Same Topic, Two Builds

Teacher		**Class**	Grade 5
Subject	ELA	**Topic**	Comparing text structures
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to compare chronology and cause and effect in two texts. They read telegraph texts and prove each build with signal words.

Curriculum links

- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. [2]

Learning objectives

- Students will compare chronology in one text with cause and effect in another.
- Students will use signal words to name each text's overall structure.
- Students will contrast structures of two texts on the same topic.

Success criteria

- I can name chronology and cause and effect in two same-topic texts.
- I can point to signal words that prove each text structure.
- I can explain how the two builds are alike and different.

What students already know

Ask: What clue words tell time order? What clue words tell why? Take 3 quick answers on mini whiteboards.

Key words

chronology	order of when things happened from first to last [2]
cause	why something happens [4]
effect	what follows after something happens [4]
signal word	clue word that shows how writing is put together [4]
structure	the way parts of writing are built and ordered [2]

Materials

- Slides 1-4, 7-8, 12 and classroom screen
- Video clip 1 Comparing structures - Khan ready to play
- Printed Worksheet page 3 Two Texts About the Telegraph with Task C multiple choice to tick the best answer about each text's structure, one per pair
- Printed Venn diagram handout, one per pair
- Pencils and highlighters
- Pre-highlighted copies for support

Before the lesson

- Print Worksheet page 3 passages with Task C multiple choice to tick the best answer about each text's structure and Venn diagram handouts, plus pre-highlighted support copies
- Test Slide 7-8 and Video clip 1 (0:00-4:28) sound and screen
- Set desks for pairs and clear space for turn-and-talk

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Lesson outline

0–8 min **Starter** 8 min · Whole class

Hook interest and recall that the same topic can be built in different ways.

YOU DO

1. Show Slide 1 and read the title Comparing how two texts are built.
2. Say the hook and show Slide 2 question about bikes: one tells steps in time, one tells why bikes help.
3. Have partners do 1-minute think, pair, share on how the bike texts are different.
4. Take 2 answers and link to goal: today we compare a clock build and a dominoes build.

STUDENTS DO

1. Look at Slides 1-2 and listen to the hook.
2. Think, then tell a partner how time steps differ from why reasons.
3. Share one idea with the class.

Say: Two pages about the same invention. One works like a clock, one works like dominoes. Which is which? Today we will prove how two texts on the same topic can be built in different ways. You will name each build.

Ask: How could two bike texts be different if the topic is the same? (One tells steps in time order, the other tells causes and why bikes help.) · Why does structure matter to a reader? (It changes how information is ordered and understood.)

Check understanding: Thumbs up if you can say same topic, different build. If many are unsure, repeat the bike example once more.

Support: Let unsure students repeat a partner's answer instead of making their own. **Stretch:** Ask ready students to predict which signal words the time text and the why text might use.

Use: Slides 1–2

8–18 min **Teaching** 10 min · Whole class

Teach the four structures and the signal words that prove each one.

YOU DO

1. Show Slide 3 steps: Read Text A, ask how it is built, read Text B for signal words, name each shape, say same topic, different build.
2. Show Slide 4 mindmap: chronology, comparison, cause/effect, problem/solution are overall structures texts use [2].
3. Point out first, then, finally suggest chronology, because, as a result, this caused suggest cause and effect, and both, in contrast, while suggest comparison [4].
4. Model with two short builds and underline the signal words aloud.

STUDENTS DO

1. Chant each structure and its signal words from Slide 4.
2. Follow along as teacher underlines First, Then, Finally and problem, So.
3. Repeat: same topic, different build.

Say: Readers ask, how is this text built? Time words like first, then, and finally point to chronology. Why words like because, as a result, and this caused point to cause and effect. Name each shape out loud, then say same topic, different build.

Worked example: Text A: First we dug soil. Then we planted seeds. Finally we watered daily. First, Then, Finally prove chronology [4]. Text B: Litter was a problem. So we added bins and signs. Litter dropped. Problem and So prove problem/solution [2]. Same school garden topic, different builds.

Ask: If you see because, as a result, and led to, what structure is it? (Cause and effect, because it shows why and what followed [4].) · If you see In 1832, In 1837, On May 24, 1844, what structure is it? (Chronology, because dates show time order [4].)

Check understanding: Show fingers 1-4 for chronology, comparison, cause/effect, problem/solution when teacher reads a signal word. Reteach any missed word.

Support: Give a one-page signal-word bank grouped by structure so students match instead of recall.
Stretch: Ask ready students to add a new example sentence for each structure using a fitting signal word.

Use: Slides 3–4

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18–30 min **Guided Compare** 12 min · Whole class

Model how to compare the telegraph timeline build with the telegraph change build.

YOU DO

1. Show Slide 7: Text A lists years 1832, 1844, 1866 and Text B shows causes with because, as a result, same topic, different structures [4].
2. Play Video clip 1 and tell students to listen for how both texts are compared and words that link same and different.
3. Think aloud a linked comparison using in the same way and on the other hand to connect Text A to Text B [3].
4. Stress talking about both texts all the way through instead of all about one, then all about the other [3].

STUDENTS DO

1. Watch the video and listen for linking words.
2. Turn and talk to repeat the model sentence with on the other hand.
3. Name each shape out loud with a partner.

Say: Text A tells when with years. Text B tells why with because and as a result. Good comparers talk about both texts together. We use linking words like on the other hand and in the same way to connect the two builds.

Worked example: Both texts are about the telegraph. Text A uses chronology with In 1832 and On May 24, 1844. On the other hand, Text B uses cause and effect with Because messages could travel in seconds and As a result [4]. One tells when, one tells why.

