



ELA Virtual Learning

6th Grade ELA

Comparing Texts

April 10, 2020



6th Grade ELA
Lesson: April 10, 2020

Objectives/Learning Targets:

Students will:

- compare and contrast one author's presentation of events with that of another.
- write responses using complete sentences with standard spelling, punctuation, and grammar.



Warm-up

Directions: Read two accounts of the same incident and answer the question.

Police Report

Officer Valdez

September 27

When I first arrived at the scene, it was evident that the car had been abandoned. The vehicle had two flat tires and thick layers of dirt covering the windows. One of the windows was broken and there were animals living inside. In addition, the registration of the license plates was expired by 14 days.

As a result of these observations, it was clear to me that the vehicle had been abandoned, and I called the towing service to remove the vehicle to the police impound lot.

**Account
#1**

Warm-up

Account #2

Citizen's Complaint

Mr. Edwards

The Maplewood Police Department improperly towed and impounded my car while I was away on vacation. The car was parked in a legal parking space in front of my house. I renewed my registration two months ago and never received the stickers.

I understand that my car was dirty because the tree in my front yard drips sap on it in the fall. Also, the tires lose some of their air every couple of weeks. These are not crimes, however.

When I collected the car from the impound lot, the window was broken and animals were living inside my car. I expect more from the Maplewood Police Department, and expect to be fully repaid for the damage to my car.



Warm-up Question

How do the passages present the information differently?

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Warm-up Answer

How do the passages present the information differently?

Sample Proficient Answer:

The police officer viewed the situation differently than the owner. The officer saw an abandoned car that was not cared for, and followed protocol (procedure), taking it to the impound lot. The owner of the car, Mr. Edwards, had a different perspective and was upset that the police impounded his car. He presented the information in a way that made it seem as though his car was just left unattended during his vacation while the officer viewed the vehicle as simply abandoned.

Compare/Contrast

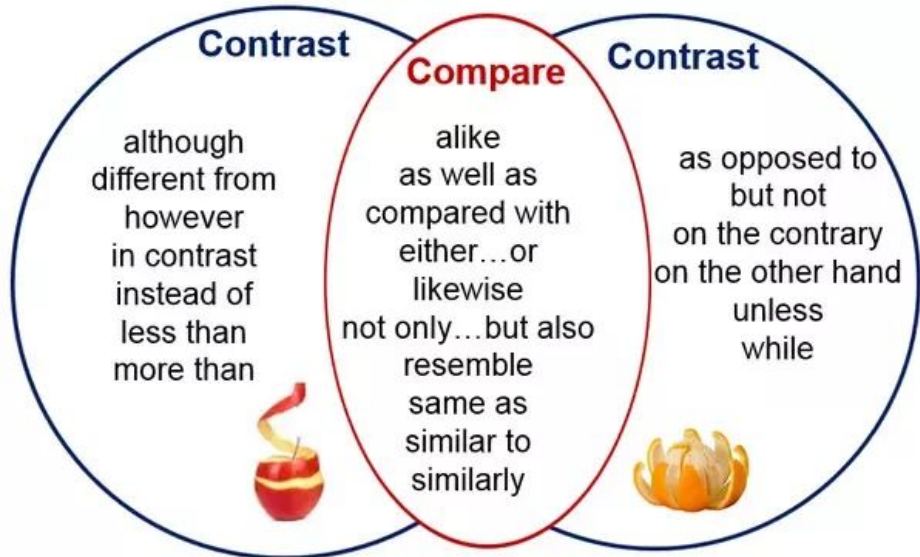
Click on the [link](#) or the arrow in the picture to find out more about comparing/contrasting two authors' opinions on the same topic.



Learn (continued)

Look for these signal words in the text to figure out similarities and differences.

Signal Words



- **What does it mean to **compare**?**
 - To view the relationship between two things
 - To see how things are alike
 - To examine the qualities that are the same
- **What does it mean to **contrast**?**
 - To show the differences or unlikeness
 - The state of being different from something else
 - Opposites



Learn (continued)

To compare and contrast nonfiction (informational) text, ask yourself the following questions:

- * What is the **main idea** of each passage?
- * What is the **subject/topic** of each passage?
- * What is the **scope** of each passage?
- * How is each passage **organized**?
- * What is the **author's purpose** in writing each passage?

Learn (continued)

How to Compare and Contrast Texts

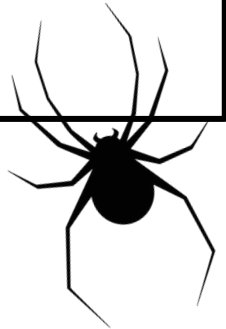
Text 1

I don't think insects are scary. In fact, I think they're interesting and fun to watch. I also think most insects are beautiful.

Text 2

Spiders terrify me. I saw a spider the other day, and I just about jumped to the ceiling. It looked like it was hungry, and I didn't want it munching on my leg!

Text 1	Both Texts	Text 2
<p>Scope: general (all insects)</p> <p>Main Idea: Insects are interesting.</p>	<p>Organization: main idea and supporting details</p> <p>Subject/Topic: insects</p>	<p>Scope: narrow (only spiders)</p> <p>Main Idea: Spiders are scary.</p>



Practice

Read the articles about the Hyperloop.

- [Could the Futuristic Traveling Tube Become a Reality?](#)
- [Officials Pitch Missouri for High-Speed Hyperloop Test Track](#)

After reading the articles, answer the following questions on notebook paper:

1. Which idea is supported in both texts?
2. How do the passages present the information differently?



Restate
Restate the question by turning it into a statement.

Answer
Answer all parts of the question.

Cite
Give examples and evidence from the text.
"the text states..." "in paragraph 4..."

Explain
Explain how your evidence supports your answer.
"this shows that..." "this means..."

MAIS-7-18



Practice Answer Key

(Answers will Vary)

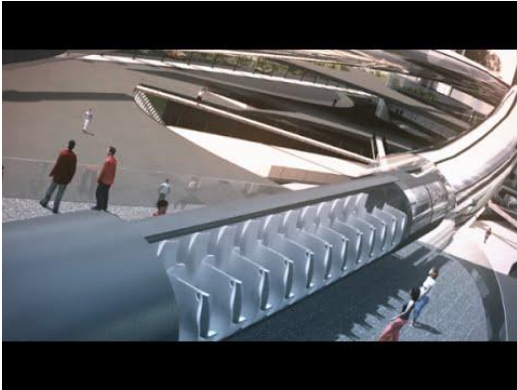
- Check your answers to make sure it meets the following criteria:
 - Did you write in complete sentences?
 - Did you use standard conventions (spelling, punctuation, grammar)?
 - Did you answer the question?
 - Did you support and explain your answer using details from the article?

Sample Proficient Answers:

- 1. The idea supported in both passages is information on the Hyperloop and if it can become a reality. Although the first article gives general information and the second is more in-depth, they both discuss the possibility of a hyperloop one day.***
- 2. The first passage, "Could the Futuristic Traveling Tube Become a Reality" discusses how the idea of the hyperloop came about using general information. It states that Musk had inspiration from a slow train in California so he wanted to find a quicker and more efficient way to travel on the ground. The second article, "Officials Pitch Missouri for High-Speed Hyperloop Test Track" talks about specific details with the hyperloop. It talks about the cost, the efficiency, and how it will boost the economy with jobs and economic activity.***

Additional Resources

If you want to learn more...



Click the arrow in the picture or click [HERE](#) to learn more about the Hyperloop.



Click the arrow in the picture or click [HERE](#) to learn more about the Missouri Hyperloop.