

# COMPARING AND CONTRASTING SIMILAR TEXTS

**RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.**

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A feedback tool for students to complete following the lesson set.

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# COMPARING AND CONTRASTING SIMILAR TEXTS

## TEACHER NOTES

RI.2.9, Lessons 1–3

### UNIT OVERVIEW

In this unit, students learn how to compare and contrast informational texts that have similar topics. The topic category of pets is provided as an example, but the activities can be adapted for any topics you choose. Throughout the lessons, students use graphic organizers to find and arrange details that are similar and different.

**Lesson 1:** In this lesson, students learn how to make comparisons by describing and discussing familiar pets. First, you introduce how to compare topics by discussing what features are similar in two pets. Then, student partners use a graphic organizer to brainstorm pet characteristics and visualize that some characteristics are similar.

**Lesson 2:** In this lesson, students listen to two texts about different pets. Together, the class lists the features of the pets. Then students complete a graphic organizer to identify which features are different.

**Lesson 3:** In this lesson, groups read two new texts about different pets. Students organize the similarities and differences of the pets in a graphic organizer. Students finish the lesson by discussing which pet would be their choice based on the details in the texts.

At the end of these lessons, students will be able to identify similarities and differences in informational texts on similar topics.

### Research Findings

### Lesson Strategies, Approaches, or Activities

<p>A common type of informational text in elementary grades compares two or more elements. Venn diagrams and data charts help students organize information.</p> <p>(Cunningham &amp; Cunningham, 2014)</p>	<p>In each lesson, students organize details about two topics in a graphic organizer or chart.</p>
<p>“By reading information trade books aloud, for example, teachers can expose children to the language and structure of exposition at the same time they engage them in learning content.”</p> <p>(Moss, 2005)</p>	<p>In each lesson, teachers select informational texts comparing like topics. This exposure to informational text will help students make comparisons across a variety of subjects and contents.</p>

<p>“Small group, peer-led discussions of concepts based on reading experiences that involve multiple informational texts... involve three basic ingredients: facts, relationships between facts, and explanations. (Moss, 2005)</p>	<p>In all lessons, small groups of students decide what details are most important and then explain how they are similar or different from the texts and the findings of their peers.</p>
<p>“Experts agree that if today’s students are to acquire the literacy skills requisite for success in the 21st century, they need to be able to not just read informational texts but read them critically, evaluating their relevance. Furthermore, they need to be able to compare and contrast information across a variety of sources, see the relationships among the information they find, and synthesize those findings.” (Moss, 2005)</p>	<p>In all lessons, students find details from multiple texts or topics that are similar and different. The students compile this information into a graphic organizer that synthesizes the details.</p>
<p>“Exposure to the knowledge, ideas, and perspectives of others, particularly when those do not align with those of a child, fosters cognitive growth.” (Fisher, Frey, &amp; Hattie, 2017)</p>	<p>In all lessons, students share their thinking with their peers, which helps clarify and strengthen their comprehension of the texts they read.</p>

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# COMPARING AND CONTRASTING SIMILAR TEXTS

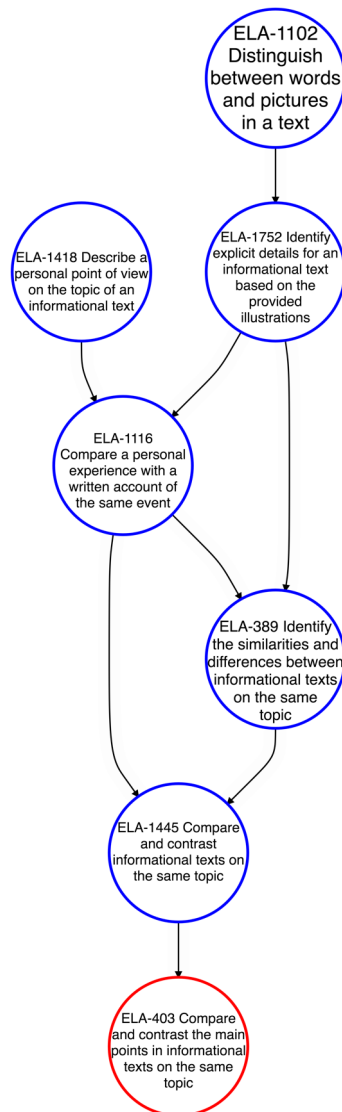
## LEARNING MAP TOOL

RI.2.9

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### STANDARD

**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.



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*\*Learning map model for RI.2.9.*

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Node ID	Node Name	Node Description
ELA-389	IDENTIFY THE SIMILARITIES AND DIFFERENCES BETWEEN INFORMATIONAL TEXTS ON THE SAME TOPIC	Identify how different informational texts on the same topic are similar and different in the information presented on the topic and the basic features (for example, illustrations, descriptions, or procedures) used in presenting it.
ELA-403	COMPARE AND CONTRAST THE MAIN POINTS IN INFORMATIONAL TEXTS ON THE SAME TOPIC	Compare and contrast the most important points presented by two texts on the same topic.
ELA-1102	DISTINGUISH BETWEEN WORDS AND PICTURES IN A TEXT	Describe the difference between the words in the text and the pictures that represent the content presented in the text.
ELA-1116	COMPARE A PERSONAL EXPERIENCE WITH A WRITTEN ACCOUNT OF THE SAME EVENT	Determine how the student's own experience of an event compares with a written version of the same event.
ELA-1418	DESCRIBE A PERSONAL POINT OF VIEW ON THE TOPIC OF AN INFORMATIONAL TEXT	Use the details presented in an informational text to form an opinion on the topic and indicate a personal point of view about the topic of the text.
ELA-1445	COMPARE AND CONTRAST INFORMATIONAL TEXTS ON THE SAME TOPIC	Compare and contrast informational texts on the same topic based on the information presented on the topic and the basic features (for example, illustrations, descriptions, or procedures) used in presenting it.
ELA-1752	IDENTIFY EXPLICIT DETAILS FOR AN INFORMATIONAL TEXT BASED ON THE PROVIDED ILLUSTRATIONS	Identify explicit details that will be provided in an informational text based on the illustrations. Illustrations may depict people, places, objects, events, or ideas.

