Common Core Anchor Standard (RL.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.	MAIN ACADEMIC DEMAND *Compare and Contrast Similar Texts and Stories*
Common Core Grade 3 Standard (RL.3.9): Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	GRADE LEVEL ACADEMIC DEMAND *Compare and Contrast Themes, Settings and Plots of Multiple Stories by an Author about the Same or Similar Characters*

5 Levels of Language Development	**Entering (Beginner)**	**Emerging (Low Intermediate)**	**Transitioning (High Intermediate)**	**Expanding (Advanced)**	**Commanding (Proficient)**
	When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:				
RECEPTIVE — **Oracy and Literacy Links**	**Listening-Centered Activity:** Organize *pretaught words and phrases on a compare-and-contrast matrix* to identify themes, settings, plots and/or characters of multiple stories by an author, as the text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a compare-and-contrast matrix* to identify themes, settings, plots and/or characters of multiple stories by an author, as the text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed compare-and-contrast matrix* to identify themes, settings, plots and/or characters of multiple stories by an author, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a compare-and-contrast matrix* to identify themes, settings, plots, and/or characters of multiple stories by an author, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information, independently, on a compare-and-contrast matrix* to identify themes, settings, plots and/or characters of multiple stories by an author, as the text is read aloud in *partnership, small group, and/or whole class settings*
	Reading-Centered Activity: Organize *pretaught words and phrases on a three-circle Venn diagram* to compare and contrast themes, settings, plots and/or characters of multiple stories	**Reading-Centered Activity:** Organize *preidentified words and phrases on a three-circle Venn diagram* to compare and contrast themes, settings, plots, and/or characters of multiple stories	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed three-circle Venn diagram* to compare and contrast themes, settings, plots and/or characters of multiple stories	**Reading-Centered Activity:** Organize *sentences on a three-circle Venn diagram* to compare and contrast themes, settings, plots and/or characters of multiple stories	**Reading-Centered Activity:** Organize *information independently, on a three-circle Venn diagram,* to compare and contrast themes, settings, plots and/or characters of multiple stories
	in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	**Oracy and Literacy Links**	**Speaking-Centered Activity:** Use *pretaught words and phrases* and the *previously completed diagrams to complete sentence starters* that compare and contrast themes, settings, plots and/or characters of multiple stories by the same author, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed diagrams to complete sentence starters* that compare and contrast themes, settings, plots and/or characters of multiple stories by the same author, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to participate in a discussion that compares and contrasts themes, settings, plots and/or characters of multiple stories by the same author, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed diagrams* to participate in a discussion that compares and contrasts themes, settings, plots and/or characters of multiple stories by the same author, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed diagrams, independently,* to lead a discussion that compares and contrasts themes, settings, plots and/or characters of multiple stories by the same author, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete a cloze paragraph* that compares and contrasts themes, settings, plots and characters of multiple stories by the same author	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that compare and contrast themes, settings, plots and characters of multiple stories by the same author	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that compares and contrasts themes, settings, plots and characters of multiple stories by the same author	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that compares and contrasts themes, settings, plots and characters of multiple stories by the same author	**Writing-Centered Activity:** Use the *previously completed graphic organizers, independently, to develop a multiple paragraph essay* that compares and contrasts themes, settings, plots and characters of multiple stories by the same author
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade 3 Standard (RL.3.9): Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	GRADE LEVEL ACADEMIC DEMAND *Compare and Contrast Themes, Settings and Plots of Multiple Stories by an Author about the Same or Similar Characters*

Linguistic Demands: The following are examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach the standards in their new and/or home language.

- Use words and phrases (nouns and associated pronouns) to identify the subjects (e.g., Mudge, Henry, their).
- Use words and phrases (verbs) (e.g., remembered, called, sniffed) to identify the plot (main events in the story).
- Use transitional words and phrases (e.g., so, because) to identify how the plot develops.

- Use words and phrases to identify the theme (what the story is about) (usually an abstract noun or concept, e.g., friendship, love, sacrifice).
- Use sentence structures to compare and contrast themes, settings and/or plot (e.g., The stories are the same in that ___ and are different in that ___; both stories develop the theme of ___ but differ in that ___).

Example to Address the Linguistic Demands

Text Excerpts	Teacher Directions
Text 1 *Every day* when **Henry** woke up, **he** saw **Mudge's** big head. And *every day* when **Mudge** woke up, **he** saw **Henry's** small face. **They** ate breakfast *at the same time*; **they** ate supper *at the same time*. And when **Henry** was *at school*, **Mudge** just lay around and waited. **Mudge** never went for a walk without **Henry** again. And **Henry** never *worried* that **Mudge** would leave. Because *sometimes*, *in their dreams*, **they** saw *long silent roads, big wide fields, deep streams,* and *pine trees*. In those *dreams*, **Mudge** was alone and Henry was alone. So when **Mudge** woke up and knew **Henry** was with him, **he** remembered the dream and stayed closer. Text 2 *When the snow melted and Spring came*, **Henry** and **his** big dog **Mudge** stayed *outside all the time*. **Henry** had missed riding **his** bike. **Mudge** had missed chewing on sticks. **They** were glad it was warmer. *One day* when **Henry and Mudge** were in **their** *yard*, **Henry** saw something blue *on the ground*. **He** got closer to it. "Mudge!" **he** called. "It's a flower!" Mudge slowly walked over and sniffed the blue flower.	In a small group or whole class setting, model how to compare and contrast themes, settings and plots written by the same author: - Identify the subjects (nouns and associated pronouns) (**bold**). In both texts the subjects are the same (e.g., **Henry, Mudge, he, his, their**). - Identify the settings (place and time frame within a story) (*italics*) (e.g., Text 1*: Every day, at the same time, in their dreams, long silent roads*; Text 2: *When the snow melted and Spring came; outside, yard, ground*). - Identify the plot (main events) (underline) (verbs) (e.g., remembered, leave, called, sniffed). - Identify transitional words and phrases that support the development of the plot (wavy underline) (e.g., because, so). - Identify the theme (what the story is about) (usually an abstract concept, e.g., in these excerpts, the theme is friendship). - Use sentence structures to compare and contrast themes, settings and/or plot (e.g., The stories are the same in that ___ and are different in that ___; both stories develop the theme of ___ but differ in that ___).

Text 1 Rylant, C. (1987/1996). *Henry and Mudge: The first book of their adventures*. [S. Stevenson, Illus.] New York: Atheneum. (From Appendix B, CCSS, p. 39.) Text 2 Rylant, C. (1987/1990). *Henry and Mudge: In puddle trouble*. [S. Stevenson, Illus.] New York: First Aladdin Paperbacks.	