

# TEXT STRUCTURE

## Compare & Contrast

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

### COMPARE & CONTRAST

**Directions:** Read the passage below. Highlight the "compare" clue words in yellow. Highlight the "contrast" clue words in green.

#### Who's Got a Backbone?

Vertebrates and invertebrates are the two groups of animals. Vertebrates are animals that have a backbone or spine. It supports and protects the animal. It also lets them move. Vertebrates are mammals like a dog, birds like a parrot, reptiles like a snake, amphibians like a frog, and fish like a goldfish. In contrast, invertebrates do not have a backbone. Most animals are invertebrates like insects, spiders, worms, and snails.



One difference between vertebrates and invertebrates is their bodies. Vertebrates have a complex and organized body. Most vertebrates have the same parts. They have a head, body, and tail. On the other hand, invertebrates come in many shapes and sizes. Some have a hard outer shell, while others are soft and squishy.



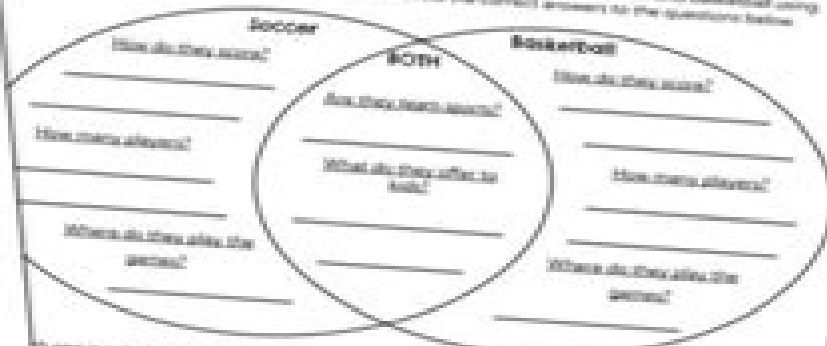
Another difference is how they move. Vertebrates have strong muscles and bones that let them move in hard ways. For example, birds can fly, fish can swim, and mammals can walk or run. Invertebrates, however, get around in simple ways. Some crawl, some slither, and some can jump!

Both groups need food and

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

### COMPARE & CONTRAST

**Directions:** Complete the graphic organizer to compare and contrast soccer and basketball using information from the text: Two Fun Sports. Then circle the correct answers to the questions below.



**Soccer**  
How do they score?  
How many players?  
Where do they play the game?

**BOTH**  
Are they team sports?  
What do they offer to kids?

**Basketball**  
How do they score?  
How many players?  
Where do they play the game?

Is there a similarity between soccer and basketball?  
a. Yes  
b. No

Each team has 11 players.  
a. Yes  
b. No

Many points are scored in a soccer game.  
a. Yes  
b. No


Soccer games take place in a field.  
a. Yes  
b. No

Basketball games take place in a gym.  
a. Yes  
b. No

Both games are played by teams.  
a. Yes  
b. No

Both games are played by teams.  
a. Yes  
b. No

Both games are played by teams.  
a. Yes  
b. No



9 NON-FICTION PASSAGES + ACTIVITIES

DIFFERENTIATED - PRINT & DIGITAL NOTEBOOKS

# Nonfiction Text Compare And Contrast

**Linda Armstrong**



## **Nonfiction Text Compare And Contrast:**

*Non-Fiction Text Structures for Better Comprehension and Response* Gail Saunders-Smith, 2009 Non fiction text structures organize information into comprehensible patterns Knowing how to recognize and use these structures to navigate non fiction text greatly improves students understanding of what they read Gail Saunders Smith simplifies the process by providing teachers of grades 4 8 with ways to teach each of the five non fiction text structures compare contrast cause effect sequence procedure question answer and exemplification engaging whole class and small group activities using written verbal image three dimensional and technology responses study skills for locating recording and using information tools for assessing student understanding and explanations of the text features that organize information within the text structures and mini lessons for whole class small group and independent application of students text structure knowledge Examples photographs student samples and graphic organizers support your teaching and a bibliography of professional books and resources for locating leveled non fiction texts make this a complete ready to use guide for improving student comprehension

**Nonfiction Mentor Texts** Lynne R. Dorfman, Rose Cappelli, 2009 Guides teachers through a variety of projects samples and classroom anecdotes that demonstrate how teachers can help students become more effective writers of good nonfiction

