

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 8 Standard (RI.8.9): Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. 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 Conflicting Texts on the Same Topic and Identify Disagreements in Facts or Interpretations</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	Listening-Centered Activity: Organize <i>pretaught words and phrases on a compare-and-contrast matrix</i> to analyze differences in fact or interpretation between two texts, as the texts are read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a compare-and-contrast matrix</i> to analyze differences in fact or interpretation between two texts, as the texts are read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed compare-and-contrast matrix</i> to analyze differences in fact or interpretation between two texts, as the texts are read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a compare-and-contrast matrix</i> to analyze differences in fact or interpretation between two texts, as the texts are read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information, when taking notes independently</i> , to analyze differences in fact or interpretation between two texts, as the texts are read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a Venn diagram</i> to analyze differences in fact or interpretation between two texts	Reading-Centered Activity: Organize <i>preidentified words and phrases on a Venn diagram</i> to analyze differences in fact or interpretation between two texts	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed Venn diagram</i> to analyze differences in fact or interpretation between two texts	Reading-Centered Activity: Organize <i>information on a Venn diagram</i> to analyze differences in fact or interpretation between two texts	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to analyze differences in fact or interpretation between two texts
		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	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed diagrams to complete sentence starters</i> that analyze differences between two texts, explaining facts or interpretations, when speaking in <i>partnership</i> and/or <i>teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed diagrams to complete sentence starters</i> that analyze differences between two texts, explaining facts or interpretations, when speaking in <i>partnership</i> and/or <i>small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> and the <i>previously completed diagrams</i> to participate in discourse that analyzes differences between two texts, explaining facts or interpretations, when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed diagrams</i> to participate in discourse that analyzes differences between two texts, explaining facts or interpretations, when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of texts, independently</i> , to lead discourse that analyzes differences between two texts, explaining facts or interpretations, when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze conflicting information on the same topic and identify where two texts disagree on matters of fact or interpretation	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze conflicting information on the same topic and identify where two texts disagree on matters of fact or interpretation	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes conflicting information on the same topic and identifies where two texts disagree on matters of fact or interpretation	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes conflicting information on the same topic and identifies where two texts disagree on matters of fact or interpretation	Writing-Centered Activity: Use <i>knowledge of texts, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes conflicting information on the same topic and identifies where two texts disagree on matters of fact or interpretation
		in the <i>new</i> and/or the <i>home language</i> .	in the <i>new</i> and/or the <i>home language</i> .	in the <i>new</i> and, occasionally, in the <i>home language</i> .	in the <i>new language</i> .	in the <i>new language</i> .

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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 Conflicting Texts on the Same Topic and Identify Disagreements in Facts or Interpretations

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., 49ers team that scored 17 straight points to make Super Bowl XLVII).
- Use compare-and-contrast words (e.g. both, like, similar, although, even though, however, but) and sentence structures to analyze conflicting information on the same topic (e.g., Even though both texts present information on ___, they differ in that ___; the information ___ presented in Text 1 conflicts with the information ___ presented in Text 2).

Example to Address the Linguistic Demands

Text Excerpts	Teacher Directions
<p>Text 1</p> <p>Nothing could stop this Ravens team from fulfilling its football destiny. Not a season of adversity. Not a very good San Francisco 49ers team that scored 17 straight points to make Super Bowl XLVII a game again. And certainly not a 33-minute power outage. The Ravens are your Super Bowl champions, and to do it, they played their hearts out.</p> <p>As the confetti fell in the Superdome, dusting the field on which the Ravens won their second Vince Lombardi Trophy, a celebration more than a decade in the making was underway. Ray Lewis, whose retirement announcement fueled the Ravens at the start of their Super Bowl run, embraced Terrell Suggs, who was trying to wrap his head around the fact that he had just achieved, as he calls it, football immortality. And Ed Reed gleefully bobbed from person to person on the stage as he waited for NFL commissioner Roger Goodell to hand the trophy to its worthy new owners.</p> <p>Text 2</p> <p>Jenny Chen could only hold her head in her hands when the Super Bowl ended. “Next year,” the 29-year-old Burlingame resident said after the 49ers lost to the Baltimore Ravens in Super Bowl XLVII on Sunday night in New Orleans. “But I was hoping for a miracle.”</p>	<p>Analyze in a small group or whole class setting two versions on the same topic, conveying conflicting evidence:</p> <ul style="list-style-type: none"> The evidence (facts) that is presented in both texts is the same (bold) (e.g., 49ers team that scored 17 straight points to make Super Bowl XLVII; the 49ers lost to the Baltimore Ravens in Super Bowl XLVII on Sunday night in New Orleans). Use compare-and-contrast words (e.g. both, like, similar, although, even though, however, but) and sentence structures to analyze conflicting information on the same topic (e.g., Even though both texts present information on ___, they differ in that ___; the information ___ presented in Text 1 conflicts with the information ___ presented in Text 2).

That sentiment was felt throughout San Francisco after a close contest in which the 49ers came just short of making the ultimate comeback, losing 34–31. “I’m so sad,” said Gequez Edmondson, 22. Edmondson traveled with friends from Sacramento to watch the Super Bowl in San Francisco and hopefully be part of a celebration. But when that celebration didn’t come, the group simply left for home.

Text 1

Vensel, M. (2013, February 4). Five things we learned from the Ravens’ 34–31 win over the 49ers in Super Bowl XLVII. *Baltimore Sun*. Retrieved from <http://www.baltimoresun.com/sports/baltimore-sports-blog/bal-super-bowl-ravens-five-things-we-learned-20130204,0,5057990.photogallery>

Text 2

Kosky, A. (2013, February 3). Sullen San Francisco 49ers fans keep calm after Super Bowl loss. *San Francisco Examiner*. Retrieved from <http://www.sfexaminer.com/local/2013/02/sullen-san-francisco-49ers-fans-keep-calm-after-super-bowl-loss#ixzz2NHgWgXMA>