

# Learn the secret to comparing 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.

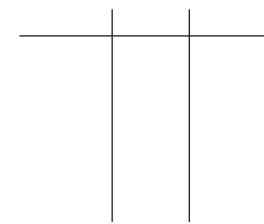
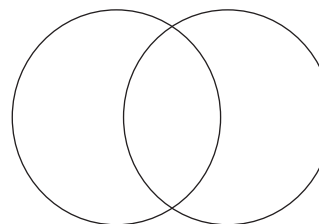
**INDIANA 4.2** Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Meet the expectation in all classes.

- This is a K-12 standard.
- This is relevant to all content areas.
- This is the final comprehension standard for a reason.

### Retrain students.

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



## Reveal the simple versus sophisticated text structures.



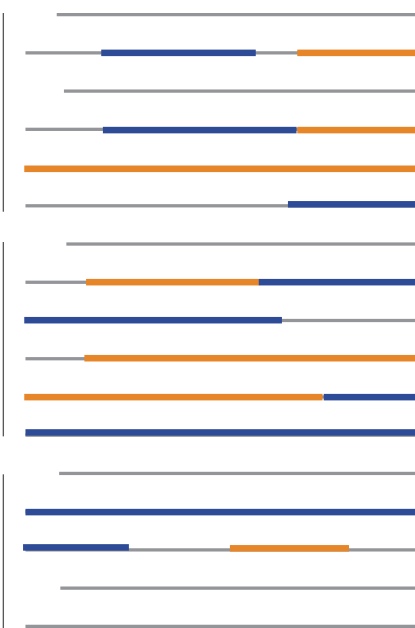
Text introductions



Body paragraphs



Overall conclusion



### SECRET SITE RESOURCES



Master the 10 anchor reading standards with a Cheat Sheet.



Dissect the compare-contrast expectations within the standards.

READING LITERATURE IN CCSS



STANDARDS EXPECTATIONS

**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.



**SPIN-OFF SESSIONS**

**TEXT-BASED RESPONSES | Session 4**

Extended responses

**CONTENT-AREA READING | Session 1**

Research experiences



# Readers compare ideas *within* texts.

Recognize the secret to comparative thinking— common categories.

**INFORMATIONAL TEXT**

Two authors • Same topic or issue

Compare <b>Texts on Same Topic</b>		
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 <b>Characters</b>		
TEXT A	CATEGORY	TEXT B
	Physical Appearance	
	Traits, Personality, Motivations	
	Problem, Setbacks, Obstacles	
	Solution, Successes, Outcomes	

**K-1**

Two stories • Same author

Compare <b>Plots/Stories</b>		
TEXT A	CATEGORY	TEXT B
	Character(s)	
	Setting(s)	
	Problem(s) & Solution(s)	
	Theme, Life Lesson, Message	

**2-3**

Different plots • Similar theme

Compare <b>Themes/Messages</b>		
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 <b>Perspectives</b>		
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 <b>Fact to Fiction</b>		
TEXT A	CATEGORY	TEXT B
	People, Subjects	
	Time, Place, Setting	
	Events, Actions, Problem & Solution	
	Message, Main idea	

**7**

Similar theme • Different format

Compare <b>Genres &amp; Formats</b>		
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 <b>Settings</b>		
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.

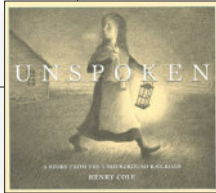
Different plots • Similar theme

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 RESOURCES**

View a comprehension mini-lesson series within the Literacy eLessons.

*Readers juggle multiple texts.*

GRADES K-1	GRADES 2-3	GRADES 4-6	GRADES 7-12
			

Find common ground when comparing texts.





Execute the 3-step comparative process.