*Show Me* Katherine Scrapper, Vicki Scrapper, 2006 Organized into fiction nonfiction and word study units 32 graphic organizers build reading strategies such as predicting identifying main ideas making inferences analyzing cause and effect and drawing conclusions Each organizer is supported by a six page lesson comprising teacher instructions a reproducible passage to read a photocopy master of the organizer a filled out copy of the organizer along with model student responses a writing assignment for which the graphic organizer becomes a writing planner and assessment and extension activity ideas Grades 4 6 Illustrated Good Year Books 202 pages

**Exploring the Literature of Fact** Barbara Moss, 2003-01-01 Filling a crucial need for K 6 teachers this book provides practical strategies for using nonfiction trade books in language arts and content area instruction Research based classroom tested ideas are spelled out to help teachers Select from among the many wonderful nonfiction trade books available Incorporate nonfiction into the classroom Work with students to develop comprehension strategies for informational texts Elicit responses to nonfiction through drama writing and discussion Use nonfiction to promote content area learning and research skills Unique features of the book include teacher created lesson plans extensive lists of recommended books including choices for reluctant readers illustrative examples of student work and suggestions for linking nonfiction reading to the use of the World Wide Web

**The Literacy Gaps** Ivannia

Soto-Hinman, June Hetzel, 2009-08-11 The book makes a contribution to the education of English language learners It provides practical instructional suggestions for teachers of both ELLs and SELs that are informed by a deep understanding of theories of second language and second dialect acquisition and the development of reading and writing proficiencies

Guadalupe Vald s Professor of Education Stanford University The concepts of gaps and bridges are clearly articulated up

front and provide a well structured theme that unites the various parts of the text The use of this structure provides a logical and coherent mechanism for providing a complete picture of the problem the literacy gap between ELs and native speakers and a means for addressing this problem Kristina Anstrom Senior Research Scientist The George Washington University Center for Equity and Excellence in Education Build bridges of support so English language learners can learn alongside their peers English language learners ELLs and standard English learners SELs face multiple gaps as they strive to achieve so educators need to take a holistic comprehensive approach to bridge those gaps and meet the needs of ELLs and SELs in the classroom Based on an original well researched framework this much needed resource provides practical strategies for supporting learning and success for ELLs The authors provide strategies examples and classroom tools to address The gap between students and texts covering word recognition background knowledge comprehension and academic language development The gap between students and teachers including socio cultural differences between teachers and students and teacher perceptions and expectations The gap between students and their peers discussing language proficiency differences grouping strategies and grade level and schoolwide programs The Literacy Gaps helps educators give ELLs the skills they need to close the most important gap of all the achievement gap

**Literacy Workshop** Maria Walther, Karen Biggs-Tucker, 2023-10-10 The Literacy Workshop Where Reading and Writing Converge is a first of its kind resource that offers a practical process for creating an integrated literacy workshop using demonstration lessons that align with current curriculum standards In this forward thinking book authors Maria Walther and Karen Biggs Tucker share what they ve learned over countless reading and writing workshops and combine into one literacy workshop The authors demonstrate how you can save valuable classroom time while still empowering students to uncover exciting connections in their learning leading to stronger more motivational readers and writers By weaving the common threads of literacy learning together you can increase the time your students spend engaged in authentic reading and writing Inside you ll find the following A clear succinct explanation of the literacy workshop structure how to get started and how to determine the best time to begin the merge 50 demonstration lesson plans appropriate for both primary and intermediate grade levels that use strategies incorporating elements from recommended fiction and nonfiction anchor texts Substantial printable resources and online tools to help make this instructional shift as smooth as possible From the big picture to small helpful details The Literacy Workshop will be your guide as you blur the lines between your reading and writing workshops creating space for students to apply their learning and practice the habits behaviors and actions of literate and engaged citizens

*Literate Lives* Amy Seely Flint, 2007-11-09 *Literate Lives* Teaching Reading and Writing in Elementary Classrooms invites readers to consider the complexities of the reading process in diverse settings The text is designed to meet the challenges and needs of undergraduate and graduate teacher candidates in elementary education programs helping them to have a better first year in the classroom experience The text introduces teacher candidates to the notion that reading is a complex multi layered

process that begins early in a child's life. Reading by all accounts is more than decoding symbols on a page. While this is one component of the reading process, it is important for teacher candidates to see a broader, more complete picture of reading. Given the role that reading plays in the elementary school curriculum, it is imperative that teachers have a well-developed understanding of the reading process and what it means to be a teacher of readers. *Literate Lives: Teaching Reading and Writing in the Elementary Classroom* covers the major theories and application strategies of the reading process as well as current debates in the field, using a unique framework that builds upon the following themes: believing that literacy is based in social, cultural, and historical contexts; assuming an inquiry stance; being problem posers and wondering why; using kidwatching (Goodman, 1985) as an assessment tool to make informed instructional decisions; recognizing and using the multiple literacies that children bring to the classroom; lingering and reflecting on one's decisions in light of what one knows and believes.

