

<p>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.</p>		<p>MAIN ACADEMIC DEMAND <i>Compare and Contrast Similar Texts and Subjects</i></p>				
<p>Common Core Grade 5 Standard (RI.5.9): Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Synthesize Information from Several Texts on the Same Topic</i></p>				
<p>5 Levels of Language Development</p>	<p>Entering (Beginner)</p>	<p>Emerging (Low Intermediate)</p>	<p>Transitioning (High Intermediate)</p>	<p>Expanding (Advanced)</p>	<p>Commanding (Proficient)</p>	
<p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p>						
<p>RECEPTIVE</p>	<p>Oracy and Literacy Links</p>	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a thematic web</i> to synthesize information from several texts on the same topic, as the texts are read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a thematic web</i> to synthesize information from several texts on the same topic, as the texts are read aloud in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed thematic web</i> to synthesize information from several texts on the same topic, as the texts are read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>sentences on a thematic web</i> to synthesize information from several texts on the same topic, as the texts are read aloud in <i>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 analyze information from several texts on the same topic</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a Venn diagram</i> to analyze information from several texts on the same topic</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed Venn diagram</i> to analyze information from several texts on the same topic</p>	<p>Reading-Centered Activity: Organize <i>sentences on a Venn diagram</i> to analyze information from several texts on the same topic</p>	<p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to analyze data from several texts on the same topic</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	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed diagrams to complete sentence starters</i> that integrate information from different sources to analyze how they address a topic, 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 diagrams to complete sentence starters</i> that integrate information from different sources to analyze how they address a topic, when speaking 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 discourse that integrates information from different sources to analyze how they address a topic, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed diagrams</i> to initiate discourse that integrates information from different sources to analyze how they address a topic, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of texts, independently</i> , to lead discourse that integrates information from different sources to analyze how they address a topic, 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 synthesizes information from several sources on the same topic	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that synthesize information from several sources on the same topic	Writing-Centered Activity: Use <i>phrases and sentences</i> and the <i>previously completed charts</i> to <i>develop a short essay</i> that synthesizes information from several sources on the same topic	Writing-Centered Activity: Use the <i>previously completed charts and teacher-provided models</i> to <i>develop an essay</i> that synthesizes information from several sources on the same topic	Writing-Centered Activity: Use <i>knowledge of texts, independently</i> , to <i>develop a multiple paragraph essay</i> that synthesizes information from several sources on the same topic
		<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>	<i>in the new language.</i>

Common Core Grade 5 Standard (RI.5.9): Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

GRADE LEVEL ACADEMIC DEMAND
Synthesize Information from Several 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 (nouns) that the texts share (e.g., Hurricane Katrina, the storm).
- Use sentence structures to integrate the information from several texts on the same topic (e.g., What I learned from these texts is ____; when I combined the information I learned that ____).

Example to Address the Linguistic Demands

Text Excerpt

Teacher Directions

Text 1
Ed McGinnis remembers the day the **storm** came. On August 29, 2005, **Hurricane Katrina** slammed the Gulf Coast, leaving a trail of destruction in Louisiana, Mississippi and Alabama. Heavy rain and powerful winds washed out roads and destroyed more than 350,000 homes.

- Analyze in a small group or whole class setting, how to integrate information from two texts on the same topic:
- Identify the topic (nouns and associated pronouns) (**bold**) that both texts share (e.g., In the three samples the subject is **Hurricane Katrina or Sandy**, also referred to as **the storm**).
 - Use sentence structures to integrate the information from several texts on the same topic (e.g., What I learned from these texts is ____; when I combined the information I learned that ____).

Text 2



Text 3
We headed back home and no one was on the street, not even the cops! We walked home and waited. We heard a loud noise. One of the trees hit my mom's car and left a dent on the roof. *So* I had to go outside and fix it. It was not hard. We went inside. We heard a *louder* noise! We went outside again and one side of the apartment the wall was coming apart. Bricks were falling from the apartment. I was scared that somebody was going to steal things out of the apartment. Then at 3:30 p.m., **the storm** was over. Lots of people walked around looking at the danger **the storm** left.

Text 1

An, V. (2010, August). Building a brighter future. *Time for Kids*. Retrieved from <http://www.timeforkids.com/news/building-brighter-future/11591>

Text 2

New York Times. (2012, November). Kids draw the news: Hurricane Sandy. Retrieved from <http://www.nytimes.com/slideshow/2012/11/26/nyregion/kdtn-sandy-ss.html>

Text 3

Robertson, R., & Nelson, V. (n.d.). After Hurricane Katrina: Hurricane evacuees. *Scholastic News*. Retrieved from <http://teacher.scholastic.com/scholasticnews/indepth/hurricane/katrina/articles/index.asp?article=evacueekids&topic=1>