IMPLEMENTATION FOCUS	CURRENT STATUS	NEXT STEPS

IMPLEMENTATION FOCUS

ROUND 2

THE COMPREHENSION PLAYBOOK

READERS COMPARE TEXTS

SKILL PURPOSE
The thinking, inferring, and analyzing executed in other yearlong skills have been targeted toward a single, individual text. And all of that work is necessary to tackle this yearlong skill— **comparing two literary texts** with very different **plots** and/or presented in very different **genres**. While juggling twice as many **text details**, readers must do more than state what is exactly the **same** or obviously **different**. The real challenge is inferring subtle but significant **similarities** among the individual **story elements** and/or **themes** presented within two texts.

Read your state's grade-level standards closely to identify the *type* of literary comparisons.

Acknowledge this is often a performance task/ extended response on state assessments.

CURRENT STATUS

Recognize the categories in a BASIC versus COMPLEX whole-text comparison.

BASIC comparison of story elements

TEXT A		TEXT B
	character	
	setting	
	plot	
	theme/lesson	

COMPLEX comparison of author choices, text organization, and story development.

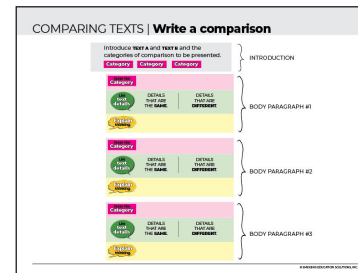| TEXT A		TEXT B
	style	
	story structure	
	theme/lesson	

Reveal comparative thinking of whole texts.

· Identify several text details and examples for each category/row.

· Focus on depth of comparative thinking— versus a laundry list of categories.

· Turn each category into an ORAL topic sentence.

· Reference the text details from BOTH TEXTS while ORALLY writing the sentences.

Write

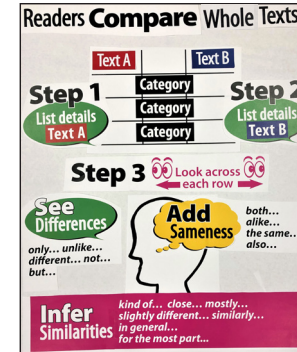Teach/Model how to write out thinking from earlier this week.

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

· Reveal how each row creates another **body paragraph**.

· Explain that the **introduction** identifies the texts' titles and the categories of comparison.

Readers **Compare** Whole Texts

Text A | Text B
Step 1 List details Text A | Category / Category / Category | **Step 2** List details Text B
Step 3 Look across each row
See Differences only... unlike... different... not... but...
Add Sameness both... alike... the same... also...
Infer Similarities kind of... slightly different... in general... for the most part... close... mostly... similarly...

COMPARING IDEAS | **Write comparison paragraphs**

Stretch the category into a topic sentence using words that show the texts are related in this way. Write the rest of the paragraph using details from both texts, connecting how sometimes the text details are the exact same, sometimes they are similar, and sometimes they are different.
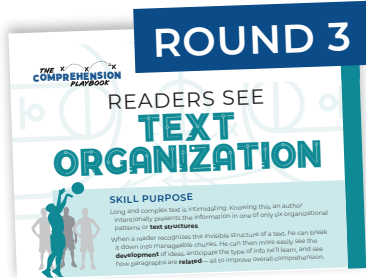
TOPIC SENTENCE | **State the Category** | are similar / slightly / slightly different | close / mostly / similarly | in general / for the most part / typically | ordinarily / usually

SUPPORTING DETAILS | **List text details** |
DETAILS THAT ARE THE **SAME**. | both have / both are / alike / same as / as well as / also | both / identically / likewise / together / in addition
DETAILS THAT ARE **DIFFERENT**. | instead / rather / yet / but / unlike / except / not / however | although / is different / in contrast / the opposite / conversely / on the other hand / on the contrary

Explain thinking. | because... / in that... / for the reason... | by reason of... / as the result of... / due to... | considering... / in as much as...

