Listen, Name, and Compare Texts

Tell whether a text is a story, a poem, or information - then explain how a story and information are different.

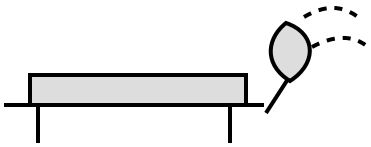
Name: _____ Date: _____

Part 1: Listen to Three Texts

Listen as your teacher reads Texts A, B, and C. Look at each text and picture. Do not mark yet.

Text A

At recess, Mina found a small red leaf. She put it on the bench for her friend Jo. A breeze lifted it away. Mina and Jo laughed and chased it.



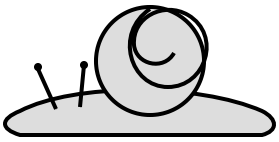
Text B

Rain taps softly
on the glass.
Puddles hold
little sky.



Text C

Garden snails have soft bodies. They carry hard shells. A snail moves on one wide foot. It can leave a shiny trail.



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Name: _____ Date: _____

Part 1: Listen to Three Texts (continued)

1. Mark one answer for each text.

Text	Mark one type
A	[ ] Story [ ] Poem [ ] Information
B	[ ] Story [ ] Poem [ ] Information
C	[ ] Story [ ] Poem [ ] Information

Original classroom texts and illustrations, created for this worksheet.

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Name: _____ Date: _____

Part 2: Tell How Two Texts Are Different

Look back at **Text A** and **Text C**.

2. Put an X by the best answer.

Text A is a story because it has...	Text C is information because it has...
[ ] a character and something that happens	[ ] facts about a topic
[ ] only facts about snails	[ ] Mina and Jo chasing a leaf

Tell your teacher or write your idea.

A story _____.
Information _____.

Say one detail you found. You may say, “Text A tells about ___,” or “Text C says ___.”

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Answer Key and Teaching Notes

Goal: Students identify three genres and compare a literary story with an informational text. Accept oral responses, pointing, dictated responses, or student writing.

Materials supplied: Student pages 1-2 for Part 1, including the three original texts, line illustrations, and classification table; Student page 3 for Part 2; this teacher key and read-aloud script. **Additionally needed:** one pencil per student. No external sources or special materials are needed.

Exact setup: Give each student pages 1-2 and a pencil. Keep student page 3 face down or set it aside. Seat students where they can see their own pages. Read all three texts before students mark the classification table on page 2. After Part 1 is complete, give or uncover student page 3 for Part 2.

Teacher-read script: Say, “Listen while I read each text. Look at the words and picture. Wait to mark your answers until I have read all three.” Read Text A exactly: “At recess, Mina found a small red leaf. She put it on the bench for her friend Jo. A breeze lifted it away. Mina and Jo laughed and chased it.” Read Text B exactly, with a short pause at each line: “Rain taps softly / on the glass. / Puddles hold / little sky.” Read Text C exactly: “Garden snails have soft bodies. They carry hard shells. A snail moves on one wide foot. It can leave a shiny trail.” Then say, “Now mark what kind of text you think each one is.” Do not name a genre before students have made their choices. After marking, say, “A story tells about characters and events. Informational text gives facts about a topic. Complete Part 2, then tell me your idea.”

Answers: 1A. Story - Mina and Jo are characters, and events happen. 1B. Poem - the words are arranged in short lines and create an image of rain and puddles. 1C. Information - it gives facts about garden snails. 2. Mark “a character and something that happens” for Text A and “facts about a topic” for Text C.

Sample response for 2: “A story has characters and tells what happens. Information gives facts about a topic.” Detail examples: “Text A tells about Mina and Jo chasing a leaf.” “Text C says that a snail moves on one wide foot.”

Observation method: As each student answers Part 2, use this oral-response checklist: [ ] Names Text A as story. [ ] Names Text C as information. [ ] States one difference, such as “a story has characters/events; information has facts.” [ ] Gives one accurate detail from either text. A student meets the task when the first three boxes are observed. If writing is incomplete, ask: “Tell me your answer,” and record the student’s oral words.

Teaching response: If a student confuses the texts, reread only Text A and Text C. Ask, “Who is in Text A? What happens?” Then ask, “What does Text C teach us about snails?” Have the student revise the marks or explain orally. Do not score spelling or handwriting for this task.

Source credit: Original classroom texts and line illustrations created for this worksheet, 2026. No external source used.