

Two Texts, One Topic

Compare how an article and a guide communicate about urban trees.

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 Underline details that explain a problem, cause, benefit, or limit. Circle directions, measurements, or warnings, then write I or T in the margin to show whether each marked feature is informational or technical.

Cooling a City, Planting a Tree

- ① Text A, from a city-news article, explains why some neighborhoods feel hotter than nearby parks. Asphalt and dark roofs absorb sunlight, then release heat after sunset. Trees cool streets by shading pavement and moving water vapor from leaves into the air. Neighborhoods with fewer trees often have higher summer surface temperatures, especially where parking lots cover large blocks. Residents and planners use such information when they discuss planting shade trees or choosing lighter roofing materials. These changes can lower surface temperatures and make outdoor spaces more comfortable during hot weather.
- ② Text A also describes how city planners decide where to add trees. They combine temperature maps with records of tree canopy, sidewalk width, underground utilities, and residents' requests. A block may be very hot yet unsuitable for a large tree if pipes, wires, or narrow sidewalks leave too little planting space. Planners can choose smaller species, adjust a planting location, or add other cooling features, such as shade structures. By presenting limits alongside benefits, the article shows that reducing heat requires evidence, planning, and public input, not one simple solution.
- ③ Text B, from a municipal tree-planting guide, gives crews a procedure for installing a young street tree. First, call the local utility-locating service before digging. Dig a hole two to three times wider than the root ball, but no deeper than the root ball. Set the tree so the root flare sits at ground level, then refill the hole with the removed soil. Water slowly until the soil is moist through the root zone. Keep mulch in a ring around, not against, the trunk. Record the planting date and species on the maintenance log.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does Text A's intent differ from Text B's intent?

2 Identify one kind of evidence or context included in Text A and one procedural detail included in Text B. Explain how each choice fits its text's intent.

3 Which two features of Text B make its directions especially clear? Explain how those features help a crew.

4 What topic do both texts share, and how does their organization differ?

3 YOUR TURN _____ Your own words

Write a 90 to 120 word comparison for a school newsletter about conserving water. Explain how an informational text and a technical text on that topic would differ in intent and content, and describe one clarity choice each writer could use.

PART 1 • READ AND MARK

Underline details that explain a problem, cause, benefit, or limit. Circle directions, measurements, or warnings, then write I or T in the margin to show whether each marked feature is informational or technical. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does Text A's intent differ from Text B's intent?	Text A informs readers about urban heat, trees, and planning choices. Text B directs a crew through the safe installation of a street tree.
2	Identify one kind of evidence or context included in Text A and one procedural detail included in Text B. Explain how each choice fits its text's intent.	Text A includes evidence such as temperature maps, canopy records, or the effect of asphalt and roofs. Text B includes a procedure such as calling the utility-locating service or digging a hole two to three times wider than the root ball. The article builds understanding, while the guide helps a crew complete a task.
3	Which two features of Text B make its directions especially clear? Explain how those features help a crew.	Its ordered sequence, including "First," and its exact measurements make the directions clear. The sequence shows what to do in order, and the measurements tell the crew how to dig correctly.
4	What topic do both texts share, and how does their organization differ?	Both texts concern urban trees. Text A organizes information through explanations of heat, benefits, limits, and planning, while Text B organizes information as a step-by-step procedure.

PART 3 • YOUR TURN (SAMPLE ANSWER)

An informational article about conserving water would help students understand why water use matters and how daily habits affect local supplies. It might explain that fixing leaks saves treated water and include examples of high-use activities. Clear headings and cause-and-effect explanations would help readers connect actions to results. A technical text on the same topic would guide a custodian through checking a faucet for leaks. It would list tools, numbered steps, and safety directions, such as shutting off the water valve first. Those precise details make the procedure easier to complete correctly.

Accept equivalent comparisons that accurately distinguish explanation and context from directions and procedures. For the open response, require 90 to 120 words and accurate discussion of intent, content, and one clarity feature for each text type.