

LESSON OVERVIEW

Lesson 14 Text Structures, Part 1: Cause–Effect and Compare–Contrast

Lesson Objectives

Describe the overall structure (e.g., . . . comparison, cause/effect . . .) of events, ideas, concepts, or information in a text or part of a text.

Reading

- Identify and describe the features of a cause–effect text structure.
- Identify and describe the features of a compare–contrast text structure.
- Identify similarities and differences of events, ideas, concepts, and information in a text or part of a text.

Writing

- Draw evidence from informational text to support analysis and reflection.

Speaking and Listening

- Pose and respond to specific questions and contribute to discussions.

Language

- Use context to determine the meaning of unknown words and phrases.
- Use academic vocabulary.

Academic Talk

See **Glossary of Terms**, pp. TR2–TR9

- text structure
- cause–effect
- comparison

Learning Progression

Grade 3

Students use text features and search tools, including key words and sidebars, to locate information on a topic.

Grade 4

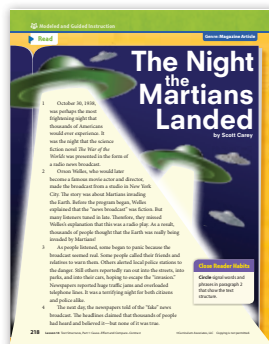
Building on Grade 3, students expand their understanding of the ways texts are constructed by learning about basic organizational patterns, including cause-and-effect and compare-and-contrast text structures.

Grade 5

Grade 5 increases in complexity by requiring students to compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

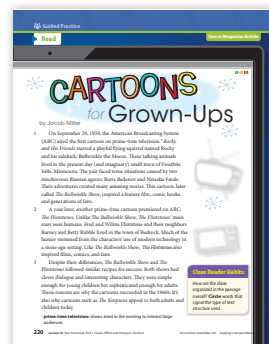
Lesson Text Selections

Modeled and Guided Instruction



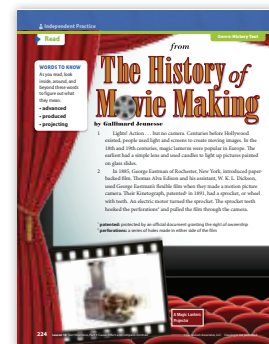
The Night the Martians Landed
by Scott Carey
Genre: Magazine Article

Guided Practice



Cartoons for Grown-Ups
by Jacob Miller
Genre: Magazine Article

Independent Practice



The History of Movie Making
by Gallimard Jeunesse
Genre: History Text

Lesson Pacing Guide

Whole Class Instruction 30–45 minutes per day

Day 1

[Teacher-Toolbox.com](#) Interactive Tutorials

Check the Teacher Toolbox for Interactive Tutorials to use with this lesson.

Introduction pp. 216–217

- **Read** Text Structures, Part 1: Cause–Effect and Compare–Contrast 10 min
- **Think** 10 min
Graphic Organizers: Venn Diagram and Cause-and-Effect Chart
- **Talk** 5 min
Quick Write (TRB) 5 min

Day 2

Modeled and Guided Instruction pp. 218–219, 222

- **Read** The Night the Martians Landed 10 min
- **Think** 10 min
Graphic Organizer: Cause-and-Effect Chart
- **Talk** 5 min
- **Write** Short Response 10 min

Day 3

Guided Practice pp. 220–221, 223

- **Read** Cartoons for Grown-Ups 10 min
- **Think** 10 min
- **Talk** 5 min
- **Write** Short Response 10 min

Day 4

Independent Practice pp. 224–229

- **Read** The History of Movie Making 15 min
- **Think** 10 min
- **Write** Short Response 10 min

Day 5

Independent Practice pp. 224–229

- Review Answer Analysis (TRB) 10 min
- Review Response Analysis (TRB) 10 min
- Assign and Discuss Learning Target 10 min

Language Handbook

Lesson 11 Punctuating Direct Quotations, pp. 484–485
20 min (optional)



Ready Writing Connection

During Ready Reading Days 1–5, use:
Lesson 4 Writing to Inform: Blog Post

- **Step 1** Study a Mentor Text
- **Step 2** Unpack Your Assignment
- Review the Research Path
- Read Source Text
- **Step 3** Find Text Evidence
- Reread Source Text

See Ready Writing TRB, p. 90a for complete lesson plan.



Small Group Differentiation

[Teacher-Toolbox.com](#)

Reteach

Ready Reading Prerequisite Lesson

Grade 3

- Lesson 4 Describing Cause and Effect
- Lesson 18 Describing Connections Between Sentences and Paragraphs
- Lesson 19 Describing Comparisons

Teacher-led Activities

Tools for Instruction

- Text Structure

Personalized Learning

[i-Ready.com](#)

Independent

i-Ready Close Reading Lessons

- **Grade 3** Text Features
- **Grade 4** Text Structures: Cause–Effect and Compare–Contrast



Introduction

Get Started

- Explain to students that in this lesson they will be reading about the history of modern entertainment and exploring two ways an author can organize information in a text.
- Tap into what students already know about text structure by discussing with them the planning step of the writing process. Explain:
Whenever you work on a longer piece of writing about an informational topic, you do a lot of planning. First, you gather information from different sources, and then you take your notes and organize them in a logical way. In other words, you structure your text.
- Elaborate by explaining that authors structure their writing in different ways, depending on the ideas they want to get across. For example, if they are writing about a historical topic, they might use a cause-effect structure to tell what events happened and why they happened. Or they might use a comparison structure to talk about how ideas and events of a particular time period were alike or different from today. By choosing text structures carefully, the author helps the reader to better understand and enjoy the information in the text.
- Focus students' attention on the Learning Target. Read it aloud to set the purpose for the lesson.
- Display the Academic Talk word and phrases. Tell students to listen for these terms and their meanings as you work through the lesson together. Use the Academic Talk Routine on pp. A48–A49.

