



Compare Ideas & Concepts Across Texts

Decipher the standards.

Target different perspectives, genres, and themes.

Inform the reader about the similarities and differences between two (or more) texts on the same topic or theme.

CCSS R9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

IAS 4.2 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Meet the expectation in all classes.

- K-12 standard
- All content areas
- Final standard



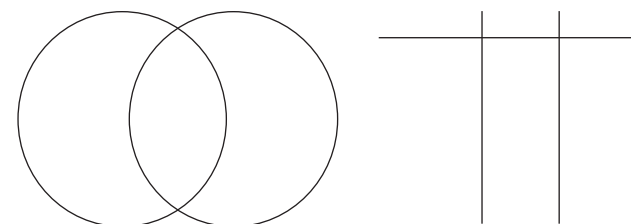
SECRET SITE RESOURCE



Master the 10 anchor reading standards with a Cheat Sheet.

Retrain students.

Replace the *Venn* with the *T-Chart* organizer.



Reveal the simple and sophisticated text structure.

Diagram showing a series of horizontal lines representing text structure, with alternating blue and red segments indicating different parts of the text.



Text introductions

Diagram showing a series of horizontal lines representing text structure, with alternating blue and red segments indicating different parts of the text.



Body paragraphs

Diagram showing a series of horizontal lines representing text structure, with alternating blue and red segments indicating different parts of the text.



Overall conclusion

Diagram showing a series of horizontal lines representing text structure, with alternating blue and red segments indicating different parts of the text.



Dissect the compare-contrast expectations within the standards.

Reading Literature in CCSS



K-1.9

...the adventures and experiences of characters in familiar stories.

2.9

... two or more versions of the same story (e.g., different authors or from different cultures).

3.9

... themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

4.9

... the treatment of similar themes and topics... in traditional literature from different cultures.

5.9

... stories in the same genre on their approaches to similar themes and topics.

6.9

...texts in different forms or genres with similar themes and topics.

7.9

...a fictional portrayal and a historical account of the same period.

8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.



Dissect the compare-contrast expectations within the standards.

Reading Informational Text in CCSS



K-1.9

...two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

2-3.9

...the most important points presented by two texts on the same topic.

4-5.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

6.9

...one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

7.9

...two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

8.9

...two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

9-10.9

Analyze seminal U.S. documents ... address related themes and concepts.

11-12.9

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents... for their themes, purposes, and rhetorical features.

Reading in Disciplines in CCSS

READING HISTORY

RH.6-8.9

...a primary and secondary source on the same topic.

RH.9-10.9

...treatments of the same topic in several primary and secondary sources.

RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

READING SCIENCE & TECHNICAL SUBJECTS

RST.6-8.9

...information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

RST.9-10.9

...findings presented in a text to those from other sources.

RST.11-12.9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.





Recognize the secret to comparative thinking—common categories.

INFORMATIONAL TEXT

Two authors · Same topic or issue

Compare **Texts on Same Topic**

TEXT A	CATEGORY	TEXT B
	Most important points Main ideas	
	Genre/Format advantages & disadvantages	
	Author's Purpose & Perspective similar & conflicting information	

K-12

LITERATURE

Two stories · Similar characters

Compare **Characters**

TEXT A	CATEGORY	TEXT B
	Physical Appearance	
	Traits, Personality, Motivations	
	Problem, Setbacks, Obstacles	
	Solution, Successes, Outcomes	

K-1

Two stories · Same author

Compare **Plots/Stories**

TEXT A	CATEGORY	TEXT B
	Character(s)	
	Setting(s)	
	Problem(s) & Solution(s)	
	Theme, Life Lesson, Message	

2-3

Different plots · Similar theme

Compare **Themes/Messages**

TEXT A	CATEGORY	TEXT B
	Theme, Central Message	
	Theme's significance & importance	
	Theme's development via characters, plot, craft, & style	

4-5

LITERATURE

Same story · Different POVs

Compare **Perspectives**

TEXT A	CATEGORY	TEXT B
	Character's Claim, Perspective, Position	
	Support, Reasons, Evidence, Opposition	
	Perspective's development via facts stated & omitted, word choice, style, & format	

2 & 6

Fictional portrayal of historical account

Compare **Fact to Fiction**

TEXT A	CATEGORY	TEXT B
	People, Subjects	
	Time, Place, Setting	
	Events, Actions, Problem & Solution	
	Message, Main idea	

7

Similar theme · Different format

Compare **Genres & Formats**

TEXT A	CATEGORY	TEXT B
	Presentation, Physical appearance	
	Message clarity	
	Genre/Format advantages & additions	
	Genre/Format limitations & omissions	

6 **8-10**

Different periods · Same theme

Compare **Settings**

TEXT A	CATEGORY	TEXT B
	Geographic location	
	Weather, Time, Temp, Era, Season	
	Scenery, Props, People	
	Mood, Tone, Atmosphere	

11-12



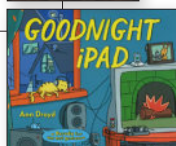
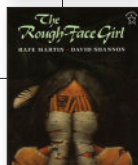
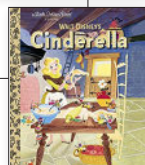
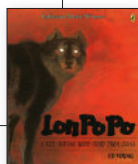
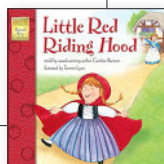
Make *text-to-text* connections.

