

Common Core Anchor Standard (RL.7): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.			MAIN ACADEMIC DEMAND <i>Integrate and Evaluate Information Presented in Different Formats</i>		
Common Core Grade 6 Standard (RL.6.7): Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.			GRADE LEVEL ACADEMIC DEMAND <i>Compare and Contrast Information Presented in Different Formats</i>		
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 <i>pretaught words and phrases on a double web</i> to identify information presented in different formats, as text is read <i>in partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a double web</i> to identify information presented in different formats, as text is read <i>in partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed double web</i> to identify information presented in different formats, as text is read <i>in partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a double web</i> to identify information presented in different formats, as text is read <i>in partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a Venn diagram</i> to compare and contrast information presented in different formats	Reading-Centered Activity: Organize <i>preidentified words and phrases on a Venn diagram</i> to compare and contrast information presented in different formats	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed Venn diagram</i> to compare and contrast information presented in different formats	Reading-Centered Activity: Organize <i>information on a Venn diagram, after teacher modeling</i> , to compare and contrast information presented in different formats
		in the <i>new and/or the home language</i> .	in the <i>new and/or the home language</i> .	in the <i>new and, occasionally, in the home language</i> .	in the <i>new language</i> .

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 <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that describe the similarities and differences between information presented in different formats, when speaking in <i>partnership</i> and/or <i>teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to describe the similarities and differences between information presented in different formats, when speaking in <i>partnership</i> and/or <i>small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe the similarities and differences between information presented in different formats, when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to describe the similarities and differences between information presented in different formats, when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe the similarities and differences between information presented in different formats, when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze the similarities and differences of information presented in different formats	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze the similarities and differences of information presented in different formats	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes the similarities and differences of information presented in different formats	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes the similarities and differences of information presented in different formats	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes the similarities and differences of information presented in different formats
		in the <i>new</i> and/or the <i>home language</i> .	in the <i>new</i> and/or the <i>home language</i> .	in the <i>new</i> and, occasionally, in the <i>home language</i> .	in the <i>new language</i> .	in the <i>new language</i> .

Common Core Grade 6 Standard (RL.6.7): Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

GRADE LEVEL ACADEMIC DEMAND
Compare and Contrast Information Presented in Different Formats

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 these linguistic demands in the new and/or home language.

- Use words and phrases to describe what a reader can “see” (e.g., I notice ____; I pay attention to ____; I recognize ____) when reading a text.
- Use words and phrases to describe what a reader can “hear” (e.g., I hear ____; I listen to ____; I notice ____) when listening to an audio version of a text.
- Use sentence structures to compare and contrast the experience of reading and hearing a text (e.g., The written version shows ____, whereas the audio version makes me realize that ____; both the written and audio versions are alike in that ____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Fire and Ice</p> <p>Robert Frost</p> <p>Some say the world will end in fire, Some say in ice.</p> <p>From what I’ve tasted of desire I hold with those who favor fire.</p> <p>But if it had to perish twice, I think I know enough of hate To say that for destruction ice Is also great And would suffice.</p> <p>Frost, R. (1920). <i>Fire and ice</i>. Retrieved from www.poemhunter.com/poem/fire-and-ice/</p> <p>To hear N. Scott Nomaday read <i>Fire and Ice</i>, download www.poetryoutloud.org/poems-and-performance/listen-to-poetry</p>	<p>In a small group or whole class setting, compare and contrast words and phrases to examine the experience of reading and hearing the poem by Robert Frost:</p> <ul style="list-style-type: none"> • Use words and phrases to describe what a reader can “see” (e.g., I notice ____; I pay attention to ____; I recognize ____) when reading a text. • Use words and phrases to describe what a reader can “hear” (e.g., I hear ____; I listen to ____; I notice ____) when listening to an audio version of a text. • Use sentence structures to compare and contrast the experience of reading and hearing a text (e.g., The written version shows ____, whereas the audio version makes me realize that ____; both the written and audio versions are alike in that ____).