

## FIGURE 19.10: Lesson Plan for Analyze-Compare-Write

Lesson Step	Explanatory Notes for the Teacher
<p>1. Teacher prepares and assembles the necessary materials.</p>	<p>1a. Choose two content-related and standards-aligned texts about the same topic for teacher modeling and student reading, then:</p> <ul style="list-style-type: none"> <li>• Chunk both texts into three parts as shown in the sample texts (figures 19.1 and 19.2, pages 253–254). Identify and label one text as “Text 1” and the other as “Text 2.”</li> <li>• Complete the reproducible organizer (figure 19.5, page 261) as a key for modeling with both of your selected texts.</li> </ul> <p>1b. Prepare photocopies for students of your selected texts, the student-friendly definitions (figure 19.4, page 260), the strategy’s reproducible organizer (figure 19.5, page 261), questions to ask and answer to discover an author’s approach (figure 19.6, page 263), a compare-contrast checklist (figure 19.7, page 264), a model constructed response for Analyze-Compare Write+ (figure 19.8, page 265), and samples of transition stems (figure 19.9, page 267).</p> <p>1c. As appropriate, assemble technology to use in modeling the strategy for students (for example, document camera, PPT slides, SMART Board, overhead transparencies, or posters).</p>
<p>2. Teacher identifies the content standard from state or district standards for students.</p>	<p>Display the content-specific standard you want students to understand and retain as a result of their reading, thinking, and writing. Discuss the standard with students.</p>
<p>3. Teacher shares an advance organizer, reviews the student-friendly definitions, and distributes teacher-prepared materials.</p>	<p>Share the following advance organizer or one of your own choosing:</p> <p>Many people identify the letters to the editor as their favorite part of the newspaper. Here, concerned citizens write to the editor with the intent of sharing their point of view on a topic—most likely hoping that others will read and find value in their ideas. On any given day, it isn’t uncommon to find two or three letters all addressing the same topic—a topic that has been approached differently by each author. Those different approaches—and our ability to identify them—make the letters interesting! Turns out, the ability to identify and analyze different authors’ approaches to a topic makes this type of comparative reading interesting for all different kinds of texts.</p>

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<p>3. Teacher shares an advance organizer, reviews the student-friendly definitions, and distributes teacher-prepared materials. <i>(continued)</i></p>	<p>Today, our goal is to work on our ability to identify and analyze the different approaches two authors use in texts that they have written about the same topic in order to compare them.</p>
<p>4. Teacher models and provides rehearsal opportunities, gradually releasing responsibility to students for doing more of their own thinking and writing.</p>	<p><b>Teacher models: Text 1</b></p> <p>Ask students to notice the title of the text 1 and put it in the appropriate box of their organizers. Ask students to read the first chunk of text 1 silently. Tell students that you are going to work on identifying ways the author has chosen to approach the topic. Briefly display and discuss figure 19.6 (page 263) in order to review the questions to ask to identify the author’s relationship to the subject.</p> <p>With this in mind, read the chunk aloud. Think aloud as you construct and write a response for the author’s relationship to the subject for chunk 1. Repeat the same process as you analyze chunks 2 and 3 of the text for this same aspect—author’s relationship. When you have recorded responses to all three chunks for this aspect, think aloud as you explain that your response in the “What’s most important” column will not necessarily be a summary or synthesis of the information from all three chunks as much as it will be the result of your weighing all of the information to decide on what’s most important to say about the author’s relationship to the subject. Construct and write a response to the “What’s most important about the aspect?” box. Follow this process with the next three aspects of the author’s approach, recording answers on the organizer for all columns. This will complete the processing for text 2.</p> <p><b>Students work with teacher: Text 2</b></p> <p>Tell students that you will now work with them to explore the author’s approach in the second text. Tell students to notice the title of the text and put it in the appropriate box of their organizers. Ask students to read the first chunk of the second text silently. Ask students to refer once again to figure 19.6, page 263. in order to access the questions to ask and answer to discover the author’s approach. Ask students to think about how they might respond in the “author’s relationship” box for chunk 1 as you read the chunk aloud. Tell students to construct and write a response, then call on students to share what they have written. Process the answers students share to ensure that they are accurate and that you have a good example to record on the organizer.</p>