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# CONTRASTING SIMILAR TEXTS

## INSTRUCTIONAL ACTIVITY

RI.2.9, Lesson 2

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### LEARNING GOAL

In this lesson, students contrast the topics of similar informational texts.

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### STANDARD

**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

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### PREPARATION

Before the lesson, select two texts on topics similar to the topics used in the first lesson. For example, if the class discussed pets in the first lesson, select a text that describes the qualities and care of an unusual pet, such as a pig or iguana, and compare it to a text on a traditional pet. There are several nonfiction book series about pets, such as *Animal Planet Pet Care Library* and *Pets Up Close*, which include the kinds of texts that will work well for this activity. Be sure the texts you select have images. Also find a large image that represents each topic that you can post. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

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### MATERIALS & HANDOUTS

- ▶ whiteboard or chart paper
  - ▶ teacher copies of two texts about similar topics
  - ▶ [STUDENT HANDOUT: FINDING DIFFERENCES](#)
  - ▶ images representing the two topics
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### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can identify how two pets are different.”

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**Review** the previous lesson on comparing pets. Ask a student to share how the pets they talked about are similar.

**Ask** what the definition of *different* is. Write responses on the board or chart paper. **Tell** students that a difference is when something is not like another thing. **Ask**, “How are dogs and cats different?” Collect the responses on the board or chart paper.

**Explain** that students will listen to two texts about pets. Then, they will identify how the two pets are different.

**Read** the first text aloud to the class. Then, **draw** a T-Chart on the board or chart paper. Label the left side with the name of the animal in the text and post the image of the animal above the column. **Ask** students to recall the specific details about that pet. List responses on the chart.

**Read** the second text. Then, label the right side of the chart with the name of the animal and post the image. **Ask** students to recall details about the second animal. Collect the responses on the chart.

**Pass out** [STUDENT HANDOUT: FINDING DIFFERENCES](#) and explain that students will find the differences between the two topics. **Model** identifying the first difference on the handout. For example, list the food the first pet eats. Then list the different food the second pet eats. Tell students that the kind of food the pets eat is different.

**Divide** students into pairs or trios. While students work, **circulate** and check for understanding.

CHECKING FOR UNDERSTANDING		
Determine if the student can <a href="#">IDENTIFY THE SIMILARITIES AND DIFFERENCES BETWEEN INFORMATIONAL TEXTS ON THE SAME TOPIC (ELA-389)</a> :		
▶ What is one difference between the two animals?	▶ What is one thing that is different about each animal? (Ex.: eats mice)	▶ Which of these animals would be harder to take care of? Why?

**Invite** groups to share the differences on their handouts. Then, **instruct** students to write which pet they would prefer on the bottom of the handout. **Call on** students to share and explain their choice with the class. **Collect** handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

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# FINDING DIFFERENCES

## STUDENT HANDOUT

Lesson 2

**Directions:** List or draw the things that are different about the topics. Then decide which one you like best.

Topic 1:	Topic 2:

I like \_\_\_\_\_ best.



# SUMMARIZING AND DETERMINING A THEME IN POETRY

**RL.4.2. Determine a theme of a story, drama,  
or poem from details in the text; summarize  
the text.**

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## CONTENTS

<b>TEACHER NOTES</b>	An introduction to the lessons and a brief discussion of the research used to develop the instructional resources included in the lesson set.
<b>LEARNING MAP TOOL</b>	An overview of the standards, the learning map section, and the nodes addressed in the lesson set.
<b>INSTRUCTIONAL ACTIVITIES FOR LESSONS 1–3</b>	Detailed walkthroughs of each lesson.
<b>STUDENT HANDOUTS FOR LESSONS 1–3</b>	Reproducible handouts students will use to complete activities during the lessons.
<b>TEACHER FEEDBACK GUIDE</b>	A feedback tool to use with the student handouts.

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# SUMMARIZING AND DISCOVERING A THEME IN POETRY

## TEACHER NOTES

RL.4.2, Lessons 1-3

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### UNIT OVERVIEW

In this unit, students learn how to summarize a poem and determine its theme, using discussion and inductive reasoning to form their interpretations. You guide students through the poem using a variety of strategies, such as read-alouds, theme-scheme questions, and comprehension questions. These tools help students create a summary and interpret the poem’s theme.

**Lesson 1:** In this lesson, students create a summary of the poem by determining its most important details. According to the research, students learn how to summarize by asking and answering questions about the text and deconstructing its structure. You guide students toward understanding the key details in the poem by modeling the comprehension strategies and conferring with students.

**Lesson 2:** In this lesson, students categorize the words and images in the poem into provided topics. Students discuss how the words and images of the poem are significant and identify a lesson in the poem. According to research, students need to narrow down a text’s significant details to derive thematic material. You ask students theme-scheme questions to help them organize the words and imagery, and you encourage students to internalize those questions through repetition.

**Lesson 3:** In this lesson, students identify the poem’s theme by using imagery from the poem to visualize and connect details to the overall theme. Through drawing and discussion, students are able to construct a theme statement. You model asking and answering questions about the imagery and encourage students to think of examples of how the theme is demonstrated in the poem.

### Research Findings

### Lesson Strategies, Approaches, or Activities

Reading strategies, such as questioning and thinking aloud, provide a framework for students to summarize while they read. (Taylor, 1986)	Lesson 1 uses reading strategies and questions to break down the thinking process into comprehensible parts and help students understand key details.
Questions help students focus on significant information. When students develop and internalize questions, they are able to extract and organize important plot components. (Williams et al., 2002)	All lessons use a questioning process to determine the poem’s theme. Students ask questions of the text and of peers to help them interpret what they read.