English Language Learners

Genre Focus

Read

- Read aloud the Read section as students follow along. Restate to reinforce:
When you read, it's helpful to stop and think about the text structure—the way the author organizes the text. The author may make comparisons or describe cause-effect relationships to help the reader understand the information in the text.
- Direct students' attention to the two passages. Tell students to look carefully for signal words that show comparison or cause-effect text structures as they read.

Lesson 14
Text Structures, Part 1: Cause-Effect and Compare-Contrast

Learning Target

Identifying the main way an author organizes events and ideas in an informational text will help you better understand the topic.

- Read** Authors use different **text structures** to organize the ideas and details they want readers to understand about a topic.
- A **comparison** text structure describes how two or more things are similar and different. Words such as *like*, *both*, and *unlike* signal a comparison.
 - A **cause-effect** structure connects events that happen (effects) with why they happen (causes). Words such as *because*, *as a result*, *therefore*, and *if... then* often signal this structure.

Read each passage below. Circle words that signal its text structure.

Passage 1

The earliest sound recordings were made on tin foil. Because the foil ripped easily and sounded bad, inventors looked for better materials. Later recordings were therefore put on harder metal or wax, which lasted longer and sounded better.

Passage 2

Thomas Edison invented the phonograph in 1877. It played sound when the listener spun a hand crank that turned a metal tube. In 1886, Alexander Bell invented the graphophone. Like the phonograph, the graphophone played sound and was powered by the listener. Unlike the phonograph, the graphophone was operated by means of a foot pedal that turned a wax-covered tube.

English Language Learners
Develop Language

Concept Vocabulary To compare and contrast two or more things, students need to be able to correctly use words and phrases such as *both*, *alike*, *unlike*, *similar*, *in contrast*, and *in common*.

- Model using some of the words and phrases above to compare and contrast different pairs of items. For example: "*Both* cars and bicycles are vehicles. *Unlike* cars, bicycles provide a way of exercising."
- Display sentence frames such as the following, and invite students to complete them: *Both* vehicles have _____. *Cars* have _____. *In contrast*, bicycles _____. *One thing these two vehicles have in common is that they are both* _____.

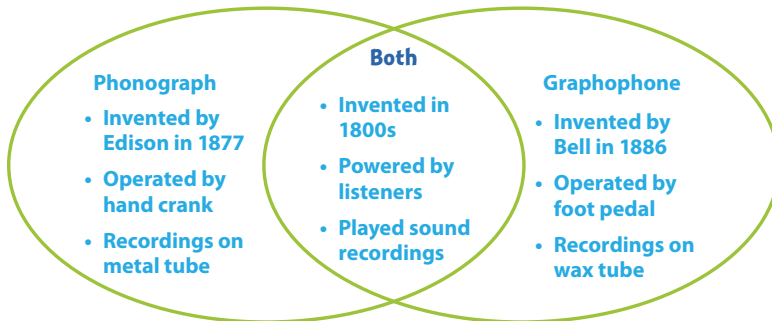
Genre Focus
Magazine Article

A magazine article is a short, factual selection about a specific topic. A magazine article is usually written to inform and explain, sometimes in an entertaining way. It may include headings, photos, or sidebars with additional information.

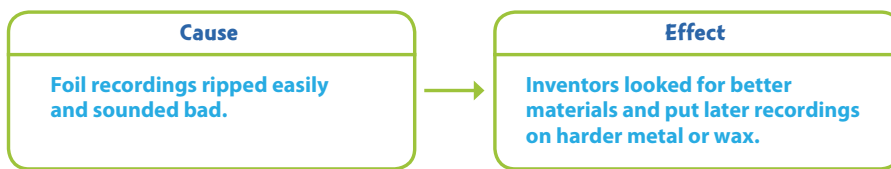
Provide some examples of magazine articles from children's magazines in the classroom or school library. Then invite students to share the title of an interesting article they have recently read and to describe what they learned by reading the article.

- **Think** Consider what you've learned about how authors use different text structures to organize their writing. Match each graphic organizer to the passage featuring that text structure. Then complete the graphic organizers using details from each passage.

Passage 2 : Comparison Text Structure



Passage 1 : Cause-Effect Text Structure



- **Talk** Share your graphic organizers with a partner. Did you choose the same graphic organizers for the passages? What information did you list in the *Venn diagram*? What information did you list in the cause-effect chart? Which signal words in each passage helped you?



Academic Talk

Use these words to talk about the text.

• text structure • comparison • cause-effect

217

Think

- Have students read aloud the Think section.
- Have partners complete the graphic organizers. Remind students that they must decide which one is best for each passage and use details from the passages to show evidence of the text structures.
- As students work, circulate and provide assistance as needed.
- Make certain that students understand that the second passage has a comparison text structure and the details show similarities and differences. The first passage has a cause-effect structure, and the details show a relationship between what happened (the effect) and why it happened (the cause).

Talk

- Read aloud the Talk prompt.
- Have partners discuss how their graphic organizers are similar or different.
- Ask volunteers to share their ideas.

