

From Epics and Essays to Myths and Manuscripts: Navigating Comparative Reading



R.3.3 Comparative Reading

Reading Across Genres

R.3.3 Comparative Reading	
ELA.12.R.3.3	Analyze the influence of classic literature on contemporary world texts.
ELA.11.R.3.3	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.
ELA.10.R.3.3	Analyze how mythical, classical, or religious texts have been adapted.
ELA.9.R.3.3	Compare and contrast the ways in which authors have adapted mythical, classical, or religious texts.
ELA.8.R.3.3	Compare and contrast the use or discussion of archetypes in texts.
ELA.7.R.3.3	Compare and contrast how authors with differing perspectives address the same or related topics or themes.
ELA.6.R.3.3	Compare and contrast how authors from different time periods address the same or related topics.
ELA.5.R.3.3	Compare and contrast primary and secondary sources related to the same topic.
ELA.4.R.3.3	Compare and contrast accounts of the same event using primary and/or secondary sources.
ELA.3.R.3.3	Compare and contrast how two authors present information on the same topic or theme.
ELA.2.R.3.3	Compare and contrast important details presented by two texts on the same topic or theme.
ELA.1.R.3.3	Compare and contrast two texts on the same topic.
ELA.K.R.3.3	Compare and contrast characters' experiences in stories.



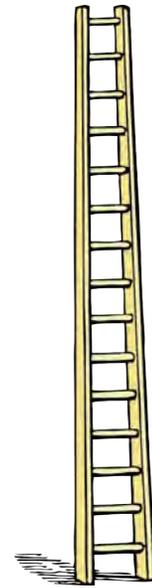
Grade Level:

Benchmark Considerations:



Text Considerations:

Write your sample question stem here:



Directions: Determine whether the sample focus questions meet the demands of the assigned benchmark. If the question does not meet the demands of the benchmark, create a possible revision for the question.			
Benchmark	Sample Focus Question	Question Meets the Demands of the Benchmark (Y/N)	Notes/Revisions
10.R.3.3	How does the author in Passage 1 address the theme of loss of innocence differently than the author of Passage 2?	N	<ul style="list-style-type: none"> • Question meets the demands of 7.R.3.3 • Possible Revision: Passage 2 offers an alternative interpretation of Zeus' struggle from Passage 1. How does this reinterpretation affect the meaning of Passage 2?
9.R.3.3	How do Passage 1 and Passage 2 address the hero archetype differently?		
11.R.3.3	How does Stanza 2 of Passage 3 develop a different aspect of Athena's experience than the version in Passage 1?		
6.R.3.3	How does Passage 1 treat the idea of overcoming sad experiences differently than Passage 2?		

ELA.4.R.3.3

Compare and contrast accounts of the same event using primary and/or secondary sources.
Clarification: Introduce the terms “primary sources” and “secondary sources.”

Stacked Benchmarks:

ELA.4.R.2.2: Explain how relevant details support central idea, implied or explicit.

ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.4.V.1.2: Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

ELA.4.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Text 1: George Crum

Genre: informational text: secondary source

Length: 475 words

Time Period: 2013

Text 2: What’s the Real Story Behind Potato Chips?

Genre: informational text: secondary source

Length: 403 words

Time Period: circa 2018

Text 3:

Genre:

Length:

Time Period:

Vocabulary:

seasoning, ambassador, reputation, backfired, insisted, hothead, crisp, whopping, unquestionably

Background/Historical Information:

Who is George Crum?

Provide students with information on events in Saratoga Springs, New York in 1853.

Benchmark-Aligned Focus Question and Sample Response:

How does each author explain Crum’s response to the diner who sent his food back?

In Passage 1, Crum made a dish he thought would be impolite to eat. However, Passage 2 says Crum had a sister who changed his dish.

Both authors explain how Crum accidentally made a new dish that was enjoyed.

Systematic/Sequential (Ladder) Questions and Sample Responses:

How will you scaffold your questioning to help students reach the benchmark?

Where is the event with the diner in each passage?

Passage 1: Paragraphs 4-8

Passage 2: Paragraphs 11-14

How are the passages different?

Passage 1: The diner was not satisfied with the dish, and Crum felt insulted by the repeated request for a new dish.

Passage 2: Legend has it that Crum was trying to teach the customer a lesson; however, some believe that his sister actually made the first potato chip.

