

Compare/Contrast Careers

NRS Levels: **Level 1, Level 2** Content Areas: **RLA** Location: Author:

Lead CCR Standard

- **Reading Anchor 9: Level A
RI.1.9**

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Supporting Standard(s)

- **RI/RL.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Employability Standard(s)

- **E.7 Accurately analyze information and respond appropriately.**
- **E.8 Interact with others in a professional manner.**

Anchor Standard(s)

- **Reading Anchor 9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

Key Shift #1 Complexity	Dream Jobs: Urban Planner				
	Quantitative Rating (Publisher, Lexile, or ATOS) and NRS Level		400L, NRS 1		
	Overall Quantitative Rating		Moderately complex		
	Quantitative Analysis			Complexity Rating	Description
		Meaning/Purpose		Slightly complex	explicitly stated
		Text Structure		Moderately complex	chunked with headings but somewhat lengthy
		Language Features		Moderately complex	some unfamiliar words
		Knowledge Demands		Moderately complex	some new ideas and concepts
	Reader Task Considerations				
	Dream Jobs: Environmental Engineer				
	Quantitative Rating (Publisher, Lexile, or ATOS) and NRS Level		580L, NRS 2		
	Overall Quantitative Rating		Moderately complex		
	Quantitative			Complexity	Description

		Analysis	Rating	
		Meaning/Purpose	Slightly complex	explicitly stated
		Text Structure	Moderately complex	headings but with large amounts of text
		Language Features	Moderately complex	some academic language
		Knowledge Demands	Moderately complex	some new ideas/language
		Reader Task Considerations		
Key Shift #2 Evidence		The first text is more accessible for students to read independently, while the second will be used for guided practice/instruction.		
Key Shift #3 Building Knowledge		comparing two texts		
Additional Materials		printouts of the articles, one per student 4 colors of highlighter, one set per student venn diagram sheet		
Key Vocabulary		compare, contrast, Venn diagram, format—all discussed in context of the lesson		
Use of Technology		projector for videos		
Lesson Purpose		To introduce students to strategies for comparing/contrasting similar texts		
Lesson Objective(s) Student Target		<p>Lesson Objective(s)</p> <p>Students will:</p> <ul style="list-style-type: none"> compare two texts looking for similarities and differences by looking for 4 key pieces of information <hr/> <p>Student Target</p> <p>“I can compare two articles to see how they’re similar and different.”</p>		
Assessing Mastery of the Objective(s)		Students will compare two articles to see how they’re similar and different as evidenced by completion of the independent practice with at least 3 out of 4 of the pieces of information cited (instructor and peer observation).		
P R E - T E A C H I N G	Introduction and Explanation	<p>Explain to students that they will be beginning a unit entitled “Career Snapshots” in which they’ll learn about many different—and sometimes very unusual!—careers. Open OneStop’s career videos and play a few for students, perhaps centered around student interest. Then play a video for each of today’s careers as desired.</p> <p>OneStops’s career video link: https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx</p>		
	Instructional Delivery	<p>Pull up “Dream Jobs: Microbial ecologist,” choosing to display the article in its lowest Lexile form (580).</p> <p>Read through the article aloud for students once, not stopping. List the 4 details students are looking for on the board, and begin to read the article aloud once, not stopping for any explanations or elaboration.</p> <p>Introduce the details you’re looking for by assigning a highlighter color to each piece of information. Read back through the article looking for each of these details one at a time, carefully pointing out the textual evidence where the answers</p>		

T E A C H I N G		<p>are found.</p> <p>Introduce students to the Venn Diagram format as needed, explaining which information goes where depending on what the jobs have in common. Discuss and reinforce strategies as needed.</p>
	Guided Practice	<p>Place students in pairs.</p> <p>Give each student a copy of “Dream Job: Environmental Engineer.” Remind pairs of the pieces of information they’re looking for, and have students locate answers to these questions in the “Environmental Engineer” article. Lead an informal discussion on the similarities and differences of the two texts read so far, and assist pairs in completing a Venn diagram to compare the ecologist with the engineer.</p>
	Independent Practice	<p>Using one of the careers already discussed today and the urban planner, students individually complete another Venn diagram to compare/contrast the two jobs, making sure to include information for all 4 criteria. Discuss student answers first with partners, then as a class, ensuring that each student has at least 3 of the 4 criteria completed and correct.</p>
P O S T - T E A C H I N G	Reflection, Closure, and Connection	<p>Closing discussion: Of the three careers you learned about today, which would you like the best, and why? Use evidence from the text to explain your answer.</p>

Dream Jobs: Urban planner

By Hailee Romain, adapted by Newsela staff on 06.27.18

Word Count **876**

Level **400L**



Image 1. Lindsay Woodson is an urban planner who specializes in coastal resilience. That means she helps design city spaces to protect urban areas from natural disasters, such as hurricanes. Photo by: Travis Bunt.