<p>When readers create images related to a text, they form unique interpretations, clarify their thinking, draw conclusions, and enhance their understanding.</p> <p>(Miller, 2002)</p>	<p>In Lesson 3, students clarify their thinking, draw conclusions, and enhance their understanding of theme by creating images related to the poem.</p>
<p>Effective teachers serve as guides and facilitators, not as authorities; they do not impose their interpretations of the text on their students.</p> <p>(Williams et al., 2002)</p>	<p>In all lessons, you model strategies, scaffold skills, and facilitate peer-to-peer discussions to allow students to develop their own interpretations of the text.</p>
<p>Inductive learning is when teachers help students discover the relationships between the big ideas and key details in a text instead of giving students this information.</p> <p>(Silver, Dewing, &amp; Perini, 2012)</p>	<p>In Lessons 2 and 3, students determine the relationships between the poem's words and images and between the words and images and the theme of the poem.</p>

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# SUMMARIZING AND DISCOVERING A THEME IN POETRY

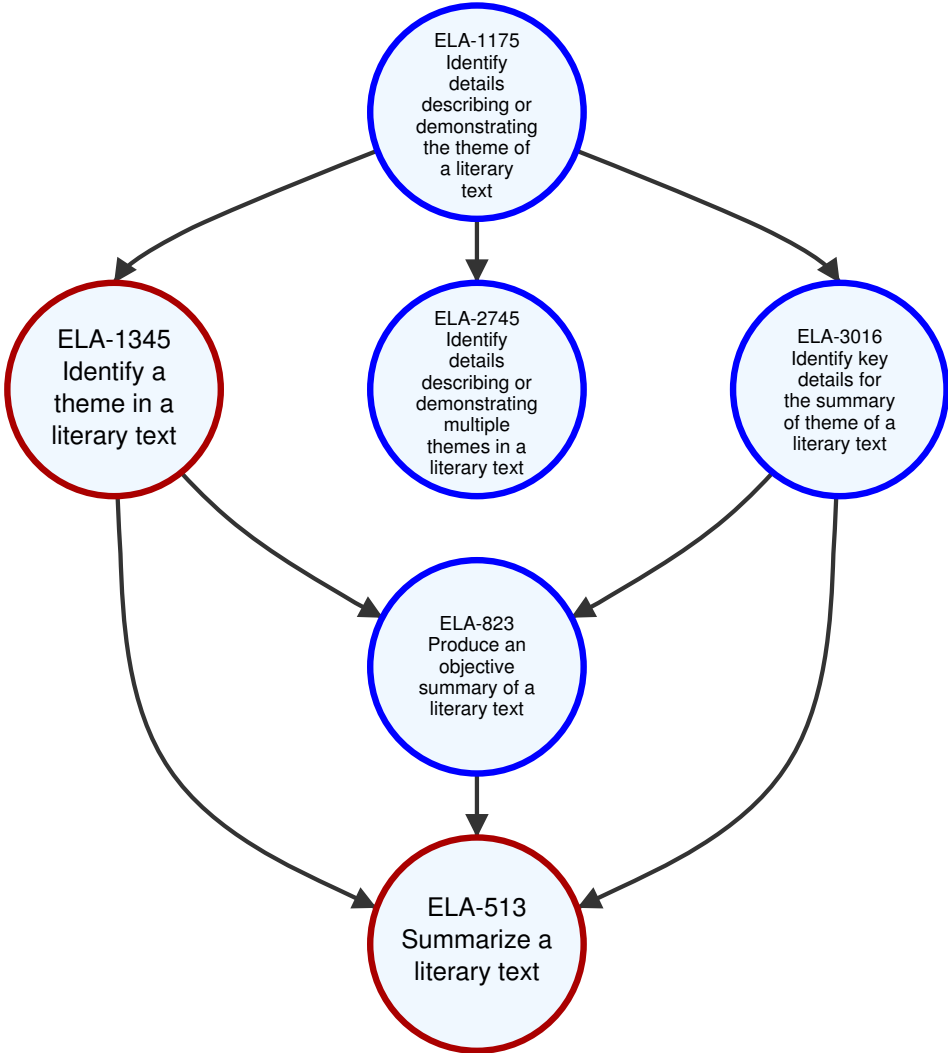
## LEARNING MAP TOOL

RL.4.2

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### STANDARD

**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.



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*\*Learning map model for RL.4.2*

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Node ID	Node Name	Node Description
ELA-513	SUMMARIZE A LITERARY TEXT	Summarize a literary text, such as a story, poem, or drama, by including a short description of the characters, setting, character goals, events and actions, problem and solution, consequences, resolution, and possibly the lesson or moral.
ELA-823	PRODUCE AN OBJECTIVE SUMMARY OF A LITERARY TEXT	Produce a summary of a story, drama, or poem that is free of personal feelings or opinions.
ELA-1175	IDENTIFY DETAILS DESCRIBING OR DEMONSTRATING THE THEME OF A LITERARY TEXT	Identify the words, phrases, and other details that describe or demonstrate the theme of a literary text.
ELA-1345	IDENTIFY A THEME IN A LITERARY TEXT	Identify the theme of a story, drama, or poem. The theme should be a concise word or phrase about the larger truth of the text.
ELA-2745	IDENTIFY DETAILS DESCRIBING OR DEMONSTRATING MULTIPLE THEMES IN A LITERARY TEXT	Identify the words, phrases, and other details depicting multiple themes in a story, drama, or poem.
ELA-3016	IDENTIFY KEY DETAILS FOR THE SUMMARY OF THEME OF A LITERARY TEXT	Identify which key details support the theme of a story, drama, or poem and are important enough to include in a summary.

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# SUMMARIZING A POEM

## INSTRUCTIONAL ACTIVITY

RL.4.2, Lesson 1

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### LEARNING GOAL

In this lesson, students summarize a poem, focusing on its structure, word choice, and imagery.

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### STANDARD

**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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### PREPARATION

Before the lesson, select a poem with a familiar topic, such as nature. Some examples of poems that will work well for this activity are “Snow” by Naomi Shihab Nye, “The Snake” by David Elliott, “Dust of Snow” by Robert Frost, or “September” by Helen Hunt Jackson. Arrange to display the poem for the class. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

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### MATERIALS & HANDOUTS

- ▶ displayed poem
  - ▶ white board or chart paper
  - ▶ [STUDENT HANDOUT: SUMMARIZING A POEM](#)
- 

### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can summarize a poem by describing how the poet includes meaningful imagery and words.”

**Share** the title of the poem with the class. **Ask** students to predict what the poem is about and to share about that topic. For example, if students guess that the poem is about nature, ask students what they know about nature and if they have an example of nature. **Collect** responses on the board or chart paper.

**Display** the poem. Before you read the poem, ask students to list out the things they notice about what the poem looks like. **Collect** responses on the board or chart paper. **Say**, “A poem is not like a story; some poems sound like stories, but other poems just show a scene of action or create an image of something.”