**STEP 1**

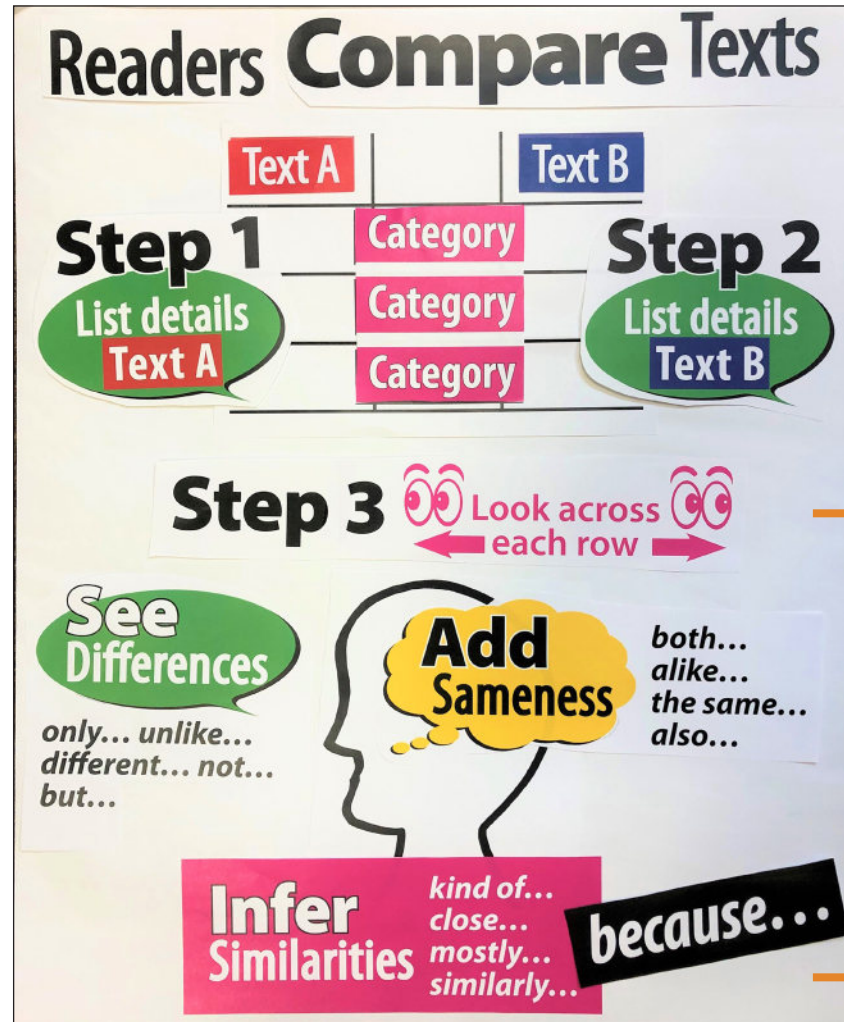
Read and collect details from Text A.

**STEP 2**

Read and collect details from Text B.

**STEP 3**

Look across the rows to find what is the same & different and infer what is similar.



Focus on similarities—not differences.

**See Differences**

Find all of the differences.

**Add Sameness**

Use the *Thinking Voice* to fill in any “holes” in the information that are the same for both.

**Infer Similarities**

Stretch the *Thinking Voice* to consider minor aspects that are somewhat or sometimes alike.



RELEVANT RESOURCE



SPIN-OFF SESSION

READER THINKING | Session 3  
Make Inferences



NOW IT'S YOUR TURN



### Step 1

List all known details for **Item A**, by category.

- Four hikers on the trail
- Hiking shoes or sturdy shoes
- Walking sticks
- Comfortable clothes
- Backpacks

- Outdoors
- Hiking trail
- Park



### Step 2

List all known details for **Item B**, by category.

- Eleven players on the field
- Cleats
- Pads
- Uniforms

- Outdoors
- Football field
- Dictated by time (e.g., four quarters, 2-3 hours).
- Whistle stops action.

Characters

Setting

### Step 3

Look across each row.

See Differences

Add Sameness

Infer Similarities



## Flesh out details into comparative statements.

Communicate if the details are the same, similar, or different.

### Find Different Details

*instead  
but  
unlike  
except  
not  
however  
although  
is different*

### Fill in exact Same Details

*both have (do, are)  
alike  
same as  
also  
both  
identically*

### Infer Similar Details

*are similar  
slightly  
close  
mostly  
similarly  
usually*

**Follow each same, different, or similar detail with an explanation of why or how.**

*because...  
for the reason...  
due to...*

### Experiment with syntax and sentence structure.

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

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

Compare Texts		
TEXT A	CATEGORY	TEXT B



**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?*