Quick Write Have students write a response to the following prompt:

Think about an action you took recently. Describe the action and then explain its effects. What might have happened had you chosen a different action? Write a few sentences that compare and contrast the results of what you did and what you might have done.

Ask students to share their responses.

Monitor Understanding

Wrap Up

- Invite students to share what they've learned so far. Encourage them to use the Academic Talk terms in their explanations.
 - Explain to students that information may be presented in different ways. An author may show cause-effect relationships (what happened and why) or compare and contrast things.
- In the next section, we'll read a magazine article and explore cause-effect and comparison text structures. Knowing how the author organizes ideas and events will help you better understand the information in the text.**

Monitor Understanding

If... students struggle to identify "cause-effect" relationships or comparisons,

then... demonstrate an example. Have a student open a window in the classroom, and ask:

- **What happened when [student] opened the window?** (*The room became cooler/warmer.*) Have students identify the cause and the effect in this example. Then ask:
- **How is opening the window similar to or different from turning on/off the fan?** (*Similar: It makes the room cooler; Different: The window doesn't require electricity.*) Display separate lists for similarities and differences, and write down students' ideas.

Ask students to provide their own "cause-effect" and comparison examples.

Get Started

Today you will read a magazine article about a radio broadcast. First, you will read to understand what the author says. Then you will read to study the text structures the author uses in the article.

Read

- Read aloud the title of the article and call attention to the illustration. Ask students to predict what the article will be about.
- Have students read the article independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word to help them figure out its meaning.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

What main problem is described in the article?
(People thought that a radio play about aliens invading was real.)

When did this event take place? *(October 30, 1938)*

What happened as a result of this radio broadcast? *(People began to panic and tried to escape the “invasion.”)*

ELL English Language Learners

Word Learning Strategy

Explore

- Read aloud the Explore question at the top of p. 219 to set the purpose for the second read. Tell students they will need to take a closer look at how the information in the article is organized to answer this question.
- Have students read aloud the Close Reader Habit on the lower right of p. 218.

TIP Explain to students that each paragraph of the article may not follow a text structure perfectly. Not every sentence will show a cause-effect relationship or make a comparison. That’s why the term *overall text structure* is important.

Modeled and Guided Instruction

Read

Genre: Magazine Article

The Night the Martians Landed

by Scott Carey

1 October 30, 1938, was perhaps the most frightening night that thousands of Americans would ever experience. It was the night that the science fiction novel *The War of the Worlds* was presented in the form of a radio news broadcast.

2 Orson Welles, who would later become a famous movie actor and director, made the broadcast from a studio in New York City. The story was about Martians invading the Earth. Before the program began, Welles explained that the “news broadcast” was fiction. **But** many listeners tuned in late. **Therefore**, they missed Welles’s explanation that this was a radio play. **As a result**, thousands of people thought that the Earth was really being invaded by Martians!

3 As people listened, some began to panic because the broadcast seemed real. Some people called their friends and relatives to warn them. Others alerted local police stations to the danger. Still others reportedly ran out into the streets, into parks, and into their cars, hoping to escape the “invasion.” Newspapers reported huge traffic jams and overloaded telephone lines. It was a terrifying night for both citizens and police alike.

4 The next day, the newspapers told of the “fake” news broadcast. The headlines claimed that thousands of people had heard and believed it—but none of it was true.

Close Reader Habits

Circle signal words and phrases in paragraph 2 that show the text structure.

218

ELL English Language Learners

Develop Language

- Compound Words** Review with students that compound words are made of two or more smaller words. They can often look at these smaller words to figure out what a compound word means.
- Point out the noun *broadcast* in paragraph 1. Guide students to identify the two smaller words in *broadcast*. (*broad* and *cast*) Talk about the meaning of *broad*. (*wide*) Then talk about the meaning of *cast*. (*to throw or send out*)
 - Tell students to define *broadcast*. (*a radio or television program sent out over a wide area*)
 - Repeat for the compound words *overloaded*, *traffic jams*, and *headlines*.

Word Learning Strategy

Use Context Clues

- Point out the word *panic* in the first sentence of paragraph 3.

What context clues can help you figure out the meaning of *panic*?
(“ran out into the streets, into parks, and into their cars, hoping to escape the ‘invasion’”; “it was a terrifying night ...”)

Based on these clues, what does *panic* mean? *(a strong feeling of terror that makes it difficult to think clearly)*
- Remind students that when they come to an unfamiliar word, they can often use context clues to figure out what it means.

Explore

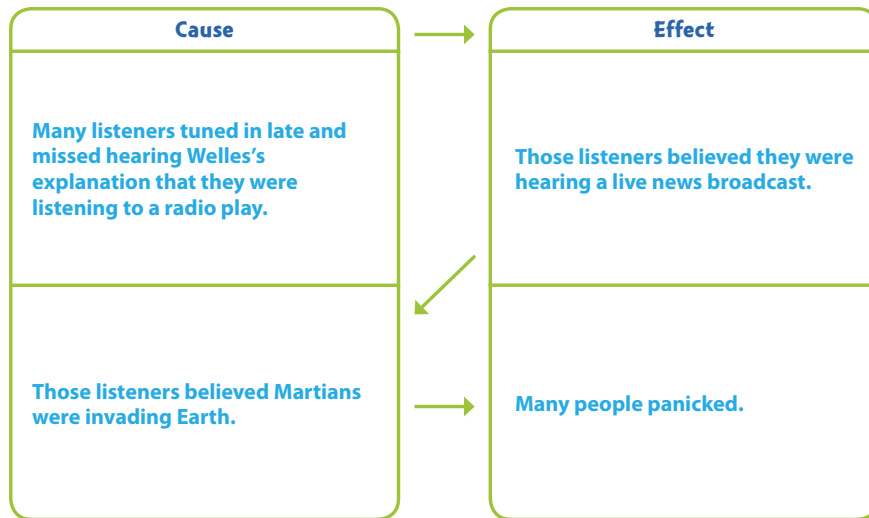
How does the author use a cause-effect text structure to organize the ideas and details in "The Night the Martians Landed"?



