

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 <i>Compare and Contrast Similar Texts and Stories</i>	
Common Core Grade 5 Standard (RL.5.9): Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.				Grade Level Academic Demand <i>Compare and Contrast Stories in Same Genre on Approaches to Similar Themes and Topics</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 compare-and-contrast T-chart, with support from the teacher</i> ; to compare and contrast stories in the same genre on approaches to similar themes and topics, as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a compare-and-contrast T-chart</i> to compare and contrast stories in the same genre on approaches to similar themes and topics, as the text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed compare-and-contrast T-chart</i> to compare and contrast stories in the same genre on approaches to similar themes and topics, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a compare-and-contrast T-chart</i> to compare and contrast stories in the same genre on approaches to similar themes and topics, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a compare-and-contrast graphic organizer</i> to analyze similarities and differences between stories of the same genre or topic	Reading-Centered Activity: Organize <i>preidentified words and phrases on a compare-and-contrast graphic organizer</i> to analyze similarities and differences between stories of the same genre or topic	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed compare-and-contrast graphic organizer</i> to analyze similarities and differences between stories of the same genre or topic	Reading-Centered Activity: Organize <i>sentences on a compare-and-contrast graphic organizer</i> to analyze similarities and differences between stories of the same genre or topic
		<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 analyze how two texts share similar themes and topics, 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 <i>complete sentence starters</i> that analyze how two texts share similar themes and topics, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to participate in a discussion that analyzes how two texts share similar themes and topics, 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 initiate a discussion that analyzes how two texts share similar themes and topics, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers, independently</i> , to lead a discussion that analyzes how two texts share similar themes and topics, 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 a cloze paragraph</i> that analyzes stories of the same genre, comparing and contrasting their approaches to similar themes and topics	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze stories of the same genre, comparing and contrasting their approaches to similar themes and topics	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 stories of the same genre, comparing and contrasting their approaches to similar themes and topics	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 stories of the same genre, comparing and contrasting their approaches to similar themes and topics	Writing-Centered Activity: Use the <i>previously completed graphic organizers, independently</i> , to <i>develop an essay</i> that analyzes stories of the same genre, comparing and contrasting their approaches to similar themes and topics
		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 5 Standard (RL.5.9): Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

GRADE LEVEL ACADEMIC DEMAND
Compare and Contrast Stories in Same Genre on Approaches to Similar Themes and Topics

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 standard in their new and/or home language.

- Use words and phrases (nouns and associated pronouns) to identify the subject (e.g., I, myself).
- Use transitional words and phrases (e.g. afterwards, at last, this is how) to identify how the topic develops.
- Use words and phrases to identify the theme (what the story is about, usually an abstract concept) (e.g., disappearance).
- 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 ___ but the other one develops it by ___).

Example to Address the Linguistic Demands

Text Excerpts	Teacher Directions
<p>Text 1</p> <p>I <u>punch</u> Fast Forward again today, <i>then</i> Slow Advance. <i>Because</i> if I can get a better look at what happened this afternoon, <i>maybe</i> things will make more sense. <i>Maybe</i> my heart will <u>stop pounding</u>. <i>Maybe</i> I’ll be able to <u>breathe</u>.</p> <p>And on the small screen of my mind I see myself <u>scurrying</u> along 109 Street. I see myself <u>arrive</u> home from my violin lesson. It’s about three thirty. I’m sure of that, <i>because</i> Manhattan School of Music is about thirteen blocks away, and my lesson <u>ended</u> a little after three. I can <u>feel</u> the cold. My heart is <u>racing</u> and I can’t <u>catch</u> my breath and I am <u>sweating</u> <i>as</i> I <u>remember</u>. <i>But</i> I can <u>feel</u> the cold.</p> <p>Text 2</p> <p>I <u>ran</u> from room 5A <i>as</i> fast as I could. I <u>knew</u> there were rules about <u>running</u> in the hall, <i>but</i> sometimes when there was something really important, rules just <u>had to be broken</u>. Most of the time the fifth graders <u>were</u> really glad to be a long way from the prying eyes of Ms. Flannery, <i>but</i> today I wished the principal’s yucky old secretary <u>were</u> right next door.</p> <p>I <u>cut</u> across the playground and, <i>as</i> I <u>hurried</u> down the first grade wing toward the office, I <u>heard</u> some little kids <u>singing</u> the alphabet song. I <u>knew</u> I had to get help fast <i>or</i> else there might not be any big <i>or</i> little kids left at Sandhill Elementary School.</p>	<p>Analyze in a small group/whole class discussion how to compare and contrast stories in the same genre on their approaches to similar themes and topics (e.g. mysteries):</p> <ul style="list-style-type: none"> • Identify the subjects (nouns and associated pronouns) (bold) (e.g., Text 1: myself, my; Text 2: I). • Identify transitional words and phrases (<i>italics</i>) (e.g., Text 1: <i>then</i>, <i>because</i>, <i>but</i>, <i>as</i> and the adverb <i>maybe</i>; Text 2: <i>as</i>, <i>but</i>, <i>or</i>) to analyze how the topic is developed. • Identify the events (verbs) (<u>underline</u>) (e.g., Text 1: <u>punch</u>, <u>stop pounding</u>, <u>scurrying</u>, <u>catch</u>, <u>sweating</u>; Text 2: <u>ran</u>, <u>running</u>, <u>had to be broken</u>, <u>hurried</u>, <u>knew</u>) to analyze the actions. • Identify the theme (usually abstract nouns, e.g., disappearance) shared by two stories written in the same genre (mysteries in this case). • 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 ___ but the other one develops it by ___; both stories show ___).

Text 1

Clements, A. (2008). *Things hoped for*. New York: Puffin.

Text 2

Fields, T. (1992). *The day the fifth grade disappeared*. New York: Scholastic. Apple
Paperback Series.