Lindsay Woodson grew up in Cleveland. It is a city in Ohio. Ms. Woodson loved to look around her city. She liked to see parks and big buildings.

Now Ms. Woodson is an urban planner. Her job is also called "city planner." Ms. Woodson plans new communities. She designs useful, beautiful spaces. She thinks about what people in cities need.

Ms. Woodson does a special kind of planning. It is called coastal resilience planning. It protects cities from natural disasters. These include big storms, such as hurricanes. A big storm can harm a city. It can destroy roads. It can topple buildings. Resilience means being able to recover quickly. When you recover, you get back to normal. Woodson plans city spaces that can recover after storms.

What do you do as an urban planner?



I dream up new places for people to live, play and work. I design and plan these places. They might be parks or neighborhoods.

City planners come up with ideas. Then we use computers to make pictures of our plans. We bring the idea to life.

Every community is different. Each one has its own history. That means every project is different, too. City planners need to talk with people. That is the best way to learn what they need.

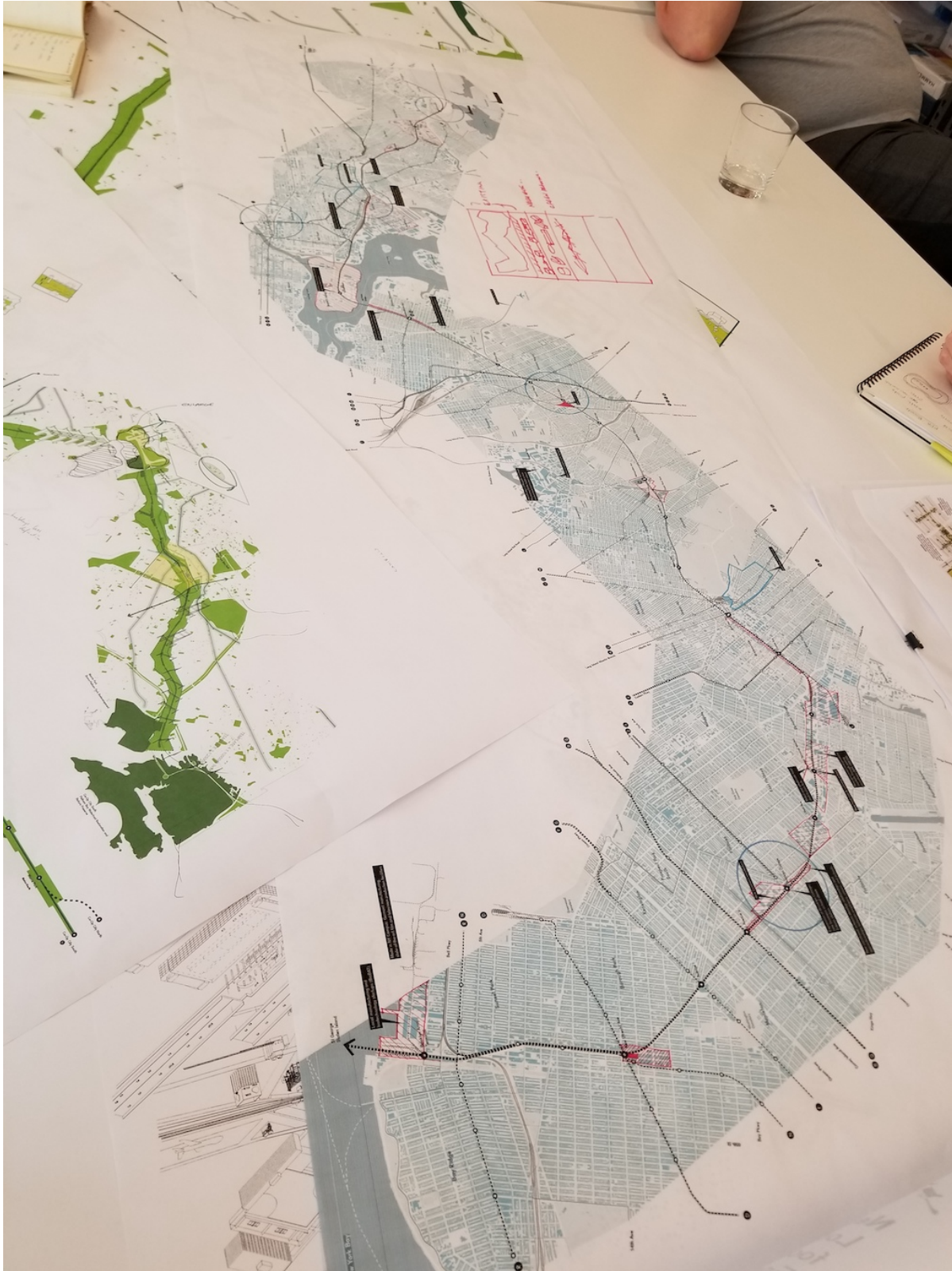
What kinds of projects do you work on?