COMPARING TEXTS | **Write a comparison**

Introduce **TEXT A** and **TEXT B** and the categories of comparison to be presented.
Category / Category / Category — INTRODUCTION
Category / List details / DETAILS THAT ARE THE **SAME** / DETAILS THAT ARE **DIFFERENT** / Explain thinking — BODY PARAGRAPH #1
Category / List details / DETAILS THAT ARE THE **SAME** / DETAILS THAT ARE **DIFFERENT** / Explain thinking — BODY PARAGRAPH #2
Category / List details / DETAILS THAT ARE THE **SAME** / DETAILS THAT ARE **DIFFERENT** / Explain thinking — BODY PARAGRAPH #3

NEXT STEPS

Return to previously-read literature.

· See fairy-tale and movie examples on the Digital Resources.

· Honor the unique genres stated in your grade-level standards.

IMPLEMENTATION FOCUS

ROUND 3

THE COMPREHENSION PLAYBOOK

READERS SEE
TEXT ORGANIZATION

SKILL PURPOSE

Long and complex text is intimidating. Knowing this, an author intentionally presents the information in one of only six organizational patterns or **text structures**.

When a reader recognizes the invisible structure of a text, he can break it down into manageable chunks. He can then more easily see the **development** of ideas, anticipate the type of info he'll learn, and see how paragraphs are related—all to improve overall comprehension.

Clarify nonfiction versus persuasive texts.

INFORMATIONAL TEXT

NONFICTION	PERSUASIVE
· Informs the reader.	· Persuades the reader.
· Presents factual information.	· Presents opinions & facts interpreted by the author.
· Teaches, explains, describes, or compares information.	· Reveals opinions with facts, examples, quotes, and data as support.
· Summary	· Opinion, editorial, essay
· Report	· Speech, debate
· Directions	· Review, evaluation
· Procedures	· Advertisement
· Business letter	· Commercial

Comparing Fiction v Nonfiction v Persuasive

CURRENT STATUS

Recognize the **invisible organization** of all author arguments.

· *WHAT I think* = Claim = Table cloth

· *WHY I think it* = Reasons & Evidence = Tables

Readers see Invisible Text Structure
Authors organize for a purpose
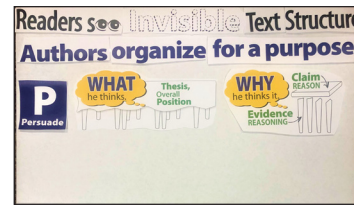
Accurately and objectively **trace** an author's argument.
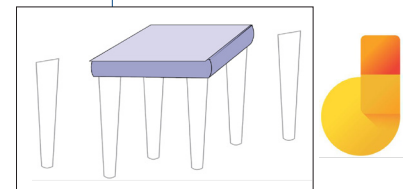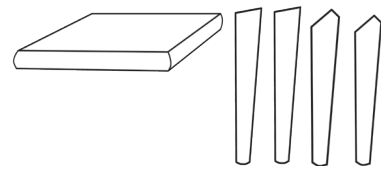
Position
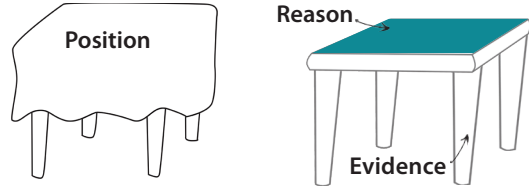
Reason

Evidence

Identify location of counterclaim/counterargument:
· Within the introduction.
· Within the conclusion.
· Within the body paragraphs (woven in or as a stand-alone paragraph).

Readers recognize *what* evidence supports *which* reason.

· Only specific "leg" details (i.e., facts) support a certain "table top" reason (i.e., opinion).
· Supporting "leg" details from one reason cannot be interchanged for another.

Readers **evaluate the strength** of the argument.

· Strength of reasons (i.e., logical table tops, acknowledge opposition)
· Strength of evidence (i.e., relevant, credible table legs for each)
· Quantity of evidence (i.e., sufficient legs for each)

Teach/Model how to write out the thinking from earlier in the week.

Write

Evaluate the strength of an author's argument.

EVALUATING AN ARGUMENT

In this text, ___title___, ___author___ argues that ___claim___. One way that ___author's last name___ supports this argument is ___name 1 type of evidence___. This support is ___strong OR weak___ because ___explain why it's strong OR weak___. Another type of support for this argument is ___name a second type of evidence___. This support is ___effective OR ineffective___ because ___explain why it's effective or ineffective___.

EVALUATE:
Logical reasons?
Sufficient evidence?
Fair-minded tone?
Counterclaim noted?

NEXT STEPS

Identify informational text that includes a claim or position.

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