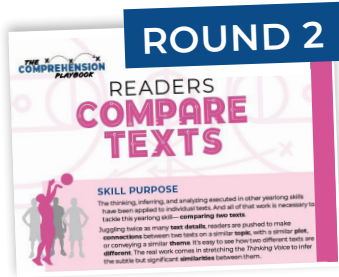


MARCH Coaching Session

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.

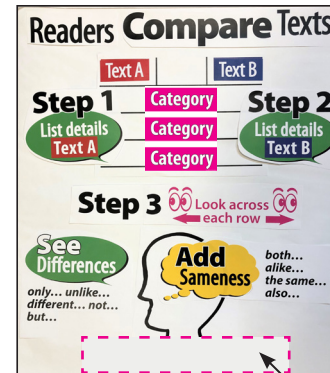
Project/Post the *T-Chart* from this week.

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.



Whale Sharks	Comparison	Whale Sharks
<ul style="list-style-type: none"> eat krill live in the open ocean can grow up to 100 feet long live for up to 70 years found in the Pacific and Indian Oceans 	<ul style="list-style-type: none"> eat krill live in the open ocean can grow up to 100 feet long live for up to 70 years found in the Pacific and Indian Oceans 	<ul style="list-style-type: none"> eat krill live in the open ocean can grow up to 100 feet long live for up to 70 years found in the Pacific and Indian Oceans
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COMPARING IDEAS | Write comparison paragraphs

Category	Text A	Text B
Category	Text A details	Text B details
Category	Text A details	Text B details

Explain the similarities and differences between the two texts. Use the details from both texts to support your ideas. Write a paragraph that compares the two texts. Use the details from both texts to support your ideas.

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*).

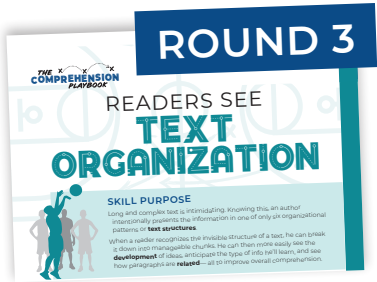
- Grades K-1 | “Basic similarities & differences.”
- Grade 2 | “Most important points in two texts.”



IMPLEMENTATION FOCUS

CURRENT STATUS

NEXT STEPS



Only ONE way to organize literature but MANY ways to organize informational texts.

- Facts and details in nonfiction text are organized into groups of information.
- A group might be a page, a paragraph, or multiple paragraphs.
- These groupings/sections “fit” together in a particular way to comprise the whole text (i.e., text structure).

Closely read your standards to identify which text structures to teach. For example:

- **Grades K-1** | describe, sequence
- **Grade 2** | sequence, compare-contrast, cause-effect

DAYS 1-2 | Recognize literature v. nonfiction texts.

Identify the visible and invisible differences to help the reader know. *Am I reading to learn (nonfiction) or for enjoyment (literature).*

- DAY 1 | **Teach the visible, physical differences** among them.
- DAY 2 | **Teach the invisible, structural similarities** among them.



	FICTION	NONFICTION	PERSUASIVE
Purpose & Reading Characteristics	Written to entertain the reader. Character's intent has nothing to do with the reader. Includes details (e.g., setting, characters, plot, etc.) that help the reader understand the story.	Written to inform the reader. Presents factual information. Includes details (e.g., facts, statistics, etc.) that help the reader understand the topic.	Written to persuade the reader. Presents an argument. Includes details (e.g., facts, statistics, etc.) that help the reader understand the topic.
Content, Parts, Organization	Tells a story about characters in a particular setting over a defined period of time. Includes a title or subtitle. May include a table of contents. May include illustrations. Includes text or text features. Clear signature or language. Clear structure.	Always includes an opening in the introduction and a closing in the conclusion. Always includes a main idea. Often includes paragraphs. Often includes subheadings. Often includes text features (e.g., bold words, charts, brackets, etc.) that provide additional information. Specific vocabulary.	Always includes an opening in the introduction and a closing in the conclusion. Always includes a main idea. Often includes paragraphs. Often includes subheadings. Often includes text features (e.g., bold words, charts, brackets, etc.) that provide additional information. Specific vocabulary.
Genre & Formats	- Fairy Tale - Fable - Mystery - Fantasy - Historical Fiction - Fables of Fiction - Science Fiction - Historical Fiction	- Summary - Drama - Biography - Report	- Editorial - Op-Ed - Speech