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<p>4. Teacher models and provides rehearsal opportunities, gradually releasing responsibility to students for doing more of their own thinking and writing.</p> <p><i>(continued)</i></p>	<p>Follow this process for the remaining chunks of this aspect and for the “What’s most important” column as well. Follow this same structure for the rest of the aspects of the author’s approach for text 2.</p> <p><b>Students work with peers: Texts 1 and 2</b></p> <p>Ask students to work independently to essentially copy and paste what they have written in the “What’s most important about the aspect” boxes in Part A of the organizer into the appropriate boxes of Part B. With the aspect statements for each text side by side, think aloud to model for students how to process the “What’s the author’s relationship” information from text 1 and text 2 in order to compare/contrast them. Record your answer on the organizer. Ask students to work interdependently with a partner to complete the compare/contrast statements for aspects 2, 3, and 4.</p>
<p>5. Teacher formatively assesses student work.</p>	<p>Call on pairs to display their compare/contrast responses for aspects 2, 3, and 4. Call on students to discuss the merits of the displayed responses. Think aloud as you process responses. Either select a model response to record on the organizer for each aspect or ask the class to work together to write an exemplary response. Formatively assess as many students as possible as you review their work and listen to their discussions.</p> <p>NOTE: At this point, you have two options: (1) conclude this lesson by going directly to steps 6 and 7, temporarily skipping the +feature. Schedule the +feature for a later class period using the same text and organizers students have completed up to this point; or (2) extend this lesson by incorporating the +feature followed by steps 6 and 7.</p>
<b>Analyze-Compare-Write+</b>	
<p><b>Teacher models</b></p> <p>Ask students to look at the +prompt (figure 19.5, page 261) and follow along as you read it aloud. Explain to students that because this task is challenging, you want them to see a model (figure 19.8, page 265) and use a comparison/contrast checklist (figure 19.7, page 264) to determine if the model has followed the guidelines for writing this type of paragraph. Review the checklist with students and the specific questions that they will have to respond to both for the model paragraph and, later, for their own. As you discuss section 3 of the checklist, refer students to figure 19.9 (page 267) for examples of transitions that they can use as they write. Next, ask students to review Part B of the organizer for the model response (figure 19.8, page 265) that the student completed in preparation for her paragraph about a different topic—cars. Call attention to the aspects that are being compared for both cars and ask students to silently read the “What’s most important about the aspect” boxes for each type of car. Finally, ask students to silently read the model paragraph in the planning and writing area of the organizer that compares hybrid cars to traditional fueled cars.</p>	

**Students work with teacher**

Ask students to now work with you to use the compare-contrast checklist (figure 19.7, page 264). Read section 1 background knowledge aloud followed by the checklist question. Think aloud and facilitate a conversation with students in order to answer yes or no to this question about the topic sentence. Move on to the next two sections in order to arrive at answers as well.

Now that students have seen a model and used the checklist, they are ready to move forward to their specific assignment. Remind students of the paragraph they must write—which begins with a topic sentence that takes a position on whether the authors’ approaches are more alike or more different. Refer students to the compare/contrast column of Part B on the organizer (figure 19.5, page 261). Think aloud in order to model for students how to determine, based on what they have compared/contrasted, whether the approaches are more alike or more different. Stress to students that it is not just a matter of counting to decide whether there are more aspects alike than different. It is also a matter of deciding the weight of each aspect. Involve the class in making a decision in order to write a topic sentence. Tell students to write a topic sentence in response to the prompt.

**Students work with peers**

Remind students of the importance of referring to the comparison/contrast checklist as they begin to write. Ask partners to choose between the topic sentences each has written or to write an entirely new sentence together. Next, tell them to begin using the “organizational structure” column on the left side of the planning area of their organizer as a guide for completing their constructed response. Working together, while each is writing on his or her own organizer, students should begin writing their constructed response for the first text. Circulate as students are working to answer questions or give feedback. As students finish, call on partners to display their work. Think aloud as you process, and solicit students to process the merits of the work that is displayed.

**Students work alone**

Now, ask students to work individually to complete the response for the second text. Circulate as students are working to answer questions or give feedback.

**Teacher formatively assesses student work**

Call on students to display their completed paragraph. Process the merits of the work that is displayed. Formatively assess as many students as you can based on work that is displayed and the processing that students do as they discuss the work.

Lesson Step	Explanatory Notes for the Teacher
6. Teacher returns to the content standard to identify progress in understanding and retaining new content.	In order to identify student progress with the new content, ask students to write an exit ticket in response to this stem: In what ways did the reading, thinking, and writing you did today help you understand the content standard? Explain.
7. Closure	Ask students to reflect on their current level of understanding of the content standard(s) and the literacy skill(s) they worked with today by using “fist to five” hand signals to the following questions as you display them, read them aloud, and ask for student responses:

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7. Closure <i>(continued)</i>	<p>On a scale of fist to five, where making a fist means not at all and holding up all five fingers means you understand it so completely that you could be the teacher, rate your understanding of the following content standard: _____</p> <p>On a scale of fist to five, where making a fist means not at all and holding up all five fingers means you understand it so completely that you could be the teacher, rate your level of understanding of the following CCSS literacy skill: _____</p>