Ask: What does Text A do that Text B does not? (Text A lists years in time order, Text B explains causes and effects.) · Why must we mention both texts all the way through? (So the comparison links them instead of describing one then the other [3].)

Check understanding: Cold-call 3 pairs to say Text A uses ___, while Text B uses ___ because ___. Model again if linking is missing.

Support: Provide frames like Text A uses ___, while Text B uses ___ because ___ [3]. **Stretch:** Ask ready pairs to add a second detail from each text that strengthens the same point.

Use: Slides 7–8, Video clip 1 (0:00–4:28)

30–52 min **Main Activity** 22 min · Pairs

Compare chronology in one telegraph text with cause and effect in the other.

YOU DO

1. Hand out Worksheet page 3 Two Texts About the Telegraph with Task C multiple choice to tick the best answer about each text's structure and Venn diagram handouts and pencils.
2. Direct pairs to read paragraphs 1-2 for dates, then paragraphs 3-4 for causes, underlining signal words [4].
3. Direct pairs to label Text 1 as chronology and Text 2 as cause and effect, then list two dates and two cause-effect pairs on the Venn.
4. Direct pairs to complete Worksheet Task C multiple choice to tick the best answer about each text's structure.

STUDENTS DO

1. Read paragraphs 1-4 with a partner and underline dates and cause words.
2. Complete the Venn labeling Passage 1 as chronology and Passage 2 as cause and effect with two dates and two causes with effects.
3. Do Worksheet Task C multiple choice to tick the best answer about each text's structure and prepare to read one signal word aloud to defend each choice.

Say: Read Text 1, paragraphs 1 and 2, like a clock. Underline the years. Read Text 2, paragraphs 3 and 4, like dominoes. Underline because and as a result. Label each build, fill your Venn with proof, then do Task C multiple choice to tick the best answer about each text's structure.

Worked example: Text 1 proof: On May 24, 1844, Morse sent the first message, What hath God wrought. By the mid-1850s more than twenty thousand miles of wire crossed the country. Dates prove chronology [4]. Text 2 proof: Because messages could travel in seconds, papers printed same-day reports. As a result, news from Europe took weeks to reach America becomes same-day. Because and As a result prove cause and effect [4].

Ask: What proves Text 1 is chronology? (Dates like In 1832, In 1837, On May 24, 1844, In 1866, By 1900 in time order [4].) · What proves Text 2 is cause and effect? (Because, As a result, This caused, which led show why and what followed [4].)

Check understanding: Walk the room, check Venn labels and Task C multiple choice ticks for best answer about each text's structure. If pairs mix structures, point them back to underlined dates versus because words.

Support: Give pre-highlighted copies with dates in Passage 1 and because, as a result, caused, and led to in Passage 2 so students can see the clue pattern [4]. **Stretch:** Have students write one sentence explaining how the timeline made the causes in the second text possible.

Use: Worksheet Task C multiple choice to tick the best answer about each text's structure

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52–60 min **Plenary** 8 min · Whole class

Check that students can contrast the two builds and state the rule.

YOU DO

1. Show Slide 12 true or false statements and read each aloud.
2. Call on students to vote true or false and read one highlighted clue as evidence [2].
3. Return to success lines and have class chant same topic, different build.
4. Preview that next time they will write a paragraph that mentions both texts together [3].

STUDENTS DO

1. Vote true or false and justify with because or date evidence.
2. Self-check against I can statements with thumbs up or sideways.
3. Pack up Venn and worksheet for teacher review.

Say: Two texts can share a topic but use different structures. Same ideas can be built as time or why. Tell me true or false and prove it with a clue word. End by showing you can name both builds.

Ask: Words like because and as a result show chronology. True or false? (False, they show cause and effect, not time order [4].) · Two texts can share a topic but use different structures. True or false? (True, like the telegraph timeline and change texts.)

Check understanding: Count true/false votes on Slide 12. If split, re-read paragraph 3 As a result sentence versus paragraph 2 date sentence.

Support: Let unsure students answer by pointing to their Venn proof instead of speaking a full sentence.
Stretch: Ask ready students to explain which build helped them learn faster and why with an example.

Use: Slide 12

Common mistakes

Mistake	How to spot it	How to fix it
Thinking because, as a result show chronology	Student labels Text 2 as time order despite why words	Sort words: dates like In 1844 show when, because and as a result show why and what followed [4].
Thinking same topic means same structure	Student gives both telegraph texts the same label	Remind that overall structure can differ even on one topic, one tells when, one tells why [2].
Writing all about one text, then all about the other	Comparison names Text A for three sentences before Text B	Model linking with on the other hand and in the same way to talk about both all the way through [3].

Support

- Pre-highlight dates and cause words and give a grouped signal-word bank for matching [4].
- Use sentence frames with Text A uses ___, while Text B uses ___ because ___ [3].

Stretch

- Write one sentence explaining how the timeline made the causes in the second text possible.
- Add a second detail from each text to strengthen the same comparison point.

For the LSE or teaching assistant

Sit with pairs using pre-highlighted copies, prompt underlining of two dates and two because clues, and scribe Venn labels if needed.

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Check for understanding

Question	Answer
Text 1 How the Telegraph Grew mainly uses what structure?	Chronology (time order) shown by dates like 1832, 1844, 1866 [4].
Text 2 Why the Telegraph Mattered mainly uses what structure?	Cause and effect shown by Because, As a result, This caused, which led [4].
Write one linked sentence that names both texts and both structures.	Both about the telegraph, but Text 1 uses chronology while Text 2 uses cause and effect; accept any accurate linked sentence using on the other hand or while [3].

Homework

Underline one time clue and one why clue in any nonfiction page at home.

Sources

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