My work takes me around the world. Right now, I have one project in the Philippines. I also have one in the United States.

The Philippines is a country in Asia. We are planning a new city there. It will host the Southeast Asian Olympics next year! City officials want to build a stadium. They want it to have uses after the Olympics, too.

My other project is in New York. We are planning special parks there. We want the city to be ready for hurricanes. We are planning parks that will be useful during these storms. They can be safe places for people to gather. Or, they can be used to hold supplies.

What made you want to be an urban planner?



I always loved design, art and science. I wanted to be an architect for a long time. I wanted to design buildings.

In 2005, I was in college. That year Hurricane Katrina struck New Orleans, Louisiana. I watched the news about it. The pictures and videos of what happened were scary. New Orleans didn't look like the United States. The city was destroyed. I decided I wanted to help cities to be better prepared for storms like Katrina. I did not want what happened in New Orleans to happen again.

What are the steps for starting a new project?

First, cities ask for ideas for a project. It could be a plan for a new park, for example. Planners turn in their ideas. Then one plan gets chosen. If my company's plan is chosen, we start getting information. We visit the site. We talk with the people there.

The next step is to think up ideas. Then we draw them on the computer. We create a design. Before it is final, we show it to the community. We listen to them. We want to get more ideas from them. Then we finish the final plan.

What is an ordinary day like for you?

My job is different each day. Sometimes I am in the office. I have meetings. I brainstorm and make sketches.

Other times, I am out of the office. I travel. I go all around the United States and overseas, too. Then I take pictures and talk to people. I also take part in community meetings.

What are your favorite and least favorite parts of your job?



I really like to travel to new places. It is great to meet new people. I also love dreaming up better places to live. That part is really fun.

Sometimes it is hard to get feedback. Planners work very hard. We put their feelings into their plans. Sometimes people do not like your ideas. That is not much fun. Still, it is part of the job.

Do you have any advice for kids who want to be city planners?

Learn how to be a good communicator. You have to be able to explain your ideas. You must be curious, too. Ask a million questions! Asking questions is important. Really listen to the answers.

City planners must be creative. But that is not all. They must also care about the people they are making spaces for. As a city planner, you have to understand the needs of these people. That is the only way to design something they will love.

Quiz

- 1 Where is the Olympic event that Lindsay Woodson is helping to plan the host city?
 - (A) United States
 - (B) Philippines
 - (C) England
 - (D) Japan

- 2 What is a reason why city planners need to be good communicators?
 - (A) to be able to explain their ideas
 - (B) to be able to build nicer buildings
 - (C) to be able to save people in disasters
 - (D) to be able to deal with unhappy people

- 3 How is Ms. Woodson's work in New York different from her work in Asia?
 - (A) She is not working with other people in Asia.
 - (B) She is helping to build special parks in Asia.
 - (C) She is not building anything in New York.
 - (D) She is helping to build special parks in New York.

- 4 What caused Ms. Woodson to want to help cities be better prepared for storms?
 - (A) Hurricane Sandy affected New York.
 - (B) A big storm hit Southeast Asia.
 - (C) Hurricane Katrina hit New Orleans.
 - (D) A tornado affected a city in Kansas.