Authors use different structures in different parts of a text to make their ideas clear.

Think

- 1 Complete the chart below by adding text details that tell what happened and why. Remember that one event may result in others.



Talk

- 2 How has the author organized most of the ideas and details in the text? Which signal words helped you determine the structure? Why do you think the author chose this type of text structure?

Write

- 3 **Short Response** Describe the overall text structure the author uses to organize ideas and details in the passage. Include text evidence in your response. Use the space on page 222 to write your response.

HINT Make sure you explain where in the passage your evidence comes from.

219

Think

- Read aloud the Think section. Explain to students that you will model how to find text evidence to fill in the chart. Use the **Think Aloud** below to guide your modeling.
- Encourage students to work with a partner to continue rereading the article and to complete the chart.
- Ask volunteers to share their completed charts.
- Guide students to see that one event led to another. First, people missed the beginning of the broadcast, so they thought aliens were really invading Earth. That then led to panic.

Talk

- Read aloud the Talk prompt.
- Have partners respond to the prompt. Use the Talk Routine on pp. A52–A53.
- Circulate to check that students are discussing how the details reveal a cause-effect structure and are identifying words that signal that structure.

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite a few students to tell what the prompt is asking them to do.
- Make sure students understand that they need to explain the overall text structure. Point out that details in their charts will support their writing.
- Have students turn to p. 222 to write their responses.
- Use Review Responses on p. 222 to assess students' writing.

Wrap Up

- Ask students to recall the Learning Target. Have them explain how identifying the main way an author has organized events and ideas helped them better understand the article.

Think Aloud

- I'm working to complete the chart with the details that reveal the cause-effect text structure of the article. I'll go back into the text to find details that show causes and effects.
- In the first paragraph, I read that many Americans were frightened on October 30, 1938, by a radio news broadcast. As I keep reading, I see that even though Orson Welles had explained that the broadcast about Martians invading Earth was a radio play, many people tuned in late and missed his explanation.
- If I stop and ask myself, "What was the first thing that happened?" I can answer that many listeners believed that they were listening to a live news broadcast. I'll write that information in the first Effect box of the chart.
- Then I'll answer why the radio listeners believed this. Many listeners tuned in late and missed the explanation that they were listening to a radio play. I'll write that information in the first Cause box.
- Now I'll continue reading to find another cause and its effect.

Guided Practice

Get Started

Today you will read another article related to entertainment history. First you will read to understand what the article is about. Then you will reread with a partner to study how the ideas are organized in the article.

Read

- Read aloud the title of the article. Have students share what they know about most cartoons.
- Have students predict what the article will be about based on the title and the illustrations.
- **Read to Understand** Have students read the article independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

What was the first cartoon broadcast during prime time? (Rocky and His Friends)

What was it about? (*the adventures of a moose, a flying squirrel, and two Russian agents*)

What cartoon aired the following year? Why was it funny? (*The Flintstones; it was funny because it included modern technology but was set in the Stone Age.*)

What is the article mostly about? (*It is about two cartoons that were funny to both kids and adults in the 1950s and '60s.*)

ELL English Language Learners

Word Learning Strategy

- **Read to Analyze** Read aloud the Close Reader Habit on the lower right of p. 220 to set the purpose for the second read. Then have students reread the article with a partner and discuss any questions they might have.

Read

CARTOONS for Grown-Ups

by Jacob Miller

- 1 On September 29, 1959, the American Broadcasting System (ABC) aired the first cartoon on prime-time television.¹ *Rocky and His Friends* starred a playful flying squirrel named Rocky and his sidekick, Bullwinkle the Moose. These talking animals lived in the present-day (and imaginary) small town of Frostbite Falls, Minnesota. The pair faced tense situations caused by two mischievous Russian agents, Boris Badenov and Natasha Fatale. Their adventures created many amusing stories. This cartoon, later called *The Bullwinkle Show*, inspired a feature film, comic books, and generations of fans.
- 2 A year later, another prime-time cartoon premiered on ABC: *The Flintstones*. Unlike *The Bullwinkle Show*, *The Flintstones*' main stars were humans. Fred and Wilma Flintstone and their neighbors Barney and Betty Rubble lived in the town of Bedrock. Much of the humor stemmed from the characters' use of modern technology in a stone-age setting. Like *The Bullwinkle Show*, *The Flintstones* also inspired films, comics, and fans.
- 3 Despite their differences, *The Bullwinkle Show* and *The Flintstones* followed similar recipes for success. Both shows had clever dialogue and interesting characters. They were simple enough for young children but sophisticated enough for adults. Those reasons are why the cartoons succeeded in the 1960s. It's also why cartoons such as *The Simpsons* appeal to both adults and children today.

¹ **prime-time television:** shows aired in the evening to interest large audiences



Close Reader Habits

How are the ideas organized in the passage overall? **Circle** words that signal the type of text structure used.