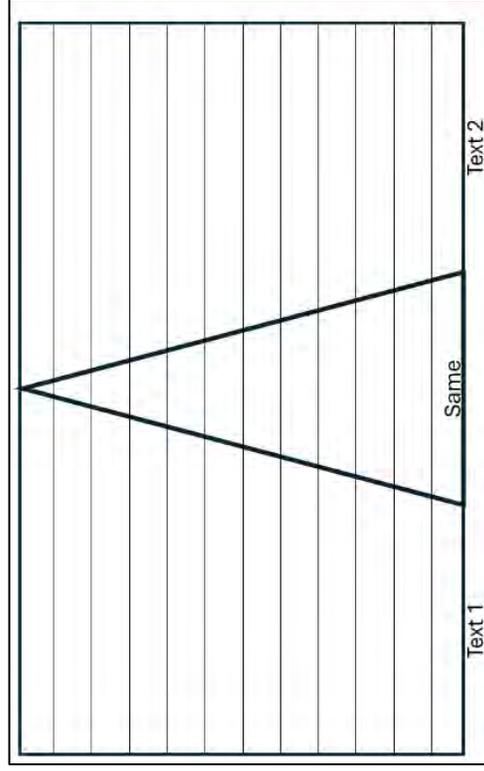
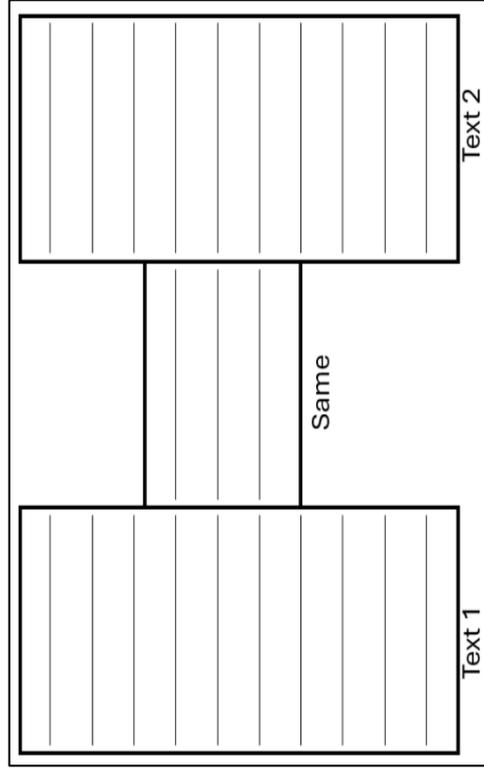
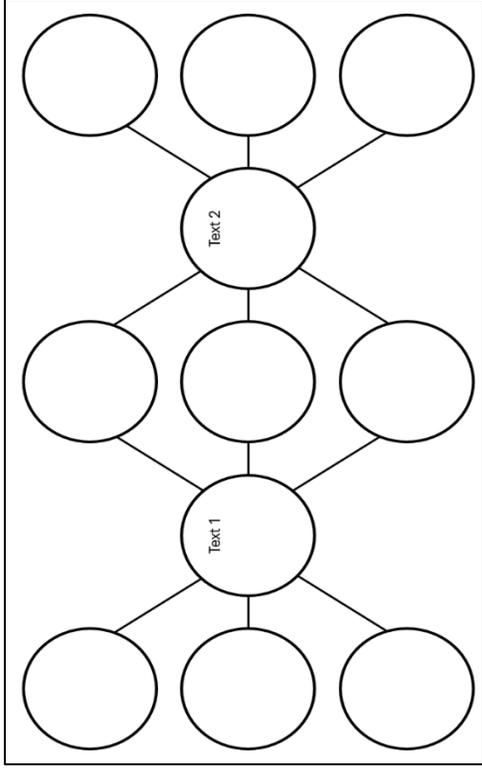
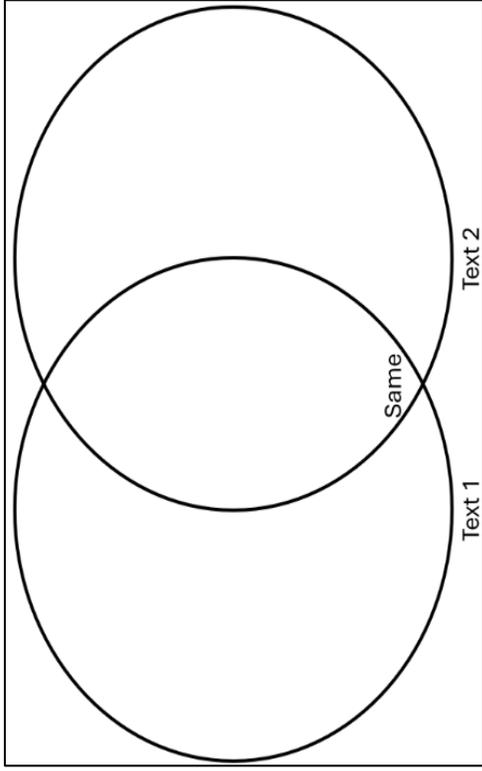
How are the passages similar?

