

# COMPARING AND CONTRASTING SIMILAR TEXTS

**2.R.3.C.e. Read, infer, and draw conclusions to compare and contrast the most important points presented by text on the same topic.**

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# COMPARING AND CONTRASTING SIMILAR TEXTS

## TEACHER NOTES

2.R.3.C.e, Lessons 1–3

### UNIT OVERVIEW

In this unit, students learn how to compare and contrast informational texts that have similar topics. The topic category of pets is provided as an example, but the activities can be adapted for any topics you choose. Throughout the lessons, students use graphic organizers to find and arrange details that are similar and different.

**Lesson 1:** In this lesson, students learn how to make comparisons by describing and discussing familiar pets. First, you introduce how to compare topics by discussing what features are similar in two pets. Then, student partners use a graphic organizer to brainstorm pet characteristics and visualize that some characteristics are similar.

**Lesson 2:** In this lesson, students listen to two texts about different pets. Together, the class lists the features of the pets. Then students complete a graphic organizer to identify which features are different.

**Lesson 3:** In this lesson, groups read two new texts about different pets. Students organize the similarities and differences of the pets in a graphic organizer. Students finish the lesson by discussing which pet would be their choice based on the details in the texts.

At the end of these lessons, students will be able to identify similarities and differences in informational texts on similar topics.

Research Findings	Lesson Strategies, Approaches, or Activities
A common type of informational text in elementary grades compares two or more elements. Venn diagrams and data charts help students organize information. (Cunningham & Cunningham, 2014)	In each lesson, students organize details about two topics in a graphic organizer or chart.
“By reading information trade books aloud, for example, teachers can expose children to the language and structure of exposition at the same time they engage them in learning content.” (Moss, 2005)	In each lesson, teachers select informational texts comparing like topics. This exposure to informational text will help students make comparisons across a variety of subjects and contents.

<p>“Small group, peer-led discussions of concepts based on reading experiences that involve multiple informational texts... involve three basic ingredients: facts, relationships between facts, and explanations.</p> <p>(Moss, 2005)</p>	<p>In all lessons, small groups of students decide what details are most important and then explain how they are similar or different from the texts and the findings of their peers.</p>
<p>“Experts agree that if today’s students are to acquire the literacy skills requisite for success in the 21st century, they need to be able to not just read informational texts but read them critically, evaluating their relevance. Furthermore, they need to be able to compare and contrast information across a variety of sources, see the relationships among the information they find, and synthesize those findings.”</p> <p>(Moss, 2005)</p>	<p>In all lessons, students find details from multiple texts or topics that are similar and different. The students compile this information into a graphic organizer that synthesizes the details.</p>
<p>“Exposure to the knowledge, ideas, and perspectives of others, particularly when those do not align with those of a child, fosters cognitive growth.”</p> <p>(Fisher, Frey, &amp; Hattie, 2017)</p>	<p>In all lessons, students share their thinking with their peers, which helps clarify and strengthen their comprehension of the texts they read.</p>

## BIBLIOGRAPHY

- Cunningham, P. M. & Cunningham, J. W. (2014). *Teaching Common Core English language arts standards: 20 lesson frameworks for elementary grades*. Bloomington, IN: Solution Tree Press.
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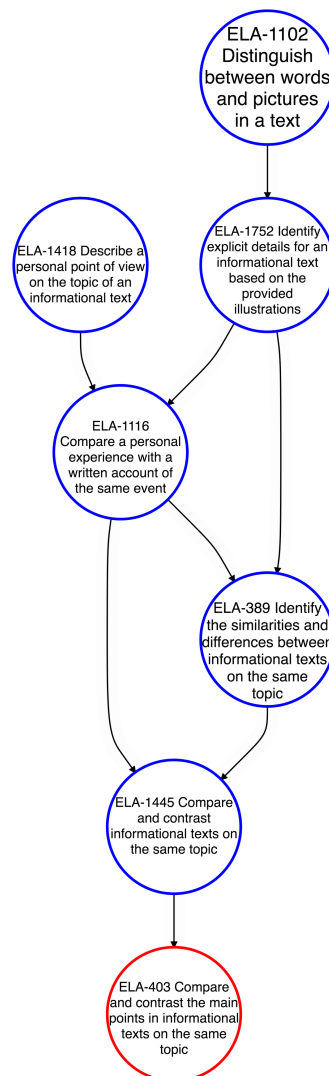
## LEARNING MAP TOOL

2.R.3.C.e

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### STANDARD

**2.R.3.C.e** Read, infer, and draw conclusions to compare and contrast the most important points presented by text on the same topic.