ELL English Language Learners Build Meaning

Build Background Some students may not be familiar with *The Flintstones* or *The Bullwinkle Show* and could benefit from being shown images or videos from the Internet to help them understand why the cartoons were funny.

- Support the sentence "Much of the humor stemmed from the characters' use of modern technology in a stone-age setting," for example, by providing images of the Flintstones' foot-powered car or the dinosaur-crane Fred Flintstone operated at work.
- Allow students to point out reasons why these images are funny, and guide them to understand that the humor comes from seeing people use modern machines and gadgets during the Stone Age.

Word Learning Strategy Use Context Clues

- Point out the word *sophisticated* in the third sentence of paragraph 3, and ask:
What words in the sentence might help you figure out the meaning of sophisticated? (*"simple enough for young children but"; the word but signals that the cartoons were the opposite of simple for adults*)
What does the word sophisticated mean as it is used in this sentence? (*not simple; complex*)
- Explain to students that sometimes authors use antonyms as context clues to help readers figure out the meanings of difficult words.

Think Use what you learned from reading the article to respond to the following questions.

- 1 This question has two parts. Answer Part A. Then answer Part B.

Part A

How does the structure of the passage help readers understand more about *The Bullwinkle Show* and *The Flintstones*?

- A By presenting the effects of showing the cartoons at night, the passage explains why more viewers watched the cartoons.
- B By describing details about the cartoon shows, the passage shows how fans can use new ideas to create comic books and feature films.
- C By giving contrasting details about the two cartoon shows, the passage draws attention to the different types of people who liked each show.
- D** By pointing out that the cartoons were alike and different, the passage makes it clear that both shows were popular for similar reasons.

Part B

Underline **two** details from paragraph 3 of the passage that **best** support the answer in Part A.

As you read, ask:
How are the ideas organized? How does the structure help to make the writer's ideas clear?

Talk

- 2 How is most of the passage organized? Use the Venn diagram on page 223 to compare and contrast details about the two shows.

Write

- 3 **Short Response** Use the information in your Venn diagram to explain the overall text structure in the passage. Use at least **two** details from the passage to support your explanation. Use the space provided on page 223 to write your response.

HINT Which details describe how the two television shows are similar and different?

221

Think

- Have partners complete item 1.

TIP For students who have trouble identifying the structure, ask them to think about the topic of each paragraph. Guide them to recognize that the first paragraph is about one cartoon, the second is about another cartoon, and the third is about both cartoons.

Answer Analysis

When students have finished, discuss correct and incorrect responses.

1 Part A

The correct choice is D. The article compares and contrasts the cartoons and their effects on popular culture.

- **A, B,** and **C** are not supported by text evidence.

Part B

Students should underline the second and third sentences of paragraph 3. See p. 220 of the student book.

DOK 2

● **Monitor Understanding**

● **Integrating Standards**

Talk

- Have partners discuss the prompt. Emphasize that students should support their ideas with text details they write in the Venn diagram on p. 223.
- Circulate to clarify misunderstandings.

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite students to tell what the prompt is asking them to do. Make sure they understand that they need to include text evidence to support their ideas about the overall structure of the article.
- Have students write their responses on p. 223.
- Use Review Responses on p. 223 to assess students' writing.

Wrap Up

- Ask students to recall the Learning Target. Have them explain how knowing the overall text structure helped them better understand the article.

● Integrating Standards

Use these questions to further students' understanding of the text:

- **Compare the settings of the two cartoons. Which setting was more important to the cartoon, and why?** (Rocky and His Friends was set in a fictional town in Minnesota, while The Flintstones was set in the stone-age town of Bedrock. The setting of the latter was more important because much of the humor comes from seeing modern technology in stone-age scenes.)

DOK 2

- **What is the meaning of the word *recipe* as it is used in paragraph 3?** (a way of doing something that will lead to a particular result)

DOK 3

● Monitor Understanding

If... students have difficulty answering Part B,

then... have them look carefully at each sentence in paragraph 3, and help them to determine its main idea. Explain that if a sentence does not talk about why the two cartoons were so popular (such as the final sentence in the paragraph), then that sentence cannot be used for evidence. Encourage students to look for concrete reasons for the shows' popularity (sentence 2: "clever dialogue and interesting characters"). Have them underline the sentences that provide concrete reasons.

Write

Remember to use the Response-Writing Routine on pp. A54–A55.

Review Responses

After students complete the writing activity, help them evaluate their responses.

- 3 Responses may vary but should show an understanding that the article has an overall cause-effect text structure and explain which details and signal words indicate that structure. See the sample response on the student book page.
DOK 2

Write Use the space below to write your answer to the question on page 219.

The Night the Martians Landed

- 3 Short Response Describe the overall text structure the author uses to organize ideas and details in the passage. Include text evidence in your response.

HINT Make sure you explain where in the passage your evidence comes from.

Sample response: In the “The Night the Martians Landed,” the author uses a cause-effect text structure overall. In paragraph 2, the author describes a radio broadcast that caused many people to panic (the effects) and uses the words as a result and therefore as signals. In paragraph 3, the author continues to describe the effects of the radio broadcast. Terrified people created huge traffic jams and overloaded phone lines.



Don't forget to check your writing.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?