**Read** the poem aloud. Make sure you read the poem to the class several times and read expressively according to the poem’s punctuation and formatting. **Ask** students to share what they notice about the structure and form of the poem. **Ask**, “Does the poem have a particular shape? How many stanzas does it have?” **Remind** students that a stanza is a paragraph in a poem. Also **ask**, “Is it punctuated in a particular way?” **Record** students’ answers on the chart paper.

**Read** the poem again. **Say**, “When you summarize, you discuss the important elements and details in a story or poem. You will work with a partner to identify the details that describe the who, where, what, and how in the poem. Remember that to summarize, you need to provide details from the beginning, the middle, and the end of the poem to show the action in the whole poem.”

**Pass out** [STUDENT HANDOUT: SUMMARIZING A POEM](#) and walk through which details go in each part of the handout. **Pair** students and **direct** them to complete parts one through four of the handout.

**Release** students to work and **ask** the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING		
Determine if the student can <b>IDENTIFY KEY DETAILS FOR THE SUMMARY OF THEME OF A LITERARY TEXT (ELA-3016)</b> :		
<ul style="list-style-type: none"><li>▶ What happens in the beginning of the poem?</li><li>▶ What happens in the middle of the poem?</li><li>▶ What happens at the end of the poem?</li></ul>	<ul style="list-style-type: none"><li>▶ What important words are used in the poem?</li><li>▶ How does the poet or speaker feel about the important details in the poem?</li></ul>	<ul style="list-style-type: none"><li>▶ Why does the speaker or poet include these details?</li><li>▶ What is the lesson of the poem?</li></ul>

Next, **ask** pairs to share out what details they included in their handout.

**Review** how to write a summary with students. **Say**, “When you write a summary, you include the most important details from the beginning, middle, and end of the poem or story.” **Direct** students to write a sentence or two in the handout to summarize what the poem is about. **Collect** the handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

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## SUMMARIZING A POEM

### STUDENT HANDOUT

LESSON 1

Poem Title: \_\_\_\_\_

1. **WHO** is the poem about?

3. **WHAT** are the most important actions and objects in the poem?

2. **WHERE** does the poem take place?



4. **HOW** does the poem end? What lesson did you learn?



5. **SUMMARY:** Write a summary by combining the WHO, WHERE, WHAT, and HOW information.



# DESCRIBING HOW POINT OF VIEW INFLUENCES A STORY

**RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.**

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## CONTENTS

### TEACHER NOTES

An introduction to the lessons and a brief discussion of the research used to develop the instructional resources included in the lesson set.

### LEARNING MAP TOOL

An overview of the standards, the learning map section, and the nodes addressed in the lesson set.

### INSTRUCTIONAL ACTIVITIES FOR LESSONS 1–3

Detailed walkthroughs of each lesson.

### PASSAGE

A story designed to support the skills students practice in the lessons. You may use the provided text or select your own. (Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source.)

### STUDENT HANDOUTS FOR LESSONS 1–3

Reproducible handouts students will use to complete activities during the lessons.

### TEACHER'S FEEDBACK GUIDE

A feedback tool for your use at the conclusion of the lesson set.

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# CHARACTER POINT OF VIEW

## TEACHER NOTES

RL.5.6, Lessons 1–3

### UNIT OVERVIEW

In this unit, students examine point of view by analyzing, discussing, and role-playing how a character’s or narrator’s point of view influences the description of the events in a story.

**Lesson 1:** In this lesson, students analyze characters’ feelings and responses to determine how character point of view influences the events in a story. You will guide students through a think-aloud and model how to find dialogue and actions in the text to determine a character’s point of view. Students will find and examine text evidence that shows different characters’ points of view and how the characters influence what happens in the story.

**Lesson 2:** In this lesson, students generate questions and role-play to deepen their understanding of a character’s point of view. You will model how to generate questions to ask a character and how to formulate the character’s response using the text.

**Lesson 3:** In this lesson, students develop a clear presentation of a character’s point of view by speaking and writing. Role-playing as the character, students participate in a talk-show panel and answer the audience’s questions. Then students select an event in the story and write a retelling from that character’s point of view.

### Research Findings

### Lesson Strategies, Approaches, or Activities

<p>It is critical that students get practice with close reading including determining what the text says, questioning, making inferences, and using evidence to support interpretations. When students read closely and return to the text to find evidence that supports their ideas, it enhances and expands their understanding.</p> <p>(Elliot-Johns &amp; Puig 2015)</p>	<p>In Lessons 1 and 2, a think-aloud shows students how to find text evidence to support a character’s point of view.</p>
<p>Development of oral languages skills is a critical part of English language arts. The research shows that dramatic role-play cultivates students’ language skills. Through this, students demonstrate mastery of higher order thinking skills.</p> <p>(Aquino-Sterling, 2014)</p> <p>(Wilhelm, 1998)</p>	<p>In Lesson 2, students generate questions for a character and answer from the character’s point of view. Students role-play as a character and answer questions from that character’s point of view in Lessons 2 and 3.</p>

Group dramatic play helps students create meaning, interpret, and critique a text. (Wilhelm, 1998)	In Lesson 3, the class participates in a talk show in which students present the point of view of each character in the story.
It is important that students understand real life applications of point of view in a text. (Cunningham & Cunningham, 2014)	Students will retell a story event from a character's point of view in Lesson 3.