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*\*Learning map model for 2.R.3.C.e.*

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Node ID	Node Name	Node Description
ELA-389	IDENTIFY THE SIMILARITIES AND DIFFERENCES BETWEEN INFORMATIONAL TEXTS ON THE SAME TOPIC	Identify how different informational texts on the same topic are similar and different in the information presented on the topic and the basic features (for example, illustrations, descriptions, or procedures) used in presenting it.
ELA-403	COMPARE AND CONTRAST THE MAIN POINTS IN INFORMATIONAL TEXTS ON THE SAME TOPIC	Compare and contrast the most important points presented by two texts on the same topic.
ELA-1102	DISTINGUISH BETWEEN WORDS AND PICTURES IN A TEXT	Describe the difference between the words in the text and the pictures that represent the content presented in the text.
ELA-1116	COMPARE A PERSONAL EXPERIENCE WITH A WRITTEN ACCOUNT OF THE SAME EVENT	Determine how the student's own experience of an event compares with a written version of the same event.
ELA-1418	DESCRIBE A PERSONAL POINT OF VIEW ON THE TOPIC OF AN INFORMATIONAL TEXT	Use the details presented in an informational text to form an opinion on the topic and indicate a personal point of view about the topic of the text.
ELA-1445	COMPARE AND CONTRAST INFORMATIONAL TEXTS ON THE SAME TOPIC	Compare and contrast informational texts on the same topic based on the information presented on the topic and the basic features (for example, illustrations, descriptions, or procedures) used in presenting it.
ELA-1752	IDENTIFY EXPLICIT DETAILS FOR AN INFORMATIONAL TEXT BASED ON THE PROVIDED ILLUSTRATIONS	Identify explicit details that will be provided in an informational text based on the illustrations. Illustrations may depict people, places, objects, events, or ideas.

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# COMPARING TOPICS

## INSTRUCTIONAL ACTIVITY

2.R.3.C.e, Lesson 1

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### LEARNING GOAL

In this lesson, students learn how to compare two topics.

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### STANDARD

**2.R.3.C.e** Read, infer, and draw conclusions to compare and contrast the most important points presented by text on the same topic.

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### PREPARATION

Before the lesson, select two similar topics to compare. In this lesson, the topics of two common pets will be used as an example. You may also use topics related to science or social studies content you are studying, for example, flowers and trees or George Washington and Abraham Lincoln. In the next lesson, you will select texts about the topics.

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### MATERIALS & HANDOUTS

- ▶ chart paper or whiteboard
  - ▶ **STUDENT HANDOUT: FINDING SIMILARITIES**
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### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can tell how two topics are alike.”

**Ask** students if they have pets. **Collect** responses on chart paper or the board. Tell students that even if they do not have a pet, they probably know someone who does.

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**Explain** that in today's activity, students will explore how pets are similar. **Ask** if students know what *similar* means? Tell them *similar* means the same or alike.

**Direct** students to find a partner to work with. **Pass out** [STUDENT HANDOUT: FINDING SIMILARITIES](#). **Tell** students they will discuss any two pets and list the qualities of each pet, such as what it looks like, what it eats, and how people take care of it. **Ask** a student to give an example to the class. **Remind** students that they can draw a picture of the quality or write it out.

As partners work, **walk around** and ask the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING		
Determine if the student can <a href="#">DESCRIBE A PERSONAL POINT OF VIEW ON THE TOPIC OF AN INFORMATIONAL TEXT (ELA-1418)</a> :		
▶ What qualities does this pet have?	▶ In what ways are the two pets alike?	▶ In your opinion, what animal makes a better pet? Why?

Next, **call on** students to describe their handouts to the class. After several groups have shared, instruct students to circle the name of the animal they think would make a better pet on the handout and tell their partner why. **Invite** students to share their opinions with the class, and **collect** the handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

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## FINDING SIMILARITIES

### STUDENT HANDOUT

Lesson 1

**Directions:** List or draw pictures of the things you know about each topic. Then list or draw the things that are the same for both topics.

Topic 1:	Same	Topic 2:



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# CONTRASTING SIMILAR TEXTS

## INSTRUCTIONAL ACTIVITY

2.R.3.C.e, Lesson 2

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### LEARNING GOAL

In this lesson, students contrast the topics of similar informational texts.

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### STANDARD

**2.R.3.C.e** Read, infer, and draw conclusions to compare and contrast the most important points presented by text on the same topic.

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### PREPARATION

Before the lesson, select two texts on topics similar to the topics used in the first lesson. For example, if the class discussed pets in the first lesson, select a text that describes the qualities and care of an unusual pet, such as a pig or iguana, and compare it to a text on a traditional pet. There are several nonfiction book series about pets, such as *Animal Planet Pet Care Library* and *Pets Up Close*, which include the kinds of texts that will work well for this activity. Be sure the texts you select have images. Also find a large image that represents each topic that you can post. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

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### MATERIALS & HANDOUTS

- ▶ whiteboard or chart paper
- ▶ teacher copies of two texts about similar topics
- ▶ [STUDENT HANDOUT: FINDING DIFFERENCES](#)
- ▶ images representing the two topics

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## IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can identify how two pets are different.”

