This is absurd. It's boiling hot, we come here to swim, and now you're closing the beach?"

3

"I'm sorry," I said firmly, "but after six o'clock, there aren't any lifeguards on duty, and this water can be dangerous, so there's no swimming allowed." I pointed to an area offshore where the ocean was particularly choppy and added grimly, "Churning water signals a rip current, which can yank you out to sea in no time."

4

The father waved away my words, saying he knew perfectly well how to swim. But now the current was dragging him away from shore, and he was quickly losing his strength to tread water. I leaped out of my car, grabbed a rescue tube, slung it over my shoulder, and raced down the beach. The boy had already run back, and now he stood in the surf, shouting encouragement to his father. I plunged into the water, waded a short distance, and almost immediately felt the current tugging me sideways as I began to swim.

5

When I reached the man, I hoisted his shoulders onto the tube. "We're almost there," I told him before I began swimming back to the beach, hauling the man and the tube.

6

Finally, we landed on the shore. The man raised himself on his elbows, looked up at me, and said quietly, "You saved my life. Thank you." Then he looked at his son. "And thank you for listening to the lifeguard," he said. "His advice no doubt saved your life, too."

check for understanding

The author wrote the story from the point of view of the _____.

2

COMPARING TEXTS

CRITICAL LITERACY

To think critically, students must understand that the author has made specific decisions about the words and ideas he or she included in the text.

After students have finished reading, have them reflect on these questions:

- What does the author want readers to learn?
- Why did the author tell this story from this point of view?
- How would someone who has been in a rip tide feel about this story?

work time

Introduce Vocabulary Write the following vocabulary words on the board: **suddenly**, **faintly**. Then, have students identify synonyms for each word.

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

Have student pairs take turns reading “Tom Rides Out the Quake” aloud. After each student reads two paragraphs, pause and have the partner retell what just happened. Continue the process until the end of the text.

Analyze Author’s Craft and Style: Figurative Language Explain to students that authors use **figurative language** to make their writing more interesting and help the text come to life for readers. Point out the simile in paragraph 3 and discuss how the author compares the floor to a ship’s deck.

Have a volunteer read aloud paragraph 6. Then, have students discuss how the author uses **personification** to describe the building. Invite volunteers to share their responses with the class.

check for understanding by having students identify the point of view the author has used to tell the story (third person).

Compare and contrast first- and third-person narrations 1

work time

Tom Rides Out the Quake
by Tony Sansevero

- Tom unpacked his suitcase as he conversed with his new college roommate, Eric. Eric was telling him about the campus when suddenly the apartment building began to shake, causing books and a ceramic vase to fly off a shelf and crash loudly on the floor.
- Tom grabbed hold of a tabletop, convinced that a truck had just crashed into the building and that they were feeling the reverberations of the impact. Eric froze in place, his eyes widened. “What’s happening?” Tom said, struggling to keep his voice calm, he could feel faint stirrings of panic roiling inside him.
- “Earthquake!” Eric shouted as the apartment building began to tremble again. The floor pitched and creaked like the deck of a storm-tossed ship. Windows rattled. Cabinet doors popped open. More books slid off shelves, and a lamp toppled over with a crash.
- Quickly, Eric grabbed Tom by the shoulder and pushed him toward the kitchen door. “Stand in the doorway!” he yelled. “It’s a strong place in the room, and nothing can fall on us there!”
- No sooner had Eric said this than he lost his balance and fell, striking his head against the sharp edge of his desk as he went down. He lay crumpled on the floor, not moving. Tom could feel terror rushing through him, but the realization that he needed to help Eric enabled him to shove aside his fear.
- Tom hooked his arms under Eric’s shoulders and dragged him into the doorway. After what seemed like an eternity of bucking and heaving, the earthquake subsided and the building grew still and somber, groaning as it settled back onto its foundation.
- I wish I had learned more about earthquakes before I came here, Tom thought. Just then, Eric stirred and opened his eyes halfway. He grinned faintly. “Welcome to California,” he said.

check for understanding The author uses the _____ to tell the story as a narrator that is not in the story.

COMPARING TEXTS 3

VISUAL LITERACY

After students have finished reading, monitor their understanding by having them draw an event from the text. Then, have them work with classmates to put their drawings in plot order. Ask for volunteers to retell the most important events of the story.

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 understand how the story would change if it were told from a different point of view, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud The author of “The Rip Current Rescue” tells the story from the lifeguard’s point of view. We know the lifeguard thinks “this water can be dangerous” and rip currents can “yank you out to sea in no time,” but we do not know what the father was thinking. If the story were told from the father’s point of view, we might understand why he thought it was safe to swim. He might also describe how he felt when he knew he was in danger.

Compare and Contrast: Narration Explain that students can compare and contrast points of view across texts by identifying pronouns and signal words the narrators uses to describe what happens. For example, point out the first paragraph of “The Rip Current Rescue” and have students circle words that reveal the narrator (*I, my, lifeguard*). Discuss how these words reveal a first-person narrator. Then, have students complete the chart one column at a time.

reflect

Have students work in small groups to contrast first- and third-person points of view. Use the following sentence frames to guide their discussions.

- A first-person point of view _____.
- However, a third-person point of view _____.

1

Compare and contrast first- and third-person narrations

check for understanding

1

How might “Rip Current Rescue” have been different if it were told from the father’s point of view?

Possible response: If the father had told the story, we might have learned more about how he felt or what thoughts went through his mind as he struggled.

2

Why do you think the author tells the story from Tom’s point of view in “Tom Rides Out the Quake” and not Eric’s?

Possible response: Tom has never experienced an earthquake, so the author shares his point of view to show how frightening an earthquake can be.

3

In “Rip Current Rescue,” which paragraphs tell what happened before the boy asked for help? What phrase signals the time shift in the story?

Paragraphs 2–4 tell what happened earlier in the day. The word “Earlier” signals that readers will learn about an earlier event.

4

What signal words and phrases does the author of “Tom Rides Out the Quake” use to help strengthen the story sequence?

Possible response: When suddenly, No sooner had, After what seemed like an eternity, Just then

5

Use the graphic organizer below and what you learned from the stories to list features of first-person and third-person narrations.

Possible responses:	First-Person Narration	Third-Person Narration
Passage Title	“Rip Current Rescue”	“Tom Rides Out the Quake”
Pronouns and words that signal point of view	I, me, my	he, his, him, the names of characters
The narrator is	a character in the story	not a character in the story

reflect

Think about the lesson question “What is the difference between a first- and third-person point of view?” Discuss your answer with a partner.

4

COMPARING TEXTS

CRITICAL LITERACY

One way to help students develop a critical response is to construct alternatives to the text. For example, have students imagine how the story of “Tom Rides Out the Quake” would change if it were told by Eric, who is used to living in California. Or, have students consider how the plot would be different if the story took place in Colorado or Hawaii. Would the natural disaster be an earthquake or something else? These lines of inquiry will help open new ways of thinking for students.

2

Compare and contrast first- and third-person narrations

Language Objectives

- Identify point of view as first-person or third-person.
- Describe a story's characters, setting, and plot events.
- Use context clues and word relationships to understand new vocabulary.
- Compare and contrast stories.

Building Literacy

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

- examining the author's decisions about point of view and which details to reveal to readers.
- focusing on nuances of word choice.
- generating questions to monitor comprehension.
- considering alternate versions of the text.

Focus on Language

Display the following vocabulary words that students will encounter in these texts. Have students use a T-chart to categorize the connotations of the words as Positive or Negative. (Spanish cognates are in parentheses.)

- despised (despreciado)
- exorbitant (exorbitante)
- renowned (renombrado)
- frantic (frenético)
- distress
- sympathetically (simpáticamente)



ENGLISH LANGUAGE LEARNERS

Provide your English learners with opportunities to interact with English-speaking classmates to enhance their language skills. Working in pairs or small groups will give English learners a chance to practice English in a relaxed environment.

➤

show me

In this lesson, students will compare a third-person story about a fictional kingdom with a first-person story about a missing essay.

Say: Today, you are going to **compare and contrast** two stories, or find ways they are the same and different. One element you can compare and contrast is **point of view**, or how the story is told. In a **first-person** point of view, the narrator is a character in the story. In a **third-person** point of view, the narrator is *not* a character in story.

Have student pairs discuss a well-known children’s story and identify whether it is told from a first-person or third-person point of view. Ask them to consider whether they know the personal thoughts and feelings of the narrator about the events of the story, or whether it is told from the perspective of an outsider. Have volunteers share their responses with the class.

➤

guide me

Use the **guide me** to activity to help students practice **contrasting** different points of view. Have a student volunteer describe what is happening in the picture. (A group of soccer players celebrates a goal, while the opposing team’s goalie looks upset.) Discuss that the players took part in the event but the people watching the game just observe it, so they will use different pronouns to describe the goal.

Have partners choose a person in the picture to use as the narrator. Prompt partners to describe the event from the first-person point of view of one of the players and complete the chart with the pronouns they used (for example: I, me, mine, we, our, ours).

Then, have partners repeat the activity using the third-person point of view of a game spectator (for example: he, his, him, they).

2

Compare and contrast first- and third-person narrations

show me

How does point of view affect how a story is told?


guide me

example

Look at the picture below. Imagine you are one of the players. With a partner, use first-person pronouns to tell what happened. List the pronouns you used.

Repeat the activity. This time imagine you are a spectator and use third-person pronouns to tell what happened. List the pronouns you used.

First-person Pronouns	Third-person pronouns
Possible responses: I, me, my, mine, we, our, ours	Possible responses: he, his, him, she, her, hers, they



COMPARING TEXTS 5

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 pictures that represent first-person and third-person points of view. Then, have volunteers present and discuss their drawings with the class.

work time

Introduce Vocabulary Write the following vocabulary words on the board and point out their Spanish cognates: **despised, exorbitant, renowned.** Have students list words with similar meanings. Then have them use a graphic organizer to put the words in order from weakest to strongest or least descriptive to most descriptive.

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

Have student pairs take turns reading “Sleepyville Wakes Up” aloud. After each student reads a paragraph, partners will pause and draw a sketch about an event in that section. Prompt partners to share and discuss their sketches when they are finished reading the text.

Analyze Author’s Craft and Style: Characterization Read aloud paragraph 1, emphasizing the phrases “heartily despised,” “growl to his subordinates, who scurried to obey,” and “thumped his fist.” Ask a volunteer to explain what each phrase means, and discuss how these descriptions help readers understand what King Kenneth is like.

Then, have partners read through the rest of the text and note other words or phrases that are particularly descriptive. Invite volunteers to explain how the word choice affects the reader’s understanding of the characters in the story.

check for understanding by having students complete the sentence frame about the narrator. (The author uses third-person narration because the narrator is a character outside the story.)

2 Compare and contrast first- and third-person narrations

work time

from Sleepyville Wakes Up

by Alonzo Marcos

- There are few things more unfortunate than a king whom nobody likes. Kenneth was just this kind of king. Most of King Kenneth’s subjects heartily despised him because he taxed them ruthlessly. “Bring me more money!” King Kenneth would growl to his subordinates, who scurried to obey as he thumped his fist on the arm of his throne.
- Anyone who criticized King Kenneth was hustled off to prison or deported and not allowed to return to their homes and families. “Out to sea you go!” he’d shout with unbecoming glee. Then the unlucky person was placed in a boat and sent off in the direction of distant lands. Needless to say, the people in the kingdom led worried lives.
- Roderick the Rotten was the mayor of Sleepyville, a tiny village in the northern part of the country. Like King Kenneth, Roderick believed in taxes, taxes, and more taxes. He collected more taxes than any other mayor in the country, far exceeding the amounts that were necessary to pay King Kenneth’s already exorbitant levies.
- Day after day, Roderick sat by himself, counting his money and stacking the coins in tall towers of silver and gold. When he ran out of coins to count, he yelled at his servants to bring him more from the vault. “More! More, I say!” Roderick would yell.
- Roderick the Rotten hadn’t always been rotten or rich. Once, he had been among the most renowned and admired men in the village. People honored him for his generosity and kindness. Before becoming mayor, he had often spent his days fishing in Sleepy Stream, the river that ambled past one side of Sleepyville. Not that Roderick needed the fish. He was just as likely to give the best of his catch to anyone he saw while walking home.
- However, when Roderick became mayor, power and greed turned him into a money-grubbing ogre.

check for understanding

The author uses _____ narration because the narrator is a character _____ the story.

6 COMPARING TEXTS

CRITICAL LITERACY

Students become good critical thinkers when they are able to look beyond the words on a page in order to make connections to real-world experiences and other texts.

Have students practice thinking critically by reflecting on these questions after reading:

- What other stories have you read that feature cruel, greedy characters?
- Would you want someone like King Kenneth or Roderick the Rotten in charge of your country, state, or city? Why or why not?
- What traits make a good leader? How can leaders earn the respect of the people they govern?



work time

Introduce Vocabulary Write the following vocabulary words on the board: **frantic, distress, sympathetically**. Point out the Spanish cognates for *frantic* and *sympathetically*. Then, have students discuss why the author chose to use these words instead of *worried, sadness, or kindly*.

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

Have student pairs take turns reading “A Happy Accident” aloud. After each student reads two paragraphs, have him or her pause to ask his or her partner questions about what they just read. Have them continue this process until they finish reading.

Analyze Author’s Craft and Style: Point of View When the narrator is one of the characters in the story, he or she can reveal to readers personal thoughts and feelings that the other characters do not know.

Have a volunteer read aloud paragraph 2. Discuss how the narrator describes looking for his essay (“Panic spiraled upward inside me as I flipped through every page...”; “I tore desperately...in hopes that my essay would flutter out.”) Point out that while other people may see his actions, they do not know what he is thinking or feeling as he does them.

Then, have students work in pairs to read through paragraphs 7 through 9 and identify text details that convey the narrator’s feelings. Ask students to consider which details Mr. Samms would know and which details are only known by the narrator.

check for understanding by having students complete the sentence frame about point of view. (The author uses a first-person point of view to tell the story from Mike’s viewpoint.)

Compare and contrast first- and third-person narrations **2**

work time

from A Happy Accident
by Suzanne Weyn

- 1 The bell rang, and everybody took their seats as Mr. Samms announced, “OK, class, the deadline for the essay contest is precisely four o’clock this afternoon.”
- 2 I’d stayed up really late the night before to finish my essay, and I was supremely happy with how it turned out. But when I opened my science folder, my essay wasn’t there! Panic spiraled upward inside me as I flipped through every page and examined every sheet of paper. Still no essay. I tore desperately through all my folders and books again, shaking each one in hopes that my essay would flutter out. “Where could it be?” I muttered.
- 3 Mr. Samms couldn’t help but notice my frantic actions and obvious distress. “Is there a problem, Mike?” he asked.
- 4 “I can’t find my essay,” I said, struggling to keep my voice from trembling. I swallowed hard and, even though I knew what the answer would be, asked, “Can I bring it in tomorrow?”
- 5 “Sorry, Mike, the contest rules are very clear about the deadline.”
- 6 At lunchtime, I called my mother at work. “Did you see my essay?” I asked, trying to remain calm. “It was on the kitchen table last night, in my science folder, but it might have fallen out when I grabbed my folder this morning.”
- 7 “No, sorry, Mike, I didn’t see it,” she replied, just as I knew she would. I began to wonder if my essay had floated out the window on a breeze. It was a crazy idea, but I just couldn’t imagine where the essay had gone.
- 8 I went back to class feeling defeated and walked right into Mr. Samms. “It was the best thing I’ve ever written,” I told him. “I worked really hard on it.”
- 9 Mr. Samms nodded sympathetically, but inside I felt that he wasn’t being fair because I had been extremely careful with my work. It had simply vanished!

check for understanding The author uses _____ to tell the story from _____ viewpoint.

COMPARING TEXTS **7**

VISUAL LITERACY

Monitor students’ understanding after reading by having them draw the part of the story they find most interesting. Then, have them share their drawings with their classmates. Drawing activities engage visual learners while providing evidence of reading comprehension.

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 understand how the point of view would change in an alternate version of the story, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud Before I think about the point of view in a different version of the story, first let me think about the point of view in this version. The author of "A Happy Accident" uses a first-person point of view to tell the story from Mike's perspective. Since Mike is the narrator, he can tell readers how frantic and desperate he feels when he's trying to find his essay. Now I'll think about how a third-person narrator would tell the story differently. This narrator would not be a character in the story, so he or she might not know as much about Mike's feelings. However, a third-person narrator could tell readers more details about other characters in the story, such as Mr. Samms.

Story Structure To continue a story, students will need to identify the major story elements presented in the story so far. Guide students' thinking by asking the following questions:

- Who are the main characters? What are they like?
- Where and when does the story take place? Does it make sense for the setting to change?
- What plot events have happened so far? Does the author give any hints about what could happen next?

reflect

Have students work with a partner to discuss how point of view affects how a story is told. Students may look back to the **guide me** activity and their answer to **check for understanding** item 3 to inform their responses.

2
Compare and contrast first- and third-person narrations

check for understanding

1 "A Happy Accident" is an excerpt from a longer text. What can you infer about Mike's problem from the title?
Possible response: The title implies that something "happy" will happen, so I think Mike's essay will reappear in time for the deadline.

2 In the excerpt from "Sleepyville Wakes Up," what is the author's viewpoint of people like King Kenneth and Roderick the Rotten?
Possible response: I think the author feels that power and money change people, as they did Roderick, making them insensitive to the needs of others.

3 How would "A Happy Accident" be different if the author had used a third-person narration as a character outside of the story?
The author would use third-person pronouns to tell the story. We might learn less about Mike's feelings and more about Mr. Samms's observations.

4 How does the author use precise verbs in "Sleepyville Wakes Up" to help you envision King Kenneth or Roderick the Rotten?
Possible response: Phrases such as "growled," "thumped his fist," and "shouted with unbecoming glee" help me envision King Kenneth as a spoiled toddler.

5 Imagine you are the author of one of the stories. Briefly tell how you would continue one of the stories and why.
Possible response: I would continue "Sleepyville Wakes Up" to tell how the townspeople "wake up" by standing up to Roderick. The people miss the person they once admired, and work together to get the old Roderick back. Once they do that, they start thinking of ways to get King Kenneth to change.

reflect

Think about the lesson question "How does point of view affect how a story is told?" Discuss your answer with a partner.

8 COMPARING TEXTS

CRITICAL LITERACY

Good critical thinkers are able to see beyond the view of the narrator in order to understand a character's choices and reactions. In "A Happy Accident," Mike believes Mr. Samms is treating him unfairly.

To consider whether this portrayal is accurate, have students discuss how the story would be different if the roles were switched. How would Mike feel if he were the teacher and someone asked him to bend the rules when everyone else had followed them? How would Mr. Samms feel if he worked hard on something that suddenly went missing?

Combine information from two texts in order to speak knowledgeably about a topic

3

Language Objectives

- Identify an author's viewpoint.
- Use context clues to figure out the meaning of domain-specific vocabulary.
- Discuss author's purpose.
- Combine information from two texts to form a new understanding.

Building Literacy

Integrating texts will help students move beyond what is stated by an author by

- determining which viewpoints the author includes and leaves out.
- making, confirming, and correcting predictions.
- examining text structures and relationships between ideas.
- identifying information that should be clarified or further explored.

Focus on Language

Display the following domain-specific vocabulary words that students will encounter in these texts. Have students use a KWL graphic organizer to rate their understanding of these social studies terms. (Spanish cognates are in parentheses.)

- reform (reforma)
- suffrage (sufragio)
- opposition (oposición)
- demonstrations (demostraciones)
- assembly (asamblea)



ENGLISH LANGUAGE LEARNERS

Show your English learners photographs and video clips related to domain-specific vocabulary. Visual references help students make connections between English vocabulary and familiar words from their native language.



show me

In this lesson, students will integrate information from informational texts about women's suffrage and freedoms of speech and assembly to form a new understanding about rights and freedoms in the United States of America.

Say: Today, you are going to integrate information from two texts. When you **integrate** information, you combine details from different sources to form a new understanding on a topic or idea.

Have students turn and talk to a partner about the meaning of **integrate** to come up with their own definition. Ask for volunteers to share their definitions with the group.



guide me

Use the example sentences in **guide me** to help students practice integrating details. Have a student volunteer read aloud the excerpt from a social studies text and say something to the class about what they read. It could be an idea that was new to him or her, or it could be an opinion.

Then, have another volunteer read aloud excerpt from a government website and repeat the process of saying something.

Finally, have student pairs **integrate**, or combine, the information from the two sentences by completing the sentence frame about a right guaranteed by the "Bill of Rights."

3

Combine information from two texts in order to speak knowledgeably about a topic

show me

What can I learn by integrating information from two texts?

guide me

example

Read the sentences below. Then integrate, or combine, the information to make a statement about "The Bill of Rights."


From a Social Studies Text: In 1791, ten amendments called the "Bill of Rights" were added to the Constitution of the United States. These amendments guarantee the rights of the people.

From a Government Website: The First Amendment protects five basic liberties: freedom of religion, freedom of speech, freedom of the press, freedom of assembly, freedom to ask the government to right wrongs.

Integrate: One right guaranteed by the "Bill of Rights" is _____.

Possible response: *freedom of speech*

COMPARING TEXTS 9



VISUAL LITERACY

Use the graphic features in a text to provide an entry point for visual learners and struggling readers. Have students work in small groups to discuss the picture on page 9. Then, have them highlight any words from the text related to the picture (*people, speech, assembly*). Ask for volunteers to share their answers with the group.



work time

Introduce Vocabulary Write the following domain-specific vocabulary words on the board: **reform, suffrage, opposition**. Point out their Spanish cognates. Then, have students identify the context clues in the passage that help them understand the meaning of each word.

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

Have student pairs take turns reading “Women Take Action” aloud. After each student reads two paragraphs, have him or her complete a bookmark with a note about what was just read.

On the board, write ideas that students can use for their bookmark notes:

- an interesting fact
- an unfamiliar or confusing idea
- something they want to know more about

Analyze Author’s Craft and Style: Chronology Explain that one way an author may organize an informational text is by **chronology**, or time order. Tell students to look for **signal words** related to years and dates to identify chronology structure.

Point out the term “American Revolution” in paragraph 1 and explain that it was a war that took place in the late 1700s. Then ask students to look for the years mentioned in paragraphs 2 and 3 (1840, 1848).

Then, have partners scan the rest of the text for dates and signal words. Have students tell why the author might have arranged the details in the text this way.

check for understanding by having students answer the question about what the author wants readers to know. (Women have worked hard for their rights and continue working to secure their rights.)

3

Combine information from two texts in order to speak knowledgeably about a topic

work time

Women Take Action by Jessica Kushner

- 1 Women have a long history of speaking out on important issues. As early as the American Revolution, women criticized their British rulers, just as men did. Women were involved in many reform movements, or efforts to change society. However, it was the movement to end slavery that helped women find their own voice.
- 2 During the World Anti-Slavery Convention in 1840, women were not permitted on the main floor of the hall with the men. They were told to sit separately. They were also told that they must watch and listen, not speak.
- 3 Two women, Lucretia Mott and Elizabeth Cady Stanton, were so angered by this treatment that they dedicated themselves to the cause of women’s rights. In 1848, they hosted a Women’s Rights Convention. Part of the effort to obtain equal rights for women was a demand for women’s suffrage, or the right to vote.
- 4 People who argued against women’s suffrage claimed that women were less intelligent than men. They felt that men should represent their wives. Some people were concerned that women’s suffrage and equality would make women neglect their jobs at home. But the women fighting for their rights did not wilt in the face of this opposition.
- 5 In 1920, their efforts were finally rewarded. Congress made the 19th Amendment to the Constitution official. This amendment stated that voting rights could not be denied “on account of sex.”
- 6 However, the fight is not over. Women across the United States continue to struggle to earn equal pay. Among the organizations working for women’s rights today is the National Organization for Women. This organization was formed in the 1960s.
- 7 Today, more women are taking action. They are seeking positions of power in order to secure their rights. In the elections of 2018, a record number of women ran for seats in the U.S. House of Representatives and the Senate. As a result, 127 women went on to hold seats in the United States Congress.

check for understanding What does the author want you to know about the cause for women’s rights?

10 COMPARING TEXTS

CRITICAL LITERACY

To think critically, students must understand that the author has made specific decisions about the words and ideas he or she included in the text.

After students have finished reading, have them develop a list of questions they would like to ask the author about her background and experience with the topic. For example:

- Where did you find these facts about women’s suffrage?
- What makes you an expert on this topic?
- Do women in other countries have the same rights as women in the United States?



work time

Introduce Vocabulary Write the following domain-specific vocabulary words on the board: **demonstrations, assembly**. Point out the Spanish cognates. Then, have students draw a picture to show the meaning of each word.

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

Have partners make predictions about “Our Precious Freedoms” based on the title of the text and a quick scan for key words. Then have student pairs take turns reading the text aloud. After each student reads a paragraph, have him or her pause to confirm or revise predictions and make predictions about the next section. Have partners continue this process until they finish reading.

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

“Our Precious Freedoms” is an informational text in which the author informs readers about freedoms the United States. However, authors often have more than one purpose.

Have a volunteer read aloud paragraph 6. Then, have students discuss what other purpose the author might have (to persuade readers to protect the freedoms of speech and assembly). Have a volunteer share their response and support it with details from the text.

check for understanding by having students complete the sentence about freedom of speech. (Based on the text, freedom of speech includes all forms of communication.)

Combine information from two texts in order to speak knowledgeably about a topic **3**

work time

Our Precious Freedoms
by Kiara Digor

- The 1960s were turbulent years in the United States. The Vietnam War, the civil rights movement, and the women’s rights movement were making headlines. People held strong opinions about each issue. It was time to stand up and speak out!
- The Vietnam War had split the population into those who supported the war and those who were against it. The civil rights movement made Americans face the issue of equal education, employment, and justice for African Americans and other minority groups. Likewise, the women’s rights movement questioned women’s traditional roles as mothers, wives, and homemakers. Debates and demonstrations were highly charged, and emotions ran high.
- There was also a new influence that fed the flames. That influence was television, and it was used to change public opinion, just as writing and speechmaking were.
- As a result, the nation was also embroiled in debates about freedom of speech and freedom of assembly. These rights were on full display as people marched and protested to bring about change in society.
- Today, the Internet has added a new twist to this discussion. People can write, photograph, or say almost anything and put it on the Internet. They can often do this without revealing their true identity. They can also use software to change the images. This has caused an increase in misinformation. In addition, the use of cell phones has made it possible to share events online instantly. Some people believe the government should have more control over this type of communication.
- As in the past, modern arguments for or against freedom of speech involve how much control a government should have over how people express themselves. Most people understand that we must protect freedom of speech and freedom of assembly even when we do not agree with each other. These freedoms must exist for everyone. Otherwise, they might not exist at all.

check for understanding Based on the text, freedom of speech includes all forms of _____.

COMPARING TEXTS 11

VISUAL LITERACY

Graphic organizers can help students make sense of unfamiliar concepts in science or social studies texts. Have students complete a Venn diagram about the freedom of speech and freedom of assembly. Ask volunteers to share their diagrams, and record their ideas in a class diagram on the board.

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 understand whose viewpoint is missing, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud The author of "Women Take Action" talks about women who criticized British leaders during the American Revolution. I know that early colonists were mostly from Europe and were white. But other people lived in the colonies, too. Native Americans had lived on the land for a long time, and Africans were brought to the colonies as slaves. I wonder how Native American and African American women fought for their rights and when they were able to vote.

Text Structure: Cause and Effect Discuss that an **effect** is something that happens and a **cause** is the reason why it happened. Display the following signal words and phrases on the board: **because, so, since, consequently, reason, as a result, due to, therefore, and thus.** Have students refer to the list as they identify the cause-and-effect relationships in each text.

reflect

Have students work in small groups to discuss what they learned from reading both articles. Use the following sentence frame to guide their discussions: After reading both articles, I understand that _____.

3 Combine information from two texts in order to speak knowledgeably about a topic

check for understanding

- Whose viewpoint is missing from "Women Take Action"? Why do you think this?
Possible response: The author begins by mentioning colonial women, which makes me feel like the viewpoints of Native American and African American women are missing.
- How does the author of "Our Precious Freedoms" feel about government control over Internet communications? How do you know?
Possible response: The author believes that government should not control it and writes that "we must protect freedom of speech even when we do not agree with each other."
- Which sentence from paragraph 2 of "Our Precious Freedoms" could best be integrated into paragraph 4 of "Women Take Action"?
"...the women's rights movement questioned women's traditional roles as mothers, wives, and homemakers."
- What words and phrases does the author of "Our Precious Freedoms" use to help show that the 1960s were turbulent years?
Possible responses: "highly charged," "emotions ran high," "fed the flames," "embroidered," "marched and protested"
- Use the graphic organizers to graph a cause and effect detail from each text.
Possible responses:

Women Take Action	Our Precious Freedoms
Cause Women were treated unfairly at the World Anti-Slavery Convention.	Cause People can also use software to change images.
Effect Lucretia Mott and Elizabeth Cady Stanton dedicate themselves to women's rights.	Effect There is an increase in misinformation.

reflect

Turn to a partner. Tell how reading the two texts help you better understand rights and freedoms.

12 COMPARING TEXTS

CRITICAL LITERACY

To promote social action and community engagement, have students write and illustrate posters that encourage adults in their community to vote. You may wish to have students conduct further research on voting rights, freedoms, civic duties, and local elections before creating their posters.

4

Synthesize information from several texts in order to come to a new understanding

Language Objectives

- Identify main ideas and key details.
- Make connections within a text and between multiple texts.
- Compare and contrast text structures.
- Synthesize information from several related texts.

Building Literacy

Synthesizing information from several texts will help students move beyond what is stated by an author by:

- making text connections.
- developing a position on a topic.
- focusing on nuances of word choice.
- comparing and contrasting information from different sources.

Focus on Language

Display the following multiple-meaning words that students will encounter in these texts. Have students use a three-column chart to list the words and identify two possible meanings for each. (Spanish cognates are in parentheses.)

- flocks
- scale (escala)
- bill
- chapter
- symbol (símbolo)
- report (reportar)



ENGLISH LANGUAGE LEARNERS

For English learners who struggle with pronunciation, make echo reading and repetition a regular part of the classroom routine. Increasing students' exposure to spoken vocabulary will reinforce correct pronunciation.



show me

In this lesson, students will read texts about birds and synthesize information to come to a new understanding about how humans have harmed and helped bird populations over time.

Say: Today, you are going to read related texts and synthesize information. When you synthesize, you put together details from two or more texts to form a deeper understanding of a topic. Each text will include different details and possibly express different points of view. You should determine which ideas are most important within each text and then figure out how these ideas connect and relate.

Have students turn and talk to a partner about a time they have synthesized information, such as to research and write a report. Encourage them to discuss the different types of texts they used and how they worked to combine information from the texts. Ask volunteers to share their experiences with the class.



guide me

Use the guide me text to help students practice identifying important details.

Have a volunteer read aloud the first paragraph and say something about the information it gives. Discuss with students which detail is the most important. Have them underline the first sentence.

Then, ask another volunteer to read aloud the second paragraph and say something about the events it describes.

Finally, have partners turn and talk about which detail in the paragraph is most important. ("In 1900, he wrote an article urging readers to look for and count birds on Christmas instead of hunting them.")

4

Synthesize information from several texts in order to come to a new understanding

show me

How can synthesizing information help me come to a new understanding?

guide me


example

Read the text below. Underline the detail you feel is most important in this biographical sketch of Frank Chapman.

from A New Look at Old Ways
by Priyanka Das

Frank Chapman (1864-1945) was an American scientist who inspired people to care about birds. Chapman worked at the American Museum of Natural History in New York. He was also an officer of the Audubon Society. As the editor of a bird magazine, he shared his knowledge of birds with many people.

Chapman was upset about the killing of birds for sport, fashion, and tradition. One horrible tradition involved people competing with each other to shoot the most birds on Christmas day. In 1900, he wrote an article urging readers to look for and count birds on Christmas instead of hunting them. Today, the Christmas Bird Count is still popular. It also provides scientists with important information about birds.



COMPARING TEXTS 13

VISUAL LITERACY

Readers can strengthen their understanding of a text by making connections between its words and graphic features. Have small groups examine the picture on page 13 and imagine that it appeared alongside Frank Chapman’s 1900 article about counting birds on Christmas. Then, have them write a caption, based on details in the text, with that perspective in mind. Ask volunteers to share their captions with the class.



work time

Introduce Vocabulary Write the following vocabulary words on the board: **flocks**, **scale**, **bill**. Point out the Spanish cognate for *scale*. Remind students of the multiple-meaning chart they created for the words. Then, have students identify the meaning of each word in the context of the text and draw a picture to show that meaning.

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

Have student pairs take turns reading “The Plight of the Passenger Pigeon” aloud. After each student reads a paragraph, 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: Word Choice Remind students that authors choose their words carefully to strengthen their message and affect readers’ thoughts and feelings about the topic.

Review that in this text, the author begins by describing positive features of passenger pigeons and goes on to explain the negative results of people overhunting the birds.

Ask a volunteer to read aloud paragraph 2. Point out the words *impressive* and *important*. Discuss how the author uses these words to share positive views about passenger pigeons.

Then, have students work in pairs to review paragraphs 5 and 6 and identify negative words and phrases the author uses to describe the effects of people hunting the pigeons (*alarming rate*, “killed in a single day!” and “finally began to notice that the birds’ numbers were dropping”). Ask volunteers to share their examples.

check for understanding by having students complete the synthesis statement. (Possible response: I can synthesize information from this text and the text on page 13 to say that passenger pigeons were likely one type of bird people shot for sport on Christmas Day in the 1800s.)

4 Synthesize information from several texts in order to come to a new understanding

work time

The Plight of the Passenger Pigeon

Kari Lauren Houlihan

- 1 In the 1800s, the passenger pigeon was one of the most common birds in North America. They numbered in the billions; people reported seeing flocks fly overhead that were so large, they darkened the sky. It could take hours for a single flock to pass by!
- 2 Passenger pigeons were not just an impressive sight. They were also an important source of food for small predators, such as owls, hawks, fox, and skunks. The young pigeons, called squabs, left the nest at about two weeks of age to fend for themselves and learn how to fly. During this time, squabs on the forest floor were easy pickings for hungry animals.
- 3 Passenger pigeons mainly ate acorns and beechnuts. They flew in huge flocks from forest to forest to feast on this food. As forests were cut down, however, the pigeons often fed in grain fields. Farmers shot pigeons to protect their grain crops.
- 4 Would you eat a pigeon? People also found passenger pigeons to be a tasty meal. At first, pigeons were hunted for the family table, but later they were hunted on a large scale. Huge numbers were shot and then packed for shipment to cities.
- 5 Over time, people began hunting passenger pigeons at an alarming rate. There were no laws or limits to stop them, so some people even shot the birds for sport. In 1878, at one of the largest nesting sites, 50,000 birds were killed in a single day! The adult birds that survived tried to nest again, but hunters found them, too.
- 6 In the 1890s, people finally began to notice that the birds’ numbers were dropping. In 1897, a bill was introduced in Michigan that banned the hunting of passenger pigeons for ten years; however, the small number of passenger pigeons left could not adjust to living in small flocks.
- 7 The last passenger pigeon died on September 1, 1914. It became one of several types of birds that went extinct in the United States in the last 150 years.

check for understanding I can synthesize information from this text and the text on page 13 to say that passenger pigeons _____.

