

<p>Common Core Anchor Standard (RI.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.</p>		<p>MAIN ACADEMIC DEMAND <i>Compare and Contrast Similar Texts and Subjects</i></p>				
<p>Common Core Grade 2 Standard (RI.2.9): Compare and contrast the most important points presented by two texts on the same topic.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Compare and Contrast Key Points Presented in Two Texts on the Same Topic</i></p>				
<p>5 Levels of Language Development</p>	<p>Entering (Beginner)</p>	<p>Emerging (Low Intermediate)</p>	<p>Transitioning (High Intermediate)</p>	<p>Expanding (Advanced)</p>	<p>Commanding (Proficient)</p>	
<p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p>						
<p>RECEPTIVE</p>	<p>Oracy and Literacy Links</p>	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a Venn diagram</i> to compare and contrast key points and details presented in two texts on the same topic, as the texts are read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a Venn diagram</i> to compare and contrast key points and details presented in two texts on the same topic, as the texts are read aloud in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed Venn diagram</i> to compare and contrast key points and details presented in two texts on the same topic, as the texts are read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>sentences on a Venn diagram</i> to compare and contrast key points and details presented in two texts on the same topic, as the texts are read aloud in <i>partnership, small group and/or whole class settings</i></p>	
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a compare-and-contrast T-chart</i> to identify similarities and differences between the most important points presented by two texts on the same topic</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a compare-and-contrast T-chart</i> to identify similarities and differences between the most important points presented by two texts on the same topic</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed compare-and-contrast T-chart</i> to identify similarities and differences between the most important points presented by two texts on the same topic</p>	<p>Reading-Centered Activity: Organize <i>sentences on a compare-and-contrast T-chart</i> to identify similarities and differences between the most important points presented by two texts on the same topic</p>	<p>Reading-Centered Activity: Organize <i>information on a compare-and-contrast T-chart, independently</i>, to identify similarities and differences between the most important points presented by two texts on the same topic</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed diagrams to complete sentence starters</i> that analyze texts by comparing and contrasting key points of two texts on the same topic, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed diagrams to complete sentence starters</i> that analyze texts by comparing and contrasting key points of two texts on the same topic, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> and the <i>previously completed diagrams</i> to participate in discourse that analyzes texts by comparing and contrasting key points of two texts on the same topic, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed diagrams</i> to participate in discourse that analyzes texts by comparing and contrasting key points of two texts on the same topic, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>knowledge of texts, independently</i>, to lead discourse that analyzes texts by comparing and contrasting key points of two texts on the same topic, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases to complete a cloze paragraph</i> that describes the similarities and differences between the key points presented by two texts on the same topic</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to complete cloze paragraphs</i> that describe the similarities and differences between the key points presented by two texts on the same topic</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed diagrams to develop a short essay</i> that describes the similarities and differences between the key points presented by two texts on the same topic</p>	<p>Writing-Centered Activity: Use the <i>previously completed diagrams and teacher-provided models to develop an essay</i> that describes the similarities and differences between the key points presented by two texts on the same topic</p>	<p>Writing-Centered Activity: Use <i>knowledge of texts to develop a multiple paragraph essay, independently</i>, that describes the similarities and differences between the key points presented by two texts on the same topic</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

Common Core Grade 2 Standard (RI.2.9): Compare and contrast the most important points presented by two texts on the same topic.

GRADE LEVEL ACADEMIC DEMAND
Compare and Contrast Key Points Presented in Two Texts on the Same Topic

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.

- Identify compare-and-contrast words (e.g., whether, or, but) and phrases in a text.
- Identify word endings (morphemes) that convey comparisons (e.g., *est* in highest).
- Use sentence structures to compare and contrast similarities and differences between the texts (e.g., These two texts are the same in that ___ but they differ in that ___).

Example to Address the Linguistic Demands

Text Excerpts	Teacher Directions
<p>Text 1 Most clouds are too far away to feel. You can only look at them.</p> <p>But there’s one kind of cloud you can feel standing on the ground. That is fog. It’s the <i>lowest</i> kind of cloud.</p> <p>You can learn a lot from looking at clouds. The shape of clouds and whether they are dark or bright can tell you what kind of weather they will bring.</p> <p>Text 2 There are many clouds in the sky.</p> <p>Cirrus clouds are white and feathery and they are the <i>highest</i> clouds.</p> <p>Text 1 Rockwell, A. (2008). <i>Clouds</i>. [F. Lessac, Illus.] New York: Harper Collins.</p> <p>Text 2: De Paola, T. (1984). <i>The cloud book</i>. New York: Holiday House.</p>	<p>Analyze in a small group /whole class discussion how to compare and contrast points in a text:</p> <ul style="list-style-type: none"> • Identify compare-and-contrast words in a text (bold) (e.g., whether, or, but). • Identify word endings (morphemes) that signal comparison (<i>italics</i>) (e.g., <i>est</i> in <i>lowest, highest</i>). • Use sentence structures to compare and contrast similarities and differences between the texts (e.g., These two texts are the same in that ___ but they differ in that ___).