***Just the Facts: Close Reading and Comprehension of Informational Text*** Lori Oczkus, 2014-06-01. Unlock the power of informational text using proven research-based strategies and techniques to support rich and rigorous instruction. Written by popular literacy expert Lori Oczkus, this resource provides useful tips, suggestions, and strategies to help students read and understand informational text effectively and supports the implementation of today's standards. It includes practical, concrete lessons with teacher modeling, guided and independent practice, and informal assessments that can be used in the classroom right away. This is a must-have resource for all teachers.

***Nonfiction Strategies That Work*** Lori G. Wilfong, 2014-04-03. Teachers are being bombarded with ideas for teaching nonfiction, but what really works? In this essential book, dynamic author Lori G. Wilfong describes ten best practices for teaching nonfiction and how to implement them in the classroom. She also points out practices that should be avoided, helping you figure out which strategies to ditch and which to embrace. Topics covered include: Finding quality, differentiated texts to teach content; Selecting support strategies with purpose; Providing students with a range of scaffolds for effective summary writing; Purposely selecting vocabulary words to support content learning; Working with students to develop strategies to cite textual evidence; Using text structure as both a reading and writing tool for analyzing nonfiction. And much more! Every chapter begins with an engaging scenario and ends with action steps to help you get started. The book also contains tons of handy templates that you can reproduce and use in your own classroom.

***Read, Talk, Write*** Laura Robb, 2016-09-16. Yes, we can have our cake and eat it too! We can improve students' reading and writing performance without sacrificing authenticity. In *Read, Talk, Write*, Laura Robb shows us how. First, she makes sure students know the basics of six types of talk. Next, she shares 35 lessons that support rich conversation. Finally, she includes new pieces by Seymour Simon, Kathleen Krull, and others so you have texts to use right away. *Read, Talk, Write* is a process your students not only can do but one they will love to do.

***Teaching Literacy across Content Areas*** Lasisi Ajayi, Tamara Collins-Parks, 2016-04-26. This book is written primarily for pre-service and in-service teachers of Literacy, English Language Arts, school administrators, literacy graduate education students, and literacy education researchers and

addresses the myriad of questions regarding the implementation of the Common Core State Standards Classroom teachers and pre service teachers are currently confronting questions such as how they can teach the Common Core State Standards to make sure they are fully addressing them how they can have the time to teach students to have deeper understandings of the skills and concepts addressed in the Standards what they can do to meet the learning needs of diverse students such as English language learners and students with learning disabilities whether teachers of content areas are required to add reading instruction to their teaching responsibilities whether the Standards tell teachers what to teach and whether the document tells teachers how to implement the Standards in the classroom among others This book is designed to answer these questions and many others Each chapter contains instructional practices examples vignettes and illustrations that connect the Common Core State Standards to classroom practices and thereby provide pre service and in service teachers with meaningful relevant and practical teaching strategies to prepare culturally academically and linguistically diverse students in California and other states of the nation for both career and college In this regard readers of this book will find that the authors have provided a pathway to better understand the Common Core State Standards and will be able to use what they learn in the pages of this book to provide more effective instruction for their students across the disciplines to read analyse and critique complex texts and apply knowledge to solve practical real life problems **Teaching Informational Text in K-3 Classrooms** Mariam Jean Dreher, Sharon Benge Kletzien, 2015-09-18 Revised edition of Informational text in K 3 classrooms 2004 **Common Core: Types of Text** Linda Armstrong, 2014-01-15 Centered around Common Core State Standards Common Core Types of Text is designed to help students understand the characteristics of different types of text Practice pages student charts graphic organizers research challenges discussion starters writing prompts games group activities and recommended reading lists enable students to practice recognizing the influences of mythology on modern storytelling analyzing the interplay of character plot and setting in fiction understanding the special format of plays identifying organizational structures of nonfiction and discovering the characteristics of common types of nonfiction Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character Mark Twain Media also provides innovative classroom solutions for bulletin boards and interactive whiteboards Since 1977 Mark Twain Media has remained a reliable source for a wide variety of engaging classroom resources **Marvelous Minilessons for Teaching Intermediate Writing Grades 3-8** Lori Jamison Rog, 2018-02-15 This timely book offers a host of minilessons that focus on comprehensive written communication as one of the essential skills for success These fresh minilessons explore how to help students go beyond fuzzy thinking and generic voice and organize their thoughts solve problems identify key ideas and reflect on different perspectives The book argues that writing is important to help students communicate ideas to

others as well as document their own thoughts This buffet of minilessons gives teachers ideas to add to their teaching repertoire so they can help their students work shine a little brighter

