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| Common Core Anchor Standard (RI.7): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, and in words. | | | | MAIN ACADEMIC DEMAND <i>Synthesize and Evaluate Content Presented in Various Formats</i> | |
| Common Core Grade 7 Standard (RI.7.7): Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | | | | GRADE LEVEL ACADEMIC DEMAND <i>Compare and Contrast Portrayal of a Subject in a Text and in Another Medium</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 triple T-chart</i> to identify how a subject is portrayed in a text and another media version of the 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 triple T-chart</i> to identify how a subject is portrayed in a text and another media version of the 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 triple T-chart</i> to identify how a subject is portrayed in a text and another media version of the text, as text is read <i>in partnership, small group and/or whole class settings</i> | Listening-Centered Activity: Organize <i>information on a triple T-chart</i> to identify how a subject is portrayed in a text and another media version of the 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 compare and contrast the portrayal of a subject in a text and another medium of the text | Reading-Centered Activity: Organize <i>preidentified words and phrases on a Venn diagram</i> to compare and contrast the portrayal of a subject in a text and another medium of the text | Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed Venn diagram</i> to compare and contrast the portrayal of a subject in a text and another medium of the text | Reading-Centered Activity: Organize <i>information on a Venn diagram, after teacher modeling</i> , to compare and contrast the portrayal of a subject in a text and another medium 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> . |

| 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 synthesize the differences and similarities of a subject in a text presented in various formats, 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 <i>complete sentence starters</i> that synthesize the differences and similarities of a subject in a text presented in various formats, when speaking in <i>partnership and/or small groups</i> | Speaking-Centered Activity: Use a <i>word bank</i> to synthesize the differences and similarities of a subject in a text presented in various formats, 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 synthesize the differences and similarities of a subject in a text presented in various formats, when speaking in <i>partnership, small group and/or whole class settings</i> | Speaking-Centered Activity: Use <i>information, independently</i> , to synthesize the differences and similarities of a subject in a text presented in various formats, 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 portrayal of a subject in a text and another medium | Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze the similarities and differences of the portrayal of a subject in a text and another medium | 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 portrayal of a subject in a text and another medium | 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 portrayal of a subject in a text and another medium | Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes the similarities and differences of the portrayal of a subject in a text and another medium |
| | | 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> . |

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GRADE LEVEL ACADEMIC DEMAND
Compare and Contrast Portrayal of a Subject in a Text and in Another Medium

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 nouns and associated pronouns (e.g., King George VI, I) that indicate the subject of the text and audio.
- Identify verbs (e.g., spoken, forced) that indicate the action that the text, audio, video or multimedia present.
- Use compare and contrast words and phrases (e.g., the same, different, both, whereas, as a result) to compare the text and the audio.

Example to Address the Linguistic Demands

| Text Excerpt | Teacher Directions |
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| <p>Background England declared war on Germany on September 1939. King George VI directly addressed British citizens using the radio. He described the coming fight as one for justice and peace against bondage and fear, and called for all the citizens of Britain and the Commonwealth to stand firm as WWII approached. This address is known as the King’s Speech.</p> <p>Excerpt from the King’s Speech In this grave hour, perhaps the most fateful in our history, I <i>send</i> to every household of my peoples, both at home and overseas, this message, <i>spoken</i> with the same depth of feeling for each one of you as if I <i>were able to cross</i> your threshold and <i>speak</i> to you myself. For the second time in the lives of most of us, we are at war. Over and over again, we <i>have tried</i> to find a peaceful way out of the differences between ourselves and those who are now our enemies; but it has been in vain. We <i>have been forced</i> into a conflict, for we <i>are called</i>, with our allies, to <i>meet</i> the challenge of a principle which, if it were to <i>prevail</i>, would be fatal to any civilized order in the world.</p> <p>Retrieved from http://www.royal.gov.uk/pdf/georgevi.pdf</p> <p>Another source of comparison can be watching the film the <i>King’s Speech</i> (2010) where, toward the end of the movie, the same speech is delivered.</p> | <p>In a small group or whole class setting, compare and contrast a text with its corresponding audio:</p> <ul style="list-style-type: none">• Identify the nouns and associated pronouns (bold) (e.g., King George VI, I) that indicate the subject of the text and audio. In this speech, the King starts with I and myself. He then addresses his subjects by using you/your and then uses us, we, ourselves).• Identify verbs (<i>italics</i>) (e.g., <i>spoken, forced</i>) that indicate the action (events) that the text and audio present.• Use compare and contrast words and phrases (e.g., the same, different, both, whereas, as a result) to compare the text and the audio version of the speech. |