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| <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 6 Standard (RI.6.9): Compare and contrast one author’s presentation of events with that of another’s (e.g., a memoir written by and a biography on the same person). a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.</p> | | <p>GRADE LEVEL ACADEMIC DEMAND <i>Compare and Contrast Two Authors’ Presentations of Events</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 T-chart</i> that compares two versions of events to identify similarities and differences between two authors’ presentations, 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 T-chart</i> that compares two versions of events to identify similarities and differences between two authors’ presentations, 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 T-chart</i> that compares two versions of events to identify similarities and differences between two authors’ presentations, as the texts are read aloud in <i>partnership, small group and/or whole class settings</i></p> | <p>Listening-Centered Activity: Organize <i>information on a T-chart</i> that compares two versions of events to identify similarities and differences between two authors’ presentations, 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 Venn diagram</i> to compare and contrast two authors’ presentations of events</p> | <p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a Venn diagram</i> to compare and contrast two authors’ presentations of events</p> | <p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed Venn diagram</i> to compare and contrast two authors’ presentations of events</p> | <p>Reading-Centered Activity: Organize <i>information on a Venn diagram</i> to compare and contrast two authors’ presentations of events</p> | <p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to compare and contrast two authors’ presentations of events</p> |
| | | <p><i>in the new and/or the home language.</i></p> | <p><i>in the new and/or the home language.</i></p> | <p><i>in the new and, occasionally, in the home language.</i></p> | <p><i>in the new language.</i></p> | <p><i>in the new language.</i></p> |

| 5 Levels of Language Development | | Entering (Beginner) | Emerging (Low Intermediate) | Transitioning (High Intermediate) | Expanding (Advanced) | Commanding (Proficient) |
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| 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 distinguish similarities and differences between two authors' presentations of 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 distinguish similarities and differences between two authors' presentations of 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 distinguishes similarities and differences between two authors' presentations of 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 distinguishes similarities and differences between two authors' presentations of 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 distinguishes similarities and differences between two authors' presentations of 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 cloze paragraphs</i> that compare and contrast two authors' presentations using experience and knowledge of language and logic</p> | <p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that compare and contrast two authors' presentations using experience and knowledge of language and logic</p> | <p>Writing-Centered Activity: Use a <i>word bank</i> and <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that compares and contrasts two authors' presentations using experience and knowledge of language and logic</p> | <p>Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that compares and contrasts two authors' presentations using experience and knowledge of language and logic</p> | <p>Writing-Centered Activity: Use <i>knowledge of texts, independently, to develop a multiple paragraph essay</i> that compares and contrasts two authors' presentations using experience and knowledge of language and logic</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 6 Standard (RI.6.9): Compare and contrast one author’s presentation of events with that of another’s (e.g., a memoir written by and a biography on the same person).
 a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.

GRADE LEVEL ACADEMIC DEMAND
Compare and Contrast Two Authors’ Presentations of Events

Linguistic Demands: The following examples are in English but may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach the standards in their new and/or home language.

- Use words and phrases (e.g., like, same, both, although, however) to compare and contrast a biography and a memoir on the same person.
- Use sentence structures to compare and contrast the biography and the memoir (e.g., The biography presents ___ but the memoir shows ___; both texts present ___, however, the memoir emphasizes ___).

Example to Address the Linguistic Demands

Text Excerpts

Teacher Directions

Text 1
 The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood.

Text 2
 Frederick took a ship to Baltimore. He was about to experience a lot more than just the plantation where he was raised, which seemed to be the world to him up until now. After a few days of sailing, they finally reached Baltimore. When he got to his new master’s home, the Aulds greeted him at the door. Soon they all knew each other well.

Mrs. Auld started to teach six-year-old Frederick and her own son the ABC’s. Frederick learned the ABC’s after one day. The next day Mr. Auld came into the room upset because Mrs. Auld taught a slave to read. Frederick never got any other lessons from Mrs. Auld. Slave owners didn’t want their slaves to read because they feared that if they did learn, they would be able to write a free pass and escape to freedom.

Analyze in small group/whole class settings how to analyze the author’s memoir with a biography:

- Use words and phrases (e.g., like, same, both, although, however) to compare and contrast a biography and a memoir on the same person.
- Use sentence structures to compare and contrast the biography and the memoir (e.g., The biography presents ___ but the memoir shows ___; both texts present ___, however, the memoir emphasizes ___).

Text 1

Douglass, F. (1845). *Narrative of the life of Frederick Douglass an American slave, written by himself*. Boston: Anti-Slavery Office. (From Appendix B, CCSS, pp. 90–91.)

Text 2

Oracle ThinkQuest online library. Frederick Douglass. In *Free at last: The Civil Rights movement in the U.S.* Retrieved from http://library.thinkquest.org/J0112391/frederick_douglass.htm