

Two Texts, One Inventory

Compare an explanation with a technical record-entry guide.

11.RI.3.B “Compare and contrast informational and technical texts for intent, content, and clarity.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Both texts are classroom originals for a fictional tree inventory. Text A has two paragraphs. Text B includes a procedure table. Compare their intent, content and clarity; you are analyzing the guide, not conducting an outdoor survey.

Why Records Matter, How Records Work

- ① **Text A: Why a Tree Inventory Needs Careful Records.** Counting street trees can help a community discuss its green spaces, but a count alone cannot show how much shade reaches a sidewalk at noon. Trees differ in size and location, and a crown can extend away from a walking route. An inventory is a starting point for questions, not a complete map of comfort. Dates also matter: a record from an earlier season may describe conditions that have changed.
- ② **Text A continued.** Uncertainty should remain visible in the record. If an observer could not determine whether a crown was present, entering absent would turn a gap in knowledge into an asserted condition. Duplicate records can distort a count too. A consistent tree identifier and observation date help reviewers recognize when two entries may describe the same observation. These details let planners ask which conclusions the records support and which require further investigation.

- ③ **Text B: Entering a Tree Observation. Input:** one completed paper observation card.
- Fields:** tree ID, observation date, crown code and comment. Use YYYY-MM-DD for the date. Crown codes are P = present, A = absent and U = uncertain. The unique record key is tree ID plus observation date. Follow the four steps below. **Worked example:** a card marked T-014, May 6, 2026, crown uncertain becomes tree ID T-014; date 2026-05-06; crown code U; comment crown uncertain. This is a fictional data-entry protocol, not a method for measuring shade.

TEXT B: RECORD-ENTRY PROCEDURE

Step	Action and check
1	Copy the tree ID and observation date from the card. If either is missing, return the card for clarification; do not create an entry.
2	Search for the same tree ID and date. If an entry already exists, flag it for review; do not add a duplicate.
3	Enter P, A or U from the card. If crown status is blank, enter U and write status missing in the comment.
4	Compare the entry with the card, check the date format and save it only after correcting any copying error.

2 ANSWER WITH EVIDENCE ————— Use the passage

- ① Compare the intent and intended use of Text A with those of Text B.

- ② Explain how one idea in Text A becomes an operational rule in Text B.

3 Evaluate two visible features that make Text B clearer for its users. Use the table or worked example.

4 Why would Text B's codes be insufficient to answer Text A's question about sidewalk shade? Compare the scope of their content.

3 YOUR TURN

Write a 90-120-word comparison of the supplied texts. Explain their different intents, compare the content each includes, and evaluate one specific clarity choice in each. Explain why neither text can simply replace the other.

Compare and evaluate

Use specific evidence from both texts and follow the word range and final-response instructions above.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled document.

PART 1 • READ AND MARK

Both texts are classroom originals for a fictional tree inventory. Text A has two paragraphs. Text B includes a procedure table. Compare their intent, content and clarity; you are analyzing the guide, not conducting an outdoor survey. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Compare the intent and intended use of Text A with those of Text B.	A helps readers understand what inventory records can and cannot support. B directs data-entry staff through a specific process for creating consistent records.
2	Explain how one idea in Text A becomes an operational rule in Text B.	A explains that uncertainty must not become an assertion of absence. B turns that idea into codes and a rule: a blank crown status becomes U with a comment, not A.
3	Evaluate two visible features that make Text B clearer for its users. Use the table or worked example.	Numbered rows separate actions and exception rules in order. The worked example shows the exact date and code format. Both reduce the need to infer how to enter a record.
4	Why would Text B's codes be insufficient to answer Text A's question about sidewalk shade? Compare the scope of their content.	The codes record whether a crown was observed, not its size, direction or noon shadow. A explains that those distinctions limit conclusions; B controls entry of a narrower set of fields.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Text A explains how to interpret an inventory responsibly, while Text B tells staff how to enter its records. A discusses limits such as the difference between counting trees and measuring sidewalk shade. Its concrete uncertain-versus-absent example clarifies why missing knowledge must remain visible. B converts that concern into field codes and an explicit rule for blank crown status. Its numbered table separates actions and exceptions, making the procedure easier to follow. A cannot replace B because it lacks the complete entry sequence and field format. B cannot replace A because accurate entry alone does not explain all the limits of conclusions drawn from the inventory.

TEACHER ASSESSMENT NOTES

Accept supported evaluations, including limitations students identify. The worked example uses U and a comment because the card explicitly says uncertain; the separate blank-status rule uses status missing. A crown-presence code is not a shade-area measurement. No external cards are required for this comparison task.