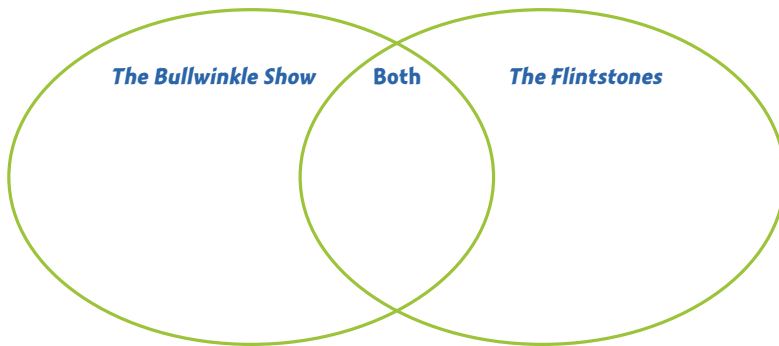
Scaffolding Support for Reluctant Writers

If students are having a difficult time getting started, use the strategies below. Work individually with struggling students, or have students work with partners.

- Circle the verbs in the prompt that tell you what to do, such as *describe*, *explain*, or *compare*.
- Underline words and phrases in the prompt that show what information you need to provide in your response, such as *causes*, *reasons*, or *character traits*.
- Talk about the details from the text that you will include in your response.
- Explain aloud how you will respond to the prompt.

CARTOONS for Grown-Ups

2 Use the Venn diagram below to organize your ideas.



Write Use the space below to write your answer to the question on page 221.

3 Short Response Use the information in your Venn diagram to explain the overall text structure in the passage. Use at least **two** details from the passage to support your explanation.

HINT Which details describe how the two television shows are similar and different?

Sample response: The author organized his ideas using a comparison text structure. For example, in the second paragraph, the author uses *unlike* and *like* to signal that the shows are being compared. The third paragraph points out the similarities—how both shows included clever dialogue and interesting characters, which appealed to children and adults alike and made both shows successful.

223

Talk

2 Students should use the Venn diagram to organize their thoughts and evidence.

Write

Remember to use the Response-Writing Routine on pp. A54–A55.

Review Responses

After students complete the writing activity, help them evaluate their responses.

3 Responses may vary but should state that the article has an overall comparison text structure and include two or more supporting details from the text. See the sample response on the student book page.

DOK 3

Teacher Notes

Independent Practice

Get Started

Today you are going to read a history text on movie making and use what you have learned about cause-effect and comparison text structures to explain how the author has organized the information in the text.

- Ask volunteers to explain how analyzing text structures will help readers better understand the ideas and events in history texts. Encourage students to use the Academic Talk word and phrases in their responses.

English Language Learners

Read

You are going to read the history text independently and use what you have learned to think and write about the text. As you read, remember to look closely at the details in the text to identify the text structure or structures the author has used.

- Read aloud the title of the passage, and then encourage students to preview the text, paying close attention to the headers, photographs, and captions.
- Call attention to the Words to Know in the upper left of p. 224. Remind students to use the Glossary of Words to Know in the back of the Student Book if they struggle to determine meaning from context, or to confirm their understanding of the word.
- If students need support in reading the text, you may wish to use the Monitor Understanding suggestions.
- When students have finished, have them complete the Think and Write sections.

Monitor Understanding

Read

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- advanced
- produced
- projecting

from
**The History of
 Movie Making**

by Gallimard Jeunesse

- 1 Lights! Action . . . but no camera. Centuries before Hollywood existed, people used light and screens to create moving images. In the 18th and 19th centuries, magic lanterns were popular in Europe. The earliest had a simple lens and used candles to light up pictures painted on glass slides.
- 2 In 1885, George Eastman of Rochester, New York, introduced paper-backed film. Thomas Alva Edison and his assistant, W. K. L. Dickson, used George Eastman's flexible film when they made a motion picture camera. Their Kinetograph, patented¹ in 1891, had a sprocket, or wheel with teeth. An electric motor turned the sprocket. The sprocket teeth hooked the perforations² and pulled the film through the camera.

¹ **patented:** protected by an official document granting the right of ownership

² **perforations:** a series of holes made in either side of the film

English Language Learners
 Develop Language

Multiple-meaning Words As students read, they will find many words with multiple meanings, such as *light, screen, slides, film, shoot/shot, shutter, reel, frame, and sets*. Preview these words.

- Display the words in a list and ask students to discuss different meanings for each word. Point to each word and ask:
What does this word mean? Does it have other meanings?
Where can you find more information about the word or check your ideas about the word's meaning?
- Prompt students to use a dictionary if needed.
- Provide example sentences using each word in different contexts, such as *I turned on the light. The backpack is light.* Be sure to emphasize which meaning of the word is used in the text.
- Invite students to share their own example sentences. Encourage them to think about the topic of movie making as they create their examples for each word. One sentence should use the meaning likely to be found in the text.

The First Picture Show

- 3 Paris, 1894: Louis Lumière peeps into an Edison Kinetoscope projecting machine. He's inspired! Paris 1895: Louis and his brother Auguste Lumière project the first publicly screened film, using their own invention, the *Cinématographe*. It combined the strong lamp and lens of a magic lantern with a shutter-and-film reel mechanism.³ By 1898, the Lumières had collected almost 1,000 short films. Most of them were real-life footage or news events from around the world. But Georges Méliès, a Parisian theater magician, had some fantastic ideas that would take film beyond reality.
- 4 The Lumière brothers' hand-cranked invention (1895) was a combination of camera, projector, and printer. The camera could shoot film. The projector kept the film still, while a frame (image) was projected on screen; then the frame was quickly advanced. Some audiences were shocked by the realistic pictures. The train moved as if it would plunge right into the audience. Supposedly, some frightened viewers ran out of the theater!