14 COMPARING TEXTS

CRITICAL LITERACY

One way to help students critically analyze a text is to have them put themselves in the positions of the people affected by the events and consider their own views on the topic.

Guide students to evaluate and discuss their viewpoints using questions such as:

- Do you think farmers should have shot pigeons to protect their crops? Why or why not? Could they have tried to scare them away instead?
- Why do you think people shot passenger pigeons for sport?
- Do you think people should change the way they interact with birds? If so, how?



work time

Introduce Vocabulary Write the following vocabulary words on the board: **chapters**, **symbol**, **report**. Point out the Spanish cognates for *symbol* and *report*. Remind students of the multiple-meaning chart they created for the words. Then, have partners ask each other *yes/no* questions to identify which meaning of the word applies to the context of 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 “Good News for Feathered Friends” 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 _____.
- Other endangered animals I have read about are _____.
- I know that humans can also help wild birds by _____.

Analyze Author’s Craft and Style: Problem and Solution

Review that authors use text structure to organize and connect ideas in a text. In a **problem-and-solution structure**, an author presents one or more problems and then describes a solution or solutions to the problem.

Ask a volunteer to read paragraph 3. Discuss the problem the author presents in the paragraph. (The chemical DDT spread through the food chain and affected bald eagles, causing their numbers to drop significantly.) Continue with paragraph 4. (The government’s ban of DDT combined with efforts to protect nesting areas helped to solve the problem of eagles’ endangerment.)

Have partners review paragraph 5 and identify the problem and solution the author describes. (There were very few California condors left. So, scientists raised them in captivity and released them in the wild.) Ask a volunteer to identify the text detail that shows the solution has been successful. (“Today, about 270 condors fly free again.”)

check for understanding by having students answer the question about how the text adds to their understanding. (Possible response: This text adds to my understanding of the Audubon Society’s work and helps me understand what it means that Frank Chapman was an officer of it.)

Synthesize information from several texts
in order to come to a new understanding **4**

work time

Good News for Feathered Friends
by Joyce Davis

- In the 1900s, numerous organizations were formed to help protect birds. One of these groups was the Audubon Society. Today, there are hundreds of Audubon chapters across the United States. Their aim is to educate people who want to learn more about the natural world. Representatives from these chapters visit nearly five thousand classrooms each year.
- Because of organizations such as the Audubon Society, many Americans are working to protect the welfare of birds everywhere.
- One bird that has been helped by people is the bald eagle. In the 1960s, scientists discovered that a poison called DDT, which was used to kill insects, collected in fishes’ bodies when the fish ate the poisoned insects. When female eagles ate these fish, they later laid eggs with thin shells that cracked. As a result, the number of bald eagles plummeted in the United States.
- In 1972, the U.S. government banned DDT. This ban, plus other efforts to protect areas where eagles nested, helped their numbers grow. The bald eagle has since been removed from the Endangered Species List. The recovery of this symbol of American freedom has been a great success story for conservationists.
- Another bird that has benefited from human help is the California condor. In the 1980s, only 22 condors remained. So scientists started raising them in captivity and releasing young pairs in the wild. Today, about 270 condors fly free again.
- Finding and counting birds is part of these scientists’ jobs, but many people do this for fun. How many birds have you seen in just the past week? Keep track for a few days and report your observations to a birding organization. Then give yourself a pat on the back. You are now a citizen scientist!

check for understanding How does this text contribute to your understanding of the text on page 13?

COMPARING TEXTS 15

VISUAL LITERACY

Graphic organizers can help students make sense of concepts in related texts and visualize connections between them. Have students use details from all three texts to complete a semantic map about endangered birds. Ask volunteers to share their maps, and record their ideas in a class map on the board.



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 identify connections between texts, use a Think Aloud to model how a critical thinker would approach the texts.

Think Aloud I will think about the most important ideas in "A New Look at Old Ways" and then look for connections to the other texts. The text tells about the damaging tradition of people killing birds for sport on Christmas. This reminds me of the information about how people overhunted passenger pigeons in "The Plight of the Passenger Pigeon." The text also describes how John Chapman, an officer of the Audubon Society, wrote an article about protecting birds. This is like the information in "Good News for Feathered Friends" that tells about how the Audubon Society and other scientists have worked to protect birds and save them from extinction.

Synthesize Information To help students synthesize information to complete the new idea sentence, have them read each detail in the chart carefully. Guide them to circle key words in each detail that relate to the words in the New Idea sentence frame. Then, prompt students to use common elements within the three details to correctly fill in the blanks.



reflect

Have partners discuss other understandings they developed by synthesizing information from the three texts. Ask volunteers to share their thoughts with the class, using the following sentence frames:

- The authors of _____ and _____ describe _____. This shows me that _____.
- "The Plight of the Passenger Pigeon" includes the detail _____. "Good News for Feathered Friends" includes the detail _____. When I put together this information, I understand that _____.

check for understanding

- 1 What information would you have liked the author to include in "Good News for Feathered Friends"? Why?

Possible response: I'd like more information about what the Audubon society does and if and how it helped the bald eagle and condor.

- 2 What is the biggest difference between "The Plight of the Passenger Pigeon" and "Good News for Feathered Friends"?

Possible response: The first tells how humans drove a bird to extinction, and the second tells how human efforts save two birds from extinction.

- 3 In what way does "A New Look at Old Ways" on page 13 connect to the other texts?

It tells how birds were often needlessly shot, as with the passenger pigeon, and how Chapman worked to protect birds, as with the Audubon Society.

- 4 How do the structures of "Good News for Feathered Friends" and "The Plight of the Passenger Pigeon" differ?

The first uses problem-solution to explain saving the bald eagle and condor. The second uses sequential and cause-effect to tell about passenger pigeons.

- 5 Synthesize the details from each text to write a new idea.

Detail: Frank Chapman inspired people to care about birds.	Detail: Several birds have gone extinct in the last 150 years.	Detail: The Audubon Society and scientists work to protect birds.
New Idea: Scientists, groups, and individuals work to <u>protect birds</u> and prevent species from <u>becoming extinct</u> .		

reflect

Work with a partner. Share another idea you came to understand by synthesizing information from the texts.

CRITICAL LITERACY

To encourage further inquiry and social action, have students conduct research about a current problem that is affecting birds. For example, students may study how air or light pollution affects birds or how human populations affect bird migrations. Then, have groups plan and write a short article persuading people to take action to address the problem and help protect the affected birds.

Synthesize information from several texts in order to come to a new understanding

5

Language Objectives

- Describe main ideas and key details.
- Evaluate author's word choice.
- Identify an author's purpose.
- Synthesize information from several related texts.

Building Literacy

Synthesizing texts will help students move beyond what is stated by an author by:

- making connections across texts.
- examining the author's choices about what information to include.
- identifying information that could be further explored.
- comparing and contrasting information from different sources.

Focus on Language

Display the following compound words that students will encounter in these texts. Have students use a three-column chart to identify the meaning of each word part and the meaning of the whole word.

- pinpoint
- handheld
- underwater
- wildlife
- shipwrecks
- worldwide



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.

5 Synthesize information from several texts in order to come to a new understanding

show me

In this lesson, students will read texts about Antarctica and synthesize information to come to a new understanding about the continent and people's role in researching and protecting it.

Say: Today, you are going to read texts about the continent of Antarctica and people who visit and research it. Then, you will synthesize information to make new statements about the topic. Remember, when you **synthesize**, you combine information from different sources to develop a new idea. Synthesizing can help you gain a deeper understanding of a topic and remember what you have learned, so you may share that knowledge with others.

Have students turn and talk to a partner about the process of synthesizing. Ask them to share ideas about what they should look for in each text and what they should do to combine information. Encourage volunteers to share their thoughts with the class.

guide me

Use the **guide me** text to help students practice synthesizing information to create a new idea.

Have a volunteer read aloud the first paragraph and identify the main idea. Then, ask another volunteer to read aloud the second paragraph and say something about how the details add to those in the first paragraph.

Finally, have students turn and talk to a partner to synthesize ideas to complete the new idea statement. (The population of most stations on Antarctica increases during the summer months.)

5 Synthesize information from several texts in order to come to a new understanding

show me
How can synthesizing information help me come to a new understanding?

guide me

example


Synthesize, or combine, ideas from each paragraph to create a new idea.

from A Research Continent
by Deidre Havencamp

McMurdo Station is a United States research center in Antarctica. The United States also uses Palmer Station on Anvers Island and Amundson-Scott South Pole station on Ross Island. About forty other stations operate in Antarctica, too.

Scientists live at McMurdo Station all year, even during the sunless winter months of June and July. The station is home to most of the people in Antarctica. It is like a very small village with only 200 residents. In the summer, however, more than 1,200 researchers live there.

The population of most stations on Antarctica increases during the summer months.



COMPARING TEXTS 17

VISUAL LITERACY

Use the graphic features in a text to provide an entry point for visual learners and struggling readers. Have students work in small groups to discuss the picture on page 17. Then, have them draw a box around the words from the text that the picture shows. Ask a volunteer to share the answer.

**work time**

Introduce Vocabulary Write the following vocabulary words on the board: **pinpoint, handheld, underwater**. Then, have students name real-world examples for each word. For example, they might name things they can pinpoint, objects that are handheld, and animals that live underwater.

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

Have student pairs take turns reading “Explore with Science” aloud. After each student reads two paragraphs, have him or her complete a bookmark with a note about what was just read.

On the board, write a few ideas that students can use for each bookmark:

- an interesting fact
- an unfamiliar or confusing idea
- a domain-specific concept they would like to know more about
- a connection to the text on page 17

Analyze Author’s Craft and Style: Domain-Specific Vocabulary Discuss that many scientific texts include domain-specific terms that may be unfamiliar to readers. To help readers understand these words, authors often provide definitions, examples, and context clues.

Ask a volunteer to read aloud paragraph 3. Point out the word *sextant*. Discuss the information the author provides to help readers understand what the tool is and how Roald Amundsen used it. (The tool measures the angle between the horizon and an object in the sky. The measurement helps people find their location.)

Then, have students work in pairs to review paragraph 5. Have them identify information the author includes to help readers understand what *marine biologists* do and how and why they use a *hydrophone*.

check for understanding by having students complete the synthesis statement. (Possible response: I can synthesize information from this text and the text on page 17 to say that more stations operate in the summer months because the temperature isn’t as frigid as it is the rest of the year.)

5 Synthesize information from several texts
in order to come to a new understanding

work time

Explore with Science

by Donna Longo

- 1 Antarctica has been called a desert of ice, the last frontier, the frozen continent, and the unknown land. With its bitterly cold weather and hurricane-force winds, it may be the planet’s most uninviting place.
- 2 Massive icebergs crowd its waters and gigantic glaciers move across its land. Summer temperatures in coastal areas are a chilly 50° Fahrenheit. The continent’s interior boasts the world’s lowest recorded temperature, a bone-chilling –128.6° Fahrenheit.
- 3 In the 1800’s, explorers sailed along the coast of Antarctica. It was not until 1911 that people finally explored the interior. Roald Amundsen was the first to reach the South Pole on December 14th, 1911. He located the pole using a tool called a sextant. To use a sextant, a person finds the angle between the horizon and an object in the sky, such as a star. Then this measurement is compared to the exact time of day. This information helps explorers determine their location.
- 4 In the 1950s, Richard Byrd of the U.S. Navy explored the continent by air. Soon, a flurry of scientists headed for Antarctica. By 1959, twelve nations had signed the Antarctic Treaty. This agreement stated that the continent would be used for research.
- 5 Scientists have many tools that were not available to the earliest explorers. For example, they do not have to use sextants to pinpoint locations. Instead, they use handheld GPS devices. Marine biologists, who study ocean life, can listen to killer whales by dropping a hydrophone in the water. A hydrophone picks up sounds that pass through water and changes them into electromagnetic waves. This information helps scientists learn how marine mammals communicate underwater.
- 6 These tools and many others enable scientists to learn more about Antarctica every day. Imagine what we will have learned in another hundred years! Would you like to explore this amazing place?

check for understanding I can synthesize information from the text on page 17 to say that more stations operate in the summer months because

CRITICAL LITERACY

One way to help students think critically is to have them question which details are missing from a text. For example, the author does not provide any details about how Roald Amundsen, Richard Byrd, or modern scientists felt about exploring and working in Antarctica. Ask students to discuss how these firsthand details could add to the text and help readers better understand the conditions of Antarctica from people who have directly experienced them.

work time

Introduce Vocabulary Write the following vocabulary words on the board: **wildlife, shipwreck, worldwide.** Then, have students use each word in a sentence to demonstrate their understanding of its meaning.

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

Have student pairs take turns reading “Are People Ruining Antarctica?” aloud. After each student reads two paragraphs, have him or her pause to ask his or her partner questions about what was just read. Have them continue this process until they finish reading.

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

Review that an author’s purpose is why they write a text—to entertain, to inform, to persuade, or a combination of these reasons.

Discuss that the author’s main purpose in this text is to persuade. Call attention to paragraph 1 and point out the author’s statement that “human activity has had an impact on Antarctica and its wildlife.” Explain that to support this idea, the author presents problems associated with people’s presence on Antarctica and their related effects.

Have partners review paragraphs 2 through 4 to identify three problems and effects the author presents (burning garbage polluting the clean air; tourists’ cruise ships wrecking and leaking oil; tourists disturbing wildlife and affecting birds’ ability to raise their young). Then, ask volunteers to tell if they think the authors’ presentation of this information is effective in persuading readers.

check for understanding by having students answer the question about the author’s claim. (Possible response: The author makes the claim that Antarctica is an amazing place to visit and explore, and people should do what they can to protect it from harm.)

Synthesize information from several texts
in order to come to a new understanding
5

work time

Are People Ruining Antarctica?

by Jun Ueno

1 In the last 100 years, more and more people have traveled to Antarctica. It is the most isolated region on Earth. Some are scientists who stay for months to do research. Others are tourists whose visits last mere hours. Naturally, all this human activity has had an impact on Antarctica and its wildlife.
2 Consider the basic problem presented by garbage. For many years, scientists living at the research stations disposed of waste by either burning their trash or throwing it in the ocean. Burning trash, however, produced smoke, which polluted Antarctica’s clean, cold air. And trash dumped in the ocean hurt or killed whales, seals, and other marine animals. The solution they came up with was to carry their trash off the continent.
3 Tourists bring a different set of problems to the continent. Most tourists travel by cruise ship. They then go ashore in small boats. Ice and rough seas, however, can cause shipwrecks and oil spills. At least

one ship has already sunk off the coast of Antarctica, leaking oil that poisoned many animals.
4 Scientists also worry that tourists may disturb the animal populations. Worldwide, tourists are often guilty of approaching or disturbing wildlife in order to get a closer look or the perfect photograph. In Antarctica, curious tourists might get too close to penguins and other seabirds that are breeding or nesting. This can affect the birds’ ability to reproduce and raise their young.
5 Antarctica is a place of natural beauty and mystery. It is not surprising that people want to visit nor is it practical to keep them away. Tourism is a big business, and it can help raise public awareness of the region.
6 If the past is any indication, the future will likely bring even more people to Antarctica. If that is the case, we must find ways to avoid harming the very place we find so amazing.

check for understanding What claim is the author making about Antarctica?

COMPARING TEXTS 19

VISUAL LITERACY

To demonstrate understanding of how graphic features can clarify and enhance the ideas in a text, have students work in small groups to describe an illustration or photograph the author might add to show one of the problems detailed in the text. Ask volunteers to explain how the graphic might help to convince readers that the author’s claim is valid.



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 synthesize ideas, use a Think Aloud to model how a critical thinker would approach the texts.

Think Aloud First, I will reread the sections of text the question mentions. I will think about the main ideas and how I can connect them. In “A Research Continent,” the author mentions that only 200 or so scientists live at McMurdo Station during the winter months, but that number increases by about 1,000 during the summer. In paragraphs 2 and 3 of “Are People Ruining Antarctica?”, the author discusses the problem of what people visiting Antarctica should do with their garbage. I can synthesize the ideas from the two texts to understand that these garbage problems are likely much greater for McMurdo Station during the summer months since there are many more people living there during that time.

Synthesize Information To help students synthesize information to write a new idea, have them read each detail in the chart carefully. Guide them to recognize that if June and July are winter months in Antarctica, then December is a summer month. (Possible new idea: Roald Amundsen reached the South Pole of Antarctica during the summer month of December.)



reflect

Have partners work together to synthesize other information from the texts and write at least two additional new ideas. To help students develop their ideas, encourage them to complete graphic organizers that show the connections between relevant details from different passages. Then ask volunteers to share their ideas with the class.

5 Synthesize information from several texts in order to come to a new understanding

check for understanding

- 1 If you were the author of “Are People Ruining Antarctica?” what recommendation would you make to protect the continent?
Possible response: I would limit the number of tourists that could visit each year and keep the continent largely for research.
- 2 The author of “Explore with Science” mentions the Antarctica Treaty. Why do you think such a treaty was necessary?
Possible response: The treaty ensures that no one country can claim the continent. The treaty opens up the continent to all scientists.
- 3 Reread “A Research Continent” on page 17 and paragraphs 2 and 3 of “Are People Ruining Antarctica?” Synthesize the text to create a new idea.
Possible response: The amount of trash McMurdo Station generates is six times greater in the summer months.
- 4 What structure does the author use in “Are People Ruining Antarctica?” Is this structure effective for an argument?
The author uses a problem-solution structure to state the argument, which is a good one to show the problems people cause for the continent.
- 5 Synthesize the information below to create a new idea.

A Research Continent		Explore with Science
Scientists live at McMurdo Station even during the winter months of June and July.	+	Roald Amundsen reached the South Pole on December 14, 1911.
New Idea: Roald Amundsen reached the South Pole of Antarctica during the summer month of December.		

reflect

Work with a partner. Synthesize information from the texts to create a new idea.

CRITICAL LITERACY

Good critical thinkers are able to think beyond the words of a text and consider how the author’s views and biases affect how he or she presents the information. They are also able to consider how another author might present an alternate or opposing view just as convincingly.

Have students use details from the passages to write a paragraph from each of the following viewpoints:

- a scientist who argues that Antarctica should be closed to tourists because tourists present too much of a threat to wildlife
- a cruise ship operator who wants to persuade people to sail aboard his ship to see the beauty of Antarctica

Then have students work in small groups to compare and contrast viewpoints across texts and discuss their own viewpoints on tourism in Antarctica.

6

Compare and contrast stories in the same genre

Language Objectives

- Explain how the author portrays characters through actions and dialogue.
- Discuss setting and plot.
- Use synonyms to understand word meanings.
- Compare and contrast stories in the same genre.

Building Literacy

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

- examining the author's choices related to plot, setting, and character.
- analyzing differences in points of view.
- demonstrating knowledge of the distinguishing characteristics of historical fiction.
- considering alternative versions of the text.

Focus on Language

Display the following vocabulary words that students will encounter in these texts. Have students identify synonyms for each word. (The Spanish cognate is in parentheses.)

- fateful
- pleasant
- idle
- unsteady
- furious (furioso)



ENGLISH LANGUAGE LEARNERS

When speaking or reading aloud to English learners, use gestures and pantomime to demonstrate meaning. Have students perform the same motions as they repeat the words. By connecting vocabulary to movement, English learners are more likely to understand and remember the meanings of English words.

➞

show me

In this lesson, students will compare and contrast two stories set in the past on the American frontier that involve characters who meet under tense circumstances.

Say: Today, you are going to compare and contrast stories in the same genre. A **genre** is a category of writing that uses certain structures, styles, and subjects. Informational texts and fairy tales are examples of two different genres. The stories you will read today are in the genre of historical fiction.

Have students turn and talk to a partner about different genres. What genres have they read? What genres do they like? What genre is their favorite? What do they think “historical fiction” is about? Ask for volunteers to share their observations with the group.

➞

guide me

Use the example paragraphs in **guide me** to help students practice comparing and contrasting story elements within a genre. Have a student volunteer read aloud the first paragraph and say something about it. It could be a connection to another text, a summary, or a distinguishing feature of the text. Have another volunteer read aloud the second paragraph and repeat the process of saying something.

Then, have student pairs compare and contrast the paragraphs to fill in the sentence frame. Point out that the first part of the sentence asks students to identify how the paragraphs are the same, and the second part asks student to identify how they are different. (Both mysteries feature a stolen necklace, but one is suspenseful while the other is humorous.) Ask students to discuss the traits of a mystery story.

6

Compare and contrast stories in the same genre

➞ show me

How do stories in the same genre approach similar topics?

➞ guide me

example

Read the two paragraphs below. Then complete the sentence.

Mystery A: It was a dark, moonless night. Matilda turned the key on the old iron gate. It creaked and moaned in protest as she pushed it open. Matilda shivered. She had followed the clues of the stolen necklace, and they had led her to an old graveyard!

Mystery B: Cal was the mystery “thief” in a party game. He crept into the dark room, leaping up to scissor-kick over a sleeping dog. Like a *ninja*, he grinned. He reached for the necklace, but it was gone. Someone had beat him to it!

Both mysteries feature a stolen necklace, but one is suspenseful while the other is humorous.

Prime Suspect

SEARCHED INDEXED SERIALIZED FILED

APR 19 2004

REC'D - CIVIL RIGHTS

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Criminal History:

Mar. 23, 2004: Attempted Murder

Oct. 19, 2005: Burglary

Jan. 13, 2006: Grand Larceny

Notes:

Armed and dangerous.

\$100,000 Reward for capture

COMPARING TEXTS 21

VISUAL LITERACY

Monitor students’ understanding after reading by having them draw a scene from the mystery paragraph that they find most interesting. Then, have them share their drawings with their classmates. Drawing activities engage visual learners while providing evidence of reading comprehension.

work time

Introduce Vocabulary Write the following vocabulary words on the board: **fateful**, **pleasant**, **idle**. Then, have students use each word in a sentence to demonstrate their understanding of its meaning.

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

Have partners make predictions about “Grizzled Bill’s New Life” based on the title of the text and a quick scan for character and place names. Then have student pairs take turns reading the text aloud.

After each student reads two paragraphs, have him or her pause to confirm or revise predictions and then make predictions about the next section. Have partners continue this process until they finish reading.

Analyze Author’s Craft and Style: Dialogue Explain that one way authors convey character traits is through **dialogue**, or the words they say.

Point out the dialogue in the fourth paragraph. Have a volunteer explain who says the dialogue (Grizzled Bill), what it tells about the character (he is angry and confrontational), and how it is important to the story (his words cause the narrator to admit that the land belongs to Wilkinson, whom Grizzled Bill plans to rob).

Then, have partners read paragraphs 6 through 8 and discuss what the dialogue reveals about Grizzled Bill and the narrator. (Grizzled Bill is polite but menacing. The narrator is nervous and doesn’t feel brave.) Have students explain why the author likely chose to have a character who is a robber speak so formally and politely, and why the author chose to have the narrator say very little.

check for understanding by having students fill in the sentence frames about setting and genre. (This story is set on a ranch. It is historical fiction because it takes place in the past, in 1865.)

6 Compare and contrast stories in the same genre

work time

Grizzled Bill's New Life

by Jason Lubinski

1 I first met Grizzled Bill back in the summer of 1865. I was just eighteen years old and working as a cowboy on the Triple J Ranch. I had planned on working at the Triple J until I could save enough money to go back east and marry my girl, Eloise. However, everything changed after meeting with Grizzled Bill.

2 On that fateful afternoon, I was inspecting the Triple J's north fence when a rider in dark clothing came galloping up on a big black horse, which slid to a stop right in front of me. I stood up straight to study the stranger, a large, tough-looking, gray-bearded man.

3 "Afternoon," I said cautiously, touching the brim of my hat. The rider touched his finger to the brim of his hat and nodded a greeting.

4 Then in a gruff voice, he asked, "This ranch belong to a cheap, no-good, two-faced varmint named Wilkinson?"

5 "You got that right, mister," I blurted out but then froze as I realized I'd just badmouthed my boss. It probably wasn't smart to tell a stranger how I felt, but it was the truth. Wilkinson is not a very nice man. After I had spoken, the stranger smiled.

6 "See," he grumbled, "I've heard about your Wilkinson. Most of it is not pleasant. But I always make allowances for idle gossip, rumors, and speculation. When a man is a success, it can cause some tongues to wag."

7 I nervously gulped and looked away from his dark, piercing eyes.

8 "You're probably wondering who the heck I am," he said, tipping his ten-gallon hat. "Name's Grizzled Bill Jones, and I am here to rob your boss."

9 The outlaw, Grizzled Bill! And just like that, I fainted dead away.

check for understanding This story is set on a _____. It is historical fiction because _____.

CRITICAL LITERACY

To think critically, students must understand that the author has made specific decisions about characters and their points of view.

Have students analyze the perspectives of the two characters in “Grizzled Bill’s New Life” by creating Mind and Alternative Mind portraits. First, have pairs of students sketch the silhouettes of two heads. In the first silhouette, they write or sketch to represent the perspective of one character. Then they do the same for the second character. Have students share their work while discussing the two characters.

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28 COMPARING TEXTS



work time

Introduce Vocabulary Write the following vocabulary words on the board: *unsteady*, *furious*. Then, have students discuss why the author chose to use *unsteady* instead of *clumsy* and *furious* instead of *mad*.

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

Have student pairs take turns reading “The Doaks of Montana” aloud. After each student reads a paragraph, pause and have the partner retell the character, setting, and plot details they just heard. Continue the process until the end of the text.

Analyze Author’s Craft and Style: Character Actions Characters’ actions move the plot of a story forward. When characters respond to the events of the story, they cause new events to occur.

Have a volunteer read aloud paragraphs 3 through 5. Point out the sequence of events: Ellie enters the cabin; she notices a bonnet on the table; her father introduces her to Patience; Ellie is angry with her father. Ask a volunteer to explain how one event leads to the next.

Then, have partners identify another series of events in the story and discuss how a character’s actions cause an event to take place.

check for understanding by having students answer the question about how this story is similar to “Grizzled Bill’s New Life.” (Possible response: The stories are similar because they both include characters who dislike someone very much. Grizzled Bill dislikes Wilkinson and plans to rob him. Ellie dislikes Patience even though she just met her.)

work time

The Doaks of Montana by Terri Townsend

- 1 Ellie Doak usually had no trouble with her aim. She was twelve years old and had hunted rabbits for years, proving to be the best hunter in the family. But today, she felt a little unsteady, as if she’d never hunted before. Gritting her teeth, she surveyed the prairie when suddenly, a flicker in the grass caught her eye. Carefully, she aimed, shot, and hit her mark. She fetched the rabbit, propped her gun over her shoulder, and headed back to the cabin.
- 2 As Ellie trekked home through the tall, prairie grass, she thought about her beloved mother, who had died two winters prior. Ellie missed her terribly and was dismayed that her father had decided to remarry because he worried that his children needed a mother. He’d gone into town that very morning to pick up his new wife, Patience—Patience! What kind of name is that? Ellie thought bitterly.
- 3 As Ellie entered the cabin, clutching the rabbit by its hind legs, she breathed in deeply to steady herself. She paused, letting her eyes adjust to the dim interior, and noticed a new, flowery bonnet occupying the table. Her heart skipped a beat as she realized it belonged to Patience.
- 4 “Ellie, I’d like you to meet Patience,” said her father nervously, extending his arm toward his new wife.
- 5 Ellie’s glance darted to the far corner of the cabin, where she spotted Patience perched on her mother’s green trunk. In the trunk, Ellie had carefully stashed away pictures, letters, and other valuables, such as her mother’s lacy wedding dress and bonnet. How dare this interloper sit on Ma’s trunk! Ellie shot a furious look at her father and then turned to regard Patience.
- 6 “Hello, Ellie,” Patience ventured.
- 7 *Traitor!* Ellie thought, making eye contact with father. *Why did you bring her here?* Abruptly, she flung the rabbit on the table and muttered, “I brought this for you.” Then she spun on her heels and darted from the cabin.

check for understanding How is this story similar to the first story?

VISUAL LITERACY

After students have finished reading, monitor their understanding by having them draw an event from the text. Then, have them work with classmates to put their drawings in plot order. Ask for volunteers to retell the most important events of the story using the drawings as a reference.

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 identify how the narrator's viewpoint sets the tone of a passage, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud The narrator tells the story of "Grizzled Bill's New Life" from a first-person perspective, so the reader knows his thoughts and feelings. The narrator says he speaks cautiously and gulps nervously when he meets the stranger. He also describes the stranger as *tough-looking* and *gruff*. By showing that he is scared and unsure of what the stranger will do next, the narrator creates tension.

Compare and Contrast: Story Elements In order to complete the compare and contrast chart about the two stories, students must first identify the setting, plot, and topic of each one.

Model how to work with a small section of text at a time by directing students' attention to paragraph 1 of "Grizzled Bill's New Life." Draw their attention to the first two lines, which mention the year 1865 and describe how the character is "working as a cowboy on the Triple J ranch." Explain that students should write this information under the story title in the graphic organizer.

Then, have students work in pairs or small groups to complete the rest of the chart.

reflect

Have students work with a partner to compare and contrast the settings of "Grizzled Bill's New Life" and "The Doaks of Montana." Use the following sentence frames to guide their discussions:

- One way in which the settings are the same is _____.
- One way in which the settings are different is _____.

Remind students to refer to the comparative chart as they discuss the settings of both stories.

6 Compare and contrast stories in the same genre

check for understanding

1 Do you like Grizzled Bill in the first story? Explain why or why not.

Possible response: I like Grizzled Bill. He sort of reminds me of a western-style Robin Hood, stealing from the wicked and rich!

2 How are females portrayed in "The Doaks of Montana"? What does this tell you about the time period?

Possible response: Ellie hunts rabbits like her brothers, but Patience marries a stranger. It was a time of change for women in history.

3 How does the narrator's point of view in "Grizzled Bill's New Life" help to set the tone of the passage? Give one example.

Possible response: The narrator is uncertain and worried about the stranger, which creates an air of tension.

4 Why do you think the author includes the first two paragraphs of "The Doaks of Montana"? How do they help you understand the story?

Possible response: The author wants to introduce Ellie and show that she is tough and capable. This shows how hard life in the American West was.

5 Use the chart below to compare and contrast the stories.

	Grizzled Bill's New Life	The Doaks of Montana
Setting	The Triple J ranch, 1865	The prairie in the past
Plot	A stranger comes to rob a ranch owner.	A girl meets the woman her father remarries.
Topic	Frontier life in American history	

reflect

With a partner, compare and contrast the settings of the stories. Discuss how each setting in the graphic organizer above helps the author present the topic.

24 COMPARING TEXTS

CRITICAL LITERACY

One way to help students think critically is to construct alternatives to the text. For example, have students imagine how the story would be different if it were told from Patience's perspective. Ask them to discuss how Patience likely felt when Ellie glared at her, slammed a rabbit on the table, and ran out the door. This activity will help students understand that not all narrators are reliable and that a single event can be interpreted in several ways.

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30 COMPARING TEXTS

Compare and contrast stories in the same genre

7

Language Objectives

- Ask and answer questions about characters, setting, and plot.
- Use text details to determine theme.
- Identify sensory language.
- Compare and contrast stories in the same genre.

Building Literacy

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

- examining the author's choices related to plot, setting, and character.
- making connections to personal experiences.
- demonstrating knowledge of the distinguishing characteristics of science fiction.
- analyzing the author's decisions about whose story is told.

Focus on Language

Display the following vocabulary words that students will encounter in these texts. Have students make a prediction about the subject of the stories. (Spanish cognates are in parentheses.)

- serpent (serpiente)
- venom (veneno)
- burrow
- magnitude (magnitud)
- tentacles (tentáculos)



ENGLISH LANGUAGE LEARNERS

Use an illustrated word wall to help English language learners understand new vocabulary. Having a visual reference can help students access vocabulary as they work on other classroom activities.

7 Compare and contrast stories in the same genre

➞ show me

In this lesson, students will compare and contrast a science fiction story about an adventure through the Earth with a science fiction story about a colony on Mars.

Say: Today, you are going to compare and contrast stories in the same genre. A **genre** is a category of writing that uses certain structures, styles, and subjects. The stories you will read today are in the genre of science fiction, and you will examine their themes. A **theme** is the central message, meaning, or “big idea” of a story.

Have students turn and talk to a partner to define the genre of science fiction in their own words. Ask for volunteers to share their definitions with the group.

➞ guide me

Use the **guide me** activity to help students understand examples of theme, as well as traits of science fiction. Have a student volunteer read aloud the themes. Then, model how to discuss each theme in relationship to genre. For example: What does it mean to respect all life forms? Can you think of a science fiction story, movie, or TV show that has this theme?

Then, have student pairs discuss the themes and select three that would be typical of science fiction stories. Invite volunteers to explain their choices.

7

Compare and contrast stories in the same genre

➞ show me

How do stories in the same genre approach similar themes?

➞ guide me

example

Circle **three** themes you might find in science fiction stories.

All lifeforms should be respected.

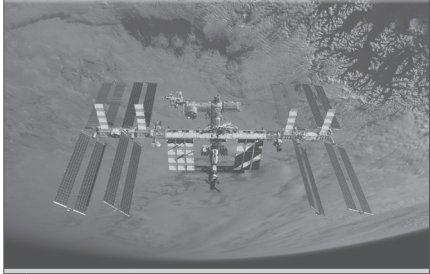
Good triumphs over evil.

Sometimes life isn't fair.

Time travel is both good and bad.

Robots can bring about our destruction.

Choose your friends wisely.



COMPARING TEXTS 25

VISUAL LITERACY

Readers can look for details in graphics the same way they look for details in texts. Have students work in small groups to compose brief sentences that describe the picture on page 25. Ask volunteers to share their sentences with the class.



work time

Introduce Vocabulary Write the following vocabulary words on the board: **serpent**, **venom**, **burrow**. Point out the Spanish cognates for *serpent* and *venom*. Have students discuss how the context clues in this story help them better understand the meaning of each word.

Read—Pause—Sketch Use the following interactive strategy to promote a strategic reading of the story.

Have student pairs take turns reading “The Journey Through Earth” aloud. After each student reads two paragraphs, partners will pause and draw a sketch about an event in that section. Prompt partners to share and discuss their sketches when they are finished reading the text.

Analyze Author’s Craft and Style: Cause and Effect

Discuss how authors of fiction texts use **cause and effect** to show how plot events are related. An effect is something that happens and a cause is the reason why it happened.

Read aloud paragraph 1. Explain that Toby’s discovering the machine is an effect. Ask for volunteers to identify what caused Toby to find the machine in the dark volcano. (He was shuffling around in the dark with his arms held out, looking for an exit.)

