

<p>Common Core Anchor Standard (RI.7): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, and in words.</p>	<p>MAIN ACADEMIC DEMAND <i>Synthesize and Evaluate Content Presented in Various Formats</i></p>
<p>Common Core Grade 9–10 Standard (RI.9–10.7): Analyze various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Compare and Contrast Various Accounts and Details of a Subject Told in Different Media</i></p>

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
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When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

RECEPTIVE	Oracy and Literacy Links	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a T-chart</i> to identify various accounts of a subject told in print and multimedia, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a T-chart</i> to identify various accounts of a subject told in print and multimedia, as text is read <i>in partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed T-chart</i> to identify various accounts of a subject told in print and multimedia, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information on a T-chart</i> to identify various accounts of a subject told in print and multimedia, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to identify various accounts of a subject told in print and multimedia, as text is read <i>in partnership, small group and/or whole class settings</i></p>
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a Venn diagram</i> to identify the similarities and differences of the various accounts and details of a subject told in different media</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a Venn diagram</i> to identify the similarities and differences of the various accounts and details of a subject told in different media</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed Venn diagram</i> to identify the similarities and differences of the various accounts and details of a subject told in different media</p>	<p>Reading-Centered Activity: Organize <i>information on a Venn diagram, after teacher modeling</i>, to identify the similarities and differences of the various accounts and details of a subject told in different media</p>	<p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to identify the similarities and differences of the various accounts and details of a subject told in different media</p>
		<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and, occasionally, in the home language.</i></p>	<p><i>in the new language.</i></p>	<p><i>in the new language.</i></p>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that compare and contrast various accounts and details of a subject told in different media, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that compare and contrast various accounts and details of a subject told in different media, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to compare and contrast various accounts and details of a subject told in different media, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to compare and contrast various accounts and details of a subject told in different media, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>information, independently</i>, to compare and contrast various accounts and details of a subject told in different media, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze the similarities and differences of various accounts and details of a subject presented in different media</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze the similarities and differences of various accounts and details of a subject presented in different media</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that analyzes the similarities and differences of various accounts and details of a subject presented in different media</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes the similarities and differences of various accounts and details of a subject presented in different media</p>	<p>Writing-Centered Activity: Use <i>information, independently</i>, to develop a <i>multiple paragraph essay</i> that analyzes the similarities and differences of various accounts and details of a subject presented in different media</p>
		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 (RI.9–10.7): Analyze various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

GRADE LEVEL ACADEMIC DEMAND
Compare and Contrast Various Accounts and Details of a Subject Told in 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.

- Identify the topic that links both texts (the death of President Kennedy).
- Identify transitional words that introduce details in each account (e.g., The New York Times headline uses *as* and the semicolon to present facts. The JFK Library account uses several transitional words (e.g., then, but), providing more details.
- Use sentence structures that analyze the different accounts of the same event (e.g., The NYT coverage states ____, whereas the account by the JFK library emphasizes ____; both texts demonstrate ____).

Example to Address the Linguistic Demands

Text Excerpt

Text 1: New York Times: November 22, 1963



Teacher Directions

In a small group or whole class setting, analyze how the details of two accounts of a subject are presented:

- Identify the topic that links both texts (the death of President Kennedy).
- Identify the transitional words that signal details in each account (e.g., The New York Times headline uses *as* and the semicolon to present the news. In Text 2, the JFK Library account uses several transitional words (*italics*) (e.g. *then*, *but*), providing more details.
- Use sentence structures that analyze the different accounts of the same event (e.g., The NYT coverage states ____, whereas the account by the JFK library emphasizes ____; both texts demonstrate ____).

Text 2: A Nation Remembers

The people who lived through it remember the moment—where they were, what they were doing—when the news came. The President had traveled to Texas on a political trip; he was riding in an open car with First Lady Jacqueline Kennedy; *then*, there were rifle shots; the motorcade rushed to the nearest hospital, *but* the wound was mortal. At 2:38 p.m. eastern standard time, CBS television news anchor Walter Cronkite removed his glasses, struggling for composure, and reported the President’s death.

Text 1

New York Times. Retrieved from www.nytimes.com/learning/general/onthisday/big/1122.html

Text 2

JFK Library. Retrieved from www.jfklibrary.org/Exhibits/Special-Exhibits/A-Nation-Remembers.aspx