³ **mechanism:** a group of parts with which a machine operates



Poster of a Crowd Watching a Lumière Movie

Auguste Lumière poses with his invention, an early form of motion picture projector.

225

● Monitor Understanding

If... students struggle to read and understand the text,

then... use these scaffolding suggestions:

Question the Text Preview the text with students by asking the following questions:

- **What types of text features has the author included?** (*subheadings, photographs, and captions*)
- **Based on the title and the text features, what do you predict the text will be about?**
- **What questions do you have about the text?**

Vocabulary Support Define words that may interfere with comprehension, such as *lanterns, lens, and footage*.

Read Aloud Read aloud the text with the students. You could also have students chorally read the text in small groups.

Check Understanding Use the questions below to check understanding. Encourage students to cite details in the text that support their answers.

- **Who invented paper-backed film for cameras?** (*George Eastman*)
- **Who developed the invention that presented the first publicly screened film?** (*Louis and Auguste Lumière*)
- **What is the text mostly about?** (*inventions in movie making during the late 1800s*)

Independent Practice

Integrating Standards

After students have read the passage, use these questions to discuss the text with them.

- **Méliès' movies would have been impossible without the earlier inventions of other people. Name these people and their inventions.**

(George Eastman developed paper-backed film in the late 1800s. Thomas Edison and W. K. L. Dickson used the film in their motion picture camera, the Kinetograph, patented in 1891. Edison also invented a projecting machine called the Kinetoscope. In 1895, the Lumière brothers invented the Cinématographe, a machine that combined a camera, a projector, and a printer.)

DOK 2

- **The audience was shocked by the Lumière brothers' realistic pictures. Some even ran out of the theater. What can you infer about the audience from these details?**

(The audience had never seen anything as true-to-life as the Lumière brothers' pictures before.)

DOK 3

- **What is the main idea of the section "Hocus-Pocus"?**

(A malfunction of Méliès' camera inspired him to experiment with stop-motion photography.)

DOK 2

- **What did you learn from the image on p. 226 that helped you better understand the text?**

(The image shows the rocket hitting the man in the moon "smack in the eye." This helps me understand that smack means "directly" or "right." The image also helps me visualize what this scene in the film looked like.)

DOK 3

Theme Connection

Méliès the Magician

- 5 The Lumières were the founders of realistic films. It took a magician to create a whole new type of film. Georges Méliès, a well-known Parisian magician and theater owner, tried to buy a *Cinématographe* from the Lumières in 1895. They would not sell it to him. So Méliès went to London and bought some Eastman film. He designed his own camera and built a studio, a 25 x 55-foot shed, in his garden. Then Méliès started making films. At first like the Lumières, he shot travel scenes or scenes from daily life. Then, quite by accident, Georges Méliès learned about special effects.

Hocus-Pocus

- 6 In 1896, Méliès' camera jammed while he was filming a Paris street. It took him a few seconds to fix it and continue shooting. Meanwhile, the street scene changed: A bus drove away and a hearse drove up. When Méliès projected his film, he was astonished to see the bus suddenly turn into a hearse! He began to experiment with this kind of stop-motion photography.

A Trip to the Moon

- 7 In 1902, Méliès produced the science-fiction classic *A Trip to the Moon*, which brought him worldwide fame. The approximately 11-minute silent film was based on the work of Jules Verne. It showed the adventures of six

astronomers who pile into a rocket, get shot out of a cannon, and land smack in the eye of the man in the moon. Méliès' Star Film studio used extraordinary sets, props, and film effects to do things like make the moon's face move.

226



An image from the 1902 film *A Trip to the Moon*

Theme Connection

- Remind students that the theme of this lesson is Entertainment History.
- Display a three-column chart on the board. Label each column with the passage titles.
- Ask students to tell how each passage relates to the theme of Entertainment History. List their responses in the appropriate column.
- Ask students to compare and contrast how the audience in each passage reacted to the specific form(s) of entertainment. Make notes in each column as students present their ideas.

Think Use what you learned from reading the history text to respond to the following questions.

- 1** The sentences below are from paragraph 5 of the passage.

At first like the Lumières, he shot travel scenes or scenes from daily life. Then, quite by accident, Georges Méliès learned about special effects.

Which of the following **best** describes the text structure of these sentences?

- A** Cause–effect: The sentences tell how the Lumières’ films showed Méliès how to make special effects.
 - B** Comparison: The sentences tell how Méliès’ films were similar to and different from the Lumières’ films.
 - C** Cause–effect: The sentences tell how Méliès’ films led the Lumières to film scenes of daily life.
 - D** Comparison: The sentences tell how the Lumières’ films and Méliès’ films had nothing in common.
- 2** What effect does the text structure of the passage have on the reader’s understanding of the history of movie making?
- A** By giving the causes and effects of early filmmaking techniques, the passage explains how readers can create their own stop-motion films using basic equipment.
 - B** By describing the events in the order they happened, the passage makes it easy to understand every step in the history of making movies.
 - C** By comparing early filmmakers and describing the causes and effects of their efforts, the passage gives a clearer picture of how movie making came about.
 - D** By presenting all the problems and comparing and contrasting the filmmakers’ solutions, the passage explains why the history of French movies is important.

227

● Monitor Understanding

If... students struggle to complete the items,
then... you may wish to use the following suggestions:

Read Aloud Activities

- As you read, have students note any unfamiliar words or phrases. Clarify any misunderstandings.
- Discuss each item with students to make certain they understand the expectation.

