ROUND 2 • 7 days

WEEK-LONG FOCUS

Compare the details collected from two texts/authors on the same topic.
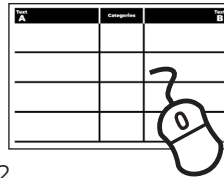

Category
Category
Category

3. Identify 3-4 subtopics/ categories that both texts address thoroughly.
4. Scan the excerpts from both texts that state those details. (These excerpts will be projected during the *I-do* and *We-do* experiences on Days 1-2.)

Use Slide 2 of the Jamboard to list details collected on Days 1-2.

DAYS 1-2

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

Use the anchor chart to review Steps 1-2 for comparing story elements on a *T-Chart*.

- Introduce this same process for comparing information from two nonfiction texts.
- Unlike fiction, nonfiction texts do not have a universal set of comparison categories; they are always different because the text topics are different. Layer the **"pink" categories** over the black ones on the anchor chart.
- Reveal two previously-read nonfiction texts on the same topic. *Both of these authors taught us about* (broad subject). *They gave us lots of information about* (**category**), (**category**), and (**category**).

DAY 1

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 1) *type of detail! That's a fact about* (Category 1).

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 Row/Category 2. Reread parallel excerpts from Text A (i.e., *I do*) and Text B (i.e., *We do*) listing relevant details in Row 2.
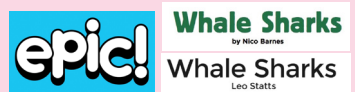
DAY 3

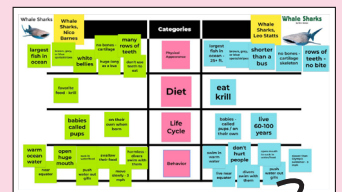**Readers identify the SAME information presented by two authors.**

When two authors write about the same topic, it makes sense that there will be some repeated information (i.e., details that are the *same* in both texts).

STEP 3: Return to the *T-Chart* from Day 2. Model how to look across Row 1 to identify facts that were stated in both texts. Emphasize in your *Think Aloud* that a detail from Text A may be stated using different words in Text B, but the gist of the fact is the same. (*I do* with Row 1; *We do* with Row 2.)

DAY 4

Readers identify new/DIFFERENT information presented by two authors.

Authors do NOT provide the same information. One author includes information that the other leaves out. This is the value of reading more than one **source**. Readers learn more by reading multiple texts on the same topic.

STEP 3: Return to the *T-Chart* from Day 3. Model how to look across Row 1 to identify facts that were stated in ONLY ONE of the texts. (*I do* with Row 1; *We do* with Row 2.) Emphasize the information (in Text B) that readers would have "missed out" on if they had only read (Text A).

DAYS 5-6

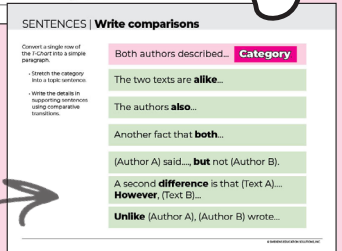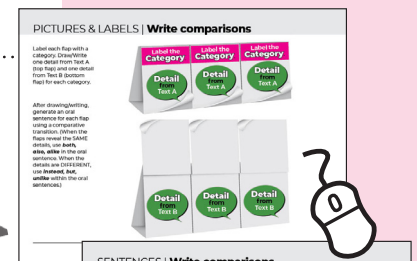**Readers make text-to-text comparisons with oral statements.**

Readers restate the information collected from two sources using comparative-thinking transitions. Return to the *T-Chart* from Day 4. Model how to construct a variety of ORAL sentences about details that are:

- DAY 5 — the SAME using *both, also, alike.*
- DAY 6 — DIFFERENT using *instead, but, unlike.*

DAY 7

Compare details from 2 texts on the same topic. Project/Post the *T-Chart* from Day 6.

PICTURE/LABEL WRITING— Draw & label a set of parallel details from Texts A and B. Write the category as the title.

SENTENCE WRITING— Stretch the category into a topic sentence. Write the details in supporting sentences using comparative transitions.