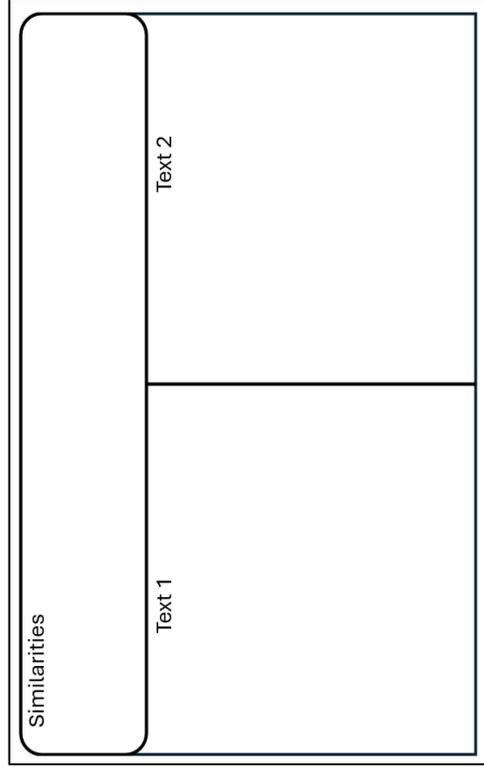
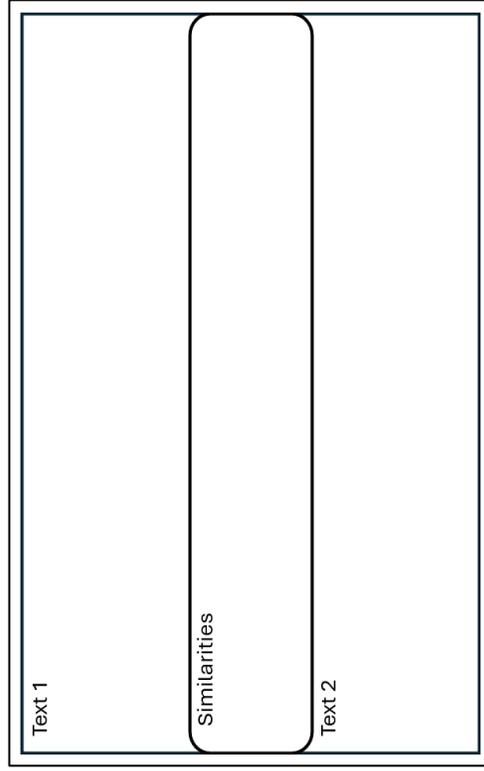
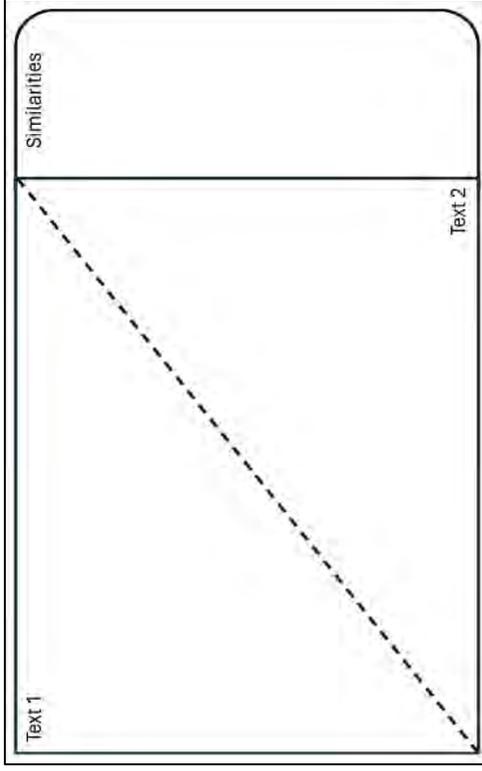
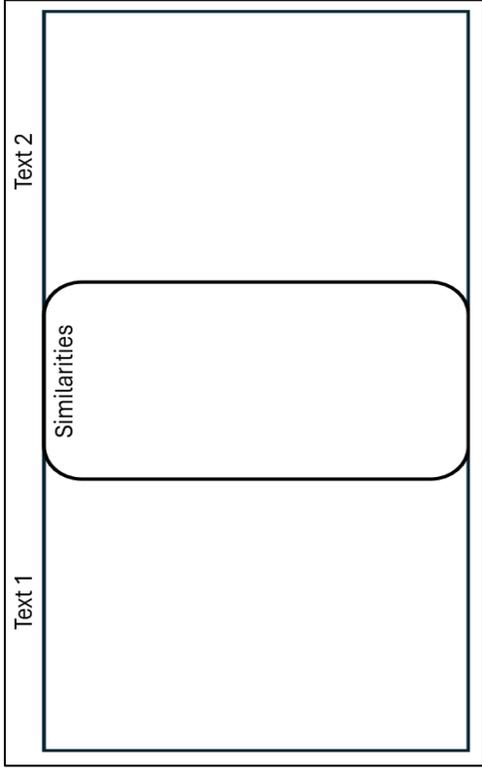
Both passages say how the potato chip has become very popular.