Different plots • Similar theme

Compare **Themes/Messages**

4-5

TEXT A CATEGORY TEXT B



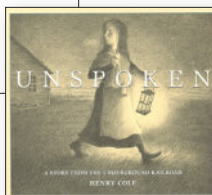
Fictional portrayal of historical account

Compare **Fact to Fiction**

7

TEXT A CATEGORY TEXT B

Read an informational text about whites who helped slaves escape.



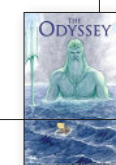
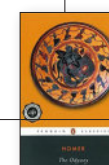
Similar theme • Different formats

Compare **Genres & Formats**

6

8-10

TEXT A CATEGORY TEXT B

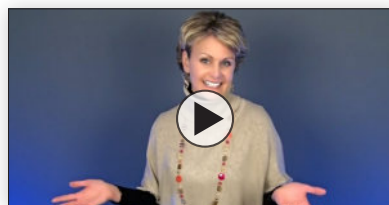


"Autumn Wind," the poem

"Autumn Wind," the video



SECRET SITE RESOURCE



Find common ground when comparing texts.



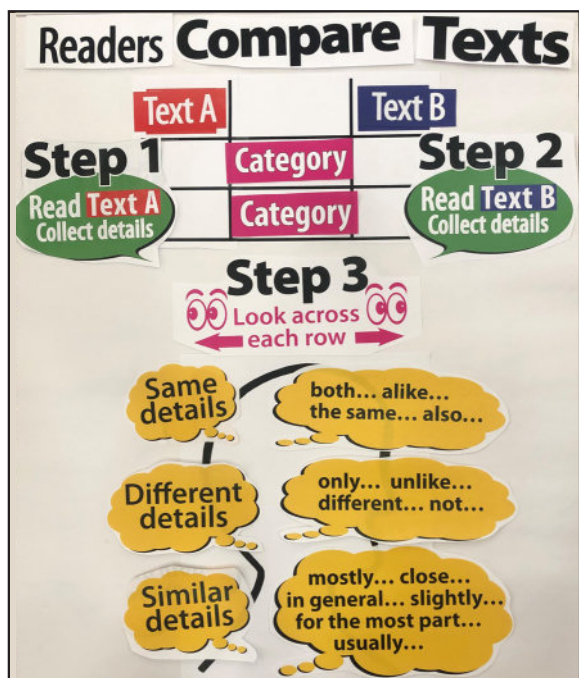
Focus on similarities—not differences.

Execute the 3-step process.

STEP 1: Read and collect details from Text A.

STEP 2: Read and collect details from Text B.

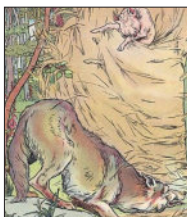
STEP 3: Look across the rows.



RELEVANT RESOURCE

Compare Perspectives

Same story • Different points of view



TEXT A: The Three Little Pigs



TEXT B: The True Story of the 3 Little Pigs!

	CATEGORIES	
The Wolf is a murderous villain.	The author's perspective	The Wolf didn't intend to harm anyone on this day; he is misunderstood.
Textual Evidence <ul style="list-style-type: none"> • Wolf happened to pass by. • He smelled the pigs. 	Character motive: Didn't set out to harm anyone on this day	Textual Evidence <ul style="list-style-type: none"> • Wolf was making a cake for dear old granny. • Wolf ran out of sugar. • Wolf walked down to ask his neighbor for a cup of sugar.
<ul style="list-style-type: none"> • Wolf smelled the pigs. • Wolf hadn't eaten. • He thought they would make a mighty fine meal. • His mouth began to water. • He thought they would make a lovely feast. 	Character actions: Acted on basic instincts	<ul style="list-style-type: none"> • It's "not my fault." • A wolf's diet includes cute little animals like bunnies, sheep, and pigs. • "That's just the way we are."
<ul style="list-style-type: none"> • He said "Let me in." • The Wolf chased Pig 1. • The Wolf chased Pigs 1 and 2. • The Wolf climbed on the roof. • The Wolf climbed down chimney. 	Character trait: Showed great determination, never gave up	<ul style="list-style-type: none"> • The Wolf went to his neighbor. No one answered. He called "Mr. Pig, Mr. Pig, are you in?" • The Wolf went to his second/next neighbor. No one answered. He called "Mr. Pig, Mr. Pig, are you in?" • The Wolf went to his third/next neighbor. No one answered. He called "Mr. Pig, Mr. Pig, are you in?"



Flesh out details into comparative statements.

Experiment with syntax and frames when generating sentences.

- Utilize details to write oral sentences.
- Vary sentence structures for interest.
- Choose transitions intentionally.
- Weave between the two texts.



NOW IT'S YOUR TURN

SAME

...both have (do, are)
...alike, same as, as well as
...also, both, identically
...likewise, together, in addition

DIFFERENT

...instead, rather, yet, but
...unlike, except, not
...however, although
...is different in that
...in contrast, the opposite, conversely
...on the other hand, on the contrary

SIMILAR

...are similar
...slightly, slightly different
...close, mostly, similarly
...in general, for the most part
...typically, ordinarily, usually

Utilize the *T-Chart* as a pre-write.

GENERATE THE INTRODUCTION:

Identify the titles and authors.

DRAFT BODY PARAGRAPHS:

Craft a topic sentence based on the common category and provide details from both texts.

CONCLUDE WITH THE *SO WHAT?*

Draw a conclusion about the two items.

- Are the two items more similar or more different?
- What is the most important similarity between the two?
- What are the possible reasons/causes for this difference?

Compare Texts		
TEXT A	CATEGORY	TEXT B