

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 4 Standard (RI.4.9): Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.				GRADE LEVEL ACADEMIC DEMAND <i>Integrate Information from Two Texts on 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 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 Venn diagram</i> to identify, compare and contrast information from two texts on the same topic, 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 Venn diagram</i> to identify, compare and contrast information from two texts on the same topic, 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 Venn diagram</i> to identify, compare and contrast information from two texts on the same topic, as the texts are read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a Venn diagram</i> to identify, compare and contrast information from two texts on the same topic, 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 two-column graphic organizer</i> to synthesize information from two texts on the same topic	Reading-Centered Activity: Organize <i>preidentified words and phrases on a two-column graphic organizer</i> to synthesize information from two texts on the same topic	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed two-column graphic organizer</i> to synthesize information from two texts on the same topic	Reading-Centered Activity: Organize <i>sentences on a two-column graphic organizer</i> to synthesize information from two texts on the same topic
		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</i> to <i>complete sentence starters</i> that integrate information from two texts, when speaking about a particular subject 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</i> to <i>complete sentence starters</i> that integrate information from two texts, when speaking about a particular subject 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 a discussion that integrates information from two texts, when speaking about a particular subject in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed diagrams</i> to initiate a discussion that integrates information from two texts, when speaking about a particular subject in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of two texts, independently</i> , to lead a discussion that integrates information from both sources, when speaking about a particular subject in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that integrates information from two texts to address a topic knowledgeably	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that integrate information from two texts to address a topic knowledgeably	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 integrates information from two texts to address a topic knowledgeably	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that integrates information from two texts to address a topic knowledgeably	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that integrates information from two texts to address a topic knowledgeably
		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 4 Standard (RI.4.9): Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

GRADE LEVEL ACADEMIC DEMAND
Integrate Information from Two Texts on the Same Topic

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.

- Identify the topic that both texts share (e.g., India, cuisines).
- Use sentence structures to integrate the information from both texts (e.g., I learned from both texts that ____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Text 1 India is a multicultural country with over twenty main languages and as many regional cuisines. These cuisines vary significantly from one another and use locally available spices, herbs, vegetables and fruits. Indian cuisine also has strong ties to religious and cultural choices, for example vegetarianism is a common dietary trend in Indian society.</p> <p>Text 2 Just like Indian culture, food in India has been influenced by various civilizations. Foods in India are known for their spiciness. Throughout India, be it North India or South India, spices are used generously in food.</p> <p>Text 1 Nirad, A., & Jassar, D. (2013). <i>Cumin and coriander: A celebration of everyday North Indian cooking</i>. Bloomington, IN: Trafford.</p> <p>Text 2 <i>Indian food</i>. Retrieved from: http://www.indianfoodforever.com/food-guide/indian-food-cuisine.html</p>	<p>Analyze in a small group or whole class setting how to integrate information from two texts on the same topic:</p> <ul style="list-style-type: none">Identify the topic (nouns and associated pronouns) (bold) that both texts share (e.g., In both texts food and India are the central ideas; other nouns used are cuisines and the pronoun these).Use sentence structures to integrate the information from both texts (e.g., I learned from both texts that ____).