

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>Evaluate Author’s Claim and Supportive Evidence</i>		
Common Core Grade 7 Standard (RI.7.9): Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. 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 <i>Analyze Two Authors’ Use of Evidence and Facts about 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 <b>grade level</b> texts and appropriate supports, students are able to:						
RECEPTIVE	Oracy and Literacy Links	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a double column chart</i> that compares two authors to identify their claims and supporting evidence and/or facts, as the texts are read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a double column chart</i> that compares two authors to identify their claims and supporting evidence and/or facts, as the texts are read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed double column chart</i> that compares two authors to identify their claims and supporting evidence and/or facts, as the texts are read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a double column chart</i> that compares two authors to identify their claims and supporting evidence and/or facts, as the texts are read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, when taking notes independently</i> , to identify two authors’ claims and supporting evidence and/or facts, as the texts are read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on evidence-based graphic organizers</i> to identify one or more differences between facts presented by two authors	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on evidence-based graphic organizers</i> to identify one or more differences between facts presented by two authors	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on partially completed evidence-based graphic organizers</i> to identify one or more differences between facts presented by two authors	<b>Reading-Centered Activity:</b> Organize <i>information on evidence-based graphic organizers</i> to identify one or more differences between facts presented by two authors	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify one or more differences between facts presented by two authors
		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> .

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed diagrams to complete sentence starters</i> that address the differences between evidence and facts presented by two authors, when speaking about texts in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed diagrams to complete sentence starters</i> that address the differences between evidence and facts presented by two authors, when speaking about texts in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed diagrams</i> to participate in discourse that addresses the differences between evidence and facts presented by two authors, when speaking about texts in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed diagrams</i> to participate in discourse that addresses the differences between evidence and facts presented by two authors, when speaking about texts in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of texts, independently</i> , to lead discourse that addresses the differences between evidence and facts presented by two authors, when speaking about texts in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that analyzes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts	<b>Writing-Centered Activity:</b> Use <i>knowledge of texts, independently, to develop a multiple paragraph essay</i> that analyzes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts
		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 7 Standard (RI.7.9):** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

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**  
*Analyze Two Authors' Use of Evidence and Facts about 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 their new and/or home language.
- Identify the evidence (facts) in the text (e.g., massacre at a Newtown, Conn., elementary school last month).
  - Identify how the authors shape their presentations (e.g., use of quotations).
  - Use sentence structures to compare and contrast how two authors emphasize different evidence (e.g., Both texts present evidence regarding \_\_\_\_, however, the \_\_\_\_; the evidence presented in these texts is different/similar in that \_\_\_\_; both texts make the point that \_\_\_\_).

**Example to Address the Linguistic Demands**

Text Excerpts	Teacher Directions
<p>Text 1</p> <p>Don't listen to those who say President Obama's bold plan to reduce gun violence—including an assault weapons ban—has no chance in Congress. I seem to recall that health-care reform was deemed impossible, too. Until it happened.</p> <p>It was a heart-rending reminder of why we're talking about gun control: the unspeakable <b>massacre at a Newtown, Conn., elementary school</b> last month. <i>The gun lobby and its allies in Congress immediately charged that by using children in this way, Obama was not playing fair.</i> Those critics would have a point—if this were a game.</p> <p>As the people of Newtown know—and the people of Aurora, Colo., Tucson, Ariz., Blacksburg, Va., and so many other cities <b>know far too well</b>—this is no game. It's a matter of life and death.</p> <p>Text 2</p> <p>Bloomberg, one of the nation's leading gun-control advocates and a co-founder of Mayors Against Illegal Guns, asked his investigators to spend <b>eight weeks</b> monitoring the ads on Armslist.com. The classified marketplace, known as a " Craigslist for guns," is one of the nation's largest firearms websites.</p> <p>The inquiry found that nearly <b>one-third of gun ads</b> on the site were posted by high-volume sellers who do not possess the mandatory federal firearms license. At that pace, nearly <b>244,000 guns</b> would be sold illegally a year due to the "<i>private sale loophole</i>," which does not require a background check, Bloomberg said Thursday.</p>	<p>Analyze in small group/whole class discussion how authors approach and use evidence, and compare and contrast two similar texts on similar subjects:</p> <ul style="list-style-type: none"> <li>Identify the evidence (facts) (<b>bold</b>) in the text (e.g., <b>massacre at a Newtown, Conn., elementary school; 224,000 guns; one-third of gun ads</b>)</li> <li>Identify how the authors shape their presentations (e.g., use of quotations) (<i>italics</i>) (e.g., <i>The result is a massive online, largely unregulated, secondhand firearms market that threatens the safety of all of us.</i>)</li> <li>Use sentence structures to compare and contrast how two authors emphasize different evidence (e.g., Both texts present evidence regarding ____; however, the ____; the evidence presented in these texts is different/similar in that ____; both texts make the point that ____).</li> </ul>

*“Unlicensed sellers of firearms are flooding the Internet with weapons,” Bloomberg said at City Hall news conference. “The result is a massive online, largely unregulated, secondhand firearms market that threatens the safety of all of us.”*

Text 1

Robinson, E., (2013, January 19). Gun control isn’t an impossible dream. *The Washington Post*. Retrieved from <http://www.ohio.com/editorial/eugene-robinson-gun-control-isn-t-an-impossible-dream-1.366398>

Text 2

Lemire, J. (2013). *Bloomberg investigation finds arms website conducting illegal gun sale*. Retrieved from [http://www.huffingtonpost.com/2013/12/12/bloomberg-illegal-gun-sales\\_n\\_4433801.html](http://www.huffingtonpost.com/2013/12/12/bloomberg-illegal-gun-sales_n_4433801.html)