**Review** the previous lesson on comparing pets. Ask a student to share how the pets they talked about are similar.

**Ask** what the definition of *different* is. Write responses on the board or chart paper. **Tell** students that a difference is when something is not like another thing. **Ask**, “How are dogs and cats different?” Collect the responses on the board or chart paper.

**Explain** that students will listen to two texts about pets. Then, they will identify how the two pets are different.

**Read** the first text aloud to the class. Then, **draw** a T-Chart on the board or chart paper. Label the left side with the name of the animal in the text and post the image of the animal above the column. **Ask** students to recall the specific details about that pet. List responses on the chart.

**Read** the second text. Then, label the right side of the chart with the name of the animal and post the image. **Ask** students to recall details about the second animal. Collect the responses on the chart.

**Pass out** [STUDENT HANDOUT: FINDING DIFFERENCES](#) and explain that students will find the differences between the two topics. **Model** identifying the first difference on the handout. For example, list the food the first pet eats. Then list the different food the second pet eats. Tell students that the kind of food the pets eat is different.

**Divide** students into pairs or trios. While students work, **circulate** and check for understanding.

CHECKING FOR UNDERSTANDING		
Determine if the student can <a href="#">IDENTIFY THE SIMILARITIES AND DIFFERENCES BETWEEN INFORMATIONAL TEXTS ON THE SAME TOPIC (ELA-389)</a> :		
▶ What is one difference between the two animals?	▶ What is one thing that is different about each animal? (Ex.: eats mice)	▶ Which of these animals would be harder to take care of? Why?

**Invite** groups to share the differences on their handouts. Then, **instruct** students to write which pet they would prefer on the bottom of the handout. **Call on** students to share and explain their choice with the class. **Collect** handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

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# FINDING DIFFERENCES

## STUDENT HANDOUT

Lesson 2

**Directions:** List or draw the things that are different about the topics. Then decide which one you like best.

Topic 1:	Topic 2:

I like \_\_\_\_\_ best.

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# COMPARING AND CONTRASTING TEXTS

## INSTRUCTIONAL ACTIVITY

2.R.3.C.e, Lesson 3

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### LEARNING GOAL

In this lesson, students compare and contrast two topics in similar informational texts.

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### STANDARD

**2.R.3.C.e** Read, infer, and draw conclusions to compare and contrast the most important points presented by text on the same topic.

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### PREPARATION

Before the lesson, locate several texts about topics in the same category used in the previous lessons. Students will choose two new topics to compare and contrast. The texts should have pictures.

The directions for this lesson use pets as the topic category, but you are free to choose your own topics. Each student group will need two texts on similar topics (such as two books on different pets). Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

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### MATERIALS & HANDOUTS

- ▶ whiteboard or chart paper
- ▶ a variety of texts about topics in the same category discussed in the previous lessons
- ▶ **STUDENT HANDOUT: ALIKE AND DIFFERENT**

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### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can describe how two pets are alike and different.”

**Review** what a similarity is and what a difference is. **Instruct** students to talk with a neighbor about one thing that is similar and one thing that is different about a cat and a dog. Ask for volunteers to share, and **collect** responses on the board or chart paper.

**Tell** the class that today they will choose two different pets and identify how they are alike and different.

**Group** students in pairs or trios. Allow groups time to select two texts about different pets.

**Pass out** [STUDENT HANDOUT: ALIKE AND DIFFERENT](#). Explain that students will draw or write the things that are alike and different in the diagram. **Tell** the students they can use the pictures in the texts to help them make the comparisons.

**Circulate** and collect evidence about student thinking.

CHECKING FOR UNDERSTANDING		
Determine if the student can <b>COMPARE AND CONTRAST THE MAIN POINTS IN INFORMATIONAL TEXTS ON THE SAME TOPIC (ELA-403)</b> :		
<ul style="list-style-type: none"><li>▶ How are the two pets different from one another?</li><li>▶ Where did you find this information?</li></ul>	<ul style="list-style-type: none"><li>▶ How are the two pets alike?</li><li>▶ Where did you find this information?</li></ul>	<ul style="list-style-type: none"><li>▶ Which pet would you rather have? Why?</li></ul>

**Invite** students to share with the class the pets they compared and how the pets are alike and different. **Ask** students to explain where they found the similarities or differences in the texts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

