

<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 3 Standard (RI.3.9): Compare and contrast the most important points and key details presented in 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 cluster maps</i> to identify key points and details presented by two texts</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on cluster maps</i> to identify key points and details presented by two texts</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on partially completed cluster maps</i> to identify key points and details presented by two texts</p>	<p>Reading-Centered Activity: Organize <i>sentences on cluster maps</i> to identify key points and details presented by two texts</p>	<p>Reading-Centered Activity: Organize <i>information on cluster maps, independently</i>, to identify key points and details presented by two texts</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 text by comparing and contrasting 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 text by comparing and contrasting 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 a discussion that analyzes text by comparing and contrasting 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 a discussion that analyzes text by comparing and contrasting 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 charts, independently</i>, to lead a discussion that analyzes text by comparing and contrasting 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 two texts that present the same topic</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that describe the similarities and differences between two texts that present the same topic</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed charts to develop a short essay</i> that describes the similarities and differences between two texts that present the same topic</p>	<p>Writing-Centered Activity: Use the <i>previously completed charts and teacher-provided models to develop an essay</i> that describes the similarities and differences between two texts that present the same topic</p>	<p>Writing-Centered Activity: Use the <i>previously completed charts, independently</i>, to develop an essay that describes the similarities and differences between two texts that present 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 3 Standard (RI.3.9): Compare and contrast the most important points and key details presented in 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 and phrases (e.g., like, as well, however) in a text.
- Identify word endings (morphemes) that convey comparisons (e.g., *est* in *heaviest*).
- Use sentence structures to compare and contrast words and phrases to discuss similarities and differences between the texts (e.g., These two texts are the same in that ___ but they differ in that ___; this text shows that ___, whereas this one shows ___).

Example to Address the Linguistic Demands

Text Excerpts	Teacher Directions
<p>Text 1 The world of lizards is full of strange, scaly animals, but one lizard stands out from the rest. It is called the Komodo dragon. Like other lizards, Komodo dragons have scaly skin. They also lay eggs to have their young like other lizards. However, Komodo dragons are much bigger than other lizards. They can weigh up to three hundred pounds. The amount they eat is different as well. They can finish several wild pigs for lunch.</p> <p>Reaching 10 feet (3 meters) in length and more than 300 pounds (136 kilograms), Komodo dragons are the <i>heaviest</i> lizards on Earth. They have long, flat heads with rounded snouts, scaly skin, bowed legs, and huge, muscular tails.</p> <p>Text 2 The Komodo dragon, also known as the land crocodile, is the <i>largest</i> living lizard. They can reach lengths of more than ten feet and weigh over 300 pounds.</p> <p>Text 1 <i>The komodo dragon</i>. National Geographic for Kids. Retrieved from http://kids.nationalgeographic.com/kids/animals/creaturefeature/</p> <p>Text 2 Wolff, B. (2012). <i>Komodo dragon!</i> Kids Look and Learn! Amazon Digital Services. Retrieved from http://www.amazon.com/dp/B008UZY0ZO/ref=rdr_kindle_ext_tmb</p>	<p>Analyze in small group or whole class discussion how to compare and contrast key points in a text:</p> <ul style="list-style-type: none"> • Identify compare-and-contrast words and phrases (bold) (e.g. like, as well, however) in a text. • Identify word endings (morphemes) that signal comparison (<i>italics</i>) (e.g. <i>est</i> in <i>heaviest</i>). • Use sentence structures to compare and contrast words and phrases to discuss similarities and differences between the texts (e.g., These two texts are the same in that ___ but they differ in that ___; this text shows that ___, whereas this one shows ___).