

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 4 Standard (RL.4.7): Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.			GRADE LEVEL ACADEMIC DEMAND <i>Compare and Contrast a Text with a Visual or Oral Presentation of It</i> <i>Identify Similarities and Differences in What Each Version Conveys</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 identify the descriptions and directions of diverse versions of the same text, 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 identify the descriptions and directions of diverse versions of the same text, 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 identify the descriptions and directions of diverse versions of the same text, as text is read <i>in partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a T-chart</i> to identify the descriptions and directions of diverse versions of the same text, 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 identify similarities and differences of a text with a visual or oral presentation of it	Reading-Centered Activity: Organize <i>pre-identified words and phrases on a Venn diagram</i> to identify similarities and differences of a text with a visual or oral presentation of it	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed Venn diagram</i> to identify similarities and differences of a text with a visual or oral presentation of it	Reading-Centered Activity: Organize <i>sentences on a Venn diagram, after teacher modeling</i> , to identify similarities and differences of a text with a visual or oral presentation of it
		<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 compare and contrast diverse versions of the same text, 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 compare and contrast diverse versions of the same text, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to compare and contrast diverse versions of the same text, 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 compare and contrast diverse versions of the same text, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to compare and contrast diverse versions of the same text, 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 a cloze paragraph</i> that analyzes the similarities and differences between the text of a story or drama and a visual or oral presentation of the text	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze the similarities and differences between the text of a story or drama and a visual or oral presentation of the text	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 between the text of a story or drama and a visual or oral presentation of the text	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 between the text of a story or drama and a visual or oral presentation of the text	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes the similarities and differences between the text of a story or drama and a visual or oral presentation of the text
		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 (RL.4.7): Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

GRADE LEVEL ACADEMIC DEMAND
Compare and Contrast a Text with a Visual or Oral Presentation of It
Identify Similarities and Differences in What Each Version Conveys

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.

- Identify specific sections (sentences) in a text that match the illustrations (e.g., the Rabbit actually took a watch out of its waistcoat-pocket and looked at it).
- Identify specific sections (sentences) in a text that are not reflected in the illustration (e.g., to hear the Rabbit say to itself, ‘Oh dear! Oh dear! I shall be late!’).
- Use sentence structures to make connections between the text and the illustration (e.g., The text and picture correspond to each other because ____; the picture shows ____, whereas the text adds information about ____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>There was nothing so very remarkable in that; nor did Alice think it so very much out of the way <i>to hear the Rabbit say to itself, ‘Oh dear! Oh dear! I shall be late!’</i> (when she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but when the Rabbit actually took a watch out of its waistcoat-pocket and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and burning with curiosity, she ran across the field after it, and fortunately was just in time to see it pop down a large rabbit-hole under the hedge.</p>  <p>Carroll, L. (1865/1992). <i>Alice's adventures in wonderland</i> [J. Tenniel, Illus.]. New York: William Morrow. (From Appendix B, CCSS, p. 63.)</p> <p>Illustration retrieved from www.alice-in-wonderland.net/pictures/white-rabbit-pictures.html</p>	<p>In a mini lesson and small group/whole class conversations, make connections between the text of a story and an illustration, identifying where each reflects specific descriptions:</p> <ul style="list-style-type: none"> Identify specific sections (sentences) in a text that match the illustrations (bold) (e.g., the Rabbit actually took a watch out of its waistcoat-pocket and looked at it). Identify specific sections (sentences) in a text that are not reflected in the illustration (<i>italics</i>) (e.g., <i>to hear the Rabbit say to itself, ‘Oh dear! Oh dear! I shall be late!’</i>). Use sentence structures to make connections between the text and the illustration (e.g., The text and picture correspond to each other because ____; the picture shows ____, whereas the text adds information about ____).