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## ALIKE AND DIFFERENT

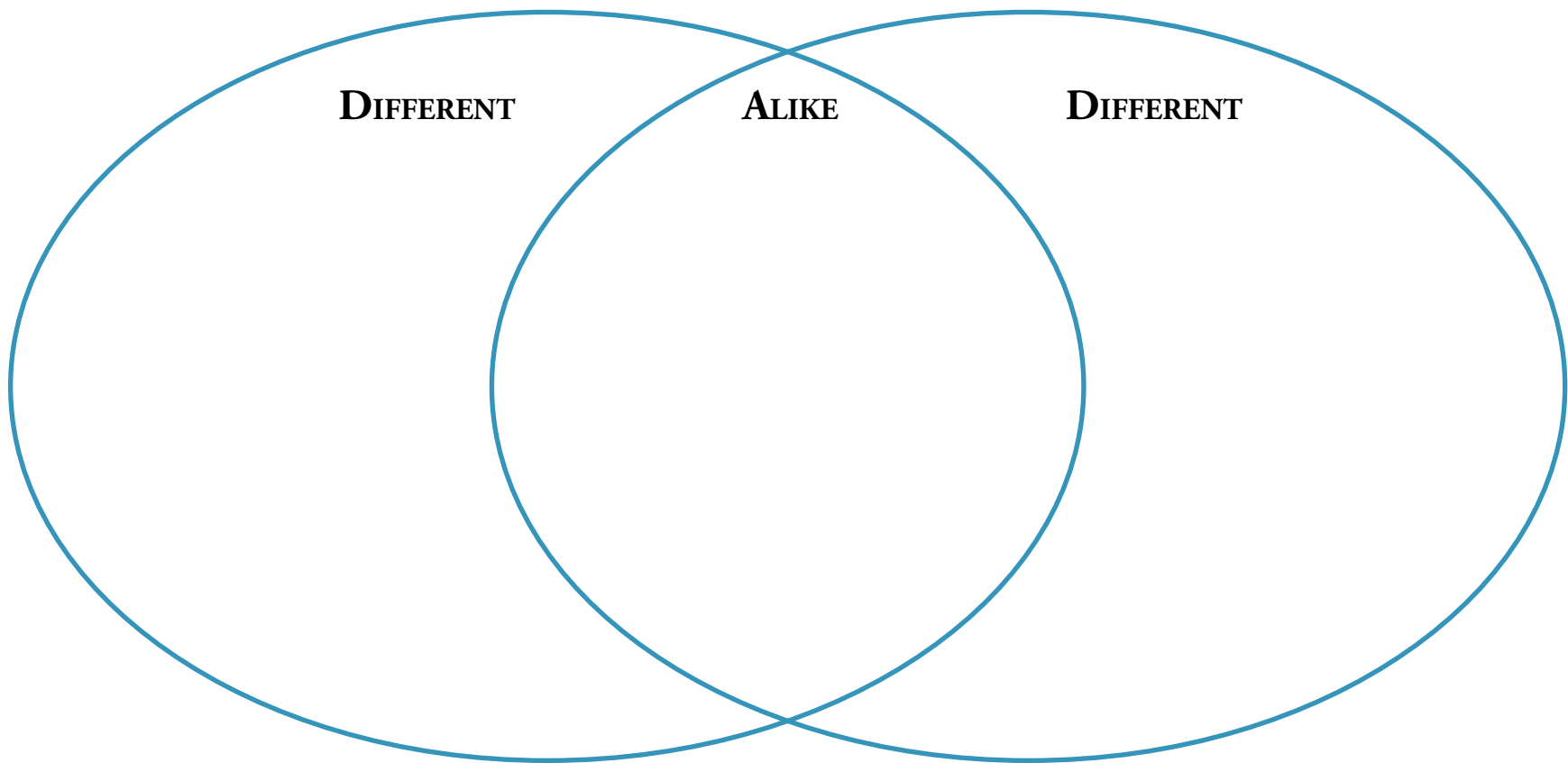
### STUDENT HANDOUT

Lesson 3

**Directions:** List or draw the things that are alike and different about the text topics.

TOPIC: \_\_\_\_\_

TOPIC: \_\_\_\_\_



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## COMPARING AND CONTRASTING SIMILAR TEXTS

### STUDENT FEEDBACK GUIDE

2.R.3.C.e, Lessons 1–3

**Directions:** For each learning goal, circle the sentence that best matches what you can do.

Learning Goal	Level 1	Level 2	Level 3
<b>Tell about my point of view on a text topic.</b>	I can tell about something in my life connected to a topic.	I can give my point of view about a topic.	I can give a reason for my point of view about a topic.
<b>Find differences between two texts.</b>	I can find one way a topic is different from another.	I can find two ways a topic is different from another.	I can find many ways a topic is different from another.
<b>Compare and contrast two texts.</b>	I can find one thing that is alike about two texts.	I can find two things that are different in two texts.	I can compare and contrast many details from two texts.