Then, have partners read paragraph 4 and 5 to identify more cause-and-effect relationships.

check for understanding by having students complete the sentence frames about topic and theme. (A possible topic of this science fiction story is exploration. A possible theme might be the value of teamwork.)

7 Compare and contrast stories in the same genre

work time

from *The Journey Through Earth*

by Joe Adair

- 1 Toby and Kenny found themselves lost in a dormant volcano after wandering away from their class. What they soon discovered would defy explanation.
- 2 Toby cautiously held out his arms and shuffled his feet around a dark corner, hoping to discover a way out of the volcano. Suddenly, he bumped into an object made of metal and realized that it was a huge machine, with a tiny door on its side and four windows surrounding the top, from which a gigantic drill protruded and pointed toward the volcano’s opening.
- 3 Kenny spotted a note attached to the door. “Listen to this,” he stammered. “Hello, my name is Sir Edmund, and you have found my Earth Exploration Craft. I came to this volcano from England.” Then he paused before adding, “Toby, this note was written on March 3, 1903.”
- 4 “That’s over a hundred years old,” replied Toby, who was always better at math. He seized the door’s handle and pulled hard, but the door wouldn’t budge. A scream from Kenny caused him to whirl around just in time to witness an enormous, slimy serpent slithering out of the darkness with a tongue that flickered and dripped with venom.
- 5 “Look out, Kenny!” shouted Toby. Both boys grabbed the handle and heaved. The door finally sprang open, and they scrambled inside. The snake angrily coiled around the machine and hissed at the windows before slithering back into the depths of the volcano.
- 6 Toby studied the control panel before pulling on a red lever, causing a bunch of red, green, and blue lights to flicker on and off. The machine still worked. In no time, the boys figured out how to operate the drill and start the rockets. “Sir Edmund designed this to burrow into the ground and drill tunnels,” said Toby excitedly. “Maybe we can still use this machine to get back home.”

check for understanding A possible topic of this science fiction story is _____. A possible theme might be _____.

26 COMPARING TEXTS

CRITICAL LITERACY

Students become good critical thinkers when they are able to look beyond the words on a page in order to make connections across texts and examine the author’s intent.

Have students practice thinking critically by reflecting on these questions after reading:

- “The Journey Through Earth” is a science fiction story. How is it similar to a fantasy story?
- What are Toby’s strong points? What are Kenny’s strong points? Why do they make a good team?
- What lesson does the author of “The Journey Through Earth” want readers to learn?

work time

Introduce Vocabulary Write the following vocabulary words on the board and point out their Spanish cognates: **magnitude**, **tentacles**. Have students create mnemonic pictures to help them remember each word's meaning. For example, students might draw an octopus inside a tent for the word *tentacles*.

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

Have student pairs take turns reading “The Domes on Mars” aloud. After each student reads a paragraph, have him or her pause and share a personal or text connection.

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

- This part reminds me of “The Journey Through Earth” because _____.
- I already know that Mars _____.
- This part could/could not happen in real life because _____.

Analyze Author’s Craft and Style: Sensory Language

Explain that one way authors create vivid descriptions and scenes is by using sensory language.

Sensory language appeals to the senses of sight, sound, smell, taste, and touch to bring characters, settings, and events to life in a reader’s imagination.

Point out the phrase in paragraph 1 that uses sensory language to describe the narrator’s experience (“it nearly knocked me off my feet”). Have students tell which sense these words appeal to and how they help the author show how violent the Martian ground quake was.

Then, have partners read paragraphs 4 and 5. Have them identify sensory language that shows how scary the Martian was and how it felt to race away from it. Discuss why the author most likely chose to use these words.

check for understanding by having students answer the question about which science fiction features the story has. (Possible response: The story is science fiction because it happens on another planet. The people live in special domes so they can survive on Mars. There are strange, scary creatures that are not found on Earth.)

Compare and contrast stories
in the same genre
7

work time

from *The Domes on Mars*
by Casper Brundle

1 Even though the three of us were among the first colonists on Mars, none of us had ever experienced a Martian ground quake. I'd felt earthquakes back on Earth; however, this Martian quake lurched and pitched so violently that it nearly knocked me off my feet.

2 Captain Fang had warned us about Martian ground quakes. Fortunately, the domes in which we lived and worked were built to withstand a quake of any magnitude. However, out here, in an unprotected ATR, we were vulnerable to the elements.

3 When the quaking finally subsided, I quickly clambered back into the ATR. The red dirt in front of us continued to roll and crest like waves of a storm-tossed ocean. However, we soon discovered that this wasn't a quake we were experiencing. It was a Martian—a massive green and brown creature!

4 The Martian was a scary beast about a hundred feet long, with a tubular body and rough, scaly skin. Its wide, circular mouth was ringed by row after row of needlelike teeth. Short, pointy tentacles grew out of its sides, which caused red dust to scatter around it. With huge red eyes, glaring from the front of its face, the beast looked right at us.

5 Hercaspian's hands tensed on the ATR's steering column as he waited for the worm to do something. Suddenly, without warning, it sprang toward us. Hercaspian threw the ATR in reverse, spun it around, and took off in the direction from which we had come at full speed. But as fast as we were, the worm thing was faster. I saw in our rearview monitor that it was gaining on us.

6 Fortunately, Hercaspian was such a good driver. We threaded our way between rock formations and bounced across sand dunes. However, the worm thing continued its angry pursuit. It seemed to be drawing closer.

check for understanding Which science fiction features does this story have?

COMPARING TEXTS 27

VISUAL LITERACY

Graphic organizers can help visual learners make sense of story details. Have students complete a Story Map about “The Domes on Mars.” Then ask volunteers to share their Story Maps with the 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 identify the author's viewpoint on time travel and decide whether they agree, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud The author of "The Journey Through Earth" describes how Kenny and Toby find a metal machine from 1903 with lights, levers, and rockets. I know that this technology wasn't available back then, so perhaps the person who built it traveled through time to find modern inventions. It seems like the author has positive feelings toward time travel, since Toby and Kenny can use the time machine to get home. I agree. If time travel can save people from dangerous situations, it is probably a good thing.

Compare and Contrast: Topics Before students complete the Venn diagram about science fiction topics in the stories, have them reread each story and circle any words or phrases that hint at the topics. For example, students may circle "a Martian—a massive green and brown creature!" in "The Domes on Mars." Explain that this detail relates to alien life, which is a topic commonly found in science fiction texts.

Students who need additional help in completing the diagram will benefit from having a list of topics to choose from. Write the following topics on the board: past and present, adventure, outer space, technology, alien life, the unknown. Guide students to write two topics in each part of the chart, and remind them that the topics in the middle must be found in *both* stories.

reflect

Have students work with a partner to summarize similarities and differences between the stories' topics. Guide students to use the following words in their discussions as they compare and contrast: **like, similar, also, both, however, but, on the other hand, and though.**

Then, have students pick one topic from each outer circle in the Venn diagram they completed to develop into a statement about a theme in the story. (For example, in "The Journey Through Earth," the topic "technology" can be developed as the theme, "Technology can help people escape from dangerous situations.")

7 Compare and contrast stories in the same genre

check for understanding

- Do you agree or disagree with the idea of time travel the author hints at in "The Journey Through Earth"? Explain your answer.
Possible response: I think time travel could be useful if we go into the future to see how our actions today will affect Earth.
- Martians are portrayed as monsters in "The Domes on Mars." How might the story be different from the point of view of the Martians.
Possible response: The Martians may feel that the people are trying to take their home. After all, it's been their planet for millions of years!
- How does the third-person point of view in "The Journey Through Earth" help you to understand the events?
Possible response: The narrator describes how both boys behave and feel, which helps you to understand how scary the situation is in the volcano.
- Why does the author compare the arrival of the Martian to a storm tossed ocean in paragraph 3 of "The Domes on Mars"?
Possible response: The author wants to show how large and powerful the Martian is to make the earth roll and crest like ocean waves.
- List at least two science fiction topics for each section of the Venn diagram.
Possible responses:

reflect

Work with a partner to summarize the similarities and differences between the stories' topics. Choose a topic to develop as a theme for each story.

28 COMPARING TEXTS

CRITICAL LITERACY

One way to help students think critically is to question which details are missing from the text. For example, the author of "The Domes on Mars" does not explain what the people are doing on Mars or why the Martian creature is chasing them. Ask students to discuss why the author may have left out this background and how the readers' view of the characters might change if it were included.

8

Compare and contrast the text structure of events in two texts

Language Objectives

- Determine an author's purpose.
- Identify signal words and phrases.
- Describe text structure.
- 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:

- analyzing an author's choices.
- determining which viewpoints the author includes and leaves out.
- making connections between ideas and across texts.
- examining text structures and relationships between ideas.

Focus on Language

Display the following vocabulary words that students will encounter in these texts. Have students create a T-chart comparing the meanings of vocabulary words to their roots or base words. For example, the root of *submarine* is *marine*, which means "related to the sea." The vocabulary word *submarine* means "a vessel that moves under the sea." (Spanish cognates are in parentheses.)

- submarine (submarino)
- unknown
- submersible
- assumptions
- unusual (inusual)
- exploration (exploración)



ENGLISH LANGUAGE LEARNERS

Provide your English learners with opportunities to interact with English-speaking classmates to enhance their language skills. Working in pairs or small groups will give English learners a chance to practice English in a relaxed environment.

➤

show me

In this lesson, students will read two texts about ocean exploration and compare and contrast the text structures the authors use to organize information.

Say: Today, you are going to read informational texts about ocean exploration that use different text structures. **Text structure** describes how an author has organized the text to connect information. Authors choose the text structure that best suits their **purpose**, or reason for writing, by clarifying the relationships between ideas and details. For example, if an author wants to inform about events that happened in history, he or she will likely use a **chronological**, or time order, structure.

Have partners turn and talk about the different types of text structures they have encountered in informational texts they have read or heard. Encourage them to discuss the different features of each type of structure. Ask volunteers to share the ideas they discussed.

➤

guide me

Use the chart in **guide me** to help students practice identifying why authors might use different types of text structures.

Read aloud the first row in the chart. Explain that texts organized by **chronological order** often include dates, years, or numbered steps to show the order of details or events. Discuss signal words related to chronological order, such as **first**, **next**, **then**, and **last**. Then ask volunteers to provide other possible topics that could have a chronological structure.

Next, have a volunteer read aloud the second row. Ask volunteers to name signal words related to **cause and effect**. Repeat for **problem and solution** and **compare and contrast**.

Finally, have students work in pairs to complete the chart with possible topics for informational texts that follow **cause and effect**, **problem and solution**, and **compare and contrast** structures.

8

Compare and contrast the text structure of events in two texts

➤ show me

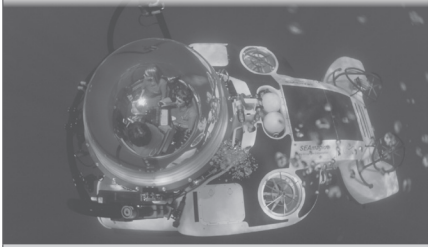
How does the author's purpose affect how events are organized?

➤ guide me

example

Identify topics for each type of text structure. The first one has been done for you. Possible responses:

Structure	Author's Purpose	Possible Topic
Chronological	describe an event from start to finish	History of ocean exploration
Cause and effect	show how one event causes another	Results of a science experiment
Problem and solution	describe actions that solve a problem	Training a dog to behave
Compare and contrast	show how things are alike and different	Rain forest to woodland forest



COMPARING TEXTS 29

VISUAL LITERACY

Some students may feel more comfortable demonstrating their knowledge of content area vocabulary through drawing instead of writing. Have students work in small groups to develop their own visual representation of each structure, such as a web or flow chart. Ask volunteers to share their visuals with the class.



work time

Introduce Vocabulary Write the following vocabulary words on the board: **submarine**, **unknown**, **submersible**. Point out the Spanish cognate for *submarine*. Then, have students use the words to make a prediction about the information the author might address in the text.

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

Have student pairs take turns reading “Exploring the World Below” aloud. After each student reads two paragraphs, have him or her pause to ask his or her partner questions about what was just read. Have them continue the process until they finish reading.

Analyze Author’s Craft and Style: Signal Words and Phrases Review that an author often uses dates and time-order words to help show the order of events.

Point to paragraph 1 and the phrases “In the 1400s” and “Then, in 1531.” Discuss that the author is describing the early history of ocean exploration. She uses the dates to show the time between the widespread use of wooden ships and the invention of a diving bell.

Then, have partners scan paragraphs 3 through 5 to find other dates and time-order words. Ask volunteers to explain how the author uses the dates and words to show how advancements have occurred over time.

check for understanding by having students answer the questions about text structure. (The events are organized in chronological order. I can tell because the author tells about events from the early 1400s until today, with various dates mentioned in between.)

work time

Exploring the World Below

by Kathy Furgang

- 1 In the 1400s, people traveled across the oceans in grand wooden ships. These journeys caused many people to imagine what was below the surface; they were curious about the hidden world beneath the waves. Then, in 1531, Italian inventor Guglielmo de Lorena designed a diving bell.
- 2 A diving bell works like a cup turned upside down and pushed into the water. Air is trapped inside the bell just like it is in a cup. A diver in a diving bell breathed the trapped air until it ran out. Then the diver returned to the surface to refresh the air.
- 3 In the 1600s, an early version of a submarine was invented. However, for many years, most vessels designed to go underwater could only go a few hundred feet below the surface. Explorers wanted a device that could go into the deeper, unknown parts of the ocean, far from shore.
- 4 In 1930, scientists invented an underwater chamber called a bathysphere that could travel 1,428 feet below the surface. It had thick steel walls and could stand up against tons of water pressure. Another kind of submersible, the bathyscaphe, went even deeper.
- 5 By the 1960s and 1970s, submersibles were reaching even greater depths. These had a small compartment for the divers and a glass window for viewing the underwater world. Since that time, people have dived nearly 7 miles down into the deepest point in the ocean—the Mariana Trench in the Pacific Ocean.
- 6 At such depths, however, water pressure continues to be a danger for explorers. As a result, engineers have invented new submersibles that can be sent deep into the ocean while being operated by people from the safety of a ship on the surface. This type of vehicle is known as a Remotely Operated Vehicle, or ROV.
- 7 We can only guess what the future of ocean exploration will bring. Submersible technology will help answer more questions about the ocean and its living things.

check for understanding How are the events organized? How do you know?

CRITICAL LITERACY

To think critically, students must understand that the author has made specific decisions about the words and ideas she included in the text.

After reading, have them develop a list of questions they would like to ask the author about her background and experience with the topic. For example:

- What type of research did you do to find the information for this text?
- Have you ever been in a submarine or other type of submersible?
- What interests you the most about ocean exploration? Why?



work time

Introduce Vocabulary Write the following vocabulary words on the board: **assumptions**, **unusual**, **exploration**. Point out the Spanish cognates for *unusual* and *exploration*. Then, have student pairs use the words to ask each other questions. (For example: When have you made an *assumption*? What is an *unusual* animal you have seen? What other kinds of *exploration* have you read about?)

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

Have student pairs take turns reading “Wonders Down Under” aloud. After each student reads two paragraphs, partners will pause and draw a sketch about an idea in that section. Prompt partners to share and discuss their sketches when they are finished reading the text.

Analyze Author’s Craft and Style: Objective Text If the author presents only one side of the topic based on his or her views, the text is considered **biased**, or **subjective**. On the other hand, if the author presents facts from multiple views without inserting his or her opinions, the text is **balanced**, or **objective**.

Ask a volunteer to read aloud paragraph 2. Then, discuss how the author shows different views people have had about the ocean floor. (Some people imagined sea monsters, and sailors made up stories about them. Other people thought nothing could survive that far down in the “dark, cold depths of the ocean.”) Emphasize that the author does not insert her opinions, but just presents others’ views.

Then have partners review paragraphs 4 and 5 and discuss how the author presents facts about different ways people have measured depth in the ocean. (People in ancient Egypt used sounding lines. In the early 1900s, scientists began using echoes.) Ask volunteers to confirm whether or not the author includes her own opinions. (No, she does not include her opinions.)

check for understanding by having students complete the analogy. (Using submarines to explore is to cause as finding unusual sea creatures is to effect.)

Compare and contrast the text structure
of events in two texts **8**

work time

Wonders Down Under
by Helen Byer

<p>1 People have always wondered what might be at the bottom of the sea. For thousands of years the ocean floor remained a complete mystery.</p> <p>2 People were left to imagine sea monsters, such as giant snakes and dragons writhing in the watery depths. Sailors made up many stories about them—some claimed to have actually seen them. Ancient maps were often decorated with pictures of fearsome ocean beasts. Other people, however, thought the exact opposite, believing that nothing could possibly survive in the dark, cold depths of the ocean.</p> <p>3 Because humans lacked the technology, they could only make assumptions about what lay deep below the water’s surface. They also used whatever rudimentary technology was available to probe the ocean’s mysteries.</p> <p>4 For example, people in ancient Egypt measured the depth of rivers and seas by dropping weights attached to long lines. This tool is called a sounding line. The length of the line showed how</p>	<p>deep the water was. Later, in the 1500s, explorers and scientists used sounding lines to measure the ocean’s depth. In 1872, the crew of the ship <i>HMS Challenger</i> mapped parts of the ocean floor.</p> <p>5 In the early 1900s, scientists began using echoes to measure depth. A sound is sent to the ocean floor. Then they record how long it takes for the echo to bounce back. This information is used to figure out how deep the water is.</p> <p>6 Today, we use submarines and submersibles to explore the ocean. These machines have found some unusual sea creatures. Among these creatures are fish with huge mouths filled with needle-sharp teeth and tubeworms that live in places where hot water gushes from the ocean floor.</p> <p>7 Some experts estimate that less than five percent of the deep sea has been explored so far. Like space, the deep ocean is a frontier in its earliest stages of exploration.</p>
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check for understanding Look at paragraph 6 and complete the analogy:
 Using submarines to explore is to cause as _____ is to effect.

COMPARING TEXTS **31**

VISUAL LITERACY

Graphic organizers can help students make sense of and connect unfamiliar concepts in science texts. Have students use events from both texts to complete a timeline about ocean exploration. Ask volunteers to share their timelines and record their ideas in a large timeline on the board.



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 text structures, use a Think Aloud to model how a critical thinker would approach the texts.

Think Aloud First, I will look back at each text and review the signal words and phrases the author uses to connect ideas. I see that the author of "Exploring the World Below" includes dates and time-order words to show how ocean exploration has advanced over time. This text is written using a chronological structure.

In "Wonders Down Under," though, the author uses several different structures to connect ideas about ocean exploration. A compare-and-contrast structure shows how people had different ideas about sea creatures. A cause-and-effect structure is used to explain why ancient people did not know much about the ocean. A problem-and-solution structure explains the problem of figuring out ocean depth and how people came up with new inventions to address it.

Identify Text Structure Guide students to reread the listed paragraphs from "Wonders Down Under" and circle any signal words or phrases related to text structure. For example, point out that **however** usually indicates a **compare-and-contrast structure** while **because** often indicates a **cause-and-effect structure**.



reflect

Have partners work together to compare the structure of the texts and discuss which organization is better for achieving the author's purpose. Point out that the second part of the task is asking for opinions, so students may disagree in their answers. Encourage students to support their views using evidence from the texts.

check for understanding

- 1 What do you think the author of "Exploring the World Below" wants to achieve? Is she successful? Explain your answer.
The author wants to explain how ocean exploration improved over time. She succeeds by showing how technology helped that exploration.
- 2 After reading "Wonders Down Under," do you look at the ocean any differently? Explain your answer.
Possible response: Yes, I see the ocean as an unexplored area the way space is. The text says the ocean is "in its earliest stages of exploration."
- 3 How are the two texts organized in different ways?
Possible response: The first is chronological to show how technology evolved. The second uses multiple structures to discuss ocean exploration.
- 4 How is the point of view about ocean exploration different in the two texts?
Possible response: The first author focuses on technology that allows ocean exploration. The second focuses on how ocean depth is measured.
- 5 Draw lines to match the paragraph numbers in "Wonders Down Under" with the way that each paragraph is organized.

Paragraph 2	Chronological
Paragraph 3	Compare and Contrast
Paragraph 4	Problem and Solution
Paragraph 5	Cause and Effect

reflect

With a partner, compare the structure of both texts. Discuss which type of organization is better at achieving the author's purpose, and why.

CRITICAL LITERACY

To foster further inquiry and connections, assign small groups other topics related to ocean exploration, such as a famous marine biologist, a unique deep-sea creature, or an advanced sea vessel. Allow time for reading and discussion, encouraging students to consider the text structure they would use if they were writing a report on the topic.

Then, rearrange the groups so each new group has one member from each of the first groups. Have students compare and contrast the information they uncovered across topics, and guide them to make connections to "Exploring the World Below" and "Wonders Down Under."

Compare and contrast the text structure of two texts

9

Language Objectives

- Identify signal words and phrases.
- Describe text structure.
- Evaluate an author's choices.
- 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:

- making connections across texts.
- analyzing text structures and relationships between ideas.
- identifying visuals that enhance the text.
- focusing on nuances of word choice.

Focus on Language

Display the following vocabulary words that students will encounter in these texts. Then, have students create a web for each word. In the outer circles, have students write related words that use the same base word. (Spanish cognates are in parentheses.)

- inexperienced (sin experiencia)
- continually (continuamente)
- unfamiliar
- powerful
- unsuspecting
- seriously (seriamente)



ENGLISH LANGUAGE LEARNERS

Beginning English learners will benefit from having short classroom texts translated into their native languages. Present these texts side-by-side so students can make connections between the two languages.

➔ show me

In this lesson, students will read two texts about the ocean and compare and contrast the text structure each author uses to organize information.

Say: Today, you are going to read two texts about the ocean and evaluate the text structures the authors use. Remember, **text structure** is how the author organizes the ideas in a text. To figure out the structure of a text, look for **signal words and phrases** and think about how the ideas are connected. After you identify the structure, or structures, of each text, you can then consider how the structures of the two texts are alike and different.

Have partners turn and talk to share examples of signal words and phrases they might find in different types of text structures. Ask volunteers to share their examples with the class.

➔ guide me

Use the sentences in **guide me** to help students use signal words to identify text structure.

Read aloud the first sentence and circle “At first” and *then*. Review how those words indicate that one detail comes before another in a **chronological structure**. Ask a volunteer to identify which feeling comes first (*nervous*) and which feeling comes after (*comfortable*).

Then, have student pairs read and discuss the connecting ideas in the next sentences. Students should circle the signal word and write the text structure it indicates (but, compare and contrast; so, problem and solution).

9

Compare and contrast the text structure of two texts

➔ show me

How does text structure affect how ideas are portrayed?

➔ guide me


example

Read the sentences below. Circle the signal words that identify the text structure of each sentence. Then write the text structure on the line.

(At first) I was nervous; (then) I began to feel comfortable.
Chronological

A swimming pool may be large, (but) the ocean is enormous.
Compare and Contrast

Ocean currents can be strong, (so) it's best to swim close to shore.
Problem and Solution



COMPARING TEXTS 33

VISUAL LITERACY

Monitor students' understanding after reading by having partners draw and label the ideas detailed in each sentence. Then, have volunteers share their drawings with the class. Drawing activities engage visual learners while providing evidence of reading comprehension.



work time

Introduce Vocabulary Write the following vocabulary words on the board: **inexperienced, continually, unfamiliar.** Point out the Spanish cognates for *inexperienced* and *continually*. Then, have students underline the prefix or suffix in each word. Help them use the meaning of the base word (*experience, continue, and familiar*) to identify the meaning of each new word.

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

Have student pairs take turns reading “Swimming Safely in the Ocean” aloud. After each student reads two paragraphs, have him or her pause and share a personal or text connection.

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

- This reminds me of a time when I _____.
- I remember reading about water safety _____.
- I know lifeguards are important because _____.

Analyze Author’s Craft and Style: Word Choice Remind students that authors choose strong words for effect to strengthen their message and appeal to readers’ emotions.

Reread paragraph 1 and point out the words “powerful force” and “extremely dangerous.” Discuss with students why the author uses these strong words to describe the ocean. (He introduces the ocean in this way to establish a sense of fear, so readers will listen to and follow the safety guidelines described.)

Then, have partners scan paragraph 3 and identify strong words the author uses to convince readers that it’s important to have a lifeguard present when they swim. Ask volunteers to share the words they find.

check for understanding by having students complete the sentences about the text structure. (The author uses a sequential structure. Words that signal this structure include: *first, next, furthermore, finally.*)

9 Compare and contrast the text structure of two texts

work time

Swimming Safely in the Ocean

by Sam Brelsfoard

- Swimming in the ocean is great fun; however, this powerful force of nature can also be extremely dangerous for inexperienced swimmers. How can you ensure your safety when swimming in the ocean?
- First, learn to swim! At the very least, you should be able to tread water so that you can always keep your head above the surface of the water.
- Next, always remember to swim with a lifeguard present. Lifeguards are trained professionals who can see dangers in the water that you aren’t be able to see for yourself. In addition, it is also a good idea to employ the buddy system. A lifeguard has to watch over many people and continually scan the area for danger, so swimming with a friend ensures that someone is watching you.
- Furthermore, do not swim near piers or other large structures in the water as there is always the danger that a wave could push you into them. Likewise, do not swim near diving areas or other places where people might enter the water quickly. In this situation, you risk someone plunging into the water on top of you, injuring you both. Similarly, never dive into unfamiliar waters where unseen rocks or coral may be close to the surface.
- It is also important to be cautious at all times, so never swim if you are tired. Be sure to take frequent breaks and stay hydrated. Keep an eye on the ocean at all times and stay out of the ocean if the waves are particularly strong.
- Finally, beware of ocean currents. Even the most experienced swimmers can get caught in a dangerous rip current. A rip current is a powerful, narrow channel of water that moves quickly from the shore out to sea. If you’re caught in a rip current that is pulling you away from shore, do not try to swim against it because you’ll just get exhausted. Instead, swim parallel to the shore until you get out of the current.

check for understanding The author uses a _____ structure. Words that signal this structure include: _____.

CRITICAL LITERACY

One way to help students develop a critical response is to have them construct alternatives to the text. For example, have students imagine how the text might be different if a lifeguard wrote it. How would a lifeguard likely feel about his or her job protecting swimmers? What might a lifeguard write about the dangers of the ocean and the unsafe actions he or she sees swimmers take?



work time

Introduce Vocabulary Write the following vocabulary words on the board: **powerful, unsuspecting, seriously**. Point out the Spanish cognate for *seriously*. Then, have students create a T-chart to list each word and one or more antonyms for it.

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

Have student pairs take turns reading “The Ocean’s Currents” aloud. After each student reads two paragraphs, have him or her complete a sticky note about what was just read.

On the board, write a few ideas that students can use for each note:

- an interesting fact
- an unfamiliar or confusing idea
- a domain-specific concept they want to know more about
- signal words and phrases that connect ideas

Analyze Author’s Craft and Style: Cause and Effect

Review that the author describes different ocean currents, how they are created, and how the water moves as a result of the currents. Explain that the author uses **cause and effect** to connect these ideas.

Ask a volunteer to read aloud paragraph 3. Point out that the author describes lateral currents. A lateral current is created by waves that “break at an angle when they reach the shoreline.” The waves breaking at an angle is the cause, or why a lateral current is created. The lateral current is the effect, or what happens as a result.

Then, have partners review paragraphs 6 and 7 and discuss additional cause-and-effect relationships. (For example, high tides on beaches that rise sharply from the water’s edge can cause backwash. A strong backwash can cause a person to be knocked over.) Ask volunteers to share their answers with the class.

check for understanding by having students complete the sentences about the structure of paragraph 5. (Paragraph 5 has a compare-and-contrast structure. The signal words that help show this are *similarly* and *unlike*.)

Compare and contrast the text structure of two texts 9

work time

The Ocean’s Currents
by Juan J. Ureta

1 Is there anything more mesmerizing than watching ocean waves crashing on the shore? The ocean is a powerful body of water that requires vigilance and respect.

2 Much of the ocean’s motion takes the form of currents. A current is a section of water that moves continuously in one direction. There are many kinds of currents that occur near the shoreline that swimmers should be aware of for their safety.

3 For example, most waves break at an angle when they reach the shoreline. As they do this, they push water to the side, creating a lateral current, which then moves water parallel to the shoreline. A lateral current is also known as a littoral, side, or longshore current.

4 Lateral currents can move either slowly or quickly. The larger the wave is, the stronger the lateral current will be. If a lateral current combines with other currents, a potentially dangerous situation can arise.

5 Similarly, rip currents occur near the shore. Rip currents are created by the movement of water as it gathers at the shoreline, following the wake of a crashing wave. After a wave breaks, the water rushes back off the shore and into the ocean, forming the current. Unlike lateral currents, which move along the shoreline, rip currents pull water from the shoreline and out to sea rapidly. It is easy for an unsuspecting swimmer to get caught in a rip current.

6 Backwash is similar to a rip current. It is usually caused by high tides on beaches that rise sharply away from the water’s edge. It can knock people right off their feet.

7 Another dangerous movement of water is called shore break. Shore break occurs when a large wave slams powerfully onto shore in a place where there is a sudden change in how deep the water is. Such conditions often occur on steep beaches and rocky shores in very shallow areas. The force of the wave can seriously injure a person.

➞ **check for understanding** Paragraph 5 has a _____ structure. The signal words that help show this are _____ and _____.

COMPARING TEXTS 35

VISUAL LITERACY

Visual learners will benefit from interacting with graphic features that portray or explain difficult science concepts. Provide small groups with diagrams and videos that show the different types of currents described in the text. Ask them to discuss how the graphic features help them better understand the ideas in the text.

➤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 compare-and-contrast text structures, use a Think Aloud to model how a critical thinker would approach the texts.

Think Aloud First, I will look back at each text and review how the author connects ideas. The author of “Swimming Safely in the Ocean” mainly uses chronological structure to tell about steps to take in order to swim safely in the ocean. The author also uses a cause-and-effect structure to tell about what happens as a result of certain situations like rip currents.

The structure of “The Ocean’s Currents” is different because it does not use a chronology structure. There are no steps or dates. The author uses a cause-and-effect structure to explain how waves work, though.

So, the text structures are alike because they both connect some ideas by cause and effect. But they are different because “Swimming Safely in the Ocean” is mostly told in chronological order.

Connect Ideas Have students locate each detail in “Swimming Safely in the Ocean.” Then, guide them use text order and any nearby signal words and phrases to correctly number the ideas. Remind students that they should reread the ideas in order from 1–5 to be sure they make sense and reflect the order of the passage.

➤reflect.....

Have partners discuss another way the author of “The Ocean’s Currents” could organize the information. Encourage students to consider how graphic features (charts, diagrams, photos, captions) and text features (heads and subheads) could help readers better understand the scientific ideas the author presents.

9 Compare and contrast the text structure of two texts

➤check for understanding.....

1 What is one thing you will do differently as a result of reading “Swimming Safely in the Ocean”?

Possible response: I will not swim under the pier at my local beach. I never realized that I could get hurt if the current pushes me up against it.

2 If you could ask the author of “The Ocean’s Currents” one question, what would it be and why?

Possible response: I would ask which type of current is the most dangerous because I would not want to get caught in it!

3 What is the meaning of “tread” in paragraph 2 of “Swimming Safely in the Ocean”? What clues in the text help you to know the word’s meaning?

Possible response: “Tread” is a way of moving in the water so that your head stays above the surface.

4 Compare and contrast both texts. How are the structures the same? How are they different?

Possible response: Both texts use cause and effect to present ideas. However, the overall structure of “Swimming Safely in the Ocean” is sequential.

5 Use the chronological text structure of “Swimming Safely in the Ocean” to help you order the ideas below from 1–5.

4 Be alert at all times.

3 Do not swim near large structures.

1 Learn to swim.

5 Beware of currents.

2 Swim with a lifeguard present.

➤reflect.....

With a partner, discuss how the author of “The Ocean’s Currents” could organize the text differently to portray the same ideas in a different way.

36

COMPARING TEXTS

CRITICAL LITERACY

To promote social engagement and action, have students write and illustrate posters to educate beachgoers about the dangers of rip currents, backwash, and shore breaks. Provide students with ideas they may wish to address with their posters. For example:

- how each type of water movement occurs
- why rip currents, backwash, and shore breaks are dangerous for people in the water and on the edge of the beach
- what people should do to stay safe in and near the ocean

10

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.)

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?

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.)

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

work time

Restoring Order
by Adam McLellan

<p>1 It is not just buildings that are harmed when a natural disaster strikes. The normal order of everyday life breaks down, too.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>5 forest fires have burned towns, people have collected food and clothing for survivors.</p> <p>6 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.</p> <p>7 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.</p> <p>8 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.</p>
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check for understanding This text uses a _____ structure to explain how normal life breaks down after a _____.

COMPARING TEXTS **39**

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.

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

➞ 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.

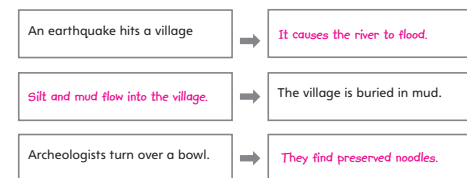
- 3 What does the word *excavation* mean in paragraph 3 of "A Bowl of Noodles"? Explain how you know.

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.

Compare and contrast how different genres approach similar themes

11

Language Objectives

- Identify plot structure.
- Discuss the author's purpose.
- Use word relationships to understand meaning.
- Compare and contrast stories with similar themes.

Building Literacy

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

- interpreting the author's message.
- demonstrating knowledge of the distinguishing characteristics of fables and realistic fiction.
- making, confirming, and correcting predictions.
- examining text structures and relationships between ideas.

Focus on Language

Display the following vocabulary words that students will encounter in these texts. (Spanish cognates are in parentheses.) Have students identify synonyms for each word.

- murky
- imposing (imponente)
- timidly (tímidamente)
- elegant (elegante)
- ornate (ornamentado)



ENGLISH LANGUAGE LEARNERS

Some English learners will struggle to identify the syllables in multisyllabic words. Speakers of monosyllabic languages such as Cantonese, Hmong, Khmer, Korean, and Vietnamese may pronounce a two-syllable word as two separate words. Review how to pronounce syllables by clapping or tapping one time for each syllable as you slowly pronounce the word. Have students repeat the word and action with you several times. Speed up the pronunciation each time to emphasize that the syllables are part of one word.



show me

In this lesson, students will compare and contrast a fable with realistic fiction on the theme of honesty.

Say: Today, you are going to compare and contrast how similar themes are handled in two different genres. A **genre** is a category of writing that uses certain structures, styles, and subjects. Examples of fiction genres include fables and realistic fiction. A **theme** is the central message, meaning, or “big idea” of a story.

Have students turn and talk to a partner about different fiction genres they have read. Ask students to explain which genre is their favorite and why. Invite volunteers to share their thoughts with the group.



guide me

Use the chart in **guide me** to help students practice identifying typical features of fiction genres. Have a student read aloud the first statement. Discuss whether the trait is true of a fable, realistic fiction, or both genres (both). Ask volunteers to provide evidence that supports their choice.