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# CHARACTER POINT OF VIEW

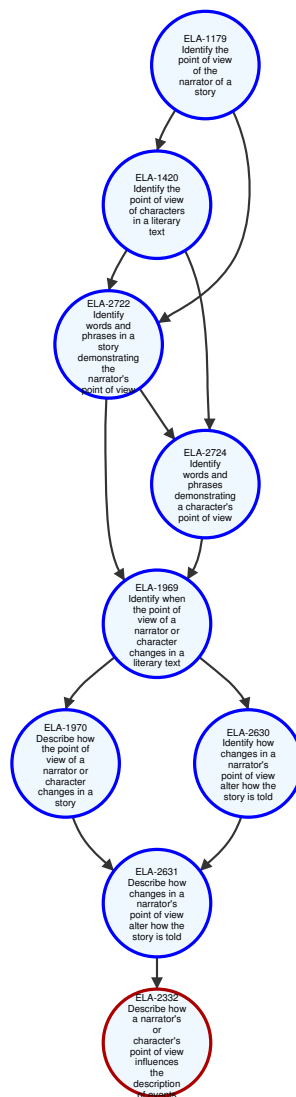
## LEARNING MAP TOOL

RL.5.6

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### STANDARD

**RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.



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*\*Learning map model for RL.5.6.*

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Node ID	Node Name	Node Description
ELA-1179	IDENTIFY THE POINT OF VIEW OF THE NARRATOR OF A STORY	Identify the point of view of the narrator of a story based on the narrator's discourse, psychological idiosyncrasies, attitudes, norms and values, mental properties, and world model.
ELA-1420	IDENTIFY THE POINT OF VIEW OF CHARACTERS IN A STORY	Identify the point of view of different characters in a story. These characters are not also narrators of the events in the story.
ELA-1969	IDENTIFY WHEN THE POINT OF VIEW OF A NARRATOR OR CHARACTER CHANGES IN A STORY	Identify when a narrator's or character's point of view changes as a result of one or more events occurring in a story.
ELA-1970	DESCRIBE HOW THE POINT OF VIEW OF A NARRATOR OR CHARACTER CHANGES IN A STORY	Describe how a narrator's or character's point of view changes in response to one or more events occurring during the course of the story.
ELA-2332	DESCRIBE HOW A NARRATOR'S OR CHARACTER'S POINT OF VIEW INFLUENCES THE DESCRIPTION OF EVENTS	Describe how the point of view of a narrator or character affects what information is included and excluded from a description of an event.
ELA-2630	IDENTIFY HOW CHANGES IN A NARRATOR'S POINT OF VIEW ALTER HOW THE STORY IS TOLD	Identify how the meaning of the story and how it is told changes when the narrator's point of view changes.
ELA-2631	DESCRIBE HOW CHANGES IN A NARRATOR'S POINT OF VIEW ALTER HOW THE STORY IS TOLD	Describe how the meaning of the story and how it is told changes when the narrator's point of view changes.
ELA-2722	IDENTIFY WORDS AND PHRASES IN A STORY DEMONSTRATING THE NARRATOR'S POINT OF VIEW	Identify the words and phrases that demonstrate the point of view of the narrator in a story.
ELA-2724	IDENTIFY WORDS AND PHRASES DEMONSTRATING A CHARACTER'S POINT OF VIEW	Identify the words and phrases that demonstrate the point of view of a character in a story.

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# WALK IN A CHARACTER'S SHOES

## INSTRUCTIONAL ACTIVITY

RL.5.6, Lesson 2

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### LEARNING GOAL

In this lesson, students become a character and describe that character's point of view using details from the text.

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### STANDARD

**RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.

---

### MATERIALS & HANDOUTS

- ▶ [PASSAGE: THE RATS AND THEIR SON-IN-LAW](#)
- ▶ picture book of *The Three Little Pigs*
- ▶ [STUDENT HANDOUT: WALK IN A CHARACTER'S SHOES](#)

Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

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### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can walk in the shoes of a character and describe how he or she responds to events using details from the story."

**Review** the characters from the story. **Ask** students to share what they think is a specific character's point of view.

**Tell** students that today's lesson will give them a chance to become a character and walk in his or her shoes. First, students will come up with questions for the character about how they act in the story. Then students will write out an answer from the character's perspective by using the text to help them say what the character would say.

To model an example, **say** “In the story *The Three Little Pigs*, the oldest pig builds his house out of bricks. I would ask the pig, ‘Why did you decide to build your house out of bricks?’ Then I would pretend to be the oldest pig and answer from his point of view. He may say something like ‘I tried to use the strongest material I could find. It took a lot of time and energy to build it, but I am happy with the results.’”

Next, **model** finding a supporting detail. For example, identify a line that says the pig is not afraid of hard work. **Say**, “The point of view I wrote is accurate because it is based on the text.”

**Assign** students into trios and give each student the [STUDENT HANDOUT: WALK IN A CHARACTER’S SHOES](#). Show students where to write the questions, answers, and text examples on the handout. Ask students to come up with as many questions and details as they can think of, or select a set number if limited on time.

**Assign** groups a character. While groups work, **walk around** and check for understanding.

CHECKING FOR UNDERSTANDING	
Determine if the student can <b>IDENTIFY WHEN THE POINT OF VIEW OF A NARRATOR OR CHARACTER CHANGES IN A STORY (ELA-1969)</b> :	Determine if the student can <b>DESCRIBE HOW THE POINT OF VIEW OF A NARRATOR OR CHARACTER CHANGES IN A STORY (ELA-1970)</b> :
<ul style="list-style-type: none"><li>▶ How does the character feel in the beginning? What causes his or her feelings to change?</li><li>▶ How does the character feel at the end of the story? What causes his or her feelings to change?</li></ul>	<ul style="list-style-type: none"><li>▶ What evidence shows that the character changes his or her point of view?</li><li>▶ Why do you think the character changes their point of view?</li></ul>

**Ask** students to share some of the questions they wrote to ask their character. Ask other students to volunteer to answer one of the questions as that character.

**Tell** students that the next lesson will be a chance to ask the characters questions and answer as the characters in a talk show. **Collect** handouts and review students’ questions and answers before Lesson 3.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

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# WALK IN A CHARACTER'S SHOES

## STUDENT HANDOUT

Lesson 2

**Character:** \_\_\_\_\_

Question	Character's Answer	Detail from Text



<b>Question</b>	<b>Character's Answer</b>	<b>Detail from Text</b>

# EVALUATING ARGUMENTS

**RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.**

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## CONTENTS

TEACHER NOTES	An introduction to the lessons and a brief discussion of the research used to develop the instructional resources included in the lesson set.
LEARNING MAP TOOL	An overview of the standards, the learning map section, and the nodes addressed in the lesson set.
INSTRUCTIONAL ACTIVITIES FOR LESSONS 1–5	Detailed walkthroughs of each lesson.
STUDENT HANDOUT FOR LESSONS 1–5	A reproducible handout students will use to complete activities during the lessons.
SUPPLEMENTS FOR LESSONS 1–4	Additional teacher resources to use during the lesson set. This unit’s supplements are visual aids that describe and give examples for each component of an argument.
STUDENT FEEDBACK GUIDE	A feedback tool for students to complete following the lesson set.

