

<b>Common Core Anchor Standard (RL.9):</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			<b>MAIN ACADEMIC DEMAND</b> <i>Compare and Contrast Similar Texts and Subjects</i>		
<b>Common Core Grade 6 Standard (RL.6.9):</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.			<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Compare and Contrast Texts in Different Forms or Genres</i>		
<b>5 Levels of Language Development</b>	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:					
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> that compares two versions of events to identify similarities and differences, after the texts are read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> that compares two versions of events to identify similarities and differences, after the texts are read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> that compares two versions of events to identify similarities and differences, after the texts are read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a T-chart</i> that compares two versions of events to identify similarities and differences, after the texts are read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a Venn diagram</i> to compare and contrast how two different texts approach similar themes	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Venn diagram</i> to compare and contrast how two different texts approach similar themes	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed Venn diagram</i> to compare and contrast how two different texts approach similar themes	<b>Reading-Centered Activity:</b> Organize <i>information on a Venn diagram</i> to compare and contrast how two different texts approach similar themes
		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	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain similarities and differences between two texts on the same topic, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain similarities and differences between two texts on the same topic, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to participate in a discussion that explains similarities and differences between two texts on the same topic, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to contribute to a discussion that explains similarities and differences between two texts on the same topic, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the texts, independently</i> , to lead a discussion that explains similarities and differences between two texts on the same topic, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze the similarities and differences between two texts on the same topic	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze the similarities and differences between two texts on the same topic	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that analyzes the similarities and differences between two texts on the same topic	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes the similarities and differences between two texts on the same topic	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers, independently, to develop a multiple paragraph essay</i> that analyzes the similarities and differences between two texts on the same topic
		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> .	in the <i>new language</i> .

**Common Core Grade 6 Standard (RL.6.9):** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**GRADE LEVEL ACADEMIC DEMAND**  
*Compare and Contrast Texts in Different Forms or Genres*

**Linguistic Demands:** The following are some 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 standard in their new and/or home language.

- Use words and phrases (nouns and associated pronouns) to identify the subject (e.g., Indians, he).
- Identify words and phrases (adjectives) (e.g., rich, fabulous) to analyze how the two texts approach the same topic.
- Use words and phrases to identify the theme (what the story is about, usually an abstract concept) (e.g., conquest).
- Use sentence structures to compare and contrast stories in the same genre (e.g., The stories develop the following themes \_\_\_\_ but differ in that \_\_\_\_; this author develops the story by \_\_\_\_, whereas the other one develops it by \_\_\_\_).

**Example to Address the Linguistic Demands**

Text Excerpts	Teacher Directions
<p>Text 1</p> <p>“You know,” <b>Don Luis</b> continued, “That the island of Buenaventura has <i>thousands</i> of hectares of <i>rich</i> land, where, it is said, anything will grow. You only need to drop a seed on the earth and jump out of the way. Also, trees filled with <i>all</i> kinds of <i>fabulous</i> fruit never served here in Spain.”</p> <p>I nodded.</p> <p>“And gold. The <b>Indians</b> pluck it with their fingers from the ground they tread upon.”</p> <p>“Yes. ” <b>I</b> have heard this. “Likewise that these <b>savages</b> make necklaces of gold so <i>heavy</i> it takes a strong man to wear one.”</p> <p>“And bowls of gold <b>they</b> eat gruel from,” <b>he</b> said.</p> <p>Text 2</p> <p>The year was 1492</p> <p>When <b>Columbus</b> set off with an <i>eager</i> crew.</p> <p><b>People</b> said, “Chris, you’ll never reach land.”</p> <p>But on <b>he</b> sailed, just as planned.</p> <p>Two months later, an island was found.</p> <p>There were <b>Native Americans</b> all around.</p> <p><b>Chris</b> and <b>his</b> crew began to explore</p> <p>What the <b>Indians</b> discovered long before.</p> <p><b>Chris</b> didn’t know the trip <b>he</b> led</p> <p>Was not to the Indies, but America instead!</p>	<p>In a small group or whole class discussion, model how to compare and contrast texts written in different genres (historical novel and poem in this case) and how they approach a similar theme (arrival of the Spaniards in America):</p> <ul style="list-style-type: none"> <li>• Identify the subject (nouns and associated pronouns) (<b>bold</b>) (e.g., Text 1: <b>Don Luis, I, he</b>; Text 2: <b>Columbus, he, his, Native Americans, Indians</b>). Notice how in Text 1 <b>Indians</b> and <b>savages</b> are used.</li> <li>• Identify words and phrases (adjectives) (<i>italics</i>) to show how the two texts approach the same topic (e.g., Text 1: <i>thousands, rich, fabulous, heavy</i>—to describe the New World; Text 2: <i>eager</i>—to describe Columbus’ crew).</li> <li>• Use words and phrases to identify the theme (what the story is about, usually an abstract concept) (e.g., conquest).</li> <li>• Use sentence structures to compare and contrast stories in the same genre (e.g., The stories develop the following themes ____ but differ in that ____; this author develops the story by ____, whereas the other one develops it by ____); both are alike in that ____ but are different in that ____).</li> </ul>

Even so, **he** gained such fame  
That now the whole world knows **his** name!

Text 1

O'Dell, S. (2009). *The seven serpents trilogy*. Naperville, IL: Sourcebooks/Jabberwocky.

Text 2

Goldish, M. *Christopher Columbus*. Retrieved from <http://www.oocities.org/heartland/1133/holidaypoems/columbus.html>