Then, have students work in pairs to complete the rest of the chart. Encourage students to provide support for their choices using examples from texts they have previously read.

11

Compare and contrast how different genres approach similar themes

show me

What role does a genre play in presenting a theme?

guide me

example

Place an X in response to each statement to share what you know about fables and realistic fiction.

	Fable	Realistic Fiction	Both
May include a theme			X
Uses events that could not really happen to teach a lesson	X		
Uses events that could happen to present a message		X	

COMPARING TEXTS 41

VISUAL LITERACY

Readers can look for details in graphics the same way they look for details in texts. Have students work in small groups to compose brief sentences that describe the picture on page 41. Ask volunteers to share their sentences with the class. Then, discuss which story this photograph would most likely appear alongside: a realistic fiction story or a fable.

work time

Introduce Vocabulary Write the following vocabulary words on the board: **murky, imposing**. Point out the Spanish cognate for *imposing*. Have students name real-world examples of things that can be murky or are imposing.

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

Have partners make predictions about “The Honest Woodcutter: An Aesop Fable” based on the title of the story. Then have student pairs take turns reading the story aloud. After each student reads two paragraphs, have him or her pause to confirm or revise predictions and make predictions about the next section. Have partners continue this process until they finish reading.

Analyze Author’s Craft and Style: Characterization

Read aloud paragraph 2, emphasizing the phrases “an imposing man,” “loomed before him,” and “a mighty effort.” Ask a volunteer to explain what each phrase means, and discuss how these descriptions help readers understand what Hermes is like.

Then, have partners read through the rest of the text and note other words or phrases that are particularly descriptive. Invite volunteers to explain how the word choice affects the reader’s understanding of the characters in the story.

check for understanding by having students answer the question about whether the events in the story could or could not really happen. (The events in the story could not really happen because Greek gods are not real people. They are characters in ancient legends. Also, axes do not magically appear in lakes in real life.)

11 Compare and contrast how different genres approach similar themes

work time

The Honest Woodcutter: An Aesop Fable
retold by Aisha Jackson

1 A poor woodcutter was chopping down a tree when his ax suddenly slipped from his hands and plunged into a deep pond. He cried out, dropped to his knees, and peered into the murky water, but all he saw was his own reflection.

2 Abruptly, an imposing man with wings on his hat and feet loomed before him. “I am Hermes,” the man stated, “Greek god of trade, travelers, sports, and luck, at your service.” Hermes then reached into the pond, and with a mighty effort, retrieved a beautiful golden ax, and held it out.

3 “I’m sorry, but that’s not my ax,” the woodcutter confessed.

4 Hermes rummaged in the depths again and pulled out a glittering silver ax. Shaking his head regretfully, the woodcutter said, “That’s not it either.”

5 Hermes again immersed his arm, extracting a rusty ax with a cracked wooden handle, which he held gingerly between two fingers. “That’s my trusty old ax!” the woodcutter proclaimed gleefully.

6 Beaming, Hermes declared, “I’ll permit you to keep the gold and silver axes as well, considering your honesty.”

7 The woodcutter heaved the axes over his shoulder and strode past the wealthiest man in town, who gaped at him and inquired, “Wherever did you get those axes?” The woodcutter described his encounter with Hermes.

8 Hastily, the wealthy man dashed home, and clutching his shabby old ax, hurried to the pond. Sneakily, he hurled the ax into the water and then wailed that he had dropped his ax in the pond until Hermes appeared. Hermes reached in, retrieved a golden ax, and asked, “Is this it?”

9 “Oh, yes, that’s mine!” yelled the wealthy man, reaching for the ax.

10 Hermes, glowering, bellowed at the man, “Dishonesty yields nothing!” and then vanished, taking the ax with him.

check for understanding Could the events in this story really happen? Why or why not?

42 COMPARING TEXTS

CRITICAL LITERACY

One way to help students think critically is to construct alternatives to the text. For example, have students imagine if the wealthy man told the story. Ask them to discuss how the wealthy man likely felt when Hermes bellowed at him, left the man’s shabby ax in the water, and disappeared with the golden ax. This will help open new ways of engaging with familiar stories.



work time

Introduce Vocabulary Write the following vocabulary words on the board: **timidly**, **elegant**, **ornate**. Have students scan the text to see which nouns the adjectives describe and which verb the adverb describes.

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

Have student pairs take turns reading “When It Rains” aloud. After each student reads two paragraphs, have him or her pause to ask his or her partner questions about what they just read. Have them continue this process until they finish reading.

Analyze Author’s Craft and Style: Character Actions and Sequence of Events Character actions move the plot of a story forward. When characters respond to the events of the story, they cause new events to occur.

Have a volunteer read aloud paragraphs 2 and 3. Point out the sequence of events: Elaina loses her father’s umbrella; she runs back to the station; she talks to a man at the “Lost and Found” window; he fetches an umbrella; Elaina tells him it isn’t hers. Ask a volunteer to explain how one event leads to the next.

Then, have partners identify another series of events in the story and discuss how a character’s actions caused an event to take place.

check for understanding by having students complete the analogy. (Possible response: Hermes is to the woodsman as the man at the “Lost and Found” window is to Elaina.)

work time

When It Rains by Flor Gutierrez

- 1 One dismal, gloomy morning, just before Elaina boarded the train to the city, her father loaned her his umbrella. It was ancient—with bent spokes and ragged fabric—but his favorite, so Elaina took it. As the train sped down the tracks, Elaina thought, it's not even raining, but her momentary distraction was replaced by excitement about visiting the art museum.
- 2 Later, as Elaina strolled back to the train station, she reflected on her stellar day. She thought about the glorious paintings she'd seen as she gazed up at the clear blue sky, which made Elaina suddenly panic. “Oh no, Dad's umbrella!”
- 3 Elaina sprinted to the station and immediately rushed to a window marked “Lost and Found.” “Excuse me, sir,” Elaina said timidly to the elderly gentleman at the window, “but I left my umbrella on the train.” He rummaged through an overflowing bin and extracted an elegant green umbrella, showing it to Elaina. “No, I'm sorry, mine is black,” Elaina said.
- 4 “Ah,” the man said, and produced a stylish one with glossy black fabric and an ornate handle. “That's lovely,” Elaina said, “but mine is a little...crooked.”
- 5 “This has to be it,” he said, holding up the threadbare, flimsy umbrella.
- 6 “You found it!” Elaina cried. “You have no idea—anyway, thank you!”
- 7 “Here,” he said, “take the others too; they've just been collecting dust.”
- 8 On the way to her gate, umbrellas under her arm, Elaina ran into her friend Becky and told her all about her day, highlighting the incident with her umbrella. Becky listened intently before excusing herself and dashing to the “Lost and Found,” where the man looked at her quizzically while she recounted a sordid tale about losing her mother's favorite umbrella.
- 9 Becky squealed when the man produced a sleek red one, saying it was hers. “Is it?” said the man, slamming the window. “Somehow I doubt that!”

➤ **check for understanding** Complete the following analogy:
Hermes is to the woodsman as _____ is to Elaina.

VISUAL LITERACY

After students have finished reading, monitor their understanding by having them draw an event from the text. Then, have them work with classmates to put their drawings in plot order. Ask for volunteers to retell the most important events of the story.

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 identify how the tone changes, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud To understand how the tone changes in "When It Rains," I will look at the words the author uses before and after paragraph 2. The author says that Elaina *strolled* and *reflected*. The tone is peaceful and calm since she is thinking about the good day she had at the museum. But when Elaina realizes she lost the umbrella at the end of paragraph 2, she panics and sprints to find it. The tone can be described as "alarmed," since Elaina is worried.

Compare and Contrast In order to complete the compare-and-contrast graphic organizer about the stories, students must identify features that are similar and different. Explain that students should work with one feature at a time and look for specific details in each text that are related to each feature.

Write the following sentences on the board for students to consider as they complete the graphic organizer:

- Are the characters realistic or unrealistic?
- How do the settings compare?
- What is the object that is lost?
- What big idea does the author want me to know?

reflect

Have students work in pairs to discuss how the stories present the same theme in different ways. Use the following sentence frames to guide their discussions:

- Hermes states the theme when he says _____.
- When Becky lies to the man at the station, he says _____.

11 Compare and contrast how different genres approach similar themes

check for understanding

- 1 Suppose a poor man attempted the same actions as the wealthy man in "The Honest Woodcutter"? How might this change the moral of the story?

Possible response: The lesson might be something more like, "Lying serves no one, including those in need."

- 2 How would your opinion of "When It Rains" change if it were revised to be more humorous? Explain your answer.

Possible response: I would not like the story as much because I wouldn't believe that Elaina was that concerned about losing the umbrella.

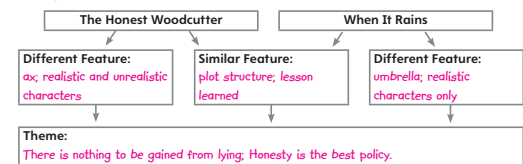
- 3 How is paragraph 3 of "The Honest Woodcutter" important to the fable?

Possible response: The woodcutter is honest and admits that the golden ax is not his. This reveals his nature and leads to his reward.

- 4 How does the tone change in paragraph 2 of "When It Rains"? Use text evidence to support your answer.

The tone shifts from peaceful to alarmed. Elaina "strolled" and "reflected" on the day, then panicked when she realized the umbrella was gone.

- 5 Use the graphic organizer below to compare and contrast both stories. Write one phrase in each box. Possible responses:



reflect

Discuss with a partner how the stories present the same theme in different ways.

44 COMPARING TEXTS

CRITICAL LITERACY

Students become good critical thinkers when they are able to look beyond the words on a page in order to make connections with other texts and examine the author's intent.

Have students practice thinking critically by reflecting on these questions after reading:

- How is "When It Rains" like a fairy tale or fable? How is it different?
- What does the author of "The Honest Woodcutter: An Aesop Fable" want readers to learn?
- Does the man at the window treat Becky fairly in "When It Rains"? Why or why not?

12

Compare and contrast how different genres approach similar topics

Language Objectives

- Identify text structure.
- Evaluate author's word choice.
- Use roots and base words to determine word meanings.
- Compare and contrast texts on related topics.

Building Literacy

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

- demonstrating knowledge of the distinguishing characteristics of fiction and nonfiction.
- identifying text structures and relationships between ideas.
- examining the author's choices related to plot, structure, and which viewpoints to represent.
- developing a position on the topic that agrees or disagrees with the author's point of view.

Focus on Language

Display the following vocabulary words that students will encounter in these texts. (A Spanish cognate is in parentheses.) If students see a word part they know, have them underline it and define it.

- spacesuits
- mankind
- sunshine
- teleport (teletransportar)
- skyline



ENGLISH LANGUAGE LEARNERS

For English learners who struggle with pronunciation, make echo reading and repetition a regular part of the classroom routine. Increasing students' exposure to spoken vocabulary will reinforce correct pronunciation.

➤

show me

In this lesson, students will compare and contrast a nonfiction text about the Apollo 11 moon landing with a fictional story about teletransportation.

Say: Today, you are going to compare and contrast how similar topics are handled in two different genres. A genre is a category of writing that uses certain structures, styles, and subjects. Examples of genres include science fiction, biographies, and historical accounts. A topic is the main subject of a text.

Have students turn and talk to a partner about how fiction and nonfiction texts might approach related topics. Invite volunteers to share their thoughts with the group.

➤

guide me

Use the Venn diagram in guide me to help students practice comparing and contrasting genres. Remind students that when they compare, they tell how things are alike. Explain that the traits in the center part of the diagram are found in both fiction and nonfiction.

Then, have a student volunteer read the first phrase in the box. Discuss why made-up stories are only found in fiction and prompt students to write the phrase in the left part of the diagram.

Finally, have students work in pairs to write the remaining details in the correct parts of the diagram.

12

Compare and contrast how different genres approach similar topics

➤ show me

How does a genre affect the way a topic is presented?

➤ guide me

example

Use the phrases in the box to complete the Venn diagram below. Write two phrases in each section of the diagram.

tells a made-up story
usually excludes feelings

tells about real events
includes characters' feelings

Fiction

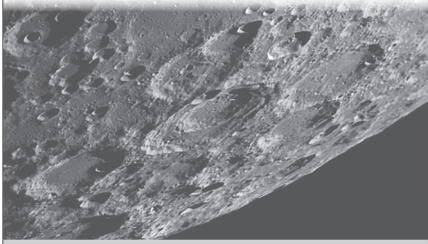
Both

Nonfiction

- tells a made-up story
- includes characters' feelings

- gives information
- includes facts and details

- tells about real events
- usually excludes feelings



COMPARING TEXTS 45

VISUAL LITERACY

Graphic organizers can help visual learners make sense of text details. Have students complete Sequence Charts after reading "Landing the Eagle" and "Another Giant Leap" to show how one event leads to the next. Then ask volunteers to share their Sequence Charts with the class. Discuss how the events described in the texts are similar and different.



work time

Introduce Vocabulary Write the following vocabulary words on the board: **spacesuits, mankind**. Have students write the words in the left column of a T-chart and circle any familiar roots or affixes. In the right column, have students list other words they know that have the same word part.

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

Have student pairs take turns reading “Landing the Eagle” aloud. After each student reads two paragraphs, have him or her write a note about what was just read.

On the board, write a few ideas that students can use for each note:

- an interesting fact
- an unfamiliar or confusing idea
- something they want to know more about
- a new vocabulary word

Analyze Author’s Craft and Style: Chronology Read aloud paragraph 1 and explain that *Columbia* and *Eagle* were spacecraft involved in the first moon landing in July 20, 1969. Then ask students to look for an indication of timing in paragraph 4 (“At 4:18 p.m.”). Discuss how the dates and times signal **chronology**, or time order.

Then, have partners scan the rest of the text for clues and signal words that show chronology. Have students tell why the author might have arranged the details in the text this way.

check for understanding by having students choose words to complete the sentence. (This text includes few opinions to describe events that are real.)

12 Compare and contrast how different genres approach similar topics

work time

from Landing the Eagle

by Gavin Nash

- 1 On July 20, 1969, Neil Armstrong and Edwin “Buzz” Aldrin open the hatch between *Columbia* and *Eagle*. They float into the craft and prepare it for its journey to the lunar surface. Later that day, the lunar module *Eagle* is ready to separate from the *Columbia*.
- 2 Armstrong and Aldrin slowly separate from the command module and, trapped in a standing position, begin their slow descent to the lunar surface.
- 3 The lunar module *Eagle* has four legs dangling awkwardly in all directions from its body. It resembles a giant, gangly insect. On *Eagle* are a variety of scientific instruments that they will place on the moon’s surface.
- 4 At 4:18 p.m., *Eagle* lands in the Sea of Tranquility, an area of the moon filled not with water but with dark solidified lava. Armstrong reports the welcome news to Mission Control: “Houston, Tranquility base here. The *Eagle* has landed.” Armstrong took control and
- 5 piloted it to a safe landing location, avoiding a field of boulders and a large crater.
- 6 The two men are supposed to rest after landing, but they are too excited to sleep, so they decide to walk on the moon earlier than originally planned. However, it still takes hours to get ready—putting on their 180-pound spacesuits is extremely challenging without the pull of Earth’s gravity.
- 7 A little over six hours after landing, Armstrong slowly squeezes through the hatch. Strapped to his shoulders are systems for communication and life support. Slowly, he moves down the nine steps of the ladder, stopping on the last step before putting his left foot on the lunar surface. At that moment, he becomes the first human to walk on the moon. As he takes his first step, millions of people watching back on Earth hear him speak his now famous words: “That’s one small step for man, one giant leap for mankind.”

check for understanding This text includes few (facts / opinions) to describe events that are (real / not real).

46 COMPARING TEXTS

CRITICAL LITERACY

To think critically, students must understand that the author has made specific decisions about the words and ideas he or she included in the text.

After students have finished reading, have them develop a list of questions they would like to ask the author about his background and experience with the topic. For example:

- Where did you find these facts about the first moon landing?
- How did you find out how that the two astronauts were too excited to sleep?
- What were some of the scientific instruments that were placed on the moon’s surface?

work time

Introduce Vocabulary Write the following vocabulary words on the board: **sunshine, teleport, skyline**. Have students draw a picture to show the meaning of each word.

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

Have student pairs take turns reading “Another Giant Leap” aloud. After each student reads a paragraph, pause and have the partner retell the plot, setting, and character details they just heard. Continue the process until the end of the text.

Analyze Author’s Craft and Style: Dialogue Explain that one way authors convey character traits is through **dialogue**, or the words they say. Point out the dialogue in paragraph 4. Have a volunteer explain who says the dialogue (Commander Yates), what it tells about the character (she has a sense of humor), and how it is important to the story (it adds humor to a plot that focuses on an event that is very important and possibly dangerous).

Then, have partners read paragraphs 3 and 5 and discuss what the dialogue reveals about Commander Yates and Jennings at Mission Control. (Commander Yates is easygoing. Jennings is strict.)

check for understanding by having students compare the topics of the texts. (Possible response: The story and the nonfiction article are both about a person doing something that no human has ever done before. Neil Armstrong is the first person to step on the moon, and Commander Yates is the first person to teleport from one place to another.)

Compare and contrast how different genres approach similar topics12

work time

Another Giant Leap
by Daphne Elizabeth

1 “Mission Control to Commander Yates,” the voice in my helmet said. “Fifteen seconds and counting. What is your status?”

2 From behind the massive window in front of me, I imagined families gathered around televisions, watching my every move. Should I say hi to my mom?

3 “Commander Yates, what is your status?” Mission Control shouted.

4 I snapped back to attention. In the Mission Control room, I spotted Jennings waving at me. I could see the dazzling California sunshine through the window behind him. “Ready,” I said firmly, “but I forgot my umbrella.”

5 “Very funny, Commander,” Jennings said. “Current conditions in New York are clear, sunny skies. Not that it matters. You’ll be inside for most of the mission.”

6 If I could still make silly jokes, then maybe instantly traveling three thousand miles from a lab in California to a lab in New York could somehow

appear normal, too. But it wasn’t normal because it had never been done before. I was about to be the first person ever to teleport from one place to another.

7 I looked up and saw the round black chamber slowly descending over me, gradually blocking my view of Jennings and Mission Control. As the chamber sealed around my feet, I was plunged, alone, into darkness.

8 However, I didn’t have time to worry or even to think before a blinding flash of light exploded around me. I opened my eyes to see the chamber slowly rising, allowing me to peer through the window and catch my first glimpse of Mission Control. But it was a different Mission Control than the one I’d viewed mere seconds ago, and I glimpsed the New York City skyline in the distance.

9 I realized the world was waiting for me to utter my historic first words, but I hadn’t prepared anything, so I just smiled and said, “There wasn’t even a single step for a human, but we’ve made a giant leap for humankind!”

check for understanding How is the topic of this story similar to the nonfiction article you just read?

COMPARING TEXTS 47

VISUAL LITERACY

To examine how graphic features can reinforce the words of a text, have students work in small groups to identify an idea from the text that they would like to see in a photograph or illustration. Then ask them to discuss how adding this graphic feature would help readers better understand the author’s message.

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COMPARING TEXTS

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➞

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 examine the significance of the narrator’s gender, use a Think Aloud to model how a critical thinker would approach the stories.

Think Aloud I think about why the author decided to make the narrator of “Another Giant Leap” a woman. There was a time when it was very unusual for women to be scientists or astronauts, but more women are in those jobs today than ever before. Furthermore, this story is science fiction, so it may take place in the future. By that time, even more women could lead scientific missions. So, it is not significant or surprising that the narrator is a female teleportation captain in the future, since women can already hold similar positions.

Compare and Contrast In order to decide which features are associated with “Landing the Eagle” and “Another Giant Leap,” students must first examine each text’s topic and the authors’ choices.

Write the following sentences on the board for students to consider as they identify the traits of the texts:

- Are the events in the text drawn from history?
- Does the text contain mostly factual information or mostly made-up events and dialogue?
- Does the text structure make you feel that you can’t wait to see what happens next?
- Are there many words or phrases that appeal to the reader’s emotions?

Have students review each text and find specific details that support their answers.

➞

reflect

Have students work in pairs to compare and contrast the information given in the texts. Prompt them them to choose which text did a better job of presenting information and why.

Use the following sentence frames to guide their discussions:

- I think that _____ did a better job of making the sequence of events sound like a “giant leap” for all people.
- I think that _____ did a better job of clearly showing the steps of the mission and making its goal clear.

➞

check for understanding

- 1 Do you think Armstrong’s words at the end of “Landing the Eagle” are appropriate? Explain why or why not.

Possible response: I think the comment was appropriate in terms of the technology that it took to get to the moon.

- 2 Do you think it is significant that the narrator in “Another Giant Leap” is a woman? Why or why not?

Possible response: No, it is not significant. Women are just as capable to be commanders, scientists, or teleporters as men are.

- 3 Based on “Landing the Eagle,” what is most likely the author’s point of view of space exploration? How do you know?

The author’s point of view is most likely that space exploration is a positive thing. The events portray the astronauts as heroes who achieved something great.

- 4 Does the humor in “Another Giant Leap” help or hurt the author’s purpose? Support your response with details.

Possible response: The humor helps the author’s purpose, which is to tell a fictional story about an exciting attempt to try something new.

- 5 Read each phrase below. Write *NF* if it applies to the nonfiction text “Landing the Eagle.” Write *F* if it applies to the fiction text “Another Giant Leap.” Write *B* if it applies to both texts.

F includes many thoughts and feelings associated with the topic

B builds tension when describing important events

F tells about something that has not happened in real life

NF focuses mainly on facts related to the topic

➞

reflect

With a partner, compare and contrast the information given in the texts. Discuss which text did a better job of presenting the information and explain why.

CRITICAL LITERACY

One way to help students critically evaluate a text is to compare and contrast the author’s viewpoint with their own. For example, ask students whether it’s a good idea for humans to travel to moons and other planets. Then have volunteers explain whether their viewpoint is similar to or different from each author’s perspective.

Compare and contrast how different authors present similar events

13

Language Objectives

- Identify an author's viewpoint.
- Explain how ideas, details, and events are connected.
- Use context clues to understand word meanings.
- Compare and contrast informational texts on related topics.

Building Literacy

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

- analyzing the author's decisions about which information to include.
- interpreting what the author wants readers to know.
- focusing on nuances of word choice.
- making connections across texts and to personal experiences.

Focus on Language

Display the following vocabulary words that students will encounter in these texts. Have students write the words in the left column of a T-chart and circle any familiar roots or affixes. In the right column, have students list other words they know that have the same word part, such as *vocal* or *vocation* for *advocate*. (Spanish cognates are in parentheses.)

- agriculture (agricultura)
- advocate
- conditions (condiciones)
- benefits (beneficios)
- register (registrar)



ENGLISH LANGUAGE LEARNERS

When speaking or reading aloud to English learners, use gestures and pantomime to demonstrate meaning. Have students perform the same motions as they repeat the words. By connecting vocabulary to movement, English learners are more likely to understand and remember the meanings of English words.

➔ show me

In this lesson, students will read two informational texts about César Chávez and workers' rights to compare and contrast how authors present similar events.

Say: Today, you are going to compare and contrast events in two informational texts. As you read, keep in mind that different authors approach similar topics, events, and ideas in different ways. Authors that write about the same events will likely describe it using different **details** or **text structures**. One author might focus on a specific part of an event, while another author may take a broader view by making connections to other events and ideas.

Have students turn and talk to a partner about the kinds of details authors of informational texts use to support their ideas (dates, statistics, events, causes, effects, and so on). Ask for volunteers to share their ideas with the group.

➔ guide me

Use the Venn diagram in **guide me** to help students practice comparing and contrasting. Have a student volunteer read aloud the details listed in the middle section of a diagram. Discuss that these details relate to the event, or experience, of reading both print and digital books. They are **comparisons** that show how the experiences are similar.

Then, explain to students that they will **contrast** the experiences of reading a print book and a digital book. Have student pairs discuss the differences between sources, such as the materials used and how to navigate the pages. Students should write details relating to print books in the left part of the diagram and details relating to digital books in the right part of the diagram.

13

Compare and contrast how different authors present similar events

➔ show me


What can we learn from comparing similar events?

➔ guide me

example

Compare and contrast the similar event of reading a print book to reading a digital book.

Print Book	Both	Digital Book
<ul style="list-style-type: none"> • read on paper • turn the pages 	<ul style="list-style-type: none"> • have words • tell story 	<ul style="list-style-type: none"> • read on a screen • swipe the pages



COMPARING TEXTS 49

VISUAL LITERACY

Visual learners and struggling readers can use graphics as an entry point to new texts. Explain that the photograph on page 49 is related to the topic of the texts students will read. Have students work in small groups to discuss what the photograph shows and predict what the texts are about. Ask volunteers to share their ideas with the class.



work time

Introduce Vocabulary Write the following vocabulary words on the board: **agriculture, advocate, conditions, benefits.** Point out the Spanish cognates for *agriculture, conditions,* and *benefits.* Then, have students use each word in a sentence to demonstrate their understanding of its meaning.

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

Have student pairs take turns reading “Rights for Migrant Workers” aloud. After each student reads two paragraphs, partners will pause and draw a sketch about an idea in that section. Prompt partners to share and discuss their sketches when they are finished reading the text.

Analyze Author’s Craft and Style: Viewpoint An author’s **viewpoint** is how he or she feels about the topic of the text. Not all authors state their opinions for the reader, but they may choose words that give hints about the way they feel.

Ask a volunteer to read aloud paragraph 1. Point out the first sentence: “Agriculture in the United States could not exist without farm workers.” Discuss how this is a factual statement, since Americans rely on farm workers to grow and harvest their food, but it also shows a favorable opinion of farm workers. The phrases “could not exist,” “no food industry,” and “serious shortage” show that the author doesn’t just think farm workers are helpful; she believes they are essential.

Then, have partners reread the rest of the text and identify other words and phrases that hint at the author’s viewpoint. Ask volunteers to share their findings with the class.

check for understanding by having students answer the question about the focus of the text. (The text focuses on Chávez’s work as a labor organizer.)

13

Compare and contrast how different authors present similar events

work time

Rights for Migrant Workers

by Elizabeth Villalobos

- 1 Agriculture in the United States could not exist without farm workers. Without their labor, there would be no food industry, and a serious shortage of food would result. Many of these farm workers are migrant workers, who travel around the nation to work on farms.
- 2 In the past, employers sometimes refused to pay migrant farm workers fairly for their labor. These migrant workers did not realize that they could speak out against this unfair treatment. They didn’t consider joining a union, a group that fights for the fair treatment of workers and for fair wages.
- 3 César Chávez was the son of migrant farm workers. As he grew up, he noticed the ways in which farm owners took advantage of workers. He decided to become an advocate for migrant farm workers and help the vulnerable in society.
- 4 In 1948, Chávez began to teach farm workers from Mexico how to read and write in English. He taught them
- 5 because adult immigrants had not always enjoyed access to schools when they were young. Once these men and women learned to read and write English, they were able to take the test required to become U.S. citizens.
- 6 In the 1960s, Chávez organized farm workers into a union called the United Farm Workers. This union demanded better pay and better working conditions for its members. California’s grape growers, however, ignored the union’s demands. As a result, the farm workers went on strike, which meant they stopped working until their employers agreed to meet their demands. The grapes went unpicked.
- 7 Next, the union called for a boycott. Consumers were asked not to buy grapes grown in the United States until grape owners improved working conditions for farm workers. Many Americans joined the boycott. The boycott proved successful and was finally lifted in 1970 after the grape growers signed contracts that gave farm workers the benefits they needed.

check for understanding What part of Chávez’s life does this text focus on?

50 COMPARING TEXTS

CRITICAL LITERACY

To think critically, students must understand that the author has made specific decisions about the words and ideas he or she included in the text.

After students have finished reading, have them reflect on these questions:

- Whose point of view is missing from the text?
- Who would be most likely to read a history text about migrant farmers?
- Which graphic features would help readers better understand how the union formed?



work time

Introduce Vocabulary Write the following vocabulary words on the board and point out the Spanish cognates: **register, conditions**. Have students discuss how the context clues in this text help them better understand the meaning of each word.

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

Have student pairs take turns reading “The Legacy of César Chávez” aloud. After each student reads a paragraph, have him or her pause and share a personal or text connection.

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

- This reminds me of _____.
- I remember reading about _____ in “Rights for Migrant Workers.”
- I think migrant farm workers were treated _____ because _____.

Analyze Author’s Craft and Style: Cause and Effect

Discuss that authors of fiction texts use cause and effect to show how plot events are related. An **effect** is something that happens and a **cause** is the reason why it happened.

Point out the last sentence of paragraph 1. Explain that Chávez joining the U.S. Navy is an effect. Ask for volunteers to identify what causes him to enlist (the lack of opportunities for Mexican American men with little education).

Then, have partners read paragraphs 3 and 4 and identify other cause-and-effect relationships.

check for understanding by having students complete the sentence frame about the Community Service Organization. (The CSO helped César understand the importance of getting Latino immigrants to vote in elections.)

Compare and contrast how different authors present similar events **13**

work time

The Legacy of César Chávez
by Luz Jiménez

1 In 1944, the United States was in the middle of World War II. César Chávez was seventeen years old. He and his family were still living the life of migrant workers, traveling from farm to farm to pick and plant crops. Their dream of buying back their family farm had long ago faded away. César decided that he had to make a big change in his life. There were few opportunities available for a young Mexican American man with little education, however, so César decided to join the U.S. Navy.

2 When César returned to California after the end of the war, he did not want to go back to work in the fields and live the hard life of a migrant worker. However, no one wanted to give a good job to a young Mexican American man with only an eighth-grade education. César had no choice but to return to harvesting grapes.

3 In 1952, César met two men who would influence his life greatly. One of them was a Catholic priest, Father Donald McDonnell. Father McDonnell

sympathized with the Mexican Americans he served, and César grew to trust him. It was Father McDonnell who introduced César to Mahatma Gandhi’s ideas about nonviolent protest.

4 The other influential man César met was Fred Ross, who worked with the Community Service Organization, or CSO. The CSO was a civil rights organization that worked on behalf of Latino immigrants. The first important job Chávez had with the CSO was helping to register four thousand new voters.

5 In 1962, César left his job at the CSO to pursue an even bigger dream. He knew that the people who worked in the fields, gathering the harvests to feed the nation, had a right to be paid fairly for their hard labor. They had a right to decent working conditions and deserved to be treated with dignity and respect. This would be his life’s cause: to ensure a better life for the farm workers of America.

check for understanding The CSO helped César understand the importance of getting _____ to _____ in elections.

COMPARING TEXTS 51

VISUAL LITERACY

Graphics can help visual learners make sense of text details. Have students complete a time line of César Chávez’s life using details from both texts. Then ask volunteers to share their time lines with the 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 identify how the texts could influence their own actions, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud Let me consider what I learned about migrant workers from the texts. In "Rights for Migrant Workers," the author says migrant farm workers were not paid fairly for their work. The author of "The Legacy of César Chávez" describes their "hard labor." Many of these workers were immigrants, and I think it's unfair they were treated so poorly. I believe that everyone should be treated with respect and paid for their work. I will try to treat everyone the same, no matter where they come from.

Compare and Contrast: Details To complete the Venn diagram, students will need to identify specific details in each text. Have students reread "Rights for Migrant Workers" and underline the most important details. Then have them do the same for "The Legacy of César Chávez." Prompt students to review their underlined details and circle any details that appear in *both* texts.

Have students use the details to complete the Venn diagram. Students should write one circled detail in the middle section of the diagram. Then, have students write the details unique to each text in the outer parts of the diagram. Point out that these are the details that students did *not* circle.

reflect

Have students work in partners to discuss César Chávez's portrayal in each text and decide which text better summarizes his life.

Write the following English language arts terms on the board for students to address in their discussions: **author's viewpoint, main ideas, supporting details, facts, opinions, text structure, word choice.**

13 Compare and contrast how different authors present similar events

check for understanding

- 1 How are migrant workers represented in "Rights for Migrant Workers"? Use details from the text to support your answer.

Possible response: Migrant workers were taken advantage of. They weren't paid fairly and didn't know they could speak out about this treatment.

- 2 How might you treat others differently as a result of learning about migrant farm workers in both texts?

Possible response: I will think about the difficulties and prejudices that immigrants face and remember that all people should be treated fairly.

- 3 Why does the author refer to migrant workers as being "vulnerable" in "Rights for Migrant Workers"?

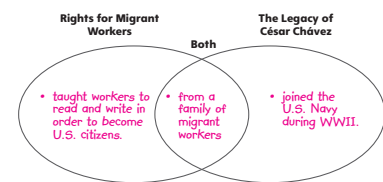
Possible response: The author refers to them as being vulnerable because they were treated unfairly and couldn't do anything about it.

- 4 Why is the last sentence of "The Legacy of César Chávez" significant? Explain your answer using details from the text.

Possible response: The last sentence sums up all of his work and tells why César Chávez is so important.

- 5 Use the Venn diagram to compare and contrast the information about César Chávez in both texts. Add at least one detail to each section.

Possible responses:



reflect

With a partner, compare and contrast how César Chávez is portrayed in each text. Discuss which text provides a better summary of his life and why.

52 COMPARING TEXTS

CRITICAL LITERACY

One way to help students critically evaluate a text is to compare and contrast the author's viewpoint with their own. For example, ask students whether they agree with the practice of boycotting. Then have volunteers explain whether their viewpoint is similar to or different from those of the authors.

14

Compare and contrast how different authors present similar events

Language Objectives

- Discuss author's purpose and viewpoint.
- Identify chronological text structure.
- Determine the meaning of academic vocabulary.
- Compare and contrast informational texts on related topics.

Building Literacy

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

- identifying the author's purpose for writing.
- evaluating the author's choices about which information to include and exclude.
- generating questions to monitor comprehension.
- making, confirming, and correcting predictions.

Focus on Language

Display the following academic vocabulary words that students will encounter in these texts. Have students use a KWL graphic organizer to rate their understanding of these academic words. (Spanish cognates are in parentheses.)

- secure (segura)
- recognizing (reconociendo)
- migration (migración)
- material (material)
- movement (movimiento)



ENGLISH LANGUAGE LEARNERS

Provide your English learners with opportunities to interact with English-speaking classmates to enhance their language skills. Working in pairs or small groups will give English learners a chance to practice English in a relaxed environment.

➤ show me

In this lesson, students will compare and contrast an informational text on the Great Migration with a biography of Robert Abbott to understand how the author’s purpose affects the way an author presents ideas and details.

Say: Today, you are going to compare and contrast events in two informational texts. Remember that different authors will approach similar topics, events, and ideas in different ways. The author chooses which kinds of information to include based on his or her purpose, or reason for writing. For example, an author who wants to persuade readers to think or act a certain way may include more opinions than facts about events. An author who writes to inform the reader will include more facts than opinions.

Have students turn and talk to a partner about the differences between common author’s purposes (persuade, inform, entertain, describe) and the kinds of information an author is likely to include in a text for each. Ask for volunteers to share their ideas with the group.