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# EVALUATING ARGUMENTS

## TEACHER NOTES

RI.7.8, Lessons 1–5

### UNIT OVERVIEW

In this unit, students trace and evaluate the argument in a text. They learn about the components of an argument and identify the thesis, claims, reasons, and evidence in an argumentative text. Students then evaluate the quality of the components and whether they make the argument strong.

**Lesson 1:** In this lesson, students learn about the main parts of an argument: thesis, claims, reasons, and evidence. Then they identify the components in an argumentative text.

**Lesson 2:** In this lesson, students examine what makes a claim clear or unclear and evaluate the strength of the claims in a text.

**Lesson 3:** In this lesson, students examine what makes a reason sound or unsound and evaluate the strength of the reasons in the text.

**Lesson 4:** In this lesson, students examine what makes evidence relevant and sufficient and evaluate the strength of the evidence in the text.

**Lesson 5:** In this lesson, students evaluate the overall quality of the text’s argument. Using their verdicts about the claims, reasons, and evidence, they determine whether the argument is convincing or not.

### Research Findings

### Lesson Strategies, Approaches, or Activities

Instruction in a genre-specific reading comprehension strategy, <i>Critical Analysis of Argumentative Text (CAAT)</i> , improves students’ ability to identify, summarize, and analyze the structural elements of an argumentative text. (Haria, 2010)	The lessons in this unit are modeled after the CAAT strategy, which includes identifying the parts of an argument, summarizing the argument, and evaluating the effectiveness of the argument.
Instruction in the structure of an argument increases student knowledge of the principles of argumentation. (Reznitskaya, Anderson, & Kuo, 2007)	In Lesson 1, students examine the structure of an argument by learning to identify the thesis, claims, reasons, and evidence.

Instruction in critical reading significantly increases student understanding of argumentative text. Critical reading involves using evidence and reasoning to make conclusions, differentiating between fact and opinion, and identifying the author's point of view.

(Darch & Kameenui, 1987)

This unit guides students through the process of critically reading an argumentative text. The lessons equip students to evaluate the strength of an argument by determining whether claims are clear, reasons are strong, and evidence is believable.

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Darch, C., & Kameenui, E. J. (1987). Teaching LD students critical reading skills: A systematic replication. *Learning Disability Quarterly*, 10(2), 82–91. doi:10.2307/1510215

Haria, P. D. (2010). *The effects of teaching a genre-specific reading comprehension strategy on struggling fifth grade students' ability to summarize and analyze argumentative texts*. (Doctoral dissertation), Retrieved from ProQuest Dissertations & Theses Global (3423407).

Reznitskaya, A., Anderson, R. C., & Kuo, L. (2007). Teaching and learning argumentation. *The Elementary School Journal*, 107(5), 449–472. doi:10.1086/518623

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# EVALUATING ARGUMENTS

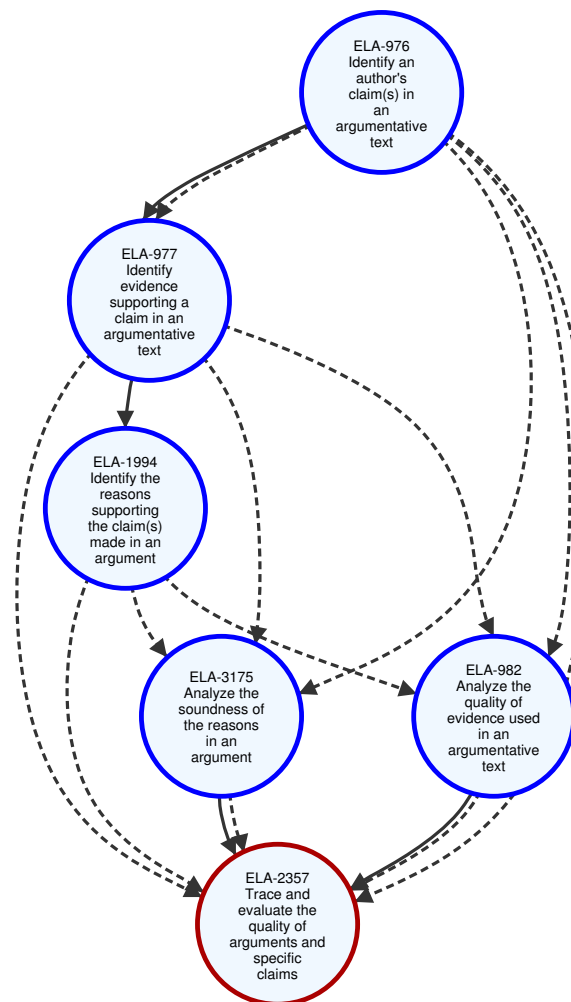
## LEARNING MAP TOOL

RI.7.8

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### STANDARD

**RI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.



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*\*Learning map model for RI.7.8.*

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Node ID	Node Name	Node Description
ELA-976	IDENTIFY AN AUTHOR'S CLAIM(S) IN AN ARGUMENTATIVE TEXT	Identify the specific claim(s) made by the author on a topic in an argumentative text.
ELA-977	IDENTIFY EVIDENCE SUPPORTING A CLAIM IN AN ARGUMENTATIVE TEXT	Identify the specific evidence used to support a claim in an argumentative text.
ELA-982	ANALYZE THE QUALITY OF EVIDENCE USED IN AN ARGUMENTATIVE TEXT	Evaluate whether the evidence in an argumentative text is of a high enough quality to fully support the claims made.
ELA-1994	IDENTIFY THE REASONS SUPPORTING THE CLAIM(S) MADE IN AN ARGUMENT	Identify the reasons used by the author to support the claim(s) made on the topic in an argument.
ELA-2357	TRACE AND EVALUATE THE QUALITY OF ARGUMENTS AND SPECIFIC CLAIMS	Trace the presentation of an argument and the specific claims in an argumentative text and evaluate them on the soundness of their reasoning and the relevance and sufficiency of the evidence.
ELA-3175	ANALYZE THE SOUNDNESS OF THE REASONING IN AN ARGUMENT	Analyze whether the reasoning the author used to combine the reasons supporting the claims made about a topic in an argumentative text are valid.