SAVE for Round 4

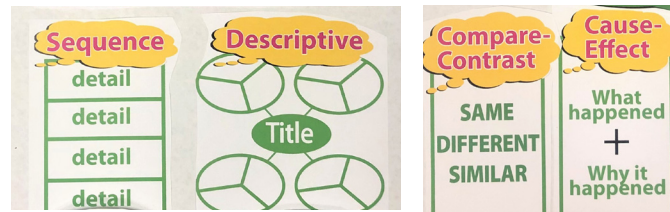
Review the meaning and purpose of text structure.

- Review *Story Structure* on anchor chart. Story elements are ALWAYS in the same place— no matter how long or short the story is!
- Introduce that nonfiction text is “structured” or organized in SEVERAL different ways.



DAYS 3-6 | Introduce MULTIPLE ways authors organize information.

- OPTION 1 | Each day talk about a DIFFERENT text structure— ALL facets in ONE lesson.
- OPTION 2 | Every day talk about ALL text structures— a DIFFERENT facet each lesson.



Readers know how authors organize their information.

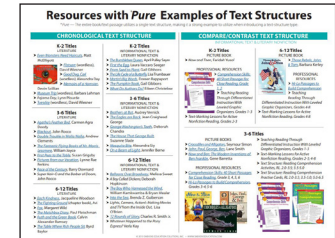
- Think about the **TOPIC**. Certain topics lend themselves to certain text structures.
- Read the middle sentences/pages for the **TYPE OF INFORMATION** being stated.
- Look for **SIGNAL/TRANSITION WORDS** that might help.



Recognize the 5 Nonfiction Text Structures	
<p>PROCEDURAL</p> <p>INTRO Names the essential process.</p> <p>BODY PARAGRAPHS Detail with an order of occurrence.</p> <p>- EACH TOPIC SENTENCE Introduction only.</p> <p>- SUPPORT Describe what happened in that step, time, or place.</p> <p>CONCLUSION Summarize the steps or describe the result.</p>	<p>TEXT STRUCTURE Procedural!</p>
<p>DESCRIPTIVE</p> <p>INTRO Introduce the broad subject.</p> <p>BODY PARAGRAPHS Organize specific details into subgroups.</p> <p>- EACH TOPIC SENTENCE Names the subject.</p> <p>- SUPPORT Describe how that subject is used.</p> <p>CONCLUSION Summarize the significance or importance.</p>	<p>TEXT STRUCTURE Descriptive</p>
<p>COMPARE-CONTRAST</p> <p>INTRO Names items being compared.</p> <p>BODY PARAGRAPHS Explain how items are categorized.</p> <p>- EACH TOPIC SENTENCE Identifies a category.</p> <p>- SUPPORT Describe similarities/differences within that category.</p> <p>CONCLUSION Draw an overall conclusion about the two items.</p>	<p>TEXT STRUCTURE Compare-Contrast</p>
<p>CAUSE-EFFECT</p> <p>INTRO Introduce the effects & associated causes.</p> <p>BODY PARAGRAPHS Describe the effects of the causes.</p> <p>- EACH TOPIC SENTENCE Names the cause.</p> <p>- SUPPORT Describe why the cause has that effect.</p> <p>CONCLUSION Summarize what happened due to something else.</p>	<p>TEXT STRUCTURE Cause-Effect</p>
<p>PROBLEM-SOLUTION</p> <p>INTRO Introduce the problem.</p> <p>BODY PARAGRAPHS Describe the problem response in three parts.</p> <p>- EACH TOPIC SENTENCE Describe an aspect of the problem.</p> <p>- SUPPORT Describe how they responded to the problem.</p> <p>CONCLUSION Summarize the solution, methods, or shared goals.</p>	<p>TEXT STRUCTURE Problem-Solution</p>

DAYS 1-2

- Identify text pairs on the same topic— one fiction & one nonfiction.



DAYS 3-6

- Return to previously-read SHORT nonfiction texts.
- Find one text that fits each of the text structures you teach.
- These texts may NOT all be on the same topic.

Remember, these lessons only *introduce and expose* students to the invisible organization of nonfiction.

You will review, guide, and practice “seeing” the different text structures the rest of this year.