

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>Compare and Contrast Information Presented in Different Formats</i>	
Common Core Grade 8 Standard (RL.8.7): Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.				GRADE LEVEL ACADEMIC DEMAND <i>Compare, Contrast and Evaluate a Filmed or Live Production of a Story to the Text or Script</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 T-chart</i> to identify how a filmed or live version of a story differs from the original version in text, 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 T-chart</i> to identify how a filmed or live version of a story differs from the original version in text, as text is read <i>in partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed T-chart</i> to identify how a filmed or live version of a story differs from the original version in text, as text is read <i>in partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a T-chart</i> to identify how a filmed or live version of a story differs from the original version in text, 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 matrix</i> to determine the effects of aesthetic choices made by the directors and/or actors	Reading-Centered Activity: Organize <i>preidentified words and phrases on a matrix</i> to determine the effects of aesthetic choices made by the directors and/or actors	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> to determine the effects of aesthetic choices made by the directors and/or actors	Reading-Centered Activity: Organize <i>information on a matrix, after teacher modeling</i> , to determine the effects of aesthetic choices made by the directors and/or actors
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the 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 compare and contrast a filmed or live version of a story to the text, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to compare and contrast a filmed or live version of a story to the text, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to compare and contrast a filmed or live version of a story to the text, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to compare and contrast a filmed or live version of a story to the text, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to compare and contrast a filmed or live version of a story to the text, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze how a filmed or live version of a story differs from the original version in text and evaluate the effects of choices made by the directors and/actors	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze how a filmed or live version of a story differs from the original version in text and evaluate the effects of choices made by the directors and/actors	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 how a filmed or live version of a story differs from the original version in text and evaluates the effects of choices made by the directors and/actors	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 how a filmed or live version of a story differs from the original version in text and evaluates the effects of choices made by the directors and/actors	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes how a filmed or live version of a story differs from the original version in text and evaluates the effects of choices made by the directors and/actors
		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 8 Standard (RL.8.7): Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

GRADE LEVEL ACADEMIC DEMAND
Compare, Contrast and Evaluate a Filmed or Live Production of a Story to the Text or Script

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 sentence structures to analyze the extent to which a book and film stay faithful to the text (e.g., The director follows the book in that ____; however, the film departs from the book in that ____).
- Use sentence structures to evaluate the choices made by the director and actors (e.g., The director decided to ____, whereas in the book ____; in the book, the character of Atticus Finch is ____ but in the movie ____; both the book and the movie reflect that ____).

Example to Address the Linguistic Demands

Text Excerpt



Lee, H. (1960). *To kill a mockingbird*. New York: Harper Collins.

The book was made into a film, directed by Robert Mulligan, in 1962. Gregory Peck played Atticus Finch.

Teacher Directions

In a small group or whole class setting, analyze how a film stays faithful or departs from the original text:

- Use sentence structures to compare the book and film of *To Kill a Mockingbird* (e.g., The book and film show ____; the main difference[s] between the book and the film is/are ____; both are similar in that ____; the film departs from the book when ____).
- Use sentence structures to evaluate the choices made by the director and actors (e.g., In the book, the character of Atticus Finch is ____ but in the movie ____; both the book and the movie reflect that ____; the director/actor shows ____; the director decided to ____; the acting portrays ____).