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# PARTS OF AN ARGUMENT

## INSTRUCTIONAL ACTIVITY

RI.7.8, Lesson 1

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### LEARNING GOAL

In this lesson, students identify the main parts of an argumentative text: the thesis, claims, reasons, and evidence.

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### STANDARD

**RI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

---

### PREPARATION

Before the lesson, select an argumentative text from a curriculum resource that has been purchased for individual student use, such as a class set of textbooks. The text should have a thesis, one or more claims, and multiple reasons and pieces of evidence. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

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### MATERIALS & HANDOUTS

- ▶ chart paper or whiteboard
  - ▶ argumentative text for individual student use
  - ▶ **SUPPLEMENT: PARTS OF AN ARGUMENT**, displayed
  - ▶ **STUDENT HANDOUT: ARGUMENT STRUCTURE**
- 

### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can identify the parts of an argumentative text.”

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**Tell** the class that in the next couple of lessons they will learn to understand and evaluate an argumentative text. **Ask** students why it is important to analyze arguments. Answers may include understanding a political speech or evaluating advertisements.

**Explain** that to understand and evaluate an argument, students need to analyze each part of the argument and question what the author says. Tell students that today they will identify the different components, or parts, of an argument.

**Introduce** the argumentative text and share the text topic. Tell students that reading an argumentative text may change or enhance their opinions on the topic.

**Direct** students to turn to a partner and discuss their thoughts or opinions on the topic. **Ask** for volunteers to share and write their thoughts or opinions on the board. **Tell** students that readers often have opinions on the topic of a text, but it is important to consider the author's view on the topic and to keep an open mind about the author's argument.

**Explain** the purpose of the text. Is the author writing in favor of or against the topic?

**Tell** students that you will now read the text aloud. As they listen, they should think about the author's purpose and how the author defends his or her view on the topic. **Read** the text.

**Explain** that when reading an argumentative text, it is important to recognize the components of the argument: the thesis (or position), claims, reasons, and evidence. **Display** [SUPPLEMENT: PARTS OF AN ARGUMENT](#) and walk students through the components. Emphasize the importance of understanding these terms.

**Instruct** students to turn to a partner and define the four components in their own words as well as give an example of each one. **Ask** for volunteers to share and write responses in the extra space of the displayed supplement.

**Explain** that now they will identify the argument components in the text.

**Pass out** [STUDENT HANDOUT: ARGUMENT STRUCTURE](#) and group students with partners. Explain that students will identify the author's thesis, claims, reasons, and evidence and write them in the corresponding sections. **Remind** students that some arguments have one claim and some have multiple claims. If the argument only has one claim, students should leave the other two boxes empty. Tell students that they do not have to do anything with the happy and sad faces or the argument analysis box; they will complete those parts in later lessons.

**Circulate** and check understanding while students work.



## CHECKING FOR UNDERSTANDING

<p>Determine if the student can <b>IDENTIFY AN AUTHOR'S CLAIM(S) IN AN ARGUMENTATIVE TEXT (ELA-976)</b>:</p> <ul style="list-style-type: none"><li>▶ What positions does the author present to support the argument?</li></ul>	<p>Determine if the student can <b>IDENTIFY THE REASONS SUPPORTING THE CLAIM(S) MADE IN AN ARGUMENT (ELA-1994)</b>:</p> <ul style="list-style-type: none"><li>▶ What statement or explanation does the author present to support the claim?</li></ul>	<p>Determine if the student can <b>IDENTIFY EVIDENCE SUPPORTING A CLAIM IN AN ARGUMENTATIVE TEXT (ELA-977)</b>:</p> <ul style="list-style-type: none"><li>▶ What data does the author use to support the claim?</li></ul>
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**Invite** volunteers to share their responses and ideas with the class and write final answers on the board.  
**Collect** handouts.

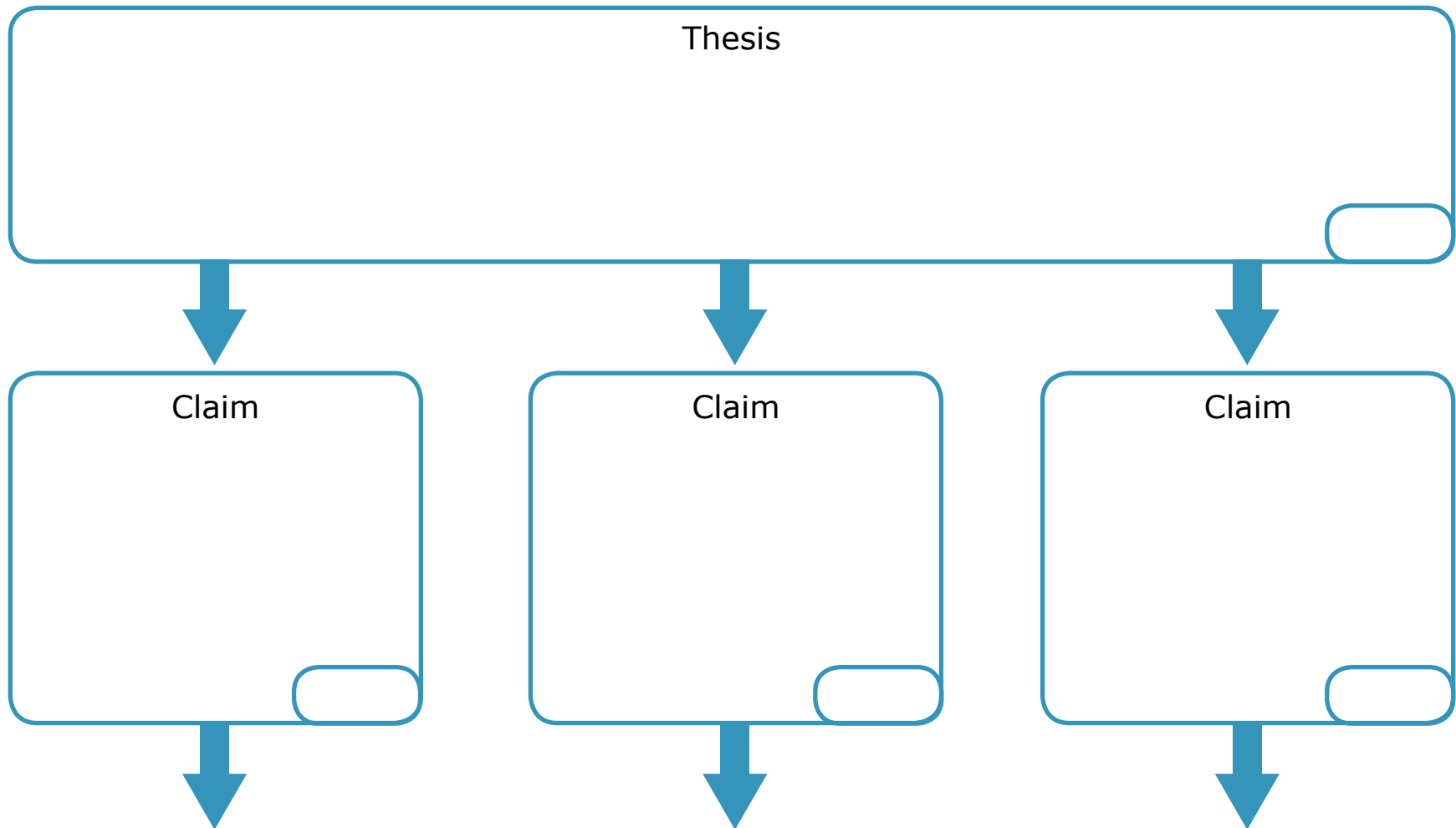
For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

