

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 Compare and Contrast Similar Texts and Subjects	
Common Core Grade 9–10 Standard (RI.9–10.9): Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s Letter from Birmingham Jail), including how they address related themes and concepts. a. Read, annotate and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints.				GRADE LEVEL ACADEMIC DEMAND Analyze Related Themes and Concepts in U.S. Documents of Historical and Literary Significance	
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 related themes and concepts in U.S. documents of historical and literary significance, as the text is 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 related themes and concepts in U.S. documents of historical and literary significance, as the text is 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 related themes and concepts in U.S. documents of historical and literary significance, as the text is 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 related themes and concepts in U.S. documents of historical and literary significance, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a similarities-and-differences T-chart</i> to analyze how two or more documents of historical and literary significance address similar themes or topics	Reading-Centered Activity: Organize <i>preidentified words and phrases on a similarities-and-differences T-chart</i> to analyze how two or more documents of historical and literary significance address similar themes or topics	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed similarities-and-differences T-chart</i> to analyze how two or more documents of historical and literary significance address similar themes or topics	Reading-Centered Activity: Organize <i>information on a similarities-and-differences T-chart</i> to analyze how two or more documents of historical and literary significance address similar themes or topics
		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> .

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 describe how two or more documents of historical and literary significance address similar themes or topics, giving specific examples, when speaking in <i>partnership and/or 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 describe how two or more documents of historical and literary significance address similar themes or topics, giving specific examples, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> and the <i>previously completed diagrams</i> to participate in discourse that describes how two or more documents of historical and literary significance address similar themes or topics, giving specific examples, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed diagrams</i> to participate in discourse that describes how two or more documents of historical and literary significance address similar themes or topics, giving specific examples, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the topic, independently</i> , to lead discourse that describes how two or more documents of historical and literary significance address similar themes or topics, giving specific examples, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that explain how two or more documents of historical and literary significance address related themes and concepts	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that explain how two or more documents of historical and literary significance address related themes and concepts	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to compose a short essay</i> that explains how two or more documents of historical and literary significance address related themes and concepts	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to compose an essay</i> that explains how two or more documents of historical and literary significance address related themes and concepts	Writing-Centered Activity: Use <i>knowledge of the text, independently, to compose a multiple page essay</i> that explains how two or more documents of historical and literary significance address related themes and concepts
		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> .

<p>Common Core Grade 9–10 Standard (RI.9–10.9): Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s Letter from Birmingham Jail), including how they address related themes and concepts.</p> <p>a. Read, annotate and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Analyze Related Themes and Concepts in U.S. Documents of Historical and Literary Significance</i></p>
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<p>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.</p>	
<ul style="list-style-type: none"> Identify/use words and phrases (including synonyms) to identify the subject (e.g., freedom, liberty). Identify/use words and phrases (including antonyms) to identify related concepts (e.g., justice/injustice) 	<ul style="list-style-type: none"> Use sentence structures to analyze the two texts (e.g., This text represents ____, whereas the other text focuses on ____; both texts/authors address issues of ____ but differ in that ____).

Example to Address the Linguistic Demands	
Text Excerpts	Teacher Directions
<p>Text 1</p> <p>So I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here.</p> <p>But more basically, I am in Birmingham because <i>injustice</i> is here.</p> <p>Just as the prophets of the eighth century B.C. left their villages and carried their “thus saith the Lord” far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco Roman world, so am I compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.</p> <p>Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. <i>Injustice</i> anywhere is a threat to <i>justice</i> everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.</p> <p>Text 2</p> <p>Fourscore and seven years ago, our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that</p>	<p>In a mini lesson and small group, whole class conversations, model how themes and concepts across different U.S. historical documents can be compared, contrasted and analyzed:</p> <ul style="list-style-type: none"> Identify/use words and phrases (including synonyms) to identify the subject (bold) (e.g., freedom, liberty), including the definition used in the text (e.g., that all men are created equal). Identify/use words and phrases (including antonyms) to identify related concepts (<i>italics</i>) (e.g., <i>justice /injustice</i>) Use sentence structures to analyze the two texts (e.g., This text represents ____, whereas the other text focuses on ____; both texts/authors address issues of ____ but differ in that ____).

nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We are met to dedicate a portion of it as the final resting-place of those who here gave their lives so that our nation might live.

Text 1

King, M. L., Jr. (1963/2000). Letter from Birmingham Jail. In *Why we can't wait*. New York: Signet Classics. (From Appendix B, CCSS, p. 127.)

Text 2

Lincoln, A. (1863). *Gettysburg Address*. (From Appendix B, CCSS, p. 123.)