

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.				MAIN ACADEMIC DEMAND <i>Compare and Contrast Similar Texts and Subjects</i>		
Common Core Grade Kindergarten Standard (RI.K.9): With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).				GRADE LEVEL ACADEMIC DEMAND <i>Compare and Contrast Two Texts on the Same Topic</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	Organize <i>illustrated, pretaught words on a partially completed Venn diagram, with teacher support</i> , to identify basic similarities and differences between two texts on the same topic, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words on a partially completed Venn diagram, with teacher support</i> , to identify basic similarities and differences between two texts on the same topic, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases from a bank on a partially completed Venn diagram, with teacher support</i> , to identify basic similarities and differences between two texts on the same topic, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a partially completed Venn diagram, with teacher support</i> , to identify basic similarities and differences between two texts on the same topic, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated words and phrases on a partially completed Venn diagram</i> to identify basic similarities and differences between two texts on the same topic, during/after a teacher read aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words and previously completed diagrams, with teacher support</i> , to list similarities and differences between two texts on the same topic, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words and previously completed diagrams, with teacher support</i> , to list similarities and differences between two texts on the same topic, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases from a bank, with teacher support</i> , to list similarities and differences between two texts on the same topic, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases, with teacher support</i> , to list similarities and differences between two texts on the same topic, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated words</i> to list similarities and differences between two texts on the same topic, when speaking, dictating to a teacher and/or drawing/writing
		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> .

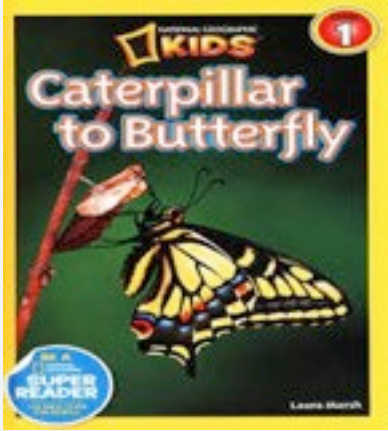

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GRADE LEVEL ACADEMIC DEMAND
Compare and Contrast Two Texts on the Same Topic

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.

Use sentence structures to compare and contrast two texts on the same topic (e.g., These illustrations/books are the same because ____; these illustrations/books are different because ____).

Example to Address the Linguistic Demands

Text Excerpts		Teacher Directions
Text 1	Text 2	In a small group or whole class setting, compare and contrast two texts on the same topic (butterflies). Use sentence structures to compare and contrast two texts on the same topic (e.g., These illustrations/books are the same because ____; these illustrations/books are different because ____).
		
Text 1 Marsh, L. (2012). <i>National Geographic readers: Caterpillar to butterflies</i> . Washington, DC: National Geographic Children's Books.	Text 2 Carle, E. (1994). <i>The very hungry caterpillar</i> . New York: Philomel.	