

Common Core Anchor Standard (RL.7): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.			MAIN ACADEMIC DEMAND <i>Compare and Contrast Information Presented in Different Formats</i>		
Common Core Grade 9–10 Standard (RL.9–10.7): Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden’s Musée des Beaux Arts and Brueghel’s Landscape with the Fall of Icarus) a. Analyze works by authors or artists who represent diverse world cultures.			GRADE LEVEL ACADEMIC DEMAND <i>Compare and Contrast the Representation of a Subject in Two Different Media</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 T-chart</i> to determine how a subject is represented in two different media, as text is read <i>in partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a T-chart</i> to determine how a subject is represented in two different media, as text is read <i>in partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed T-chart</i> to determine how a subject is represented in two different media, as text is read <i>in partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a T-chart</i> to determine how a subject is represented in two different media, as text is read <i>in partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a Venn diagram</i> to compare and contrast the representations of a subject in two different media, including what is emphasized or absent in each	Reading-Centered Activity: Organize <i>preidentified words and phrases on a Venn diagram</i> to compare and contrast the representations of a subject in two different media, including what is emphasized or absent in each	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed Venn diagram</i> to compare and contrast the representations of a subject in two different media, including what is emphasized or absent in each	Reading-Centered Activity: Organize <i>information on a Venn diagram, after teacher modeling</i> , to compare and contrast the representations of a subject in two different media, including what is emphasized or absent in each
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the 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 graphic organizers</i> to <i>complete sentence starters</i> that describe the similarities and differences of how a subject is represented in different media, including what is emphasized or absent in each, 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 graphic organizers</i> to describe the similarities and differences of how a subject is represented in different media, including what is emphasized or absent in each, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe the similarities and differences of how a subject is represented in different media, including what is emphasized or absent in each, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to describe the similarities and differences of how a subject is represented in different media, including what is emphasized or absent in each, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe the similarities and differences of how a subject is represented in different media, including what is emphasized or absent in each, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze the similarities and differences of the representations of a subject in two different media	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more phrases</i> that analyze the similarities and differences of the representations of a subject in two different media	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 the similarities and differences of the representations of a subject in two different media	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 the similarities and differences of the representations of a subject in two different media	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple page essay</i> that analyzes the similarities and differences of the representations of a subject in two different media
		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 9–10 Standard (RL.9–10.7): Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden’s Musée des Beaux Arts and Brueghel’s Landscape with the Fall of Icarus)

a. Analyze works by authors or artists who represent diverse world cultures.

GRADE LEVEL ACADEMIC DEMAND
Compare and Contrast the Representation of a Subject in Two Different Media

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.

Use compare and contrast words and phrases to analyze a subject presented in two different artistic media (e.g., The poem explains ____, whereas the painting shows ____; the colors used in the painting convey ____; both the painting and the poem reflect that ____; the poem is different from the painting in that ____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Landscape with the Fall of Icarus</p> <p>William Carlos Williams (American; 1883–1963)</p> <p>According to Brueghel when Icarus fell it was spring</p> <p>a farmer was ploughing his field the whole pageantry of the year was awake tingling near the edge of the sea concerned with itself sweating in the sun that melted the wings’ wax unsignificantly off the coast there was</p>	<p>In a small group or whole class setting, analyze the representation of a subject in two different artistic media, including what is absent and present in each one: Use compare-and-contrast words and phrases to analyze a subject presented in two different artistic media (e.g., In the poem <i>Landscape with the Fall of Icarus</i> by William Carlos Williams and the painting by Brueghel <i>The Fall of Icarus</i>, the poem explains ____, whereas the painting shows ____; both the painting and the poem reflect that ____; the poem is different from the painting in that ____).</p>



Brueghel, P. (1558). *The fall of Icarus*. Oil-tempera, 29 inches × 44 inches. Museum of Fine Arts, Brussels. Retrieved from www.bouwman.com/netherlands/Landscape.html

a splash quite unnoticed
this was
Icarus drowning.

Williams, W.C. (1960). *Landscape with the fall of Icarus*. Retrieved from www.poets.org/viewmedia.php/prmMID/15828#sthash.IM2xNvg0.dpuf