Reread the Text

- Have students complete a graphic organizer as they reread.
- Have partners summarize the text.

Think

- Use the Monitor Understanding suggestions to support students in completing items 1–4.

● Monitor Understanding

Answer Analysis

When students have finished, discuss correct and incorrect responses.

- 1 The correct choice is B.** The first sentence has the word *like*, which signals a comparison is being made between Méliès’ work and the Lumières’ work. The second sentence indicates that there is a contrast between the films of the Lumière brothers and Georges Méliès.

- **A** and **C** describe cause-effect relationships that are unsupported by the excerpted sentences.
- **D** makes an incorrect comparison; the men’s films did have similar subject matter at first.

DOK 2

- 2 The correct choice is C.** The passage compares and contrasts the methods of the Lumière brothers and Georges Méliès, then provides information about the causes and effects of some of their filmmaking experiences and processes. This provides information about how filmmaking technology got its start.

- **A** is incorrect because while the passage does explain the causes and effects of parts of the original filmmaking process, it does not provide information about how to make your own stop-motion film.
- **B** is incorrect because the passage discusses only a few early developments in filmmaking. It does not explain events after 1902.
- **D** is incorrect because, even though the passage does compare and contrast different filmmakers’ solutions to the same problems, the text focuses on the history of movie making in general, not just French movies.

DOK 3

Independent Practice

3 See the answers on the student book page. Discuss students’ responses with them to make sure they understand the text structure each detail exemplifies. Remind students that this item simulates drag-drop items they may see on computer-based assessments.

DOK 3

4 The correct choice is D. When Méliès's camera became stuck, it was unable to operate. The word *jammed* means “to become stuck or unable to work or move.”

- A, B, and C are not supported by the context of the word *jammed*.

DOK 1

Independent Practice

3 Complete the chart below by identifying the type of text structure each detail supports. Write “cause–effect” or “comparison” beside each detail.

Detail	Text Structure
“[The <i>Cinématographe</i>] combined the strong lamp and lens of a magic lantern with a shutter-and-film reel mechanism.” (paragraph 3)	comparison
“The Lumière brothers’ hand-cranked invention (1895) was a combination of camera, projector, and printer.” (paragraph 4)	comparison
“Georges Méliès . . . tried to buy a <i>Cinématographe</i> from the Lumières in 1895. They would not sell it to him. So Méliès . . . designed his own camera.” (paragraph 5)	cause–effect
“Meanwhile, the street scene changed: A bus drove away and a hearse drove up. When Méliès projected his film, he was astonished to see the bus suddenly turn into a hearse!” (paragraph 6)	cause–effect
“In 1902, Méliès produced . . . <i>A Trip to the Moon</i> , which brought him worldwide fame.” (paragraph 7)	cause–effect

4 Read the sentence from the passage.

In 1896, Méliès’ camera jammed while he was filming . . . It took him a few seconds to fix it and continue shooting.

Which phrase **best** describes the meaning of jammed?

- A squeezed tightly
- B stepped on the brakes
- C moved the gears
- D became stuck

Monitor Understanding

If... students don’t understand the writing task, then... read aloud the writing prompt. Use the following questions to help students get started:

- What is the prompt asking you to write about?
- Do you need to reread the text to find more information?
- How will you identify the information you need to include?
- Have partners talk about how to they will organize their responses.
- Provide a graphic organizer to assist students, if needed.

**Write**

- 5 Short Response** Describe the text structure in these sentences from paragraph 3 of the passage. Support your answer with at least **two** details from the sentences.

By 1898, the Lumières had collected almost 1,000 short films. Most of them were real-life footage or news events from around the world. But Georges Méliès, a Parisian theater magician, had some fantastic ideas that would take film beyond reality.

Sample response: The word *but* in the last sentence signals that this part of the passage has a comparison text structure. The passage compares films the Lumières shot with what Méliès will do in the future. The Lumières shot “real-life footage or news events from around the world,” while Méliès “would take film beyond reality.” Later we learn that he found ways to create special effects.

**Learning Target**

In this lesson, you identified comparison and cause-effect text structures. Now explain how identifying the text structure in a passage helps you better understand the ideas in a text.

Responses will vary, but students should mention ways that recognizing the text structure of a passage helps them better follow an author's ideas or reasons.

229

5 2-Point Writing Rubric

Points	Focus	Evidence	Organization
2	My answer does exactly what the prompt asked me to do.	My answer is supported with plenty of details from the text.	My ideas are clear and in a logical order.
1	Some of my answer does not relate to the prompt.	My answer is missing some important details from the text.	Some of my ideas are unclear and out of order.
0	My answer does not make sense.	My answer does not have any details from the text.	My ideas are unclear and not in any order.

Write

- Tell students that using what they read, they will plan and compose a short response to the writing prompt.

Monitor Understanding**Review Responses**

After students have completed each part of the writing activity, help them evaluate their responses.

- 5** Display or pass out copies of the reproducible **2-Point Writing Rubric** on p. TR10. Have students use the rubric to individually assess their writing and revise as needed.

When students have finished their revisions, evaluate their responses. Answers will vary but should describe the text structure of the excerpt and include two or more details to support their ideas. See the sample response on the student book page.

DOK 3**Wrap Up****Learning Target**

- Have each student respond in writing to the Learning Target prompt.
- When students have finished, have them share their responses. This may be done with a partner, in small groups, or as a whole class.