

Common Core Anchor Standard (RL.3): Analyze how and why individuals, events and ideas develop and interact over the course of a text.				MAIN ACADEMIC DEMAND <i>Analyze Cause and Effect Interactions between Key Text Elements</i>	
Common Core Grade 5 Standard (RL.5.3): Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).				GRADE LEVEL ACADEMIC DEMAND <i>Compare and Contrast Two or More Characters, Settings or Events, Using Specific Details</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 on a compare-and-contrast chart</i> to compare and contrast two or more characters, settings or events, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a compare-and-contrast chart</i> to compare and contrast two or more characters, settings or events, as a teacher reads aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize a <i>bank of phrases and short sentences on a compare-and-contrast chart</i> to compare and contrast two or more characters, settings or events, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information, using a glossary, on a compare-and-contrast chart</i> to compare and contrast two or more characters, settings or events, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words on the previously completed compare-and-contrast chart</i> to add <i>two or more details</i>	Reading-Centered Activity: Organize <i>preidentified words and phrases on the previously completed compare-and-contrast chart</i> to add <i>two or more details</i>	Reading-Centered Activity: Organize a <i>bank of phrases and short sentences on the previously completed compare-and-contrast chart</i> to add <i>multiple details</i>	Reading-Centered Activity: Organize <i>information independently on a self-created compare-and-contrast chart</i> to compare and contrast two or more characters, settings or events, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		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 to complete sentence starters</i> that compare and contrast two or more characters, settings or events, in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>pretaught words and phrases to complete sentence starters</i> that compare and contrast two or more characters, settings or events, in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>bank of phrases and short sentences</i> and the <i>previously created compare-and-contrast chart</i> to compare and contrast two or more characters, settings or events, in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>glossary</i> and the <i>previously created compare-and-contrast chart</i> to compare and contrast two or more characters, settings or events, in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously created compare-and-contrast chart to independently compare and contrast</i> two or more characters, settings or events, in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words to complete cloze paragraphs</i> that compare and contrast two or more characters, settings or events, using specific details	Writing-Centered Activity: Use <i>preidentified words and phrases to complete cloze paragraphs</i> that compare and contrast two or more characters, settings or events, using specific details	Writing-Centered Activity: Use a <i>bank of phrases and short sentences</i> and the <i>previously created compare-and-contrast chart to write a short essay</i> that compares and contrasts two or more characters, settings or events, using specific details	Writing-Centered Activity: Use a <i>glossary</i> and the <i>previously created compare-and-contrast chart to write an essay</i> that compares and contrasts two or more characters, settings or events, using specific details	Writing-Centered Activity: Use the <i>previously created compare-and-contrast chart to independently write an essay</i> that compares and contrasts two or more characters, settings or events, using specific details
		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 5 Standard (RL.5.3): Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

GRADE LEVEL ACADEMIC DEMAND
*Compare and Contrast Two or More Characters,
Settings or Events, Using Specific Details*

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 nouns and associated pronouns to identify the characters in a story.
- Use words and phrases to compare and contrast characters (e.g., like, unlike, though, while).
- Identify words and phrases that signal an outcome or result (e.g., so, as a result).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p><i>Unlike</i> children, grown-ups never understand anything by themselves. It is rather tedious for children to have to explain things to them time and time and again.</p> <p><u>So</u> I had to choose another job and I learnt to pilot aero planes. I flew more or less all over the world. And indeed geography has been extremely useful to me. I am able to distinguish between China and Arizona at a glance. It is extremely helpful if one gets lost in the night.</p> <p><u>As a result</u> of which I have been in touch, throughout my life, with all kinds of serious people. I have spent a lot of time with grown-ups.</p> <p>Whenever I met one who seemed reasonably clear sighted to me, I showed them my drawing No 1, which I had kept, as an experiment. I wanted to find out whether he or she was truly understanding. <i>But</i> the answer was always: ‘It is a hat.’ <u>So</u> I gave up mentioning boa constrictors or primeval forests or stars. I would bring myself down to his or her level and talk about bridge, golf, politics and neckties.</p> <p>de Saint Exupéry, A. (1971). <i>The little prince</i>. (K. Wood, Trans.). New York: Harcourt.</p>	<p>In a mini lesson in small group, compare the characters, events and settings of a story:</p> <ul style="list-style-type: none">• Use nouns and associated pronouns (bold) to identify the characters in a story. The excerpt presents two characters: the boy who grows up and becomes a pilot. The text uses the following pronouns: I, me, one; and the grown-ups: themselves, them, his or her.• Use words and phrases (<i>italics</i>) to compare and contrast. The text starts using <i>unlike</i>, which signals a comparison between grown-ups and children, and <i>but</i>, which also compares information.• Identify words and phrases (<u>underline</u>) that signal an outcome or result (e.g., <u>so</u>, <u>as a result</u>).