➤ guide me

Use the statements in guide me to help students practice comparing and contrasting purposes. Have a student volunteer read aloud the statement from an expository article and say something to the class about what they read. It could be an idea that was new to him or her, an observation about details the author includes, or a personal connection to the text type.

Then, have another volunteer read aloud the statement from a newspaper editorial and repeat the process of saying something.

Finally, have student pairs compare and contrast the texts by completing the sentence frames about author’s purpose. (The purpose of an expository article is to inform by presenting facts. The purpose of an editorial is to persuade by making claims and sharing opinions.)

14

Compare and contrast how different authors present similar events

➤ show me

How might an author’s purpose affect the way events are presented?

➤ guide me

example


Read the statements. Then complete the sentences.

from an **expository article** about African-American history:
The Civil Rights Act of 1866 declared that African Americans were officially recognized as U.S. citizens.

from a **newspaper editorial** about African-American civil rights:
In 1866, African Americans were declared citizens of the United States, but the rest of the country was not convinced.

The purpose of an expository article is to inform by presenting facts.

The purpose of an editorial is to persuade by making claims and sharing opinions.



COMPARING TEXTS 53

VISUAL LITERACY

Visual aids can help students make sense of challenging English language arts concepts. Have students work in small groups to design posters that list the differences between authors’ purposes. Encourage them to use one color for each purpose and include illustrations where appropriate. Hang the posters in the classroom for students to reference throughout the lesson.



work time

Introduce Vocabulary Write the following academic vocabulary words on the board and point out the Spanish cognates: **secure**, **recognizing**, **migration**. Have students copy the vocabulary words and list related words for each, such as *security*, *recognize*, and *migrate*. Then, have them identify each word's part of speech.

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

Have student pairs take turns reading “The Great Migration” aloud. After each student reads two paragraphs, have him or her pause to ask his or her partner questions about what they just read. Have them continue this process until they finish reading.

Analyze Author’s Craft and Style: Word Choice In “The Great Migration,” the author’s word choice often reveals what he or she thinks about a topic. For example, have a volunteer read aloud paragraphs 2 and 3. Point out the following phrases and words: “not treated fairly,” “economic and social difficulty,” *challenging*, and *difficult*. Discuss how these details show that the author believes African Americans faced a hard time during the Jim Crow era.

Then, have students read paragraphs 5 and 6. Ask them to identify words and phrases the author uses to describe the effects of The Great Migration and explain whether the author’s viewpoint toward the migration is positive or negative.

check for understanding by having students answer the question about the author’s purpose. (The author’s purpose is to inform readers about the events that led to the African-American migration north.)

14 Compare and contrast how different authors present similar events

work time

The Great Migration

by C. A. Barnhart

- 1 With the end of slavery after the Civil War, African American life became freer but much less secure. Across the United States, but particularly in the southeastern states, two cultures existed. One was a white mainstream culture that was based on European culture. The other was African culture and the culture developed by formerly enslaved people.
- 2 In 1866, Congress passed a civil rights act, declaring that African American people were citizens of the United States. The fourteenth amendment soon followed, officially recognizing that citizenship, but African Americans were still not treated fairly.
- 3 The South maintained segregation of the races known as Jim Crow. This was a time of great economic and social difficulty for those who have been enslaved. African Americans had to attend segregated schools and churches. They ate at separate lunch counters, they found it challenging and sometimes impossible to vote, and it was difficult for them to find good schooling or jobs.
- 4 Many African Americans realized they needed to migrate from the South. News came from the North that economic opportunities were more plentiful in the fastest growing cities of the North, such as Chicago. Stories worked their way south that in these cities, African Americans could walk with their heads held high, never worrying about being insulted or threatened.
- 5 Many African Americans in the South, however, worried that they would not be able to adapt to life in the big northern cities. They were used to small-town living and mild southern weather. These people found strength in numbers and began to form migration clubs. These clubs would make decisions as a group about moving north. They bargained with railroad companies to get discounted tickets for their large groups. They attracted agents from northern companies, who visited them and offered jobs to members.
- 6 More than 110,000 African Americans moved to Chicago from the South between 1916 and 1918. And this was only the beginning.

check for understanding What is the author’s purpose in writing the article?

54 COMPARING TEXTS

CRITICAL LITERACY

To think critically, students must understand that the author has made specific decisions about which information to include or exclude.

After students have finished reading, have them develop a list of questions they would like to ask the author. For example:

- Where did you find the facts you included in this article? Are they from primary or secondary sources?
- Where does the term “Jim Crow” come from?
- Why didn’t you include any quotes or graphic features?



work time

Introduce Vocabulary Write the following vocabulary words on the board and point out the Spanish cognates: **material, migration, movement**. Point out that this article is about a history topic, but academic vocabulary can be used across subjects. Ask students to explain how these words could be used to discuss science topics.

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

Have partners make predictions about “Robert Abbott’s Dream” based on the title of the text, a quick scan for key words, and what they read in “The Great Migration.” Then have student pairs take turns reading the text aloud. After each student reads two paragraphs, have him or her pause to confirm or revise predictions and make predictions about the next section. Have partners continue this process until they finish reading.

Analyze Author’s Craft and Style: Chronology Point out the phrase “In the late 1800s” in paragraph 1 and ask students to identify the year in paragraph 2 (1905). Discuss how these are clues that signal **chronology**, or time order.

Have partners scan the rest of the text for dates and signal words that show chronology. Then have students explain why this structure works well for biographies and history texts.

check for understanding by having students complete the analogy. (Segregation is to race as migration is to movement.)

Compare and contrast how different authors present similar events **14**

work time

Robert Abbott’s Dream
by Kathleen Cox

1 In the late 1800s, the Supreme Court ruled that segregated facilities in the South were legal. As a result, separate and inferior schools for African American people would continue to exist. So would separate and inferior entrances, seating areas, drinking fountains, and anything else that could be used to keep African Americans separate from and unequal to white people. African Americans knew that the phrase “separate but equal” was a lie.

2 In 1905, a young African American lawyer in Chicago saw what was happening and formed his own special dream. Robert S. Abbott was frustrated at being barred from practicing law in many places because of the color of his skin. He finally decided he would not fight racism in the courtrooms. Instead, he would fight racism with paper and ink. He decided to become a newspaper publisher and show the world the power of the press.

3 Abbott gathered important local news and information that would interest the African-American community. On May 5th, 1905, he had enough material to

publish the first issue of his new weekly newspaper, *The Chicago Defender*.

4 *The Chicago Defender* was an instant hit with its readers. It became the first paper for African Americans to sell more than 100,000 copies each week. It even reached readers far beyond Chicago.

5 In addition, the newspaper helped set in motion a movement known as the Great Migration. This migration took place between 1915 and 1930. Article after article encouraged African American people to leave the South and migrate to Chicago. Stories compared the pleasures of urban life in the North with the despair of life in the South.

6 Abbott also addressed African Americans’ fears about moving north. He posted practical information to help them make the move, such as job postings, train schedules, and the names of local churches that would help them.

7 Through Abbott’s newspaper, people far from Chicago heard and answered his call. The smart businessman, who became a millionaire, had fulfilled his dream.

check for understanding Complete the analogy: Segregation is to _____ as migration is to _____.

COMPARING TEXTS 55

VISUAL LITERACY

To examine how graphic features can reinforce the words of a text, have students work in small groups to identify an idea from the text that they would like to see in a photograph, timeline, or other graphic feature. Then ask them to discuss how adding this graphic feature would help readers better understand the author’s message.

➤

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 identify personification and its effect on viewpoint, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud First, I will find the example of personification the author of “The Great Migration” uses. The author says that stories about life in the North “worked their way south.” This means that people spread stories about how life in the northern states was better for African Americans. The author then describes how enough African Americans became interested in moving that they banded together to form migration clubs. So, the author seems to think the stories had a strong influence on helping African Americans in the South find new homes in the North.

Author’s Purpose: Supporting Details To complete the chart, students must find details in “The Great Migration” that support the author’s purpose. Ask the following questions to guide their thinking:

- Where were African Americans more likely to get jobs, in the North or the South?
- What was one city that many African Americans moved to?
- How many African Americans moved there?

➤

reflect

Have students work in pairs to discuss how the Great Migration is presented in “Robert Abbot’s Dream” and which text presents the event as more important. Encourage students to consider the author’s purpose for each text and whether the Great Migration is the focus or the text or mentioned as part of related topic.

14 Compare and contrast how different authors present similar events

➤ check for understanding

1 Think about what it was like to live during the Jim Crow laws. Explain why the idea of being “separate but equal” is flawed.
Possible response: If you are “equal” in the true sense of the word, there is no need to be separate.

2 Consider what Robert Abbott did to help African Americans. What can you do to support people that you see are being treated unfairly?
Possible response: I can tell my teacher or principal if I see something at school that is unfair. I can voice my opinion in writing.

3 What does the personification of the stories in paragraph 4 of “The Great Migration” suggest about the author’s point of view?
Possible response: The author believes that the stories about the North took on a life of their own and strongly influenced African Americans.

4 What does the author most likely think about Abbott’s response to segregation in “Robert Abbott’s Dream”? Use details from the text to explain.
Possible response: I think she thinks Abbot was smart because he successfully opposed segregation as a writer, not as a lawyer.

5 Use the chart below to identify the author’s purpose in “The Great Migration.” Then write two details from the text to support that purpose.

Author’s Purpose: The author’s purpose in “The Great Migration” is to inform why African Americans migrated to the north.

Detail: Economic opportunities were more plentiful in the growing cities of the North.

Detail: More than 100,000 African Americans moved to a single city within a 2-year period.

➤ reflect

With a partner, discuss how the Great Migration is presented in the second text. In which text is the event presented as more important, and why?

56 COMPARING TEXTS

CRITICAL LITERACY

To foster further inquiry and connections, assign small groups to read a biographical article about another African American social activist from the Jim Crow era, such as Ella Baker. Have each group complete a Venn diagram to compare and contrast the details in their assigned biography with “Robert Abbott’s Dream.” Then ask volunteers to discuss how the purpose, structures, and details included in the biographies are alike and different.

Compare and contrast fictional and historical accounts of the same time and place

15

Language Objectives

- Analyze historical setting.
- Identify point of view.
- Understand word relationships.
- Compare and contrast a fictional and historical account on the same topic.

Building Literacy

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

- making connections to personal experiences.
- considering alternate versions of the text.
- examining the author's choices about which details are based on historical facts.
- understanding the relationship between reader and author.

Focus on Language

Display the following adjectives that students will encounter in these texts. Then have students work in small groups to create a four-quadrant chart for each word that lists synonyms, antonyms, examples, and nonexamples. (Spanish cognates are in parentheses.)

- bespectacled
- bubbling
- fateful (fatídico)
- coded (codificado)
- following



ENGLISH LANGUAGE LEARNERS

Show your English learners photographs and video clips related to historical events encountered in classroom reading. Visual references help students make connections between English vocabulary and familiar words from their native language.



show me

In this lesson, students will compare and contrast an informational text and historical fiction about the invention of the telephone to understand how authors can approach the same topic in different genres.

Say: Today, you are going to compare and contrast two texts on the same historical topic. One text is **informational**. It gives facts and details about people who once lived, events that really happened, and places that existed.

The other text is an example of **historical fiction**. Authors of historical fiction often include historical facts and details in the settings of their stories, but other parts of the story come from their imagination. For example, the main characters may have been real people from history who lived in the setting the author describes, but their actions, motivations, and dialogue are made up by the author.

Have students turn and talk to a partner about examples of historical fiction they have read or watched. Ask them to identify which parts of the stories are historically accurate and which were made up by the authors. Invite volunteers to share their ideas.



guide me

Use the **guide me** paragraph to help students practice comparing and contrasting fictional and historical accounts. Read aloud the directions, then have a student volunteer read aloud the paragraph. Ask another volunteer to summarize the paragraph in his or her own words.

Then, have student pairs identify three details that could be used to create a setting for a fictional story set in the middle ages. (Possible responses: "built near or around castles," "crowded and busy with many thatched cottages and shops," "one or two dirt roads")

Compare and contrast fictional and historical accounts of the same time and place

show me

Why is the setting important in historical fiction?

guide me

example

Read the following description of the Middle Ages, a time period in history. Then underline **three** details that could be used to create a setting for a fictional story set in the Middle Ages.

The Middle Ages took place in Europe between the 5th century and the 15th century. Medieval villages were built near or around castles because knights could protect against invasions. Most villages were crowded and busy with many thatched cottages and shops. There were typically one or two dirt roads that led in and out of town.



VISUAL LITERACY

Visual learners will benefit from demonstrating their understanding of text details through drawing. Have students work in small groups to draw an illustration of a Medieval European village as described in the paragraph. Then, have volunteers present and discuss their drawings with the whole class, noting how their illustrations are similar to and different from the photograph on page 57.



work time

Introduce Vocabulary Write the following vocabulary words on the board: **bespectacled**, **bubbling**. Have students draw a picture to show the meaning of each word.

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

Have student pairs take turns reading “Inventors at Work” aloud. After each student reads a paragraph, 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 the invention of _____.
- I think being an inventor must be _____ because _____.

Analyze Author’s Craft and Style: Introduction Have a student volunteer read aloud paragraph 1. Point out that the first sentence is a question, and ask volunteers why the author likely began the text this way (to get readers’ attention). Discuss that using a question in the **introduction** gets readers thinking about the topic of the text and helps them connect the topic to what they already know.

Then, have partners review the rest of the paragraph for other techniques that the author uses to engage their audience (descriptive language, surprising fact). Encourage them to discuss whether or not this introduction is effective.

check for understanding by having students complete the sentence frames about patents. (The patent filing procedure during this time period is best described as competitive. Paragraph 3 supports this idea.)

15

Compare and contrast fictional and historical accounts of the same time and place

work time

Inventors at Work by Francelia Sevin

- 1 What do you think of when you hear someone say the word “inventor”? Maybe you picture a bespectacled person dressed in a white coat, surrounded by bubbling test tubes, working late into the night. The truth, however, is that inventors are just ordinary people who come from all walks of life and from all over the world.
- 2 When inventors design something that works, they patent their inventions. A patent is a law stating that no one else has the right to use the inventor’s idea without paying the inventor. If someone can make money from selling the invention to people, the inventor must be paid a percentage of the profits.
- 3 For example, newspapers originally proclaimed that Alexander Graham Bell invented the telephone in 1876. We still think of Bell as the inventor of the telephone because his story was the one that became widely told. However, an Italian inventor, Antonio Meucci, designed the first true telephone in 1849. He called his machine a talking telegraph. Later, a professor named Elisha Gray invented a telephone and filed information about it with the patent office on the same day as Alexander Graham Bell. However, Bell’s lawyer filed Bell’s patent just a few hours before Gray’s lawyer did, so Bell was granted the patent.
- 4 On March 10, 1876, just a few days after his patent was filed, Bell was able to get his telephone to work. On that fateful day, Bell’s first words were, “Mr. Watson, come here, I want to see you.” By 1877, the Bell Telephone Company was created. Less than ten years later, more than 150,000 people owned telephones in the United States.
- 5 Since then, inventors have continued to make the telephone better. Telephones are a good example of how inventors build on each other’s work. Most inventions are not made by one person alone. Rather, teams of people work together to come up with answers.

check for understanding The patent filing procedure during this time period is best described as _____. Paragraph _____ supports this idea.

58 COMPARING TEXTS

CRITICAL LITERACY

Students become good critical thinkers when they are able to look beyond the words on a page in order to examine the relationship between the author and his or her readers.

Have students practice thinking critically by reflecting on these questions after reading:

- Why does the author include background information on patents?
- What surprised you most about the invention of the telephone?
- Who is the author’s intended audience? Who do you think should read this text?



work time

Introduce Vocabulary Write the following vocabulary words on the board: **fateful**, **coded**, **following**. Point out the Spanish cognates for *fateful* and *coded*. Then, have students list words with similar meanings and use a graphic organizer to put the words in order from weakest to strongest or least descriptive to most descriptive.

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

Have student pairs take turns reading “The Incredible Mr. Bell” aloud. After each student reads a paragraph, pause and have the partner retell the events they just heard. Continue the process until the end of the text.

Analyze Author’s Craft and Style: Point of View In a fiction text, **point of view** describes who is telling the story. Authors choose narrators based on the purpose for writing and which details they want readers to know.

Have a volunteer read aloud paragraph 1. Point out that the words *my*, *me*, and *I* indicate a **first-person point of view**. Then have students identify which details reveal that the narrator is a dog (“my dear dog,” “my master,” “wagged my tail”).

Then, have students work in pairs to identify details in the passage that express the narrator’s thoughts and feelings about the events in the story. Prompt students to discuss why the author has likely chosen to tell the story from Bell’s dog’s point of view.

check for understanding by having students identify the event from the story that is also described in “Inventors at Work.” (Alexander Graham Bell’s lawyer filed Bell’s patent with the patent office.)

work time

The Incredible Mr. Bell

by Donald Abramson

- 1 “Do you know how the voice works, my dear dog?” my master asked me one cold March day. I wagged my tail, which encouraged him to continue. “When a person talks,” he explained, “the sound is made by air passing through a structure called the voice box as you breathe air out forcibly.”
- 2 You might find it odd that my master, Alexander Graham Bell, talks to me, a Skye terrier, in this manner, even though I am a particularly clever and handsome dog. But please wait until you hear my story.
- 3 My master worked with deaf people, helping them learn to speak using an interesting system he had invented called Visible Speech. This system shows a person where to position the teeth and the tongue in order to make a sound. I am telling you this because my master’s work with deaf people is part of the reason behind his invention of the telephone.
- 4 One day, my master was working with a new assistant, Mr. Watson, when the miracle occurred. On that day, my master was in one room and Watson was in another. I was sitting at my master’s feet scratching my head when suddenly he dashed out of the room, shouting, “What did you do, Watson? Don’t touch anything!”
- 5 Apparently, when Watson had plucked at the telegraph reed on his device in the other room, my master had heard its sound, rather than the coded signal it made. What’s more, he knew exactly what it was that he was hearing, though he would have missed it had he not been a musician.
- 6 By the following spring, Watson and my master had made a working telephone! My master’s lawyer rushed to the Patent Office in Washington, D.C., to file a patent, which gives you ownership rights to the idea.
- 7 I realized that the invention of the telephone was certainly exciting, but I, for one, was ready to take a break and chase some cats.

➞ **check for understanding** Which event at the end of the story is based on the historical account in the previous text?

VISUAL LITERACY

Venn diagrams can help students compare and contrast information in related texts. Have students complete a Venn diagram with details from “Inventors at Work” and “The Incredible Mr. Bell.” Ask volunteers to share their diagrams, and create a class diagram on the board.

➤ 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 understand how the point of view would change in an alternate version of the story, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud Before I think about the point of view in a different version of the story, first let me think about the point of view in this version. The author of “The Incredible Mr. Bell” tells the story from Bell’s dog’s point of view. The dog respects his master and thinks the invention of the telephone is exciting. Elisha Gray would probably tell the story differently, though. He did not get the patent for the telephone even though he filed on the same day as Bell. If Gray were the narrator, he would probably express negative feelings toward Bell and would not show excitement for Bell’s success.

Contrast: Setting Remind students that **setting** involves both time and place, and texts can have multiple settings. Have students read through each of the setting details in the right column and circle key words or a date. Then, have students scan each text for the words they circled in order to match the detail to the correct title.

➤ reflect

Have students work in pairs to discuss how the setting of “The Incredible Mr. Bell” supports the author’s purpose. Encourage students to cite specific text details in their discussions.

15

Compare and contrast fictional and historical accounts of the same time and place

➤ check for understanding

1

Based on the information in both texts, should inventors be admired for their achievements or viewed simply as regular people doing a job?
Possible response: I think they should be admired for their ability to invent something new, especially something that does not exist yet.

2

Suppose “The Incredible Mr. Bell” was told from the viewpoint of Elisha Gray, from “Inventors at Work.” How might the story be different?
Possible response: It might have a negative tone since Gray missed filing a patent by a few hours and did not get credit for his invention.

3

How does paragraph 2 of “Inventors at Work” contribute to the author’s development of ideas?
Possible response: The author explains how inventors profited from their inventions, which supports the competitive nature to get a patent first.

4

How does the author of “The Incredible Mr. Bell” use the patent process in “Inventors at Work” to help build tension in the story?
Possible response: The author writes about the competitive nature of the process from the narrator’s point of view to suggest that Bell had to rush.

5

Draw lines to match each detail to the title of the passage in which it appears.

Inventors at Work

The Incredible Mr. Bell

Room where telephone idea was born

March 10, 1876

1877, Bell Telephone Company

Patent Office in Washington, D.C.

➤ reflect

With a partner, discuss how the setting supports the author’s purpose in “The Incredible Mr. Bell.”

60

COMPARING TEXTS

CRITICAL LITERACY

One way to help students think critically is to question which details are missing from the text. For example, the author does not describe the steps Bell and Watson took between transmitting a single sound and inventing a complete working telephone. Ask students to discuss why the author may have left out this background and how the readers’ understanding of historical events might change if it were included.

16

Compare and contrast fictional and historical accounts of the same time and place

Language Objectives

- Analyze characters.
- Identify the author's purpose for writing.
- Use context clues and affixes to understand word meanings.
- Compare and contrast a fictional and historical account on the same topic.

Building Literacy

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

- evaluating the validity of information.
- considering alternate versions of the text.
- examining the author's choices about which details are based on historical facts.
- making inferences about characterization.

Focus on Language

Display the following vocabulary words that students will encounter in these texts. Have students create a graphic organizer to sort the words into categories based on the understood meaning of each word. (Spanish cognates are in parentheses.)

- outmaneuver
- aviators (aviadoras)
- enthusiastically (entusiastamente)
- adventurous (aventurera)
- international (internacional)
- transmission (transmisión)



ENGLISH LANGUAGE LEARNERS

Use an illustrated word wall to help English language learners understand new vocabulary. Having a visual reference can help students access vocabulary as they work on other classroom activities.



show me

In this lesson, students will compare and contrast historical fiction with an informational text about Amelia Earhart to understand how authors can approach the same topic in different genres.

Say: Today, you are going to compare and contrast a historical fiction text and an informational text about the same person. Remember that **informational** texts give facts and details about people who once lived, events that really happened, and places that existed.

Historical fiction, on the other hand, may be partially based on real people, places, and events, but some parts of the story are made up by the author. For example, descriptions of the historical figure's actions or appearance could be accurate, but the author may invent dialogue and plot situations to make the story more interesting or entertaining for the reader.

Have students turn and talk to a partner about a historical figure they would like to read a story about. Ask them to explain which factual details an author would likely include in a story about this figure, then identify which story elements would likely come from the author's imagination. Invite volunteers to share their ideas.



guide me

Use the photograph in **guide me** to help students practice comparing details in historical fiction and informational texts. Have a student volunteer read aloud the prompt. Explain that a photograph is a **primary source** since it was taken at the time an event occurred.

Ask student volunteers to identify facts they already know about the women's suffrage movement. Then, have them identify details in the photo. Record these facts and details on the board.

Finally, have student pairs use the details from their prior knowledge and the photograph to create dialogue for two fictional suffragettes. Remind students that **dialogue** is a conversation between characters.

16

Compare and contrast fictional and historical accounts of the same time and place


show me

What can we learn from a fictional portrayal of a real person?

guide me

example

Look at the photo. It shows a suffragette march from the early 1900s. Suffragettes fought for women to obtain the right to vote. American women were not granted this right until 1920. Work with a partner to create a dialogue for two fictional suffragettes in the march.



COMPARING TEXTS 61

VISUAL LITERACY

Encourage students to study graphic features as they would read a text by looking for details in one part at a time. Have students work in small groups to discuss the photograph of suffragettes on page 61. Then, have them label different parts of the photograph with short phrases that describe what they see, such as "hats and cloaks show that it is cold outside" or "some people carry flags." Ask volunteers to share their labels with the class.



work time

Introduce Vocabulary Write the following vocabulary words on the board: **outmaneuver**, **aviators**, **enthusiastically**. Point out the Spanish cognates for *aviators* and *enthusiastically*. Then, have students discuss how the context clues in this text help them better understand the meaning of each word.

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

Have student pairs take turns reading “Meeting Amelia Earhart” aloud. After each student reads two paragraphs, have him or her complete a bookmark with a note about what was just read.

On the board, write a few ideas that students can use for each bookmark:

- an interesting plot event or character description
- a connection to another text
- an example of descriptive language
- a new vocabulary word

Analyze Author’s Craft and Style: Characterization Read aloud paragraphs 2 and 3, emphasizing the phrase “Back then, there weren’t very many planes” and the word *Awestruck*. Ask a volunteer to explain what these descriptions reveal about the narrator and Tommy. (They are surprised to see a pilot because planes are not common. Meeting a pilot is exciting for them.)

Then, have partners read through the rest of the text and identify other words or phrases that give clues about what the characters of the story are like. Invite volunteers to explain how the word choice affects the reader’s understanding of the characters in the story.

check for understanding by having students list three words that describe Amelia Earhart in the story. (Possible response: confident, friendly, energetic)

work time

Meeting Amelia Earhart

by Tuna Loch

- 1 I was nine years old in October 1936, and on one memorable afternoon I was chasing my older brother, Tommy, in a field near our home in Oakland, California. “You can’t catch me!” he teased as I stopped, panting, to catch my breath and figure out a way to outmaneuver him. I was just about to start chasing him again, when we heard the loud whirring buzz of an airplane.
- 2 Back then, there weren’t very many planes, and, in truth, we didn’t know anybody who had ever flown in one. We watched as it teetered in the wind and then angled down to the ground, coming to a bumpy landing not five hundred feet away from us. The pilot climbed out briskly, trotted to the front of the plane, and began fussing with the engine.
- 3 Awestruck, Tommy and I slowly approached the pilot, who wore a leather jacket and an elegant cap with a buckle. When the pilot noticed us, he unbuckled the cap and ran a hand quickly through his short hair, causing Tommy to blurt, “You’re a lady pilot!”
- 4 “My friends and I have been called a lot of things,” the pilot said with a laugh, “including ladybirds, angels, and sweethearts of the air, but we’re still trying to be called simply aviators.”
- 5 “Are there lots of women who fly?” I asked, astonished because I’d never heard of such a thing.
- 6 “Oh, yes,” she answered enthusiastically. “There are hundreds, and I hope each year more will try, because girls can be just as daring as boys. They can try whatever boys try, and sometimes they attempt things boys never have.”
- 7 She climbed back into the cockpit and looked down at us. “My name is Amelia Earhart,” she said, grinning. “I hope you’ll read about me in the papers some time next summer.” Then she buckled her cap under her chin, started the engine, rumbled across the grass, and flew away.

check for understanding List three words that describe Amelia Earhart in the story.

CRITICAL LITERACY

One way to help students think critically is to construct alternatives to the text. For example, have students imagine if Tommy told the story. Ask them to discuss how he likely felt when Amelia said that girls can be as daring as boys, and “sometimes they attempt things boys never have.” Would he have objected to this viewpoint? This activity will help open new ways of engaging with stories.



work time

Introduce Vocabulary Write the following vocabulary words on the board and point out their Spanish cognates: **adventurous, international, transmission.** Have students copy the words and circle any affixes. Then, have students list other words they know with the same affix.

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

Have student pairs take turns reading “What Happened to Amelia Earhart?” aloud. After each student reads two paragraphs, partners will pause and draw a sketch about an idea in that section. Prompt partners to share and discuss their sketches when they are finished reading the text.

Analyze Author’s Craft and Style: Details The author of “What Happened to Amelia Earhart?” gives factual **details** to describe Amelia Earhart’s achievements. Point out the first sentence in paragraph 3 and explain that this is the main idea of the paragraph. Have a volunteer identify the facts that support this idea (1932 flight from Newfoundland to Ireland, record time of 14 hours and 56 minutes). Discuss that these details are facts because they can be **verified** in other sources. There are witnesses and historical accounts that prove the facts are true.

Then, have students reread paragraph 4 and identify the main idea and supporting details. Encourage students to discuss how these facts could be verified in other sources.

check for understanding by having students answer the question about how the text is an historical account. (This is an historical account because it includes facts, dates, and details about Amelia Earhart’s life.)

Compare and contrast fictional and historical accounts of the same time and place 16

work time

What Happened to Amelia Earhart?
by Frank Frazier

- 1 Amelia Earhart was born in Kansas on July 24, 1897. At a very early age, she displayed an adventurous and independent nature. In 1920, she demonstrated her daring streak by going on her first airplane ride. A few years later, Earhart had acquired a pilot’s license and even owned her own plane.
- 2 In 1928, Amelia was approached by a promoter who wanted her to fly across the Atlantic Ocean with two men, Wilmer Stultz and Louis Gordon. Even though Earhart’s role was merely that of a passenger, she became an international celebrity when the plane landed in Wales.
- 3 Although she was acknowledged as a hero, Earhart was determined to make the transatlantic flight on her own. Her dream came true in 1932 when she flew from Newfoundland in Canada to Northern Ireland, completing the flight in the record time of 14 hours and 56 minutes. Her next adventure took her from Hawaii to Oakland, California, a journey that she completed in just 17 hours and 7 minutes.
- 4 Earhart’s next goal was to fly around the world. On June 1, 1937, Earhart and her navigator, Fred Noonan, took off from Miami, Florida, on a 29,000-mile journey around the world. Over the following weeks, the two traveled close to 22,000 miles.
- 5 On July 2, the pilots headed to Howland Island, which was only 2,600 miles away. The flight was expected to be challenging since the tiny island could be difficult to locate. As they headed closer to the island, Earhart radioed that their plane was running low on fuel. About an hour later, she sent this message: “We are running north and south.”
- 6 That was the last transmission anybody received from her. Many people believe that the plane went down in the Pacific Ocean a scant 100 miles from the island.
- 7 The mystery around Earhart’s disappearance continues to fascinate people around the world. Did her plane crash in the ocean? Was she possibly captured by Japanese soldiers? No one really knows what ultimately happened to Amelia Earhart.

check for understanding How do you know this text is an historical account?

COMPARING TEXTS 63

VISUAL LITERACY

To demonstrate understanding of how text and graphic features can work together, have students work in small groups to identify an idea from the historical account that needs clarification. Then ask them to describe a graphic feature that the author could add to the text to help them understand this idea.



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 understand the author's purpose for writing, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud To identify the author's purpose, I look back at "What Happened to Amelia Earhart?" to see what kinds of ideas and details the author includes. The account has a lot of facts and dates about events in Earhart's life, from her birth to her mysterious disappearance. He tells events in chronological order without giving opinions or sharing personal feelings, so this is an informational text. I think the author's purpose is to inform readers by giving facts about Earhart's interesting life and her tragic disappearance.

Make Inferences To complete the web about Amelia Earhart, students will need to identify text details in "What Happened to Amelia Earhart?" that demonstrate the kind of person she was.

Write the following sentence frames on the board to guide students' thinking: One detail in the passage says that Amelia Earhart _____. So, Amelia Earhart was a(n) _____ person.

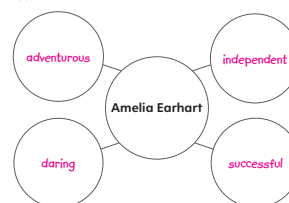


reflect

Have students work in pairs to compare and contrast the descriptions of Amelia Earhart in both texts. To help students identify how the story provides additional information, have students complete a Venn diagram with relevant text details.

check for understanding

- 1 Did you picture the narrator of "Meeting Amelia Earhart" as a boy or a girl? Why?
Possible response: I pictured the narrator as a boy because Earhart seems to be educating the children about the idea that girls can do anything.
- 2 Based on the two texts, do you think Amelia Earhart was a good role model for children? Explain why or why not.
Possible response: I think she was a great role model because she showed that women can do great things, which was not always believed at that time.
- 3 What purpose does the dialogue serve in "Meeting Amelia Earhart"? Give an example from the text.
Possible response: The dialogue helps to reveal Earhart's personality and to share her thoughts, such as girls "can try whatever boys try."
- 4 What is the author's main purpose in writing "What Happened to Amelia Earhart?" Explain your answer.
Possible response: The author's purpose is to inform about Earhart's life, important achievements, and the mystery of her disappearance.
- 5 Complete the word web with words that describe Amelia Earhart based on the text "What Happened to Amelia Earhart?" Possible responses:



reflect

With a partner, compare the graphic organizer above with the words you used to describe Amelia in "Meeting Amelia Earhart." What additional information do you learn about Amelia in the story?

CRITICAL LITERACY

To encourage further inquiry and consideration of different viewpoints, assign small groups to study different theories about Amelia Earhart's disappearance. Have each group develop a short presentation with visual aids on their assigned theory. Then, have groups present their theories to the class and allow the class to vote on which theory is most credible based on the information they have learned.

Compare and contrast authors' points of view to distinguish how their positions differ

17

Language Objectives

- Identify the author's point of view.
- Explain how an author uses evidence to support claims.
- Use word relationships to identify the meaning of domain-specific vocabulary.
- Compare and contrast persuasive texts.

Building Literacy

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

- generating questions to monitor comprehension.
- making, confirming, and correcting predictions.
- examining the author's choices about what information to include.
- evaluating the author's support of his or her viewpoint.

Focus on Language

Display the following domain-specific vocabulary words that students will encounter in these texts. Then, have students use these words to create a semantic map about zoology (Spanish cognates are in parentheses.)

- captivity (cautividad)
- extinction (extinción)
- behavior
- descendants (descendientes)
- monitor (false cognate: monitor, monitora)
- coexist (coexistir)

Monitor and *monitora* are Spanish cognates for the English noun *monitor*. However, the word *monitor* is used as a verb in the text, so these are false cognates.



ENGLISH LANGUAGE LEARNERS

Become familiar with common cognates in English and students' primary languages. Cognates are words that share origins and appear in similar forms in different languages. For example, the English word *school* is of Greek origin and it is similar to the Spanish *escuela*. For speakers of languages that share word origins with English, the study of cognates can be a powerful vocabulary-building tool.

➔

show me

In this lesson, students will compare and contrast persuasive texts about protecting animals to understand how authors support their points of view.

Say: Today, you are going to compare and contrast persuasive texts written from different points of view. In nonfiction texts, **point of view** refers to the author's opinion about the topic of the text. First, the author makes a **claim**, or a statement of what he or she believes. Then, the author uses **evidence** and emotional language to support the claim and encourage readers to agree with his or her viewpoint.

Have students discuss an issue related to the school or community, such as whether a new sports field should be built. Encourage students to take a clear stand for or against the action. Then, have students discuss which ideas and details they would use to support their viewpoint in a speech or essay about the topic.

➔

guide me

Use the Anticipation Guide in **guide me** to help students practice considering points of view. Have student volunteers read aloud the first statement: “Wild animals live longer in zoos.” Discuss that if students agree with this statement, they believe it is true and will be supported by factual evidence from the texts they will read. If students disagree with this statement, they do *not* believe it can be supported with facts or data. Prompt students write a checkmark next to the statement in the column that represents their **viewpoint**.

Then, have student pairs read through the rest of the statements and mark whether they agree or disagree. Remind students that they do not need to have the same answer as their partners. Instead, their individual responses should represent the viewpoints that they believe will be supported by the texts in the lesson.

