Ready Reading, a rigorous instruction and practice program, builds strong reading comprehension skills with the right balance of informational and literary text from a wide range of genres. Its comprehensive teacher support makes it powerfully simple for teachers to implement.
Get to Know Ready Reading

The Ready program provides practical classroom instruction that is based on proven literacy research. Guidance from the distinguished Ready authorship team continues to shape the program.

Meet Our Ready ELA Authors

James W. Cunningham, Ph.D.
Text Complexity Committee for the CCSS in English Language Arts
• Reading Hall of Fame
• National Reading Conference Board of Directors

Maureen McLaughlin, Ed.D.
Past President, International Literacy Association (ILA)
• ILA Common Core Standards Committee
• ILA Outstanding Teacher Educator in Reading

Brenda Overturf, Ed.D.
Co-Chair, ILA Common Core State Standards Committee
• Former District Director, K–12 Reading Curriculum and Assessment
• International Literacy Association Board of Directors

D. Ray Reutzel, Ph.D.
Dean of the College of Education at University of Wyoming
• Literacy Researchers Association Board of Directors
• International Literacy Association Board of Directors
• President, Reading Hall of Fame
• John C. Manning Public School Service Award

Results That Matter

In-depth analysis of 1.1 million students’ scores on Common Core state assessments has shown that students using the Ready program performed better. The results are irrefutable.

Ready Reading users, on average, had 19% more students score proficient on the New York State Assessment—a measure of Common Core mastery—than non-users.
Get to Know Ready Reading

Rigor That’s Reachable

Ready Reading is a rigorous standards-based program that builds strong, independent readers through instruction and practice with high-interest, complex informational and literary texts.

- The Student Instruction Book places an emphasis on close reading of complex, authentic text from a wide range of genres, while supporting students with a proven-effective, gradual-release instructional model that builds confidence.
- The Student Assessment Book offers full-length assessments that mirror the format, question types, and rigor of state tests, including simulated tech-enhanced item types.

Support That Simplifies

Offering step-by-step guidance and embedded teacher support, Ready Reading’s teacher tools are easy to implement and support powerful, effective teaching.

- A comprehensive Teacher Resource Book provides point-of-use strategies and routines and tips that support best-practice teaching.
- A robust Online Teacher Toolbox offers a virtual filing cabinet of all K–8 instructional resources to support teaching throughout the year.
Lesson 16
Comparing Accounts of the Same Topic

Comparing and contrasting firsthand and secondhand accounts of the same event or topic will help you develop a deeper understanding of what happened.

Read
When you compare accounts of the same topic, you are studying the writer’s viewpoint. A firsthand account is written by someone who witnessed or took part in an event as it happened. Someone who heard or read about an event writes a secondhand account. You can compare the information and other details from research.

In 1900, a powerful hurricane wrecked the city of Galveston, Texas. It destroyed many homes. This boy watched the hurricane as it was happening. His description of the event would be a firsthand account that includes his thoughts and feelings. He wants to retell what he experienced.

The girl was not in Galveston in 1900. She knows about the hurricane from reading a book written about it many years later. The book would be a secondhand account with a broader focus. It would include background information and other details from research.

Think
Consider everything you’ve learned so far about firsthand and secondhand accounts. How are they the same? How is the focus of each account different? Use the Venn diagram below to compare and contrast each type of account and organize your thinking.

Talk
Imagine that the boy and the girl write down their thoughts about the Galveston Hurricane of 1900. Based on the details in the cartoons, how would the two accounts be the same, and how would they be different?
Read the passage. Then answer the questions that follow.

The Story of Bobcat and Coyote

1. A long time ago, Coyote was the most amazing of all the animals on the earth. Sometimes Coyote would do wonderful things. But Coyote was most often a trickster because he would cause trouble for others and end up getting into trouble himself. That is just what happened when Coyote played a joke on Bobcat.

2. Long ago, Coyote did not look like the coyotes of today. The original Coyote had soft fur of golden brown, a slender tail, bright eyes, graceful legs, and small, rounded ears. That is also the way the original Bobcat looked.

3. At that time, Coyote and Bobcat were friends. They roamed the plains together, hunting and playing.

4. One morning, Coyote went to visit Bobcat. But when he arrived, Bobcat was still asleep. Coyote was about to wake him when a mischievous thought crossed his mind.

5. "I've always thought that Bobcat was far too handsome," said Coyote. "He has too much of my good looks. Now is my chance to make some adjustments."

6. While Bobcat slept, Coyote went to work, making Bobcat less handsome. First, he pushed in Bobcat's face, making his muzzle shorter. Then he tugged on Bobcat's ears, making them pointy.

