*English Instructional Plan Comparing and Contrasting Details in Texts 6*

## Primary Strand: Reading 6.5

## Integrated Strand/s: Communication and Multimodal Literacies 6.1

## Essential Understanding:

* recognize an author’s craft as the purposeful choice of vocabulary, sentence formation, voice, and tone.

## Essential Knowledge, Skills, and Processes:

* compare and contrast two or more texts on the same topic or with similar themes
* use evidence from the text(s) for support when drawing conclusions and making inferences
* analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)

## Primary SOL: Reading 6.5i - Compare/contrast details in literary and informational nonfiction texts.

## Reinforced (Related Standard) SOL:

* **6.5f** Draw conclusions and make inferences using the text for support.
* **6.6j** Analyze ideas within and between selections providing textual evidence.

## Academic Background/Language:

* The teacher should introduce, define and use academic language throughout the lesson to include author’s purpose, author’s craft, main idea, and supporting details.

## Materials

* [All Summer in a Day from CommonLit.org](https://www.commonlit.org/en/texts/all-summer-in-a-day?search_id=24268640)
* [“Weather or Not” from ReadWorks.org](https://www.readworks.org/article/Weather-or-Not/50184801-6f5a-4c85-9f5a-e96fea1192b2#!articleTab:content/)
* Figurative Language Analysis Chart

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Display pictures of different weather scenarios (thunderstorms, sunshine, dreary day, snow, tornado) and ask students to discuss with a partner how each one makes them feel.
* Have students read “All Summer in a Day” with the purpose of identifying the Who, When, Where and What of the story. Ask them to fold a sheet of paper into four boxes and label them with the following headings:
	+ Who - the main characters that are in the story and one or two words to describe them (help students to differentiate between main characters and minor characters)
	+ When - when the story takes place and why it is significant
	+ Where - where the story takes place and why it is significant
	+ What - the main events that happen in the story (help students to differentiate between main events and minor events)

\*\*You may want to read the first chunk of the story with the students to model how to fill out the Who, When, Where, and What Chart.

* After students have read the short story, debrief and discuss what they put in their chart to ensure that students understand the basic plot of the story.
* Have students turn and talk to briefly discuss the role of the weather in the story they read. How did it impact the characters? How did it impact the conflict of the story? Have students consider how weather impacts them in their daily lives.
* Explain to students that, when reading nonfiction, students should look for the main point the author is trying to make. One strategy to help them do so is using the “What? So What?” Strategy. When using this strategy, the reader identifies the topic of the text—the What—in one or two words (who or what the text is about). Then, the reader describes what the author wants the reader to know about the topic—the So What—in a complete sentence (the main idea).
* Read the first two sections of “Weather or Not” with the students, explaining that the first section is merely an introductory anecdote to engage the reader’s attention. Model using the “What? So What?” Strategy for the section of the text titled “Weather or Not.”
* Ask students to read the next section of the text titled “Cure the Blues with Some Green,” silently to themselves. After students have read the section of text, have students work with a partner to identify the What and So What of the section of text. If your students need additional help, model the strategy again with this section.
* Ask students to read the next sections of the text titled “A Garden a Day Keeps the Blues Away” silently to themselves. After students have read these sections, have the students work independently to identify the What and So What of this chunk of text. Monitor student work and provide assistance as needed.
* Guide students in making connections between the two texts they have read. Have them consider:
	+ Genre - what type of text is each piece?
	+ Author’s Purpose - why did each author write the text?
	+ Topic - what is the topic the author is writing about?
	+ Author’s Message - what message or idea is the author trying to convey?
	+ Word Choice - how does the author use language to convey his/her idea?
	+ Author’s Style - what figurative language or imagery does the author use in the text?
	+ Fiction/Nonfiction Elements - what elements are included in the piece?
* Help students find similarities and differences using the above as a starting point. Be sure to have students go back to the text to pinpoint evidence in each text.
* Close the lesson by having students create a Venn Diagram (or another graphic of their choice) to represent the similarities and differences in the texts.

## Assessment (Diagnostic, Formative, Summative)

* To assess student learning, the teacher should check for understanding throughout the lesson by the students’ completion of each organizer and pose questions to students to gauge comprehension while they read.
* Teachers should evaluate the Who? When? Where? What? Chart, the What? So What? Chart, and the Venn Diagram.

## Writing Connections:

* Narrative Writing - Give students an opportunity to write an alternative ending for “All Summer in a Day.” Allow them to express how they wish the conflict had been resolved.
* Expository Writing - Ask students to turn their Venn Diagram into a paragraph explaining the similarities and differences between the texts. Have students craft a thesis statement for their paragraph in which they share their position about the similarities and differences between the texts.
* Persuasive Writing - Using elements from both the article and short story for support, ask students to write a letter to a friend persuading them to spend more time outside in the sunshine. They should craft a thesis statement that states their position and 2-3 reasons for their position.

## Extensions and Connections (for all students):

* Students can research additional information on the impact of weather on emotions and personality after reading the article.
* Students conduct a student led discussion about the two texts and the information they put in their Venn Diagram.
* Students can apply the learning to a new text set, using the Who? When? Where? What? Strategy and the What? So What? Strategy.

## Strategies for Differentiation:

* Provide images to represent some of the academic language in the lesson.
* Have students work with smaller chunks of the text to make comparisons, or draw their attention to one element for comparison.
* For the Venn Diagram at the end of the lesson, give students sentence strips with statements about each passage to place in the correct location on the Venn Diagram
* Students with accommodations use available technology to allow them to access audio recordings of the story and article.
* Students with accommodations have the option to choose a shorter article with a lower Lexile level.
* For English Learners, find alternative stories and magazine articles representative of their culture and language backgrounds.
* Provide ELs with sentence frames/starters to help get the conversation started when they are in their small groups. For example, “At first I thought \_\_\_\_ but now I think\_\_\_\_ because \_\_\_\_. I like how this article uses \_\_\_\_ to show \_\_\_\_. This word/phrase stands out to me because \_\_\_\_.”

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

## Figurative Language Analysis Chart

## This chart includes four columns titled example in text, type of figurative language, what it means, and author's intent, and impact on text.