17

Compare and contrast authors' points of view to distinguish how their positions differ

➔ show me

What can we learn from an author's point of view?

➔ guide me

example

Complete the Anticipation Guide. Discuss your ideas with a partner.

Responses will vary.	Agree	Disagree
Wild animals live longer in zoos.		
Zoos help to educate the public.		
Many zoos are in business for profit.		
People know what is best for animals.		
Animals have easier lives in zoos.		
Zoos can help conservation efforts.		

COMPARING TEXTS 65

VISUAL LITERACY

Readers can strengthen their understanding of texts by making connections between words and graphic features. Have students work in small groups to discuss the picture of the rhinoceros on page 65. Then, have them write a caption for the picture, based on the details in the Anticipation Guide. (You may wish to have students do some additional research on endangered species.) Ask for volunteers to share their captions with the group.



work time

Introduce Vocabulary Write the following vocabulary words on the board: **captivity**, **extinction**, **behavior**. Point out the Spanish cognates for *captivity* and *extinction*. Then, have students identify synonyms for each word.

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

Have partners make predictions about “Captive or Free?” based on the title of the text and a quick scan for key words. Then have student pairs take turns reading the text aloud. After each student reads two paragraphs, have him or her pause to confirm or revise predictions and make predictions about the next section. Have partners continue this process until they finish reading.

Analyze Author’s Craft and Style: Signal Words and Phrases Explain that the author shows how ideas are related by using **signal words and phrases**. Have a volunteer read aloud paragraph 4 and point out the phrase “In addition.” Explain that this phrase connects the idea that follows to the previous paragraph by stating that the author is providing another supporting reason.

Have partners review the rest of the paragraph for other signal phrases (“For example,” “in turn”) and explain how they connect ideas. Then, have partners continue looking for signal words and phrases in the rest of the text.

check for understanding by having students complete the sentence frame about the author’s claim and support. (Possible response: The author claims that zoos can be helpful and supports the claim with examples.)

17

Compare and contrast authors' points of view to distinguish how their positions differ

work time

Captive or Free?

by Patricia Walsh

- 1 Keeping animals in zoos has become controversial in the last century. As scientists learn more about animals' physical and emotional needs, people have demanded higher standards for the treatment of animals in captivity.
- 2 While some people think that zoos are obsolete, many people feel there is still a place for them today. They maintain that zoos can be helpful in educating us about animals. They can also prevent the extinction of endangered species.
- 3 Zoos have indeed changed over the years. For example, many zoos now feature more realistic habitats. Zoo officials say that these enhanced habitats are more stimulating for the animal and more educational for the public.
- 4 In addition, many experts say that zoos yield important scientific knowledge. For example, the study of captive elephants has given us valuable information about elephant behavior and biology. This knowledge, in turn, helps people preserve wild elephants in Asia and Africa.
- 5 Another example is the Bronx Zoo's early effort to restore wild populations of North American bison. Bison once numbered as many as fifty million, but their numbers dropped to fewer than a thousand by 1905 due to overhunting and westward expansion. In 1907, the Bronx Zoo began breeding its bison. These bison were then sent to a preserve in Oklahoma. Today, almost 200,000 bison in the western United States are descendants of the original Bronx Zoo bison herd.
- 6 Educating the public about animals also helps efforts to conserve them. The Bronx Zoo notes that each year its education program reaches 1.7 million students and teachers in the United States and fifteen other nations.
- 7 Zoos today have a responsibility to preserve and restore animal populations. They also have a responsibility to educate people about the needs of wild animals and their importance. When zoos focus on wildlife conservation instead of public entertainment, both animals and people are well served.

check for understanding The author claims that zoos can be _____, and supports the claim with _____.

66

COMPARING TEXTS

CRITICAL LITERACY

One way to help students think critically is to question which details are missing from the text. For example, the author only provides two examples of animal species that have been helped by zoos—elephants and bison. She has excluded examples of species upon which zoos have had a neutral or negative impact.

Ask students to discuss why the author may have left out details about other species and how the readers' viewpoint toward zoos might change if this information were included.



work time

Introduce Vocabulary Write the following vocabulary words on the board and point out any Spanish cognates: **descendants, monitor, coexist, behavior.** Then, have students use each word in a sentence to demonstrate their understanding of its meaning.

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

Have student pairs take turns reading “The Price of Knowledge” aloud. After each student reads two paragraphs, have him or her pause to ask his or her partner questions about what they just read. Have them continue this process until they finish reading.

Analyze Author’s Craft and Style: Repetition Explain that authors often repeat words or style elements to emphasize important information. Point out the author’s use of questions in paragraph 4, and discuss what effect it has on readers. (It supports the idea that there are “many questions that should be answered before endangering the lives of wild animals.”)

Then, have partners read paragraph 6 and discuss why the author likely chose to repeat the word “must” in his conclusion.

check for understanding by having students complete the sentence frame about how the author distinguishes his point of view. (The author distinguishes his point of view from the example given in paragraph 1 by focusing on the effect of research studies on animals.)

Compare and contrast authors' points of view to distinguish how their positions differ **17**

work time

The Price of Knowledge
by Samuel Gorey

1 Wild animals are studied by researchers worldwide for many reasons. For instance, researchers might develop medicines using the cells of wild animals, which doctors can then use to treat diseases.

2 This example shows how studying wild animals can affect human lives. But how can we know how animals themselves are affected by our studies? After all, wild animals cannot communicate to us what they experience.

3 For example, some animals' lives can be changed by pieces of research equipment, such as a radio tracking collar. This is a device that is placed around an animal's neck so that researchers can monitor the animal's movements. The collar uses a Global Positioning System, or GPS, to pinpoint an animal's exact location at any time, day or night, for researchers.

4 However, despite the capabilities of a modern radio tracking collar, there are still problems that researchers need to address. For example, what if the animal is accidentally hurt while the collar is

being put on? What if the collar irritates the animal's skin? What if the collar's electrical signals harm the animal? How is the collar retrieved without harming the animal? There are many questions that should be answered before endangering the lives of wild animals.

5 Scientists have learned a lot by using GPS and radio tracking collars, but we still have a lot more to learn. Many scientists study animals because they have a great love for nature or because they want to help animals and humans to coexist. However, as we have seen, people do affect animals' lives simply by doing research, and we must find ways to reduce those effects.

6 For the most part, humans cannot communicate with animals, so we can never know for sure how our behavior affects them. However, as we move into the future, we must listen to scientists' recommendations about animals and the environment. We must also make sure that scientists balance the benefits of their work with its possible consequences.

check for understanding The author distinguishes his point of view from the example given in paragraph 1 by focusing on the effect of _____ on _____.

COMPARING TEXTS 67

VISUAL LITERACY

Graphic organizers can help students evaluate the relationship between main ideas and supporting details. Have students complete a web by choosing a main idea from a paragraph or section of the text and writing it in the center circle. Then, have students fill in the outer circles with text details that the author uses to support the main idea. Ask volunteers to share their webs with the class.



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 understand how the author could strengthen the development of his point of view, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud I know that authors of persuasive texts, such as "The Price of Knowledge," develop their viewpoints by providing facts, details, and examples that show why readers should agree with their claim. The author's claim is that scientific research can be harmful to wild animals, and he gives the example of GPS tracking collars. However, this is only one example. To strengthen his argument, he should include more examples of ways research can hurt animals.

Point of View: Supporting Details Read the statement of the author's point of view aloud. Then, prompt students to identify three supporting details that the author includes to explain why his viewpoint is valid.

To help students identify details, ask the following guiding questions:

- What devices do researchers use to track animals?
- What effects can these devices have?
- Is it good for wild animals for humans to be nearby?
- Can humans change the way that wild animals behave?



reflect

Have students work in pairs to compare and contrast the points of view in both texts. Prompt students to refer to their Anticipation Guides as they discuss the authors' viewpoints.

17

Compare and contrast authors' points of view to distinguish how their positions differ

check for understanding

- 1 Has the author of "Captive or Free?" altered your opinion about the topic? Use details from the text to support your answer.
Possible response: Yes, I was most impressed to learn that zoos can help to prevent the extinction of endangered animals.
- 2 How could the author of "The Price of Knowledge" strengthen the development of his point of view?
Possible response: He could provide other examples of how animal research can affect wildlife besides GPS tracking collars only.
- 3 What is the author's point of view about zoo programs in "Captive or Free?"
Possible response: Zoo programs can be beneficial if they are set up and organized responsibly.
- 4 How do the questions in paragraph 4 of "The Price of Knowledge" support the author's point of view?
Possible response: They provide examples of problems researchers may need to address regarding the use of tracking collars on wild animals.
- 5 Complete the organizational chart below with details that support the author's point of view. *Possible response:*

Author's Point of View: People must be careful when studying wild animals to ensure that they are not negatively affected by research.		
Detail: A radio tracking collar can harm or irritate a wild animal in certain circumstances.	Detail: People affect animals' lives simply by doing research.	Detail: We cannot know for sure how our behavior affects animals.

reflect

With a partner, compare and contrast the points of view in both texts. Discuss how the second author distinguishes his point of view from the first author.

68

COMPARING TEXTS

CRITICAL LITERACY

Encourage students to think critically about persuasive text topics by having them identify their own viewpoints on zoos and scientific research. Then, have students complete Venn diagrams to compare and contrast their points of view with those of the authors. Invite volunteers explain the similarities and differences between viewpoints.

18

Compare and contrast authors' purposes to distinguish how their positions differ

Language Objectives

- Identify author's purpose and position.
- Explain how authors use signal words to connect ideas.
- Understand the meaning of domain-specific vocabulary.
- Compare and contrast informational texts on the same topic.

Building Literacy

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

- interpreting what an author wants readers to know.
- considering alternative versions of the text.
- making connections across texts and to personal experiences.
- examining the relationship between an author's position and his or her purpose for writing.

Focus on Language

Display the following domain-specific words that students will encounter in these texts. Then, have students make a KWL graphic organizer to rate their understanding of the vocabulary. (Spanish cognates are in parentheses.)

- treaties (tratados)
- policy (política)
- assimilate (asimilar)
- expedition (expedición)
- coexist (coexistir)
- reservations (reservas)



ENGLISH LANGUAGE LEARNERS

Provide 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 meaning.

show me

In this lesson, students will read two texts about how westward expansion affected Native Americans. They will compare and contrast each author's purpose and his or her position on the topic.

Say: Today, you are going to read two texts on the same topic and identify each author's purpose. Remember, an author's purpose is why he or she writes a text — for example, to inform, entertain, or persuade. Identifying an author's specific purpose can also help you determine his or her position, or view, on the topic. After you read the texts, you will compare and contrast the authors' purposes and determine how their positions are different.

Have partners turn and talk about how a reader might identify an author's purpose and position on a topic. Ask volunteers to share their ideas with the class.

guide me

Use the paragraph in guide me to help students evaluate a text's main idea and the author's purpose.

Ask a volunteer to read aloud the paragraph and say something about the topic. It could be a personal connection, a connection to another text, or an unfamiliar concept he or she would like to know more about.

Then, ask a volunteer to identify the author's main idea. (The Louisiana Territory was a vast expanse of land. When the United States purchased it, the country expanded and people sought to move west.)

Finally, have partners turn and talk to complete the sentence about the author's purpose. (The author's purpose is to inform about the size and importance of the Louisiana Purchase.)

18

Compare and contrast authors' purposes to distinguish how their positions differ

show me


How can we learn an author's purpose from their position on an issue?

guide me

example

Read the paragraph below. Underline the author's main idea. Then identify the author's purpose.

The Louisiana Territory was a vast expanse of land. It stretched from the Mississippi River west to the Rocky Mountains and from the Gulf of Mexico north to the present Canadian border. In 1803, the United States purchased this land from France, doubling the size of the country and ushering in an era of westward expansion. The sale, known as the Louisiana Purchase, was an important achievement of Thomas Jefferson's presidency. The author's purpose is to inform about the size and importance of the Louisiana Purchase.



COMPARING TEXTS 69

VISUAL LITERACY

Use the graphic features in a text to provide an entry point for visual learners and struggling readers. Have students work in small groups to discuss the map on page 69. Then, have them draw a box around the words from the paragraph that the map shows and discuss how the map relates to the author's purpose. Ask volunteers to share their connections.



work time

Introduce Vocabulary Write the following vocabulary words on the board and point out the Spanish cognates: **treaties, policy, assimilate**. Then, have students use the words to make a prediction about the information the text will include.

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

Have student pairs take turns reading “The Movement of Citizens” 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 Native Americans _____.
- I think that Native Americans today _____.

Analyze Author’s Craft and Style: Word Choice Remind students that an author chooses words that will enhance the portrayal of his or her position and affect readers’ emotions so they might agree with the author’s view.

Point out the word *denied* and the phrase “taking advantage” in paragraph 1. Discuss how the author uses negative words in the introduction to establish the view that Native Americans have been treated poorly for hundreds of years.

Then, have partners review paragraphs 5 and 6 to identify additional negative words and phrases the author uses to describe the treatment of Native Americans (“forcible removal,” “cold and disease,” “without any regard,” *forced*, “not permitted”). Guide partners to discuss how the use of these words affects readers’ emotions and views on the topic. Ask volunteers to share their ideas with the class.

check for understanding by having students answer the question about the author’s use of specific dates. (They show how the U.S. has removed Native Americans from their homeland for almost 200 years.)

18 Compare and contrast authors' purposes to distinguish how their positions differ

work time

The Movement of Citizens

by Jill Kushner

- 1 The rights of Native American people have been denied for hundreds of years. When early explorers claimed land in America, a history of taking advantage of the people who lived there first began.
- 2 How were settlers able to claim the lush land that Native Americans had long inhabited? In some cases, the government made treaties with Native American nations. They were promised control of one area of land in exchange for the land that the settlers or the government desired.
- 3 Many times, however, these treaties were broken when settlers or the government decided they also wanted the land granted to the Native Americans. This often led to open warfare. Then the U.S. Army usually stepped in to protect the settlers' interests.
- 4 In 1830, Congress passed the Indian Removal Act, which was signed into law by President Andrew Jackson. It required many Native American peoples to give up their land and move to federally designated lands in the West. Often these were poor lands in which white settlers were not interested.
- 5 In 1838, the government called for the forcible removal of nearly 20,000 Cherokee people living in the East. They were sent off on a journey of 800 miles to what is now Oklahoma. More than a quarter of them died from cold and disease on this long walk, which became known as the Trail of Tears.
- 6 In the late 1800s and early 1900s, the U.S. government began a policy that encouraged Native Americans to assimilate, or become part of the entire American nation, without any regard for their rights or needs. Many Native American children were forced to attend schools where they were not permitted to speak their own language or study their own traditions. Sometimes they were even taken away from their parents.
- 7 Today, the struggle continues. Native Americans are still fighting to determine their own future and to gain rights to land, water, and sources for food.

check for understanding How do specific dates in the text support the author's purpose?

70 COMPARING TEXTS

CRITICAL LITERACY

One way to help students think critically is to have them construct alternatives to the text. For example, have students consider how the text would change if it were a firsthand account written by a Native American forced off his or her land. Ask students to consider how that author's position toward Native American resettlement would be similar to and different from the author's position in “The Movement of Citizens.”



work time

Introduce Vocabulary Write the following vocabulary words on the board: **expedition, coexist, reservations.** Point out the Spanish cognates for each word. Then, have students discuss how the context clues in the text help them better understand the meaning of each word.

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

Have student pairs take turns reading “The United States Moves West” 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: Compare and Contrast Discuss that within this text, the author includes several examples of how people’s intentions and actions did not lead to their desired results. The author uses signal words to connect these contrasted ideas.

Ask a volunteer to read paragraph 1. Point out that the author says the Louisiana Purchase “inspired Americans to look west for their future.” The author then uses the word *However* to signal a contrast. Even though many people viewed the Louisiana Purchase as a positive event because it expanded the land owned by the United States, it had negative effects in the conflicts it created among new settlers and Native Americans.

Then, have partners review paragraphs 3, 4, and 6 to identify additional ideas the author compares and contrasts, as well as the signal words that show the relationships between those ideas.

check for understanding by having students contrast paragraph 5 in “The United States Moves West” with paragraph 4 in “The Movement of Citizens.” (Paragraph 5 includes different details than paragraph 4. It explains how the new areas where Native Americans were moved came to be known as reservations. Paragraph 4, however, focuses on the law that initiated the forced relocation of Native Americans. It also includes the detail that Native Americans were moved to areas where settlers did not want to live.)

Compare and contrast authors' purposes to distinguish how their positions differ

18

work time

The United States Moves West

by Adam McClellan

1 The Louisiana Purchase set the young United States on the path to becoming the nation it is today. The opening of this new land to exploration by the Lewis and Clark expedition inspired Americans to look west for their future. However, these key events in American history also came with conflict.

2 The conflict began when people in the eastern United States began moving west. Even as Lewis, Clark, and their fellow explorers made their return trip down the Missouri River, they met people with boats loaded with freight. These people hoped to trade with Native American nations in the new territory.

3 Incoming settlers, however, were not moving into vacant lands. Native American people lived and hunted there as they had for thousands of years. It was hoped that Native American people and settlers would coexist peacefully, but this wasn't always the case, and the situation sparked fighting.

4 To resolve the conflict, the government and Native American nations signed

5 treaties setting aside certain lands for settlers and other lands for Native Americans. Though the treaties promised that Native Americans would have their lands forever, ultimately, they were not honored. Instead, more settlers moved onto tribal lands, causing more conflict. By the late 1820s, the government began a policy of separating settlers and Native American people.

6 Beginning in 1830, for example, many Native American people were forcibly removed from their homelands in the South. They were marched westward to a new "Indian Territory" west of the Mississippi River in what is now Oklahoma. Areas such as this came to be called reservations.

7 Within a hundred years of Lewis and Clark's expedition, the Native American nations these men had met were all forced onto reservations. The reservations included only small portions of the lands on which they once lived. Lewis and Clark unwittingly opened up the West for one group of people and closed it for another.

check for understanding How does paragraph 5 in this text differ from paragraph 4 in the previous text?

COMPARING TEXTS 71

VISUAL LITERACY

Some students may feel more comfortable demonstrating their knowledge of text details through drawing instead of writing or speaking. For example, have students work in small groups to draw and label illustrations showing the main ideas in paragraphs 4 and 5 of “The United States Moves West.” 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 identify an author's purpose, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud I will ask myself questions to help me figure out the author's purpose. For example, "What does the author want readers to know? How does she portray this information?" Then I will use the main ideas and the connections between the details to identify the author's purpose. The text is mostly about how Native Americans have been mistreated and forced away from their homes because settlers wanted their land. So, I think the author's purpose is to describe how settlers mistreated Native Americans and displaced them from their homelands.

Use Text Evidence Guide students to consider the following question as they read through the paragraph: "What does the author want people to know about how settlers affected Native Americans?" Then, have students write the author's purpose and underline three phrases or statements that support that purpose.

➞

reflect

Have partners compare the author's purposes and discuss how each author's position on westward expansion helps readers identify each purpose.

Write the following sentence frames on the board for students to use in their discussion:

The author of _____ believes that westward expansion _____ because _____. This position shows that the author's purpose is to _____.

18

Compare and contrast authors' purposes to distinguish how their positions differ

➞

check for understanding

1

In "The Movement of Citizens," which group is viewed by the author as more important? How do you know?

Possible response: Native Americans are viewed as more important because the author continuously describes how their rights were abused.

2

Is the view of both authors relevant to world events today? Why or why not?

Possible response: Yes, in places like the Amazon, native people are being displaced. Also, Native Americans still need help on U.S. reservations.

3

What is the author's purpose in writing "The Movement of Citizens"?

Possible response: to describe how settlers displaced thousands of Native Americans from their homelands.

4

How does the first sentence of "The United States Moves West" hint at the author's purpose?

Possible response: It tells how the Louisiana Purchase inspired Americans to look west for their future, adversely affecting Native Americans.

5

Reread this paragraph from "The United States Moves West." Underline three examples of text evidence that support the author's purpose.

Within a hundred years of Lewis and Clark's expedition, the Native American nations these men had met were all forced onto reservations. The reservations included only small portions of the lands on which they once lived. Lewis and Clark unwittingly opened up the West for one group of people and closed it for another.

Author's Purpose: to explain how Native Americans were treated unfairly as settlers moved westward

➞

reflect

With a partner, compare the authors' purposes. Discuss how each author's position on westward expansion helps you to identify their purpose.

72

COMPARING TEXTS

CRITICAL LITERACY

Students become good critical thinkers when they are able to look beyond the words on a page in order to make connections with personal experiences and other texts.

Have students practice thinking critically by discussing these questions in groups:

- What did you know about the Louisiana Purchase before reading "The United States Moves West"? How did this text add to or conflict with what you knew?
- What information is included in "The Movement of Citizens" that is not included in "The United States Moves West"? What information can you synthesize from reading the two texts?
- What else would you like to know about how westward expansion affected Native Americans?

Compare and contrast how two authors present evidence on the same topic

19

Language Objectives

- Identify facts and evidence that support a claim.
- Explain how the author connects ideas.
- Determine which meaning of a multiple-meaning word the author intended.
- Compare two texts on the same topic.

Building Literacy

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

- making, confirming, and correcting predictions.
- identifying information that should be clarified or further explored.
- evaluating how well authors support their claims with evidence.
- developing a position on the topic that agrees or disagrees with the author's point of view.

Focus on Language

Display the following multiple-meaning words that students will encounter in these texts. Have students use a three-column chart to list the words and identify two possible meanings for each. (Spanish cognates are in parentheses.)

- wind
- crops
- waste
- scraps
- convert (convertir)
- cells (células)



ENGLISH LANGUAGE LEARNERS

Some English learners will struggle to identify the syllables in multisyllabic words. Speakers of monosyllabic languages such as Cantonese, Hmong, Khmer, Korean, and Vietnamese may pronounce a two-syllable word as two separate words. Review how to pronounce syllables by clapping or tapping one time for each syllable as you slowly pronounce the word. Have students repeat the word and action with you several times. Speed up the pronunciation each time to emphasize that the syllables are part of one word.



show me

In this lesson, students will compare and contrast informational texts about ways to protect the environment in order to evaluate how authors present different evidence on the same topic.

Say: Today, you are going to compare and contrast evidence from two texts on the same topic. **Evidence** includes the facts, examples, and data an author uses to support a **claim**, or a statement of his or her viewpoint on the topic of the text. Strong evidence can help the author persuade readers to agree with his or her claims.

Have students turn and talk to a partner about how they can determine whether an author's evidence is supportive and trustworthy (checking facts in another source, making sure the claim follows logically from the details provided, and so on). Ask for volunteers to share their ideas with the group.



guide me

Use the activity in **guide me** to help students practice identifying evidence that supports a claim. Read aloud the directions. Then, have a student volunteer read aloud the claim and say something to the class about which kinds of evidence could support the claim. Remind students that strong evidence shows why the author's claim is valid, or reasonable.

Finally, have student pairs read each piece of evidence and circle the sentence that best supports the claim. (In 2015, fossil fuels made up the lowest U.S. fossil fuel share of energy in history.)

19

Compare and contrast how two authors present evidence on the same topic

show me
What are some ways to present facts and evidence?


guide me

example Read the claim below. Then circle the evidence an author would most likely use to support the claim.

CLAIM: Fossil fuels are slowly being replaced with alternative energy sources.

In 2015, fossil fuels made up the lowest U.S. fossil fuel share of energy in history.

Petroleum, natural gas, and coal are the three most popular fossil fuels in the United States.



COMPARING TEXTS 73

VISUAL LITERACY

To examine how graphic features can reinforce the words of a text, have students work in small groups to identify a photograph or illustration that would support the evidence they selected. Then ask them to discuss how adding this graphic feature would help readers better understand the author's claim.



work time

Introduce Vocabulary Write the following vocabulary words on the board: **wind, crops, waste, scraps**. Then, have students name real-world examples for each of the vocabulary words. For instance, students may list types of weather that involve high winds and kinds of food scraps used in composting.

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

Have partners make predictions about “Greener Living” based on the title of the text and a quick scan for key words. Then have student pairs take turns reading the text aloud. After each student reads two paragraphs, have him or her pause to confirm or revise predictions and make predictions about the next section. Have partners continue this process until they finish reading.

Analyze Author’s Craft and Style: Cause and Effect

Discuss that authors of informational texts may explain scientific ideas in terms of cause and effect. An **effect** is something that happens and a **cause** is the reason why it happened.

Have a student volunteer read paragraph 2 aloud. Point out that the author describes “Switching to solar power” and “Making sure that window are tightly sealed” as causes. Then ask volunteers to identify the effects (“lower carbon dioxide emissions”; “prevent heat from escaping”).

Prompt partners to read through the rest of the text and find other cause-and-effect relationships. Have students identify signal words that connect ideas and explain why the author likely presented the ideas in this way.

check for understanding by having students complete the sentence frame about the author’s argument. (The argument that the author makes is that a greener world is possible to achieve by making small changes in our own homes.)

19 Compare and contrast how two authors present evidence on the same topic

work time

Greener Living by Kathy Furgang

- 1 Researchers are developing renewable forms of energy, such as solar energy, wind power, and biomass, or fuel developed from material such as crops. Renewable energy sources will reduce our need for harmful fossil fuels. But instead of simply waiting for the world’s energy use to change, people can also do many things to live a more environmentally friendly life.
- 2 When you look around your home, for example, you may be able to find places where you can cut down on waste or pollutants. Switching to solar power, or power from the sun, can help lower carbon dioxide emissions. Making sure that windows are tightly sealed can prevent heat from escaping through tiny gaps.
- 3 Conserving water is also recommended. Although water is a renewable resource, it is often wasted. For example, a dripping faucet can waste more than a thousand gallons of water per year. Even turning off the tap while you’re brushing your teeth can save hundreds of gallons of water per year.
- 4 Composting is another way to help the environment and save resources. When composting, food scraps are mixed with soil, leaves, and water instead of being thrown away. As the food decomposes, it creates nutrients that can later be added to the soil to grow more food. Composting food scraps also means less waste ends up in landfills.
- 5 In addition, many cleaning products we use every day in our homes are made with chemicals that are hazardous to the environment and human health, but homemade remedies and cleaners can easily be made. For example, baking soda can be used to get rid of odors and to clean drains, toilet bowls, ovens, and even laundry. Vinegar is also a useful substance, which can be used to clean surfaces, get rid of soap scum, and remove wallpaper.
- 6 If we want a greener world, we must start with changes in our own homes. It requires some effort, but saving the planet is worth it.

➔ **check for understanding** The argument that the author makes is that a greener world _____.

74 COMPARING TEXTS

CRITICAL LITERACY

One way to help students critically evaluate a text is to compare and contrast the author’s viewpoint with their own. Guide students’ thinking with the following questions:

- Do you agree with the author’s statement that “people can do many things to live a more environmentally friendly life”?
- Can we really help the environment through small, individual actions, or would it be more effective for governments and large corporations to reduce their impact on the environment?
- Are the author’s suggestions practical for everyone? For example, could someone who lives in a city apartment building easily create a compost pile to reduce their landfill waste?



work time

Introduce Vocabulary Write the following vocabulary words on the board: **convert**, **cells**, **wind**. Point out the Spanish cognates for *convert* and *cells*. Then, have students use each word in a sentence to demonstrate their understanding of its meaning as used in the text.

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

Have student pairs take turns reading “Green Power” aloud. After each student reads two paragraphs, have him or her complete a sticky note about what was just read.

On the board, write a few ideas that students can use for each note:

- an interesting fact
- an unfamiliar or confusing idea
- something they want to know more about
- a connection to “Greener Living”

Analyze Author’s Craft and Style: Introduction Have a student volunteer read aloud paragraph 1. Point out that the first sentence provides a statistic that readers may find surprising, and ask volunteers why the author likely began the text this way (to get readers’ attention).

Discuss that authors carefully construct their introductions to get readers thinking about the topic of the text, help them connect the topic to what they already know, and encourage them to read on. Authors of informational texts often present the **main idea** in the introduction, so readers know what they can expect to read about.

Have partners review the rest of the paragraph to identify the main idea. (People are developing “green power” to prevent fossil fuel damage.) Then ask them to discuss how the introduction helps them anticipate what kinds of information the author is likely to include in the rest of the text.

check for understanding by having students identify the purpose of the PV description in paragraphs 2 and 3. (The purpose of the description is to provide evidence of a type of green power.)

Compare and contrast how two authors present evidence on the same topic **19**

work time

Green Power
by Mariko Jeffery

1 In the United States today, about 80% of our energy is produced from fossil fuels. Heavy use of fossil fuels damages Earth. However, many people and companies are developing renewable energy options, or “green power.”

2 For example, scientists have found ways to convert the sun’s energy into electricity. This process is known as photovoltaics, or PV for short. Chances are you’ve seen photovoltaics in action already on a solar-powered calculator. The small PV cells on the calculator collect light and convert it into electricity to run it.

3 People can also use PV cells to generate electricity for homes and businesses. These PV cells are often attached to roofs or placed in sunny areas. Using these cells does not pollute the environment or create any carbon emissions, making photovoltaics a cleaner, greener way to produce electricity. Solar panels also use heat from the sun to warm up water, which can then be stored in an insulated tank until it is needed for bathing, dishwashing, or laundry.

4 Wind power is another form of renewable energy that doesn’t pollute the air or lead to negative environmental consequences. An area of land with many wind turbines working all at once is called a wind farm. Some wind farms produce enough electricity to power several city buildings.

5 A third form of renewable energy is biomass, which is any plant or animal material that can be used for energy, such as wood. Scientists are searching for biomass products that will not harm Earth. Already, they have developed transportation fuels made from corn, sugar, vegetable oils, and animal fats. The search is still on for biomass options that are easier to make, safer for the environment, and low on carbon emissions.

6 As pollution and climate change threaten our planet, we can turn to Earth’s endless supply of renewable energy. As concerned citizens, all of us can make smarter, earth-friendly decisions and energy choices.

check for understanding What is the purpose of the description of PV in paragraphs 2 and 3?

COMPARING TEXTS 75

VISUAL LITERACY

Graphic organizers can help students make sense of claims and supporting evidence in informational texts. Have students complete a web to show the relationship between the author’s claim in “Green Power” and the examples she provides. Ask volunteers to share their webs, and record their ideas in a class web on the board.

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 understand how the author's word choice contributes to purpose, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud In paragraph 6 of "Greener Living," the author uses the phrase "threaten our planet" to describe pollution and climate change as negative and "endless supply of renewable energy" to describe a proposed solution in a positive, hopeful way. The phrases "concerned citizens" and "smarter, earth-friendly decisions" suggest that readers have a responsibility to protect the environment. This word choice indicates that the author's purpose is to persuade readers to change the kinds of energy they use from fossil fuels to more sustainable resources.

Evidence Before students reread the text for each kind of evidence, review the following definitions:

- A **fact** is a piece of information that can be proved to be true. It can be checked using other sources.
- An **example** is an instance or case that shows why an idea is true.
- An **opinion** is a statement of personal belief. It cannot be proved true or false.

reflect

Have students work in pairs to compare and contrast how the authors incorporate evidence into their arguments and evaluate whether they are successful. Encourage students to use the following content area terms in their discussions: **claim, position, viewpoint, fact, example, opinion, structure, purpose, support, word choice.**

19 Compare and contrast how two authors present evidence on the same topic

check for understanding

- 1 What prior knowledge does the reader need to have when reading "Greener Living"? Explain your answer.
Possible response: The reader needs to know what fossil fuels are and how they are harmful.
- 2 What does "Green Power" suggest about modern society through its discussion of renewable energy? Why do you think so?
Possible response: It suggests that we are able to develop new innovations to solve energy problems, such as PV cells to collect solar energy.
- 3 How does the word choice in paragraph 6 of "Greener Living" contribute to the author's purpose?
Possible response: It sets a tone of responsibility on the readers' part to make these changes and not just view them as options.
- 4 How does the author of "Greener Living" distinguish her position from the author of "Green Power"? Give one example from the text.
Possible response: The author of "Greener Living" focuses on real-world examples of things a reader can do to help the environment.
- 5 Use the T-chart below to cite three kinds of evidence the author of "Green Power" uses to support her claim.

Evidence	Example
Fact	In the United States today, about 80% of our energy is produced from fossil fuels.
Example	Scientists have developed transportation fuels made from corn, sugar, vegetable oils, and animal fats.
Opinion	Chances are you've seen photovoltaics in action already on a solar-powered calculator.

reflect

With a partner, compare and contrast how both authors incorporate evidence in their arguments. Are they successful?

76 COMPARING TEXTS

CRITICAL LITERACY

To encourage inquiry and service, have students work in small groups to further research the strategies for green living presented in these texts. Then, ask them to write letters to school leaders persuading them to "go green." For example, students could recommend starting a compost pile on the school grounds to reduce landfill trash or installing solar panels on the roof to reduce the school's reliance on fossil fuels.

20

Compare and contrast how two authors present facts on the same topic

Language Objectives

- Explain how the author uses facts to support an idea or claim.
- Describe how different text structures connect ideas.
- Use parts of speech and affixes to determine the meanings of new words.
- Compare and contrast two texts on the same topic.

Building Literacy

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

- generating questions to monitor comprehension.
- identifying information that should be clarified or further explored.
- analyzing how authors interpret facts to strengthen their viewpoints.
- determining whose interests are represented by the author.

Focus on Language

Display the following vocabulary words that students will encounter in these texts. Have students complete a T-chart with columns titled *Nouns* and *Verbs* by listing each vocabulary word in the correct column and writing a related word in the other column, such as *ventilate* (verb) for *ventilation* (noun). (Spanish cognates are in parentheses.)

- ventilation (ventilación)
- inhalation (inhalación)
- improve
- extract (extraer)
- connection (conexión)



ENGLISH LANGUAGE LEARNERS

Show your English learners photographs and video clips related to domain-specific vocabulary and topics encountered in classroom reading. Visual references help students make connections between English vocabulary and familiar words from their native language.



show me

In this lesson, students will compare and contrast a persuasive text about the dangers of mining with an informational text about the history of mining in order to evaluate how authors present different facts on the same topic.

Say: Today, you are going to compare and contrast facts from two texts on the same topic. A fact is a piece of information that can be proved true. It can be verified in other sources. However, different authors may interpret the same fact in different ways in order to support their viewpoint and purpose.

Present students with a simple fact about the community, such as, "Our town was founded in 1835." Assign small groups different claims about the town and ask students to discuss how an author might use the fact to support their claim. For example, someone who believes the town has a rich history might write, "Our town was founded in 1835, and we should be proud to celebrate our heritage." A writer with an opposing viewpoint might say, "Our town was founded in 1835, and our policies are still stuck in the 19th century." Ask for volunteers to share their ideas with the class.



guide me

Use the activity in guide me to help students practice examining how facts can be presented in different ways. Have a student volunteer read aloud the fact and Author 1's interpretation. Point out that the author has paraphrased the fact, or presented the same information his or her own words. He or she has not offered any new opinions.