**Literacy Development in Early Childhood**  
 Beverly Otto, 2019-02-14 Widely recognized as a leading text in its field this popular guide explores literacy development beginning in infancy and through fourth grade The latest edition continues to prepare teachers to create and implement literacy rich curricula in early childhood classrooms while providing updates to federal legislation and highlighting the impact of state standards on educational settings Recent technology is integrated into activities used to enhance literacy competencies Throughout the book the author s approach to reflective teaching empowers teachers to become effective decision makers and thoughtful mediators in children s transactions with literacy A conceptual and theoretical foundation for describing reading and writing processes is followed by research based descriptions of the signs of emergent literacy and developmentally appropriate instructional strategies The emphasis on linguistic and cultural diversity includes an array of approaches for supporting English language learners Chapter extension activities challenge readers to apply concepts through observation research curriculum development and discussion Sample observation and assessment forms assist in determining children s progress in developing literacy

*TExES Core Subjects 4-8 (211) Book + Online, 2nd Ed.* Ann M.L. Cavallo, Karen Allmond, Mary D. Curtis, Marci Smith Deal, Christina Gawlik, Candace Joswick, Melissa Hulings, Kathleen C. Tice, 2023-01-03 REA s TExES Core Subjects 4 8 211 Test Prep with Online Practice Tests Gets You Certified and in the Classroom Teacher candidates seeking certification to teach the middle level grades in Texas s public schools must pass the TExES Core Subjects 4 8 exam Written by a team of faculty experts led by Dr Ann M L Cavallo Associate Dean for Research and Graduate Studies at the University of Texas at Arlington REA s test prep provides extensive coverage of the four core subject areas tested on the exam English Language Arts and Reading 806 Mathematics 807 Social Studies 808 and Science 809 In addition to a thorough review this test prep features a diagnostic test and 2 full length practice test batteries 1 in the book and 1 online at the REA Study Center that deal with every question type competency and skill tested on the exam REA s online tests run under timed conditions and provide automatic scoring and diagnostic feedback on every question to help teacher candidates zero in on the topics that give them trouble now so they can succeed on test day The new 200 question Core Subjects test one of the largest of its kind in the United States was first administered in January 2015 it replaced the TExES Generalist 4 8 111 exam REA s test prep package includes Comprehensive review of all domains and content categories tested on the TExES Core Subjects 4 8 exam Online diagnostic that pinpoints strengths and weaknesses to help focus study 2 full length practice test batteries based on actual exam questions Practice test answers explained in detail Proven study tips strategies and confidence boosting advice Online practice tests feature timed testing automatic scoring and topic level feedback REA s TExES Core Subjects 4 8 211 is a must have for anyone who wants to become a middle school teacher in Texas

Prentice Hall Literature: Tvtt Fifth Edition Student Edition Grade 10 2000c Prentice-Hall Staff, 1999-12

Writing Instruction for English Learners Eugenia Mora-Flores, 2008-10-29 Focusing on narrative expository and persuasive writing and poetry this guide provides strategies and tools to facilitate writing development for English learners in Grades 2-8

**Nonfiction Reading Comprehension, Grades 7 - 8** Schyrlet Cameron, Suzanne Myers, 2012-01-03 Motivate students in grades 7-8 to read using Nonfiction Reading Comprehension This 64 page book provides students with practice reading nonfiction selections and testing for comprehension The book covers five content areas science history geography economics and informational text Within each content area there are four reading selections and one set of paired passages Standardized testing formats assess reading comprehension to help students become familiar with the testing process The book supports NCTE standards and aligns with state national and Canadian provincial standards

Nonfiction Reading Comprehension, Grades 5 - 6 Schyrlet Cameron, Suzanne Myers, 2012-01-03 Motivate students in grades 5-6 to read using Nonfiction Reading Comprehension This 64 page book provides students with practice reading nonfiction selections and testing for comprehension The book covers five content areas science history geography economics and informational text Within each content area there are four reading selections and one set of paired passages Standardized testing formats assess reading comprehension to help students become familiar with the testing process The book supports NCTE standards and aligns with state national and Canadian provincial standards



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