Graphic Organizer:

Text 1	Text 2
Similarities	

Handout #5 Graphic Organizers





Text 1	Text 2
Similarities	

Text 1	
Text 2	
SAME	
D	I
F	F
E	R
E	N
T	
Text 1	
Text 2	

Text 1	Text 2	Text 3
Similarities		

Text 1		
Text 2		
Text 3		
Similarities		

Introduction/Review:

Review the definitions of compare and contrast.
 Provide examples and non-examples of relevant details.
 Introduce the terms primary sources and secondary sources.
 Discuss any previous explicit instruction related to this benchmark (if applicable).
 Engage previous grade-level knowledge and skills for the R.3.3 benchmark from the Vertical Progression on page 18 of the B.E.S.T. ELA Standards.

Explicit Instruction (I DO):

The teacher will introduce the skill by using the first paragraph from the primary source and the first paragraph from the secondary source about the same topic. The teacher will model how to compare and contrast relevant details. This will include highlighting differences in one color and highlighting similarities in a different color. The teacher will then take the details from the text and add it to the graphic organizer for this activity.

Examples:

Be sure to discuss the types of details that students should include in the process.

Non-Examples:

Be sure to discuss what types of details are too simple to include, such as the name of a person.

Guided Practice (WE DO/THEY DO):

Students will use a similar structure to the teacher model. Students will repeat this process for the second and third paragraphs in each source. Be sure to remind students what types of details they are looking to compare and contrast. Students will then write their highlights on their graphic organizers similar to how the teacher showed in his/her example.

Misconceptions:

Students may identify details that are too simplistic. Students may not address all the details that are present within the texts. Students may struggle to decide whether the details are being compared or contrasted. It is important to offer timely corrective feedback while the students are working in pairs or groups during guided practice.

Independent Practice (YOU DO):

The independent practice is for students to finish filling out the graphic organizer comparing and contrasting the rest of the texts. Students are still responsible for including relevant details.

Assessment/Exit Ticket:

A benchmark-aligned focus question will be our formative assessment.

Question: “How does each author explain Crum’s response to the diner who sent his food back?”

After students have filled in their graphic organizer about the similarities and differences between the two texts, they will use their graphic organizer to answer the benchmark-aligned question. The question asks them to go directly to a response to a situation found in both texts.

Scaffold: Teachers may include sentence stems to help students with the academic language, if necessary.

Possible sentence stems:

In Passage 1, Crum _____ . However, Passage 2 says Crum _____ .

Both authors explain how Crum _____ .

ELA. __.R.3.3	
Stacked Benchmarks:	
Text 1:	Genre:
Length:	Time Period:
Text 2:	Genre:
Length:	Time Period:
Text 3:	Genre:
Length:	Time Period:
Vocabulary:	
Background/Historical Information:	
Benchmark-Aligned Focus Question and Sample Response:	
Systematic/Sequential (Ladder) Questions and Sample Responses: How will you scaffold your questioning to help students reach the standard?	
Graphic Organizer:	

Introduction/Review:	
Explicit Instruction (I DO):	
Examples:	Non-Examples:
Guided Practice (WE DO/THEY DO):	
Misconceptions: What are the misconceptions that students might face?	
Independent Practice (YOU DO):	
Assessment/Exit Ticket:	



One thing I might
implement...

I'm still **W**ondering...

I **L**earned...