Then, have student volunteers read the interpretations of Authors 2 and 3 and describe each as positive or negative. Ask students to identify words that reveal the author's viewpoint on mines. (Author 2— positive: "good news"; Author 3— negative: *Unfortunately*)

Finally, have partners work together to answer the questions. (all of them, Author 3)

20

Compare and contrast how two authors
present facts on the same topic

show me

What are some ways to present facts?

guide me

example

Read the fact and the three different ways authors presented it. Then answer the questions.

Fact	In the United States, there were 1,435 active coal mines in 2008 and 671 active coal mines in 2017.
Author 1	The number of active U.S. coal mines in 2017 was about half of what it was in 2008.
Author 2	The good news is that the U.S. had fewer coal mines in 2017 than it did in 2008.
Author 3	Unfortunately, as of 2017, there were still 671 coal mines that remain active.

Which author or authors are correct? all of them

Which author presented the fact negatively? Author 3

COMPARING TEXTS 77

VISUAL LITERACY

Visual learners and struggling readers can use graphics as an entry point to new texts. Explain that the photograph on page 77 is related to the topic of the texts students will read. Have students work in small groups to discuss what the photograph shows and predict what the texts are about. Ask volunteers to share their ideas with the class.

**work time**

Introduce Vocabulary Write the following vocabulary words on the board: **ventilation, inhalation, improve**. Point out the cognates for *ventilation* and *inhalation*. Then, have students write out the words and circle any affixes they recognize, such as *-tion*, *in-*, and *im-*. Discuss how word parts can give clues about the word's meaning.

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

Have student pairs take turns reading “The Mining Debate” aloud. After each student reads two paragraphs, have him or her pause to ask his or her partner questions about what they just read. Have them continue this process until they finish reading.

Analyze Author’s Craft and Style: Loaded Words Have a student volunteer read the introduction aloud, then point out the author’s claim that coal mining is a dangerous profession. Discuss that the author uses **loaded words**, such as “take their toll,” to emphasize negative ideas about mining.

Then, have partners review paragraphs 2 through 5 and identify other negative words and phrases (“serious health problems,” “noxious chemicals,” “especially hazardous,” “extreme heat conditions,” “wipes out the plants,” “drives away animals,” “toxic chemicals,” “sicken and kill”). Prompt them to discuss how the language might affect readers’ emotions and change their views about mining.

check for understanding by having students complete the analogy. (Quartz dust is to silicosis as high temperatures are to high blood pressure.)

work time**The Mining Debate**

by Kristin Cashore

- 1 The mining of coal and other minerals is a dangerous profession. Mining deaths still make up the majority of work-related deaths in the United States. Falling rocks, collapsing tunnels, fires, and other dangers still take their toll on miners in our nation and worldwide.
 - 2 Mining often involves cutting and drilling through rock and metal, creating dust that can result in serious health problems. Sometimes, the cutting and drilling also releases noxious chemicals into the air, which is especially hazardous in an underground tunnel where proper ventilation is needed to keep the air clean and fresh.
 - 3 Many miners around the world have gotten sick from breathing coal dust. Other miners have become ill from breathing quartz dust, which can cause a lung disease called silicosis. Miners of gold, lead, zinc, iron, and copper are particularly at risk for silicosis. In the history of mining, many miners have died young due to dust inhalation.
 - 4 Air quality is not the only problem. Some gold mines in South Africa, for example, are so deep underground that the temperatures are very high. Miners working under these extreme heat conditions are at risk for high blood pressure.
 - 5 Finally, mining also changes the environment. For example, a forest may be leveled to make way for a mine, which wipes out the plants and drives away animals that once lived in the forest. Some types of mining require the use of toxic chemicals such as cyanide or mercury. If these chemicals are released into the water, they can sicken or kill people and other living things that use this water.
 - 6 However, we can improve mining practices and pass laws and stringent regulations to protect miners. We can educate people about the hazards of toxic materials. We can also encourage mining companies to avoid releasing toxic substances into the environment and to support and protect ecosystems near the mines.
 - 7 All over the world, people are working to improve mining, and this is a struggle in which we all have a part to play.
- check for understanding** Complete the analogy: Quartz dust is to silicosis as high temperatures are to _____.

CRITICAL LITERACY

One way to help students think critically is to question which details are missing from the text. For example, the author generally describes the negative effects of mining on workers and the environment, but she does not provide specific statistics, data, or case studies that could be verified in other sources.

Ask students to discuss why the author may have left out this kind of supporting evidence and how the readers’ viewpoint toward mining might change if this information were included.

**work time**

Introduce Vocabulary Write the following vocabulary words on the board and point out their Spanish cognates: **extract**, **connection**. Then, have students act out the meaning of each word.

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

Have student pairs take turns reading “Riches from Our Earth” aloud. After each student reads two paragraphs, have him or her complete a bookmark about what was just read.

On the board, write a few ideas that students can use for each bookmark:

- words or phrases that indicate the author’s viewpoint
- an unfamiliar or confusing idea
- something they want to know more about
- a connection to “The Mining Debate”

Analyze Author’s Craft and Style: Text Structure

Though an author may choose a main structure to use in organizing their text, they may also use additional structures to connect ideas within paragraphs or sections. For example, ask a student volunteer read aloud paragraph 2, and point out that this paragraph uses a **problem-and-solution structure**. Have students identify the problem (“minerals were scarce and hard to extract”) and solution (“building great bonfires inside the mine”).

Explain that the author then presents another problem that this solution caused: “heat and fumes were dangerous and uncomfortable.” Ask a student volunteer to identify the solution to this problem in paragraph 4 (“air shafts”).

Then, have partners look for other text structures in paragraphs 4 (**compare and contrast**) and 5 (**sequence**). Ask volunteers to share their findings and explain how these structures help the author present factual details that support his or her claims.

check for understanding by having students explain why the author included facts about air shafts. (The author included facts about air shafts to show how steps were taken to improve the safety and health of miners.)

work time**Riches from Our Earth**

by C. Truman Rogers

- 1 People have used rock and the minerals found in them since ancient times. The ancient Romans, for example, learned to exploit valuable minerals, such as gold and silver, whenever they could find them. The wealth of the Roman empire was built by trading tin, copper, gold, silver and other minerals.
- 2 Often, minerals were scarce and hard to extract, but the Romans overcame this problem by building great bonfires inside the mine. The intense heat, melted the gold or silver within the rock, making it easier to collect. For the workers in the mines, however, the heat and fumes were dangerous and uncomfortable.
- 3 One solution the Romans devised to offset this problem was to install air shafts. The air shafts went deep into the mines, bringing in fresh air so that the workers would not choke or become overheated.
- 4 Today we have surface mines and deep, underground mines much like the Roman mines. Surface mines are used to extract minerals that lie close to Earth’s surface, such as copper. Underground mines are generally for extracting precious metals, such as gold and silver, or nonmetallic minerals, such as diamonds.
- 5 Modern mines and processes are similar to those used in ancient mines, but today power-driven machinery extracts and transports ore. For example, the extraction of copper ore begins when holes are drilled into rock, which is then blasted with explosives. Next, huge mechanical shovels pick up the ore and load it into trucks that are taken to another part of the mine. There, the ore is crushed and exposed to chemicals that remove the copper. The copper is then melted and piped to a facility where it is made into pure copper. Gold and silver are also extracted from ore and made into bars.
- 6 There’s a sense of mystery around minerals, perhaps because they are hidden deep within the Earth. Perhaps we also feel a historical connection to the generations of people who mined the planet long before our time.

➤ **check for understanding** Why did the author include facts about air shafts?

VISUAL LITERACY

Monitor students’ understanding after reading by having them draw the part of the text they find most interesting. Then, have them share their drawings with their classmates. Drawing activities engage visual learners while providing evidence of reading comprehension.



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 understand how a text represents a particular interest, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud I know that persuasive texts are written to persuade readers to agree with the author's viewpoint. To figure out whose interest the author supports, I look for details that reveal the author's viewpoint in "The Mining Debate." She calls mining "a dangerous profession" and wants to "improve mining practices...to protect miners." She also wants mining companies to "avoid releasing toxic substances into the environment." So, I think she is writing to protect both mine workers and the environment.

Interpreting Facts Remind students that authors use facts to support their personal viewpoints, so they may choose to explain the fact in a positive or negative way.

To help students complete the matching activity, have them to scan the text for one phrase from the right column at a time. Encourage students to underline each phrase as they encounter it in the text, noting which fact it describes. Then have them write the letter of the phrase next to its related fact.



reflect

Have students work in pairs to discuss why facts about modern methods are included in "Riches from Our Earth" but not "The Mining Debate." Remind students to cite text evidence to support their opinions about the author's decisions.

check for understanding

- Whose interest does "The Mining Debate" support? Explain using details from the text.
Possible response: It supports the miners and the environment. For example, miners experience work-related deaths and health problems.
- How does each text provide information that is missing from the other text?
Possible response: "The Mining Debate" focuses on mining dangers, while "Riches from Our Earth" discusses the mining history and methods.
- How do the body paragraphs of "The Mining Debate" contribute to the author's development of ideas?
Possible response: Paragraphs about air quality, temperatures, and environmental impact develop the claim that mining practices need to improve.
- How do the facts about ancient Rome and different types of mines support the author's purpose in "Riches from Our Earth"?
Possible response: The facts give unbiased information about the history of mining and the purposes of mines today.
- Match each fact from "The Mining Debate" with the phrase the author uses to interpret the fact.

<u>B</u> Mines have high temperatures.	A "especially hazardous"
<u>C</u> Mines change the environment.	B "at risk for high blood pressure"
<u>A</u> Mines have noxious chemicals.	C "drives away animals"

reflect

With a partner, discuss why facts about modern methods were included in "Riches from Our Earth" but not included in the "The Mining Debate."

CRITICAL LITERACY

Students become good critical thinkers when they are able to look beyond the words on a page in order to examine the author's decisions to include or exclude certain information.

Have students practice thinking critically by reflecting on these questions after reading "Riches from Our Earth":

- Why does the author most likely leave out details about the dangers of modern mining?
- Which parts of the text would benefit from diagrams, photographs, or illustrations to clarify details?
- Why does the author focus on the Romans and not miners from other ancient cultures?

Compare and contrast story elements to determine how they contribute to meaning

21

Language Objectives

- Discuss author's purpose.
- Describe text structure.
- Evaluate how authors present information.
- Compare and contrast story elements to determine meaning.

Building Literacy

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

- describing how the author reveals meaning.
- 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. Have students use a KWL graphic organizer to rate their understanding of these words. (Spanish cognates are in parentheses.)

- specifically (específicamente)
- proceedings
- staggeringly
- enthusiastically (con entusiasmo)
- acceptance (aceptación)
- supporters



ENGLISH LANGUAGE LEARNERS

For English learners who struggle with pronunciation, make echo reading and repetition a regular part of the classroom routine. Increasing students' exposure to spoken vocabulary will reinforce correct pronunciation.



show me

In this lesson, students will read two fictional texts in different genres to compare and contrast how authors use story elements to reveal meaning.

Say: Today, you will read two fictional texts and think about how each author organizes information. When authors use different text structures to present events and ideas, readers can make different connections between story elements. To **compare and contrast** the text structures, tell how the authors' organization and presentation of story elements is similar and different.

Have partners turn and talk to discuss possible text structures an author might use when telling a fictional story. Encourage them to consider how the different structures might affect how readers understand the relationships between events or among characters. Ask volunteers to share their ideas with the class.



guide me

Use the story in **guide me** to help students understand how an author uses structure to reveal meaning.

Remind students that most story events are told in order. Two other structural techniques authors use are **flashback**, in which the author relates an earlier event, and **foreshadowing**, in which the author alludes to something that might happen in the future.

Read aloud the directions, then have a student volunteer read aloud the story. Point out words and phrases that indicate the order of events, such as, "A memory from last week flashed through his mind." Then, have students work in pairs to complete the sentence frames.

21

Compare and contrast story elements to determine how they contribute to meaning

show me
How does an author reveal meaning in fiction?

guide me

example


Read the story below. Then complete the sentences.

A Race to Regret

Armand looked behind him to see that the rest of the runners were closing in fast. Gasping for breath, he searched for every ounce of strength he had left to make his legs move more quickly, but they simply wouldn't. A memory from last week flashed through his mind of all those days that he should have been practicing instead of doing something else. "Don't you have to train for the race next week?" His mother's voice echoed in his head as the runners overtook him just before the finish line.

The story includes a flashback, so events are told out of order.

The author reveals the conflict later in the text, which adds tension to the story.



COMPARING TEXTS 81

VISUAL LITERACY

Readers can improve comprehension by making connections between words and graphic features. Have students work in small groups to discuss the picture on page 81. Then, have them write a caption for the picture, combining details from the picture with 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: **specifically, proceedings, staggeringly**. Point out the Spanish cognate for *specifically*. Have students copy the vocabulary words and list related words for each, such as *specify, specific, and specification*. Then have them identify each word's part of speech.

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

Have partners make predictions about “From Sea to Shining Sea” based on the title, text features, and a quick scan for key words. Then have student pairs take turns reading the text aloud. After each student reads two paragraphs, have him or her pause to confirm or revise predictions and make predictions about the next section. Have partners continue this process until they finish reading.

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 1 and 2. Point out the genre, historical fiction, and discuss how the author informs readers about the Corps of Discovery expedition. Then guide students to identify a secondary purpose (to entertain readers with the narrator's thoughts, feelings, and personal observations).

Have partners work together to sort the historical facts from the personal thoughts and observations. Finally, have partners share how the personal observations add meaning to the text.

check for understanding by having students answer the question about structure. (The author structures the story as a journal with dated entries that show the sequence of events.)

21 Compare and contrast story elements to determine how they contribute to meaning

work time

From Sea to Shining Sea by Michele Spinn

- 1 August 31, 1803. Today heralds the start of my adventure with Captain Lewis, Captain Clark, and the Corps of Discovery to explore the West, or more specifically, the land just purchased by President Jefferson. Though it was heartbreaking to leave my family, nobody knows what exists in this new territory, so I am quite excited to be a part of this enterprise.
- 2 January 24, 1805. We made the acquaintance of a trapper and his wife, a Shoshone woman named Sacagawea. She will serve as a translator for us as we trek westward. On another note, I am astonished by the sheer multitudes of buffalo on the grasslands, where they appear as a vast black sea.
- 3 April 29, 1805. Today we killed an enormous grizzly bear, a ferocious creature that terrified the majority of us as we had never before encountered such a giant. I took care to keep well away from the proceedings.
- 4 September 9, 1805. On this day we embark upon a climb over a magnificent chain of mountains, beyond which we believe the ocean lies. If our leaders are correct, it will require a day's journey.
- 5 September 22, 1805. The mountains proved to be a staggeringly difficult obstacle and required a journey of eleven days, yet we still have not clapped eyes upon the ocean. All grow weary of this grueling expedition.
- 6 November 7, 1805. Great joy pervades our camp as we have finally glimpsed the ocean. Now, throughout the night I can hear the ceaseless roar of waves breaking on the shore and crashing on the rocks.
- 7 Fall 1806. We have accomplished our goal and returned home. So I complete this journal with much joy as our captains, Lewis and Clark, have been revered as heroes, and we have each received double pay and 320 acres of land as a reward!

check for understanding How does the author structure this story?

82 COMPARING TEXTS

CRITICAL LITERACY

To think critically, students must understand that the author has made specific decisions about the words and ideas he or she included in the text.

After students have finished reading, have them develop a list of questions they would like to ask the author about his background and experience with the topic. For example:

- What research did you do to find out about the Corps of Discovery and the expedition?
- Do the narrator's responses to the events reflect how you would respond? Or, were they based on actual reactions from Corps members?
- Why did you choose to have such large time gaps between some entries?



work time

Introduce Vocabulary Write the following vocabulary words on the board: **enthusiastically**, **acceptance**, **supporters**. Point out the Spanish cognates for *enthusiastically* and *acceptance*. Have students discuss how the context clues in this text help them better understand the meaning of each word.

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

Have student pairs take turns reading “Your New Class President” aloud. After each student reads two paragraphs, partners will pause and draw a sketch about an idea in that section. Prompt partners to share and discuss their sketches when they are finished reading the text.

Analyze Author’s Craft and Style: Character Actions Characters’ actions move the plot of a story forward. When characters respond to the events of the story, they cause new events to occur.

Have a volunteer read aloud paragraphs 1 and 2. Point out the sequence of events: Principal Sayer announces the new class president; Franklin walks toward the stage; he has a flashback to the event that brought him to his point. Ask a volunteer to explain how one event leads to the next. Discuss how the flashback adds meaning to the events.

Then, ask partners to identify other events in the text and the flashbacks associated with them. Call on pairs to share how the flashback adds meaning to the text.

check for understanding by having students identify the purpose of multiple flashbacks. (The multiple flashbacks reveal meaning about: how Franklin came to run for class president; how heated the campaign was; how civil the debates were; how Franklin perfected his handshake.)

Compare and contrast story elements to determine how they contribute to meaning
21

work time

Your New Class President
by Jody Pepperidge

- 1 Principal Sayer beamed at us from the stage. “The ballots have been counted,” he stated enthusiastically, “and I’m pleased to announce that your new class president is—Franklin Mott!”
- 2 I blinked as it sank in that the cheers and applause were for me! As I walked toward the stage in a daze, I remembered the morning weeks ago when Principal Sayer had taken me aside on my way to class. “Franklin,” he had said, “I know you’ve been frustrated about not getting onto a sports team, but maybe the way for you to get involved in school life is to run for class president.”
- 3 I thought then that he had to be kidding, but here I was, about to make my acceptance speech. When I reached the stairs to the stage, Joe Waters the student I had run against, bounded over to shake my hand and congratulate me.
- 4 I was bowled over to hear this coming from the guy who had campaigned so hard against me for weeks! As soon as I had joined the race, his supporters had plastered the school with posters that said, “Franklin Mott? Franklin NOT!”
- 5 On feet made of taffy, I made my way up the stairs to the stage where Joe and I had debated each other so recently. Joe was always more civil during the debates than his negative posters suggested, but it was clear he was determined to be class president.
- 6 Striding across the stage, gaining confidence with every step, I shook hands with Principal Sayer. I had perfected my handshake over the course of the campaign as I had greeted countless students, taking their hand firmly, looking them in the eye, and listening to their needs and concerns.
- 7 And maybe it was that attitude that had won me the most votes and brought me to this moment. Now, at the podium, before a sea of my fellow classmates, I raised my hands in victory and tried to think of the right words to express my gratitude.

check for understanding What is the purpose of the multiple flashbacks in the story?

COMPARING TEXTS
83

VISUAL LITERACY

Graphic organizers can help visual learners make sense of events in stories with flashbacks and foreshadowing. Have students complete a sequence chart to show the chronological order of events in “Your New Class President.” Then ask volunteers to discuss why the author has chosen not to present the events in this exact order.

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 To answer this question, I first need to think about the structure of each text. In "From Sea to Shining Sea," the author uses dated entries to tell the events in order. In "Your New Class President," the author uses flashbacks to reveal more details about the characters and how Franklin became class president. I preferred reading the second text because the flashbacks added interest to the story.

Compare and Contrast: Story Structure In order to complete the Venn diagram, suggest that student pairs ask themselves questions about the structure of each text. For example:

- What is the overall structure of the text?
- How does the structure help readers understand the story?
- What does the narration style reveal about the main character?
- Does the structure support the author's purpose?

reflect

Have students work with a partner and use the Venn diagram to discuss how the organization of events contributes to the meaning of each text.

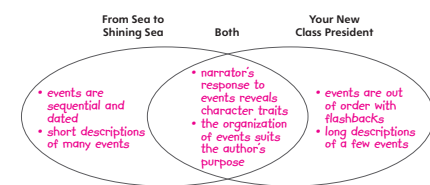
Use the following sentence frames to guide their discussions:

- The sequential order of the events contributes to the text's meaning by _____.
- The flashbacks contribute to the text's meaning by _____.

21 Compare and contrast story elements to determine how they contribute to meaning

check for understanding

- Suppose "From Sea to Shining Sea" were told from the viewpoint of Sacagawea. How might the story be different?
Possible response: She might share insights about the explorers and about how westward expansion would affect for Native Americans.
- The events in each passage are organized differently. After reading the passages, which organization do you prefer? Explain why.
Possible response: I prefer the flashback style of "Your New Class President" because telling events out of order added interest to the story.
- In paragraph 5 of "Your New Class President," what idea does the narrator express with the use of the phrase "on feet made of taffy"?
Possible response: Taffy is soft, so the narrator expresses his stunned reaction by describing how his feet were unsteady and unsure underneath him.
- Which organization of events does a better job at supporting the setting and plot? Give details to explain your answer.
Possible response: The ordered events of "From Sea to Shining Sea" best supports the plot because it allowed me to change settings with the dates.
- Use the Venn diagram to compare and contrast the organization of events. Fill in each section with at least two details.



reflect

With a partner, use the Venn diagram above to discuss how the organization of events contributes to the meaning of each text.

84 COMPARING TEXTS

CRITICAL LITERACY

To promote social action and engagement, have students conduct a mock election to select a class president. The class can choose three to four students to run for the office and then form campaign teams around those individuals. Teams can work together to design posters, plan responses to debate questions, and write speeches.

22

Compare and contrast story elements to determine how they contribute to meaning and style

Language Objectives

- Identify story elements.
- Discuss author's word choice.
- Evaluate how authors present information.
- Compare and contrast story elements to determine style.

Building Literacy

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

- analyzing how word choice contributes to author's style.
- examining the author's choices about what information to include.
- considering alternate versions of the text.
- making connections to personal experiences and other texts.

Focus on Language

Display the following verbs that students will encounter in these texts. Have students list words with similar meanings. Then, have them use a graphic organizer to put the verbs in order from weakest to strongest. (Spanish cognates are in parentheses.)

- beckoned
- accessed (access: *accesar*)
- anticipated (anticipate: *anticipar*)
- blared
- sprinted
- proclaimed (proclaim: *proclamar*)



ENGLISH LANGUAGE LEARNERS

When speaking or reading aloud to English learners, use gestures and pantomime to demonstrate meaning. Have students perform the same motions as they repeat the words. By connecting vocabulary to movement, English learners are more likely to understand and remember the meanings of English words.



show me

In this lesson, students will compare and contrast two fictional texts—a mystery about a hero sleepwalker and a realistic story about a girl trying out for a boys' basketball team—to analyze the authors' styles.

Say: Today, you are going to read two fictional texts in order to compare and contrast the authors' styles. **Style** is the way in which an author uses words to create mood, tone, images, and meaning in a text. Story elements such as word choice, dialogue, figurative language, sentence structure, and sentence arrangement all work together to contribute to an author's style.

Have partners turn and talk about their favorite author. Encourage them to cite examples of what they like about the author's writing style by answering questions such as: How does the author's word choice set the tone of a story? How do descriptions and figure language contribute to the mood? Is the writing informal and friendly or more formal and informative? Ask volunteers to share their ideas with the class.



guide me

Use the story in **guide me** to help students identify elements that contribute to style. Read aloud the directions, then have a student volunteer read aloud the story. Ask another volunteer to identify the sentences that tell what happened to Finn. ("Finn was belly up when I found him. Sleeping with the fishes as they say.")

Discuss how the author's use of the idioms "belly up" and "sleeping with the fishes" contribute to the author's style. (Possible response: Using fish-related idioms to say that Finn, a pet fish, is dead adds a humorous tone.)

Then have students identify the sentence that creates a sense of urgency. ("I put Finn in a plastic sandwich bag, high-tailed it to Pet City, and grabbed the first sales clerk I saw.") Ask students to compare this sentence to the others in the story. (The other sentences are short and direct. This long sentence picks up the pace by describing a series of specific actions, one right after another.)

22

Compare and contrast story elements to determine how they contribute to meaning and style


show me
How does one author's style differ from another?

guide me

example
The way an author uses words makes up the author's style. Read the story below. Then follow the directions.

Finn was belly up when I found him. Sleeping with the fishes as they say. I didn't know what to do. Or, what I would I tell his six-year-old owner? Then, I had a flash of brilliance. I put Finn in a plastic sandwich bag, high-tailed it to Pet City, and grabbed the first sales clerk I saw. "I need a fish just like this one," I pleaded.

Underline the sentences tell what happened to Finn. Draw two lines under the sentence that creates a sense of urgency.



COMPARING TEXTS 85

VISUAL LITERACY

Have students draw a phrase or sentence from the story that they think best contributes to the author's style. Then, have them share their drawings with their classmates. Drawing activities engage visual learners while providing evidence of reading comprehension.



work time

Introduce Vocabulary Write the following vocabulary words on the board: **beckoned, accessed, anticipated, blared.** Point out the Spanish cognates for the present-tense verbs *access* and *anticipate*. Then have students discuss why the author chose to use *beckoned* instead of *called*, *accessed* instead of *entered*, *anticipated* instead of *planned*, and *blared* instead of *read*.

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

Have student pairs take turns reading “Spiderman Saves the Day” aloud. After each student reads two paragraphs, pause and have the partner retell the events in that section. Continue the process until the end of the text.

Analyze Author’s Craft and Style: Point of View Remind students that when the narrator is one of the characters in the story, he or she can reveal to readers personal thoughts and feelings that the other characters do not know.

Have a volunteer read aloud paragraph 1. Discuss how the narrator describes the scene (“sirens woke me,” “the sting of broken glass on my bare feet,” “rubbed the sleep from my eyes”). Point out that while Sam, the narrator, relates what happens, the author chooses not to have him share his thoughts or feelings. This contributes to the air of mystery around the events and adds to the suspense of the story. The narrator and the readers learn of the events at the same time.

Then, have students look for phrases in the story that signal how Sam becomes aware of events. (Paragraph 3: “it appeared that”; paragraph 4: “It turns out”; paragraph 6: *Apparently*)

check for understanding by having students explain how the author chooses to narrate the story. (The story is told by a first-person narrator. Sam, the main character, describes the events as he becomes aware of them.)

work time

Spiderman Saves the Day

by R. Davies

- 1 The police sirens woke me up as I stood in front of the jewelry store, in my pajamas, feeling the sting of broken glass on my bare feet! As I rubbed the sleep from my eyes, I heard the squeal of tires and saw a white van screeching away from the scene.
- 2 My name is Sam Weller, and I’m a sleepwalker, which is not an unusual thing to be except that when I sleepwalk, I don’t just walk around the house but wander about town!
- 3 When the police arrived, they were surprised to find a thirteen-year-old boy in his pajamas. The store’s front window was shattered, and it appeared that I had set off the alarm when I threw a brick through it. Sergeant Webber had just begun lecturing me when a policewoman pulled him aside. As they talked, they kept glancing at me until finally Sergeant Webber beckoned me closer and asked, “Did you see anything unusual when you woke up?”
- 4 It turns out that thieves had accessed the jewelry store via the roof to avoid the alarm, but they hadn’t anticipated that a sleepwalker would trigger it.
- 5 “Sleepwalker Foils Heist!” blared the headline in our local newspaper, and though I was embarrassed by the accompanying photo, which showed that I was wearing Spiderman pajamas, I enjoyed the fame.
- 6 Two nights later, I woke up to flashing red lights and Sergeant Webber standing over me, scowling. Apparently, I was reciting Lincoln’s Gettysburg Address at the top of my lungs on the front steps of the Riverside Library.
- 7 I was about to get into the squad car so Sergeant Webber could escort me home when he noticed smoke curling up from the library’s roof! The fire department arrived so quickly, they were able to save the books and the building. Once again, I was a hero. Sergeant Webber looked at me suspiciously, but I shrugged and thought, *This is getting weird.*

check for understanding How does the author choose to narrate the story?

CRITICAL LITERACY

One way to help students think critically is to construct alternatives to the text. For example, have students imagine how the story might be different if Sam revealed more of his thoughts and feelings. Or, have them consider what it would be like if Sergeant Webber were the narrator. These lines of inquiry will help open new ways of thinking for students.



work time

Introduce Vocabulary Write the following vocabulary words on the board: **sprinted**, **proclaimed**. Point out the Spanish cognate for the present-tense verb *proclaim*. Then, have students identify antonyms for each word.

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

Have student pairs take turns reading “Try, Try Again” aloud. After each student reads two paragraphs, have him or her pause and share a personal or text 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 girl who _____.
- I know that in our school, tryouts for sports are _____.
- I feel that allowing girls to play on a boys’ team is _____ because _____.

Analyze Author’s Craft and Style: Characterization

Read aloud paragraphs 1 and 2, asking students to listen for details that reveal traits about Sasha. Call on volunteers to share what they learn about Sasha. (She is passionate about basketball and determined to make the team in spite of having been cut the previous year.)

Then, ask what students might infer about the coach based on last year’s tryouts. (He may have a bias against girls playing on boys’ teams because he chose a less talented player over Sasha.)

Finally, have partners read through the rest of the text and identify other details that give clues about what the characters of the story are like. Invite volunteers to explain how these details affect the reader’s understanding of the characters in the story.

check for understanding by having students explain why the author likely included details about last year’s tryouts. (The details about last year’s tryouts support the idea that Sasha is a determined athlete. They also help create tension and suspense for this year’s tryouts.)

Compare and contrast story elements to determine how they contribute to meaning and style

22

work time

Try, Try Again
by Angela Baez

- 1 It was late at night, and Sasha was still in her driveway shooting baskets. Finally, her dad opened a window to remind her of the time. “Sorry, Dad,” Sasha replied, making a basket, “but tryouts are tomorrow!”
- 2 Her dad shook his head and shut the window, concerned about Sasha trying out for the boys’ basketball team again. She had tried out the previous year but was cut in the final round when the coach chose Ben Davis, who couldn’t make a basket even if he’d had a six-foot ladder!
- 3 Some boys, including Ben Davis, felt Sasha should play on the girls’ team, but her friends disagreed and planned to attend the tryouts to show their support. “I don’t ever recall Lincoln School being so excited about basketball tryouts,” Principal Smith commented to Coach Bill, who didn’t reply.
- 4 On the big day, Sasha kept glancing at the clock, where the second hand crept at a snail’s pace. When the dismissal bell finally rang, Sasha sprinted to her locker to grab her shoes and shorts, only to find her locker door wide open and her basketball shoes missing.
- 5 In the gym, the boys shot baskets under the appraising eye of Coach Bill, and crowds of students held up signs that proclaimed, “Let Sasha Play!” When Sasha entered, the students cheered, and the boys stopped shooting as she marched onto court, wondering why she looked so angry and determined.
- 6 Sasha was about to start dribbling when Coach Bill blew his whistle and shouted, “Time out! Sasha, you can’t try out wearing street shoes.” Sasha froze, her face reddening, and was about to leave when Ben Davis tapped her on the shoulder, handed her his shoes, and said, “Use mine.”
- 7 Ben gave Sasha a high-five before shuffling off the court in his white tube socks. The shoes were a little big, but Sasha didn’t miss a single shot.

➤ **check for understanding** Why do you think the author included details about last year’s tryouts?

COMPARING TEXTS

87

VISUAL LITERACY

After students have finished reading, monitor their understanding by having them draw an event from the text. Then, have them work with classmates to put their drawings in plot order. Ask for volunteers to retell the most important events of the story using the drawings as a reference.



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 styles of the two texts, use a Think Aloud to model how a critical thinker would approach the texts.

Think Aloud Both authors use language to create a mood of suspense, but they do it in different ways. In "Try, Try Again," the author includes details about last year's tryouts, the conflicting opinions of Sasha's classmates, and the disappearance of her basketball shoes to create a suspenseful mood. In "Spiderman Saves the Day," the author tells the story from Sam's first-person point of view. This creates suspense by revealing details to the reader as Sam learns them.

Plot Structure To help students complete the diagram, review the elements of the plot structure:

- The **introduction** tells readers what they need to know about the main character and situation.
- The **conflict** is the main problem in the story that sets the story events in motion.
- The **climax** is the turning point of the story when the main character faces the conflict.
- The **resolution** is the point where the conflict, or problem, is resolved.

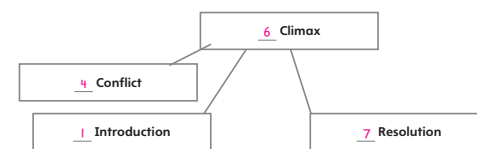


reflect

Have partners discuss how the plot structure of each story contributes to the author's style. Make sure students cite specific text evidence to support their opinions.

check for understanding

- 1 Do you think Sam Weller of "Spiderman Saves the Day" is a believable character? Why or why not?
Possible response: Sam's Spiderman pajamas made him believable because we all have something we don't want to be caught wearing.
- 2 What contemporary issue does the author of "Try, Try Again" address? What do you think her viewpoint of this issue is?
Possible response: Girls playing boys' sports is the issue, which the author endorses with the support of Sasha's friends and Ben's change of heart.
- 3 In "Try, Try Again," what does the author imply happened to Sasha's basketball shoes? Why do you think this?
Possible response: The author implies that someone who doesn't want Sasha to play took the shoes because the locker door was wide open.
- 4 Which author had a more direct style, the author of "Spiderman Saves the Day" or "Try, Try Again."
Possible response: The first-person narration of "Spiderman Saves the Day" was more direct, with sequential events and descriptive thoughts.
- 5 Complete the Plot Structure diagram for "Try, Try Again." Label the parts of the plot with the appropriate paragraph number.



reflect

With a partner, discuss how the traditional plot structure of "Try, Try Again" contributes to the author's style. Then compare this with the episodic structure of "Spiderman Saves the Day" and how it contributes to style.

CRITICAL LITERACY

To encourage critical thinking, have students question which details are missing from the text. For example, the author of "Spiderman Saves the Day" does not explain how Sam manages to be at the right place at the right time, and the author of "Try, Try Again" never reveals what happened to Sasha's basketball shoes.

Ask students to discuss why the authors may have left out this information and how the readers' view of the characters or opinion about author's style might change if it were included.

Compare and contrast conflicting information from two texts on the same topic

23

Language Objectives

- Identify facts and opinions.
- Explain how authors use details to support claims.
- Understand the meaning of domain-specific vocabulary.
- Compare and contrast two texts on the same topic.

Building Literacy

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

- interpreting what the author wants readers to know.
- generating questions to confirm understanding.
- examining the author's choices about which information and viewpoints to include or exclude.
- determining whether a text is balanced or biased.

Focus on Language

Display the following domain-specific vocabulary words that students will encounter in these texts. (Spanish cognates are in parentheses.) Then, have students make a prediction about the topics of the articles.

- ecosystems (ecosistemas)
- predators (depredadores)
- habitat (habitat)
- livestock
- extermination (exterminación)



ENGLISH LANGUAGE LEARNERS

Use an illustrated word wall to help English language learners understand new vocabulary. Having a visual reference can help students access vocabulary as they work on other classroom activities.

➞

show me

In this lesson, students will compare and contrast nonfiction texts about the restoration of wolf populations in the United States.

Say: Today, you are going to compare and contrast conflicting information in two texts on the same topic. To identify **conflicting information**—ideals and details that differ across texts—consider how the authors use facts and opinions. **Facts** are pieces of information that are true and can be verified, or checked, in other sources. Facts are not likely to vary across texts, though authors may interpret the same fact in different ways.

