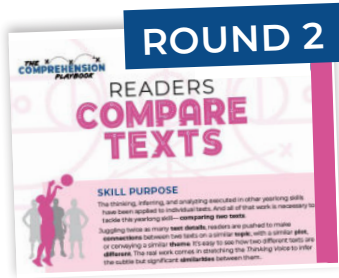


MAR. 2023 Coaching Session

IMPLEMENTATION FOCUS

CURRENT STATUS

NEXT STEPS



This is a step toward research.

- Notice similar/different information presented on the same topic.

Closely read the informational text/nonfiction standard—two texts on the same topic.

DISCLAIMER: Although the lessons below compare texts with *DIFFERENT TOPICS*, the thinking process remains the same.



Grades K-1
Mini-Lesson Resources



Grades 2-3
Mini-Lesson Resources

Categories of comparison are the secret to this type of thinking.

- Grades 3-12 | Readers **infer** categories.
- Grades K-2 | Readers **recognize** common categories.

Readers recognize important ideas found in 2 texts on the same topic.

DAY 1—

- Review the 3 steps for comparing story elements using a T-Chart.
- Introduce this same process for comparing information in two nonfiction texts.
- Add the **“pink” categories** to the anchor chart. Nonfiction texts do not all use the same categories; they are always changing because the topics are all different.

Reveal two previously-read nonfiction texts on the same topic.

Both of these authors taught us about _____. They gave us lots of facts about (**category**), (**category**), and (**category**).

- **Step 1:** Reread an excerpt from Text A, listing facts for Row/Category 1 as the *I do*. Think Aloud: *Hey, that’s a (category) type of detail! I found another one.*
- **Step 2:** Read the parallel excerpt in Text B. List facts for Row/Category 1 as the *We do*.

DAY 2 | Repeat Steps 1 & 2 with a second category (e.g., *I-do* and *We-do* experiences).

DAYS 3-4 | Review Step 3 and academic vocabulary: *exact same* and *obvious difference*.

- Model Step 3 and how to look across the rows to identify same and different. (*I do* with one row; *We do* with the second row.)

DAYS 5-6 | Reveal comparative thinking in oral statements.

- Turn each category into an **ORAL** topic sentence.
- Reference the text details from **BOTH TEXTS** while **ORALLY** writing the sentences.
- Include words that indicate comparative thinking.



Teach/Model how to turn T-Chart thinking into writing.

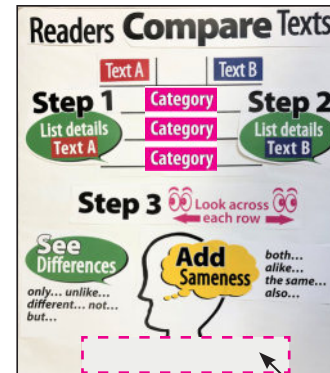
Compare details from two texts on the same topic.
Project/Post the T-Chart from this week.

PICTURE/LABEL WRITING—

Model how to use the category of comparison as the title. Then draw/label a parallel set of details for Texts A and B.

SENTENCE WRITING—

Convert a single row into a simple paragraph using the category in the topic sentence and text details in supporting sentences.



Category	Text A (Whale Sharks)	Text B (Whale Sharks)
Diet	eat fish	eat fish
Life Cycle	live in the ocean	live in the ocean
Habitat	live in the ocean	live in the ocean

Before this lesson series:

1. Find 2 previously-read nonfiction texts on the same topic.
2. Read each text, noting all the facts provided (Steps 1-2).



3. Identify 3-4 big ideas in both texts. (Consider the subheads.)
4. Mark/Scan the parallel excerpts to use in the lesson.

Infer Similarities kind of... close... mostly... similarly...

GRADE 2— Introduce the concept of *similar* (versus *same*).

- Grades K-1 | “Basic similarities & differences.”
- Grade 2 | “Most important points in two texts.”