7. Next, Coyote shortened Bobcat's legs, stretched his paws, and snipped his tail. Coyote stepped back to admire his work and nearly burst with laughter. For the finishing touch, Coyote scooped up a pawful of pebbles and sprinkled it onto Bobcat's back. "Polka dots!" Coyote howled with delight. All of this mischief had exhausted Coyote, so he went home to take a nap.

8. Soon Bobcat woke up. "What a wonderful sleep I had!" he exclaimed. "I feel new again."

9. Bobcat strolled over to the river for some water. As he leaned over the riverbank, he saw his reflection. "Yikes!" yelled Bobcat as he jumped back. "That was the most horrible-looking creature I have ever seen! I had better drink farther upriver." But wherever Bobcat peeked over the bank of the river, the same horrible face peeked back at him.

10. Finally, Bobcat gave up and headed home, thirsty. On the way, Bobcat passed several friends. He was eager to tell them about what he had seen in the river, but they all ran away.

11. "What's wrong with everyone?" shouted Bobcat. He thought for a moment. Suddenly, Bobcat realized what had happened. He ran back to the river. "That horrible-looking creature is really me!" he cried. "This must be Coyote's work. I'll get even with him!"

The following question has two parts. First, answer Part A. Then, answer Part B.

Part A
Which of the following best describes the theme, or message, of this story?

A. You can always count on your friends.
B. Playing jokes on others will often backfire on you.
C. It is always better to forgive than hold a grudge.
D. Take revenge if someone causes you harm.

Part B
Which sentence from the passage best supports the answer to Part A?

A. "But Coyote was most often a trickster because he would cause trouble for others and end up getting into trouble himself."
B. "Coyote was about to wake him when a mischievous thought crossed his mind."
C. "While Bobcat slept, Coyote went to work, making Bobcat less handsome."
D. "Coyote stepped back to admire his work and nearly burst with laughter."

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The Teacher Resource Book is simple for teachers to implement and will lead to immediate and sustained impact in the classroom. Features help teachers unpack the target standard for students step by step, using a gradual-release model.

- Strengthens and expands teaching strategies with embedded, point-of-use professional development
- Provides specific questions and activities to integrate additional reading, writing, language, and speaking and listening standards
- Embeds best-practice teaching tips in every lesson, including EL support and vocabulary strategies
- Integrates ongoing opportunities to monitor and provide scaffolded instruction to address the needs of diverse learners
- Supports differentiated instruction with access to K–8 resources through the Online Teacher Toolbox

**Lesson Overview**

**Lesson 16** Comparing Accounts of the Same Topic

**Standards Focus**
- RI.4.3, RI.4.4, RI.4.9, L.4.5a, L.4.6

**Lesson Objectives**
- Reading: Understand how elements such as information, focus, and context differ across texts.
- Speaking and Listening: Pose and respond to specific questions and contribute to discussions.
- Language: Identify similarities and differences between two accounts of the same topic.

**Lesson Text Selections**
- **Memoir**
  - The Unsinkable Titanic by by Julian Green
  - The Sinking of the Titanic by James Horace Game: Magazine Article
  - The Sinking of the Titanic by Julian Green: Magazine Article

**Lesson Pacing Guide**

**Whole Class Instruction** (20–40 minutes per day)

Day 1: **Teacher-Toolbox.com** Interactive Tutorial
- Analyzing Accounts of the Same Topic— Guided D (20 min)
- **Independent Practice** pp. 240–241

Day 2: **Guided Practice** pp. 240–241
- **Independent Practice** pp. 242–247
- **Independent Practice** pp. 243–247
- **Small Group Differentiation**
  - **Independent**
  - **Personalized Learning**
  - **Small Group**
  - **Ready Reading Preparatory Lessons**

**Graphic Organizer:** Venn Diagram
Teacher Toolbox: 
Instant Access to All K–8 Resources

The easy-to-use Ready Teacher Toolbox is a virtual filing cabinet of instructional resources that are designed to address the needs of all learners and to differentiate instruction. The Toolbox features the following:

- **Powerful simplicity:** All toolbox resources can be accessed online through Teacher-Toolbox.com and are clearly organized by reading standard.
- Interactive whiteboard lessons provide students with engaging online instruction and practice that’s so much fun, they’ll forget they’re learning!
- **Instant access to all K–8 Ready Reading lessons,** making it easy for teachers to focus on particular skills or reteach skills that students may not have mastered at earlier grade levels.
- Includes lessons from both student and teacher books with step-by-step lesson plans.
- The Tools for Instruction provide teachers with additional teaching strategies for challenging concepts or skills or for students who might benefit from an alternative approach to instruction.
For more information, visit ReadyCommonCore.com or contact your local representative.

(800) 225-0248