Opinions are statements of belief and depend on the author’s unique **position**, or view, on the topic. That means opinions are more likely to vary across texts on the same topic. Good authors support their opinions with facts to make strong arguments and convince readers that their beliefs are valid. However, authors may choose to leave out any facts that do not support their opinions.

Have students turn and talk to a partner about what to do when they are confronted with conflicting information. Encourage students to consider how an author’s purpose for writing and the position he or she supports affects the information that is presented to readers. Invite volunteers to share their thoughts with the group.

➞

guide me

Use the statements in **guide me** to help students practice identifying **facts** and **opinions**. Explain that by examining how authors use different facts and opinions when they write about the same topic, readers can identify **conflicting information** across texts.

Have a student volunteer read aloud Statement 1 and identify whether it is a fact or opinion (fact). Discuss that facts are not likely to vary across texts, though an author may decide to leave out a fact if it does not support his or her position.

Then, have students work in pairs to read the rest of the statements and identify them as facts or opinions. Prompt students to underline the statements that are opinions (Statements 2 and 4).

23

Compare and contrast conflicting information from two texts on the same topic

➞ show me

How do we resolve conflicting information?

➞ guide me

example


Read the statements below. Underline the statements that are opinions.

Statement 1: The gray wolf preys on ungulates much larger than itself, such as elk, deer, or moose.

Statement 2: Gray wolves that roam outside of national parks should be killed.

Statement 3: Gray wolves typically hunt within territories.

Statement 4: Gray wolves are magnificent creatures that should be protected at all costs.



COMPARING TEXTS 89

VISUAL LITERACY

Readers can improve comprehension by making connections between words and graphic features. Have students work in small groups to discuss the picture of the wolf on page 89. Then, have them write a caption for the picture, based on the details in the statements. Ask for volunteers to share their captions with the group.



work time

Introduce Vocabulary Write the following vocabulary words on the board and point out their Spanish cognates: **ecosystems, predators, habitat.** Have students use a KWL graphic organizer to rate their understanding of these domain-specific vocabulary words.

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

Have student pairs take turns reading “Speaking for the Wolves” aloud. After each student reads two paragraphs, have him or her pause to ask his or her partner questions about what they just read. Have them continue this process until they finish reading.

Analyze Author’s Craft and Style: Author’s Purpose In “Speaking for the Wolves,” the author informs readers about the controversy surrounding wolves and their possible removal from the endangered species list. However, authors often have more than one purpose.

Have a volunteer read aloud paragraphs 4 through 6. Then, have students discuss what other purpose the author might have (to persuade readers to take action by writing, petitioning, contacting people in positions in authority, and so on). Ask a volunteer to explain the purpose by citing specific text details.

check for understanding by having students identify the author’s position on removing wolves from the endangered species list. (Possible response: The author opposes removing wolves from the list because getting rid of wolves harms entire ecosystems. Also, wolves are already in danger even with protection, so they would be in even more danger if they were not.)

23

Compare and contrast conflicting information from two texts on the same topic

work time

Speaking for the Wolves

by Delia Chesterton

- Will wolves survive in North America? The battle rages over whether the wolf should be taken off the Endangered Species List in certain areas of the country. In areas where protections have been lifted, wolves are targeted for “aggressive management.” Aggressive management means keeping animal numbers down by hunting, poisoning, and trapping. These actions hurt the wolf and endanger entire ecosystems. In response, more people are speaking out for wolves.
- Shaun Ellis, for example, is a wolf expert who has spent many years living among wolves, including a seven-year stay on the Nez Percé reservation near Yellowstone National Park while studying the howls of wolves. National Geographic filmed Ellis as he raised wolf cubs that had been abandoned at birth to create a television series called *Living with Wolfman*.
- Other advocates, such as Tonya Littlewolf, maintain wolf sanctuaries that provide shelter for abandoned and injured wolves. Many of these sanctuaries are nonprofit operations, supported by visitor admission fees or monetary donations from interested citizens. There are also organizations that track wolf populations, work on legislation, and run educational campaigns.
- In 1947, an organization called Defenders of Wildlife was formed to protect native wildlife and habitat. It focuses on the protection of wolves and other endangered predators, such as bears and jaguars, and believes that restoring wolf populations will help conserve both wildlife and habitat.
- In 2008, Defenders of Wildlife helped prevent the Navy from building an airstrip near Pocosin Lakes National Wildlife Refuge in North Carolina. This refuge is home to the world’s only wild population of red wolves. If a noisy airstrip were built, the wolves and other animals would most likely be forced out of their habitats. After people petitioned and wrote letters, the proposed airstrip was cancelled, and the animals on the refuge were given a reprieve.
- Even though wolves are making a comeback in many areas, they remain in constant danger. Will you help speak for wolves?

➔ **check for understanding** What is the author’s position on removing wolves from the endangered species list?

90 COMPARING TEXTS

CRITICAL LITERACY

To encourage further inquiry and social action, have students conduct research about how wolves function in ecosystems and how their reintroduction has restored habitats, such as areas in Yellowstone National Park. Then have groups create informational posters to draw attention to the issue.



work time

Introduce Vocabulary Write the following vocabulary words on the board: **livestock**, **extermination**. Point out the Spanish cognate for *extermination*. Have students discuss how the context clues in this text help them better understand the meaning of each word.

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

Have student pairs take turns reading “Protecting Our Livestock” aloud. After each student reads a paragraph, 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: Balance Explain that in some texts, no matter the author’s purpose, an author may present opinions about the topic. If the author only presents his or her views on the topic, the text is considered **biased**, or one-sided. On the other hand, if the author presents facts from multiple viewpoints without inserting opinions, the text is considered to be **balanced**, or fair.

Ask a volunteer to read aloud paragraph 1 of “Protecting Our Livestock.” Emphasize that the author does not insert his opinions, but presents the views of others. Have students work in partners to discuss how this paragraph is an example of balanced writing, citing specific words and phrases from the text.

check for understanding by having students answer the question about the author’s word choice. (Possible response: The author calls bringing wolves back to the western United States “the return of an old problem” because wolves had been exterminated from much of land. Ranchers viewed this as the solution to a problem. The return of wolves means ranchers will face the same problem again.)

Compare and contrast conflicting information from two texts on the same topic **23**

work time

Protecting Our Livestock
by Chandler Beal

1 While most ranchers in the United States love nature, they fear that bringing wolves back to the western United States poses a serious threat to their sheep, cattle, and other livestock. Even though a 2008 study showed that bears and coyotes killed more sheep than wolves did, the fact remains that 1,300 sheep were killed by wolves that year. Ranchers can't afford to lose livestock due to the return of an old problem.

2 Back in 1906, the U.S. Forest Service and Bureau of Biological Survey gave permission to clear cattle ranges of gray wolves. To help kill the wolves, the bureau hired professional wolf hunters who used steel traps and poison-laced meat. Fifty years later, the extermination program had wiped out nearly all of the gray wolves in the 48 contiguous states.

3 What many people don't know is that wolves in the West live in national forests and on public lands, which are also used for grazing livestock. With

wolves making a comeback, ranchers now have to keep vigilant watch over their sheep and cattle. The financial loss from predators like wolves is a hardship that many ranchers can't afford.

4 Most western states have programs that compensate ranchers for livestock losses. However, this doesn't lessen the burden of moving animals from one area of land to another to avoid wolves. Ranchers are also spending more money on guard dogs and fencing.

5 Killing wolves can mean a fine of thousands of dollars or even jail time. In some states, ranchers can kill wolves only when they threaten their livestock. In 2012 and 2013, it is estimated that hunters killed more than 500 wolves in Montana, Idaho, and Wyoming. The problem is that once the number of wolves gets too low, the wolves receive more protection. Ranchers, however, are running out of ways to protect their livestock.

check for understanding In paragraph 1, what does the author mean by the return of an old problem?

VISUAL LITERACY

Visual learners may struggle with texts that do not have accompanying graphics or illustrations. To provide focus and engagement, place students in pairs. Have each student draw a detail from the text without talking to their partner. Then, prompt them to switch drawings and identify the text detail their partner has drawn.

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 identify information that weakens the author's position, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud First, I need to identify the author's position in "Protecting Our Livestock." In paragraph 5, the author says, "Ranchers are running out of ways to protect their livestock." This statement reveals the author's view that wolves are dangerous to livestock and should not be reintroduced. A strong detail would support this position. So, I need to find a detail in the first paragraph that does *not* support this position. The fact that more sheep were killed by bears and coyotes than wolves does not help the author make his point. Instead, it shows that wolves are not as big a threat to livestock as other predators. This detail weakens the author's argument, so I think he should have excluded it.

Compare and Contrast: Information To help students complete the T-chart, review the main points the authors make in both texts. For example, the author of "Speaking for the Wolves" gives details to support the idea that wolves need legal protection in order to survive in North America. Point out the author's reference in paragraph 1 to "aggressive management" that involves hunting, poisoning, and trapping and the harm this caused to ecosystems.

Likewise, the author of "Protecting Our Livestock" includes details supporting the idea that culling wolves is necessary. For example, the author states that wolves kill sheep and cattle, causing financial hardship for ranchers.

Discuss how these examples help readers understand both sides of the debate and how each author primarily included details that support his or her point of view.

reflect

Have students work in small groups to compare and contrast how the authors used the information in the T-chart. Encourage them to discuss whether the authors downplayed or highlighted information to support their position.

Provide the following sentence frames:

- The author of "Speaking for the Wolves" thinks wolves need protection because _____.
- The author of "Protecting Our Livestock" thinks that protection for wolves is a problem because _____.

23 Compare and contrast conflicting information from two texts on the same topic

check for understanding

- 1 In "Speaking for Wolves," what threat to wolves is missing from the passage? Why do you think this is so?
Possible response: The threat from ranchers is missing because mentioning that wolves kill livestock weakens the case for saving them.
- 2 What fact in paragraph 1 of "Protecting Our Livestock" weakens the author's position against wolves?
Possible response: The author cites a study that showed "bears and coyotes killed more sheep than wolves."
- 3 How does the author's position in "Speaking for Wolves" affect the facts included in the passage?
Possible response: The facts focus on those people and groups who "speak out for wolves" not on those who oppose them.
- 4 In "Protecting Our Livestock," what details does the author provide to support the financial loss the rancher's face?
Possible response: The cost of moving livestock to avoid wolves, the cost of fences and guard dogs, and the loss of sales from killed livestock.
- 5 Complete the T-chart to compare and contrast similar information. Possible responses:

Speaking for Wolves	Protecting Our Livestock
The battle rages over whether the wolf should be taken off the Endangered Species List.	The problem is that once the number of wolves gets too low, the wolves receive more protection.
Restoring wolf populations will help conserve both wildlife and habitat.	... ranchers now have to keep vigilant watch over their sheep and cattle.

reflect

With a partner, compare and contrast how the information in the T-chart above was used by the author.

92 COMPARING TEXTS

CRITICAL LITERACY

To think critically, students must understand that the author has made specific decisions about the words and ideas he or she included in the text.

After students have finished reading "Protecting Our Livestock," have them develop a list of questions they would like to ask the author about his background and experience with the topic. For example:

- Where did you find these facts about the impact of wolves on livestock?
- How does the grazing of livestock affect land and ecosystems?
- What evidence supports the claim that "most ranchers in the United States love nature"?

24

Compare and contrast conflicting information from two texts on the same topic

Language Objectives

- Identify the author's purpose.
- Evaluate how the author supports his or her claim.
- Analyze how the author's view affects the presentation of information.
- Compare and contrast information from two texts on the same topic.

Building Literacy

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

- making, confirming, and correcting predictions.
- interpreting the author's message.
- analyzing an author's choices related to language, reasons, and evidence.
- evaluating two texts to identify conflicting information.

Focus on Language

Display the following verbs that students will encounter in these texts. Then, have students make a T-chart to write the verb and the noun that can be formed from it. For example, *demonstrate* / *demonstration*. (Spanish cognates are in parentheses.)

- demonstrate (demostrar)
- speculate (especular)
- encourage
- consume (consumir)
- dominate (dominar)
- consult (consultar)



ENGLISH LANGUAGE LEARNERS

Become familiar with common cognates in English and students' primary languages. Cognates are words that share origins and appear in similar forms in different languages. For example, the English word *school* is of Greek origin and it is similar to the Spanish *escuela*. For speakers of languages that share word origins with English, the study of cognates can be a powerful vocabulary-building tool.

show me

In this lesson, students will read two texts that provide different views about video games. Then, they will compare and contrast the information each author presents.

Say: Today, you are going to read two texts about video games. When you read texts on the same topic, some information may be the same, and some information may be very different. Each author presents **facts and opinions** that fit his or her **purpose** and main idea or **claim**. You can compare and contrast the information, evaluate how each author presents it, and determine which ideas are best supported by evidence.

Have partners turn and talk about different claims people might make about video games. Ask them to discuss facts and opinions people might use to support those claims. Call on volunteers to share their ideas with the class.

guide me

Use the claims in **guide me** to help students evaluate different information and how they might use it to support their views. Read aloud the directions. Point out that students are looking for the claim they could use to justify, or defend, playing video games.

Ask a volunteer to read aloud Claim 1 and say whether the claim presents a positive or negative view of video games. Then, have another volunteer read aloud Claim 2 and say whether the claim presents a positive or negative view of video games.

Finally, have partners turn and talk about which claim they could use to justify playing a video game and why. Have them underline the claim.

24

Compare and contrast conflicting information from two texts on the same topic

show me
How do we interpret information when authors disagree?


guide me

example

Read the claims below. Underline the claim you would use to justify playing a video game.

Claim 1: Excessive screen time, such as playing video games, contributes to eye strain.

Claim 2: Studies have shown that playing video games can significantly improve hand-eye coordination.



COMPARING TEXTS 93

VISUAL LITERACY

Use the photo on page 93 to help students develop an understanding of how text and graphic features can work together. Have students discuss the details in the photo and consider how the author of each claim could use the picture to support his or her view. Tell students to draw a box around a word or phrase in each claim and connect it to a detail in the photo. Ask volunteers to share their connections with the group.



work time

Introduce Vocabulary Write the following vocabulary words on the board: **demonstrate**, **speculate**, **encourage**. Point out the Spanish cognates for *demonstrate* and *speculate*. Then, have students identify synonyms for each word.

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

Have partners make predictions about “The Hidden Benefits of Video Games” based on the title of the text and a quick scan for key words. Then have student pairs take turns reading the text aloud. After each student reads two paragraphs, have him or her pause to confirm or revise predictions and make predictions about the next section. Have partners continue this process until they finish reading.

Analyze Author’s Craft and Style: Reasons and Evidence

Discuss with students that the author’s purpose in the text is to convince readers that there are benefits to playing video games. Review that in a persuasive text, an author makes a **claim** and supports it with **reasons** and **evidence**.

Reiterate the author’s claim that playing video games has benefits. Then, ask a volunteer to read aloud paragraph 4. Point out the reason that video games “can be beneficial to player’s emotional and general sense of well-being.” Discuss that the next sentences then provide evidence. (Games that have bright colors and are easy to play can help players calm down and improve their mood. Researchers think such games help people deal with stress.)

Then, have partners read paragraph 5 and identify the reason and evidence the author presents. (Video games can help with social skills. Many games have online communities and players can talk and help each other achieve goals in the game.)

check for understanding by having students complete the sentence about online gaming. (Possible response: Online gaming can improve a person’s mood and help players learn to work in groups.)

work time

The Hidden Benefits of Video Games

by Peter Mummert

- Welcome to the world of video games! Most young people in the United States play video games, as do many adults. However, many people are also concerned that video games are potentially harmful to young people.
 - Scientists have studied the effects of video gaming on young people for many years, and a number of studies show that playing video games may actually confer some benefits.
 - Some parents, for example, worry that kids who play violent video games may act out violently in real life, but many studies have demonstrated that violent content in video games does not appear to cause people to behave violently. In fact, researchers have discovered that some violent games help players improve their overall grades because the games train players to concentrate and solve problems quickly.
 - Other studies also demonstrate that video games can be beneficial to a player’s emotional and general sense of well-being. Games that encourage this benefit tend to be brightly colored and easy to play, resulting in a calming effect that improves a player’s mood. Researchers speculate that engaging in these games can help relieve stress.
 - In addition, video games may help with social skills. Many games have online communities that include players from all over the world. These communities encourage players to talk with each other and, on occasion, assist each other in accomplishing challenging tasks. This experience can help young people learn how to work in groups.
 - Despite these potential benefits, it’s important to monitor your own gaming. If a game feels too violent, don’t play it. Be sure to take plenty of breaks from gaming, and don’t let gaming take you away from other activities you enjoy, such as playing sports with friends. Make time to start an art project or read a book, because video games are just one way to have fun!
- check for understanding Online gaming can improve _____ and help players learn to _____.

CRITICAL LITERACY

Students become good critical thinkers when they are able to look beyond the words on a page to make connections and examine the author’s possible bias.

Have students practice thinking critically by reflecting on these questions:

- Do you think the author likes to play video games? How might his possible enjoyment of video games affect his presentation of information?
- What opposing views does the author include in the text? How does he refute, or disprove, them?
- Do you think the author is effective in presenting his argument? Why or why not?



work time

Introduce Vocabulary Write the following vocabulary words on the board: **consume, dominate, consult.**

Point out the Spanish cognates for each word. Then, have students draw a picture to show the meaning of each word.

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

Have student pairs take turns reading “Video Games: The Limits of Fun” aloud. After each student reads two paragraphs, have him or her complete a sticky note about what was just read.

On the board, write a few ideas that students can use for each note:

- an interesting fact
- an unfamiliar or confusing idea
- an idea that conflicts with information in “The Hidden Benefits of Video Games”
- strong language used to appeal to readers’ emotions

Analyze Author’s Craft and Style: Loaded Words Have a student volunteer read the introduction aloud, then point out the author’s claim that playing video games can lead to many problems. Discuss that the author presents a negative view of video games, so to support this view, he uses **loaded words** to emphasize negative ideas about the games.

Ask a volunteer to read paragraph 2. Emphasize negative phrases, such as “damage a player’s eyesight,” “hand and thumb strain,” and “unhealthy snack foods.” Discuss how these phrases affect a reader’s sense of fear that playing video games could cause them physical problems.

Then, have partners review paragraphs 3 and 4 and identify other negative words and phrases (“threaten to dominate,” “ignore homework,” “become violent,” “fights in real life”). Guide them to discuss how the language might affect readers’ emotions and change their views about video games. Ask volunteers to share their ideas with the class.

check for understanding by having students compare the recommendations in both texts. (Both authors recommend that players set limits on the amount of time they spend playing video games, so players can also take time to enjoy physical activities.)

Compare and contrast conflicting information from two texts on the same topic **24**

work time

Video Games: The Limits of Fun
by Gerald Porter

1 Video games have been a popular form of entertainment with kids and adults since the early 1980s. Becoming lost in an action-packed video game adventure can be fun. However, many adults worry about the effects of video games on the physical and mental well-being of young people. Researchers who have studied these concerns have found that overindulgence in playing video games can lead to a number of problems.

2 For example, studies have shown that excessive game play can result in physical problems. Looking at a screen for hours can damage a player's eyesight and playing for too long can result in hand and thumb strain. Similarly, sitting in the same position for long periods can cause backaches. In addition, some players have a tendency to consume large amounts of unhealthy snack foods as they play.

3 Video games threaten to dominate kids' free time because some kids play games for hours without stopping, causing them to ignore homework and spend less time with friends and family.

4 Many parents also worry about the violence in some video games, and a few studies have demonstrated that kids who play violent games may become violent themselves. They may get into fights in real life and show less concern for others. As a result, some adults want to place restrictions on who has access to these games. For example, many adults want rules about how old you have to be to play or purchase such games, while others want a tax placed on violent games.

5 Studies suggest that limiting playing time or access to video games can help with these issues. Parents can consult a game's rating to see the suggested age range for its intended audience to determine if it is too violent for their child. Setting specific time limits on gaming will also encourage kids to spend time engaging in more physically oriented activities. Simple limits can keep video games fun without letting them become a health problem.

check for understanding What recommendation is made by both authors?

COMPARING TEXTS **95**

VISUAL LITERACY

To examine how graphic features can reinforce the words and tone of a text, have students work in small groups to identify ideas in the text the author could support with illustrations, photographs, charts, or graphs. Ask students to discuss how adding these graphic features would affect readers’ emotions and add to the persuasiveness of the author’s argument.



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 arguments, use a Think Aloud to model how a critical thinker would approach the texts.

Think Aloud I need to find an argument in “Video Games: The Limits of Fun” that is not included in “The Hidden Benefits of Video Games.” I will look back at each text and compare and contrast the information to find what is different. Both texts address ideas related to violent video games, how much time people spend playing games, and how video games affect players’ well-being. The one idea “Video Games: The Limits of Fun” includes that the other text does not is how video games can negatively affect players’ bodies and physical health.

Conflicting Information Students who struggle in completing the T-chart will benefit from breaking down the task into manageable steps. First, have students read each listed idea from “The Hidden Benefits of Video Games” and circle key words or phrases. Then, prompt students to look for related words and phrases in “Video Games: The Limits of Fun” and underline those details. Students should write one detail next to each listed detail.

Emphasize that the top details should include conflicting information, or a point of contrast, while the bottom details should reflect a comparison, or a similarity.



reflect

Have partners discuss the texts and whether the conflicting information in them is based on fact or misinterpretation. Encourage them to consider how each author’s claim affects the conflicting information. Remind students to support their opinions with text evidence.

check for understanding

- 1 Which author’s argument best relates to your own gaming experiences? Explain your answer.

Possible response: I relate to Peter Mummett’s social benefit of online games. I live in New York but play with my cousin in Texas every weekend.

- 2 What surprised you most in the passage “The Hidden Benefits of Video Games”? Why were you surprised?

Possible response: I was surprised to read that violent games have benefits. I have only heard that violent games lead to violent activity.

- 3 How would you describe the overall text structure of “Video Games: The Limits of Fun”? How does this structure suit the author’s purpose?

Possible response: The author uses a cause-and-effect structure to show the negative effects of video game playing which is very effective.

- 4 Which argument does the author of “Video Games: The Limits of Fun” make that is not addressed in “The Hidden Benefits of Video Games”?

Possible response: The author details how video games negatively affect physical health in terms of eye and hand strain and backaches.

- 5 Complete the T-chart to compare and contrast conflicting information. Possible responses:

The Hidden Benefits of Video Games	Video Games: The Limits of Fun
Violent games train players to become quick problem solvers.	Violent games may cause players to engage in fights in real life.
Monitor your gaming so it doesn’t take time away for other activities, such as sports with friends.	Set time limits on gaming to encourage kids to spend time engaging in more physical activities.

reflect

With a partner, discuss whether the conflicting information is based on fact or is based on misinterpretation.

CRITICAL LITERACY

One way to help students critically analyze a text is to compare and contrast the author’s viewpoint with their own. For example, ask students to evaluate their own opinions about video games and whether they think gaming has more positive or negative effects on children and teens. Encourage them to consider whether either author persuaded them to change any of their views.

Compare and contrast conflicting information from two texts on the same topic

25

Language Objectives

- Identify an author's viewpoint.
- Discuss author's purpose.
- Understand the meaning of domain-specific vocabulary.
- Compare and contrast two texts on the same topic.

Building Literacy

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

- examining the author's choices about which information to include and exclude.
- making connections to personal experiences and other texts.
- generating questions to monitor comprehension.
- understanding the relationship between reader and author.

Focus on Language

Display the following domain-specific vocabulary words that students will encounter in these texts. Have students use a KWL graphic organizer to rate their understanding of domain-specific vocabulary. (Spanish cognates are in parentheses.)

- gasoline (gasolina)
- pollution (polución)
- biodiesel (biodiesel)
- solar (solar)
- renewable



ENGLISH LANGUAGE LEARNERS

Provide your English learners with opportunities to interact with English-speaking classmates to enhance their language skills. Working in pairs or small groups will give English learners a chance to practice English in a relaxed environment.

➔

show me

In this lesson, students will compare an argumentative text about air pollution to an informational text about solar energy to examine how authors present conflicting information on the same topic.

Say: Today, you are going to compare and contrast information from two texts on the same topic. However, authors that write about the same subject do not always have the same viewpoint or purpose. Authors include the information that best supports their position and often exclude any information that disproves it. As a result, two texts can have conflicting information, or details that do not agree across texts.

Have students turn and talk to a partner about how online reviews of movies, restaurants, or products can contain conflicting information. Ask them to explain which details an author may include in a positive review versus a negative review and discuss how the same information could be interpreted in different ways, depending on the author’s viewpoint and purpose. Invite volunteers to share their ideas.

➔

guide me

Use the Anticipation Guide in guide me to help students discuss ideas related to the topic of the texts they will read. Have a student volunteer read aloud the first sentence in the chart and say whether they agree or disagree with the statement. Ask the student to provide a supporting reason that explains why they think that way.

Then, have student pairs read aloud the other statements in the chart and discuss whether they agree or disagree with them.

25

Compare and contrast conflicting information from two texts on the same topic

➔ show me

What does it take to change our minds?

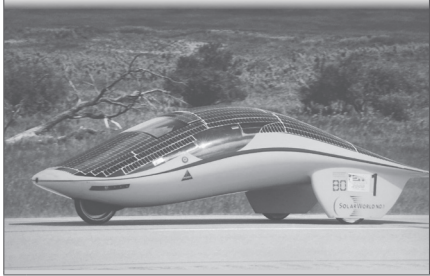
➔ guide me

example

Complete the Anticipation Guide. Discuss your ideas with a partner.

Responses will vary.

	Agree	Disagree
Oil companies prevent individuals from exploring alternate energy sources.		
Solar power is an inexpensive, renewable resource.		
Advancing technology will make solar cars possible.		
Fossil fuels are the only energy sources that emit greenhouse gases.		



COMPARING TEXTS 97

VISUAL LITERACY

Use the graphic features in a text to provide an entry point for visual learners and struggling readers. Have students work in small groups to discuss the picture on page 97. Then, have them underline the related sentence from the Anticipation Guide. Ask a volunteer to share the answer with the group and explain how the picture depicts this information.

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**work time**

Introduce Vocabulary Write the following vocabulary words on the board and point out the Spanish cognates: **gasoline, pollution, biodiesel**. Then, have students make a prediction about the topic of the article.

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

Have student pairs take turns reading “Biofuels to the Rescue” aloud. After each student reads a paragraph, have him or her pause and share a personal or text connection about what was just read.

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

- This reminds me of _____.
- I remember reading about _____.
- I think fossil fuels are _____ because _____.

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

An author’s **viewpoint** is how he or she feels about the topic of the text. To identify the author’s viewpoint, look for words with strong positive or negative meanings.

For example, ask a volunteer to read aloud paragraph 1. Point out the words *need, safe, clean, and healthy*. Explain that these words have positive meanings. Then have a volunteer identify descriptions with negative meanings (“tons of pollution,” “harms people and wildlife”). Discuss how the author contrasts a positive vision of the world with the negative effects of gasoline and diesel fuel.

Then, have partners review the rest of the text and identify other words and phrases that reveal the author’s viewpoint against fossil fuels. Ask volunteers to share their findings with the class.

check for understanding by having students complete the analogy. (Oil is to fossil fuel as corn is to biofuel.)

25

Compare and contrast conflicting information
from two texts on the same topic**work time****Biofuels to the Rescue**

by Maria Tejeda

- 1 We all need a safe, clean, and healthy world to live in, but we might not have one if we continue to depend on fossil fuels for transportation. Every day, people burn billions of gallons of gasoline and diesel fuel to power their vehicles, creating tons of pollution that harms people and wildlife and is even changing the world’s climate.
- 2 Almost all of this fuel is obtained by pumping crude oil out of the ground, often ruining beautiful, wild places in the process. For example, many oil rigs are erected just offshore in the ocean. In the event of an accident or leakage of oil into the water, fish, seabirds, and other marine animals are harmed. In addition, the skilled workers who operate these oil rigs are at great risk for devastating accidents.
- 3 For example, on April 20, 2010, an oil rig called *Deepwater Horizon* caught fire off the Louisiana coast in the Gulf of Mexico. It burned for over a day before it collapsed and sank into the ocean. Eleven people were killed, and seventeen others were sent to trauma centers. In addition, millions of gallons of crude oil poured into the ocean, killing wildlife and causing massive oil slicks that fouled shorelines. Similar disasters have occurred when oil tankers have run aground and split open.
- 4 The good news is that an alternative to fossil fuels does exist. This fuel is called biodiesel, which is produced from oily plants, such as soybeans. Biodiesel can even be made from vegetable oil, including oils that were first used for cooking.
- 5 In the United States, some biofuels are made from crops, such as corn and sugarcane. They are much more efficient than fossil fuels and produce less air pollution. Moreover, compared to fossil fuels, biofuels emit less greenhouse gas so using biofuels is a better way to fuel the country.

➞ **check for understanding** Complete the analogy. Oil is to _____ as corn is to _____.

98 COMPARING TEXTS

CRITICAL LITERACY

Students become good critical thinkers when they are able to look beyond the words on a page in order to examine the author’s intent.

Have students practice thinking critically by reflecting on these questions after reading:

- Whose point of view is missing from the text? Why did the author likely leave out this viewpoint?
- Does the author use enough facts and examples to support her claims?
- Which words best convey the author’s position on biofuels?



work time

Introduce Vocabulary Write the following vocabulary words on the board: **solar, gasoline, renewable, pollution.** Point out the Spanish cognates for *solar*, *gasoline*, and *pollution*. Then, have students explain how the context clues in “Sun-Powered Speed” help them build on their understanding of domain-specific vocabulary in “Biofuels to the Rescue.”

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

Have student pairs take turns reading “Solar-Powered Speed” aloud. After each student reads two paragraphs, have him or her pause to ask his or her partner questions about what they just read. Have them continue this process until they finish reading.

Analyze Author’s Craft and Style: Author’s Purpose “Solar-Powered Speed” is an informational text in which the author informs readers about solar-powered cars. However, authors often have more than one purpose.

Have a volunteer read aloud paragraphs 4 through 6. Then, have students discuss what other purpose the author might have (to persuade readers that solar power is a better alternative to oil and biofuels). Have a volunteer identify which words and phrases reveal this purpose.

check for understanding by having students complete the sentence frame about the author’s viewpoint. (According to the author, the best reason to switch to solar power is because solar power is renewable.)

Compare and contrast conflicting information from two texts on the same topic **25**

work time

Sun-Powered Speed
by Venessa Ricci

1 Every year, a group of strange-looking vehicles, more akin to spaceships than to cars, zip through the Australian desert. These vehicles and their drivers are competing in the World Solar Challenge, a race that covers 1,878 miles from Darwin in the Northern Territory to Adelaide in South Australia.

2 A solar car runs on sunlight instead of gasoline. The vehicle's exterior is lined with flat solar panels, which catch sunlight and convert it into electricity to power the cars' engines. Using this converted power, solar cars can travel up to 74 miles per hour.

3 In 2001, 22 teams from 11 countries competed. The winning car, which hailed from the Netherlands, finished the race in about 30 hours. In 2017, there were 42 participants in the solar race, which has become so popular that there are now new categories for different types of solar cars. The Challenger class consists of the most advanced cars, which boast the latest technology and travel at faster speeds. The Adventurer class features non-competitive drivers, while the Cruiser class is designed for efficiency.

4 Could solar power fuel the vehicles of tomorrow? Right now, most of the world's cars run on gasoline, which is made from crude oil extracted from underground reserves. The world has a limited amount of crude oil, and oil prices are always going up, making gasoline expensive.

5 To combat our dwindling supply of fuels made from oil, many car manufacturers have started using biofuels. However, this type of fuel is made from crops, such as soybeans, corn, and sugarcane, and growing these crops to produce biofuel has an environmental impact. Crops require land, water, fertilizers, and pesticides to grow, which generates greenhouse gases that harm the atmosphere.

6 In contrast, solar power is free and renewable, which means it won't run out, and solar cars create less pollution than gas-guzzling cars. Though solar cars are not yet advanced enough to replace gas-powered cars, the race in Australia demonstrates that the future looks bright.

check for understanding According to the author, the best reason to switch to solar power is _____.

COMPARING TEXTS 99

VISUAL LITERACY

Monitor students' understanding after reading by having them draw the part of the text they find most interesting. Then, have them share their drawings with their classmates. Drawing activities engage visual learners while providing evidence of reading comprehension.

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 identify their position in relation to the author's, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud The author of "Sun-Powered Speed" believes that solar power is better for the environment than fossil fuels or biofuels because solar power is renewable. However, the author says that solar-powered vehicles look more like spaceships than regular cars because they have solar panels all over them. She also says that they are "not yet advanced enough" to replace traditional cars. So, I think that the design and technology of solar cars both need to improve before people would feel safe using them.

Compare and Contrast: Conflicting Information

To complete the Venn diagram, have students reread each passage and underline key details supporting the author's position that one kind of fuel or power is better than another.

Ask the following questions to guide students' thinking:

- Where do biofuels come from? Are they renewable?
- Where does solar power come from? Is it renewable?
- Which resource does the author think is best? How is this resource better than fossil fuel?

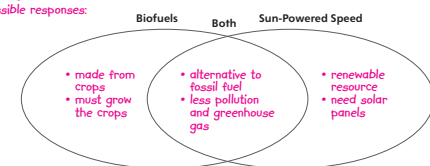
reflect

Have students work in pairs to discuss which passage presented a better argument and why. Remind students to identify specific text details that support their position.

25 Compare and contrast conflicting information from two texts on the same topic

check for understanding

- 1 Consider the author's position in "Sun-Powered Speed." What do you think it would take to get people to use solar cars?
Possible response: I think the technology would have to advance so that the cars weren't covered in reflective panels that might cause accidents.
- 2 What does the author of "Biofuels to the Rescue" want readers to believe?
Possible response: The author wants readers to believe that biofuels are an answer to fossil fuels because they emit less greenhouse gas.
- 3 How does the author of "Sun-Powered Speed" dispute the advantages of using biodiesel fuels?
Possible response: The author points out that growing crops requires land, water, fertilizers and pesticides, all of which generate greenhouse gases.
- 4 In "Biofuels to the Rescue," how does the author's choice of words in paragraph 3 affect your opinion of fossil fuels?
Possible response: Phrases such as "massive oil slicks" and "fouled shoreline" create visual images that cause readers to view oil negatively.
- 5 Use the Venn diagram to compare and contrast information from the two passages. Fill in each section with at least **one** detail.
Possible responses:



reflect

With a partner, discuss which passage presented a better argument and why.

100 COMPARING TEXTS

CRITICAL LITERACY

One way to help students see beyond bias is to construct alternatives to the text. For example, having students imagine a conversation between the author of "Biofuels to the Rescue" and an oil company executive will help open new ways of thinking for students.

SuccessMaker Targeted Lessons

Phonological and Print Awareness

Phonics and Spelling

Comparing Texts • Volume A

▶ Comparing Texts • Volume B