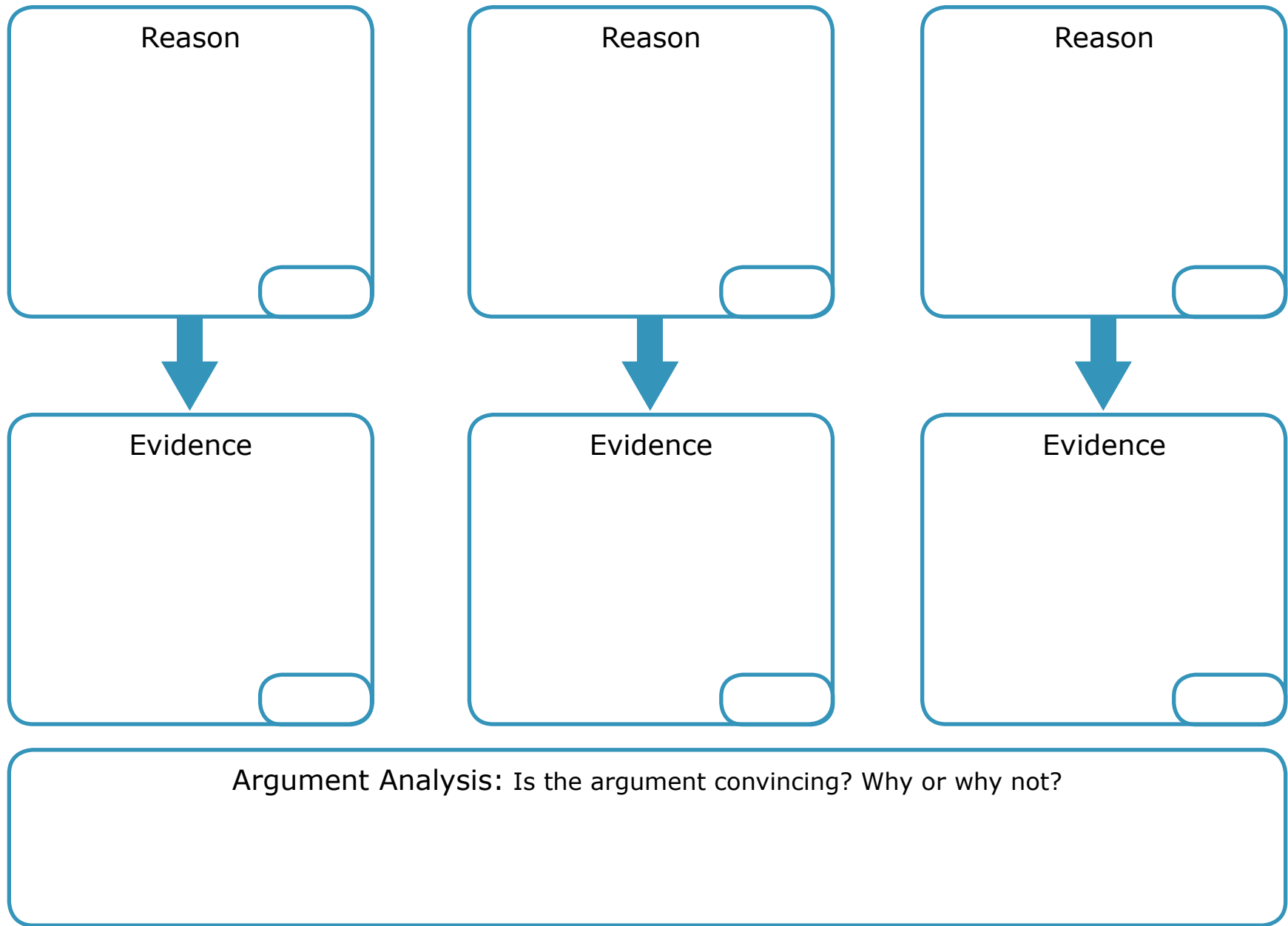
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# ARGUMENT STRUCTURE

## STUDENT HANDOUT

Lessons 1-5





# PARTS OF AN ARGUMENT

## SUPPLEMENT

### Lesson 1

<b>Part</b>	<b>Definition</b>	<b>Example</b>
<b>Thesis (position)</b>	the debatable point that the author is trying to convince or persuade the reader to accept	Children should not be allowed to play violent video games.
<b>Claim</b>	a statement or position that the author presents as true to support the thesis  An argument can have one or more claims.	Violent video games increase violence in children.
<b>Reason</b>	a statement or explanation that supports the claim	Children often confuse the sophisticated graphic images in games with reality, causing them to act more violently.
<b>Evidence</b>	data gathered to support the claim	Studies have shown that many children do not understand that violence in video games is not real.