Common Core Anchor Standard (RI.6): Assess how point of view or purpose shapes the content and style of a text.		MAIN ACADEMIC DEMAND *Assess Author's Point of View*
Core Grade 5 Standard (RI.5.6): Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		GRADE LEVEL ACADEMIC DEMAND *Analyze Similarities and Differences of Multiple Accounts of the Same Event or Topic*

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 *pretaught words and phrases on a cluster map* to identify the similarities and differences between multiple accounts of the same event or topic, as text is read in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a cluster map* to identify the similarities and differences between multiple accounts of the same event or topic, as text is read in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed cluster map* to identify the similarities and differences between multiple accounts of the same event or topic, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a cluster map* to identify the similarities and differences between multiple accounts of the same event or topic, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created cluster map graphic organizer, independently,* to identify the similarities and differences between multiple accounts of the same event or topic, as text is read in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a Venn diagram* to analyze the similarities and differences between multiple accounts of the same event or topic	**Reading-Centered Activity:** Organize *preidentified words and phrases on a Venn diagram* to analyze the similarities and differences between multiple accounts of the same event or topic	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed Venn diagram* to analyze the similarities and differences between multiple accounts of the same event or topic	**Reading-Centered Activity:** Organize *sentences on a Venn diagram, after teacher modeling,* to analyze the similarities and differences between multiple accounts of the same event or topic	**Reading-Centered Activity:** Organize *information on a self-created Venn diagram, independently,* to analyze the similarities and differences between multiple accounts of the same event or topic
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

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 *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* that describe the similarities and differences between multiple accounts of the same event or topic, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that describe the similarities and differences between multiple accounts of the same event or topic, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to describe the similarities and differences between multiple accounts of the same event or topic, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to describe the similarities and differences between multiple accounts of the same event or topic, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to describe the similarities and differences between multiple accounts of the same event or topic, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete a cloze paragraph* that analyzes the similarities and differences between multiple accounts of the same event or topic	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that analyze the similarities and differences between multiple accounts of the same event or topic	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that analyzes the similarities and differences between multiple accounts of the same event or topic	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that analyzes the similarities and differences between multiple accounts of the same event or topic	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that analyzes the similarities and differences between multiple accounts of the same event or topic
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Core Grade 5 Standard (RI.5.6): Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**GRADE LEVEL ACADEMIC DEMAND** *Analyze Similarities and Differences of Multiple Accounts of the Same Event or Topic*

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 nouns and associated pronouns that signal the topic (e.g., sharks, Great White sharks, they).
- Identify adjectives that are used in multiple accounts of the same topic (e.g., vicious, gentle, affable).

- Identify the verbs that are used in the multiple accounts of the same topic (e.g., slaughtered, feared).
- Use sentence structures to distinguish the author's and the reader's point of view (e.g., The author thinks ___, but I think ___; The author says ___ and I also think ___).

Example to Address the Linguistic Demands

Text Excerpt	**Teacher Directions**
Text 1 For years people have <u>feared</u> and <u>slaughtered</u> **sharks** because of the bad rap they have received from Hollywood, but these beliefs are not justified. **Sharks** are not *vicious* and are actually quite *gentle*. Of the more than 388 species of **sharks** only two (the Great White and the Tiger) <u>have been known</u> to attack man and then only because of *mistaken* identity. Wetsuits and surfboards used by surfers are mistaken by **sharks** as the *thick, rubbery* skin of seals, which are their main diet. Once the s**hark** <u>bites</u> the surfer, it almost immediately <u>lets go</u> because it does not taste like its favorite meal. Not all big sharks have *huge* jaws full of teeth, as many people believe. Whale sharks, the *largest* fish in the world, are the most *affable* creatures you <u>will encounter</u> in our world's oceans. These sharks (that can weigh over three thousand pounds and grow up to five stories in length) <u>have</u> no teeth at all. Instead they have a mouth full of baleen that they use to <u>filter</u> plankton and tiny fish out the hundreds of gallons of sea water that <u>passes</u> through their *monstrous* mouths at one time. Text 2 **Great White sharks** <u>try</u> to <u>avoid</u> <u>fighting</u> for food. When there is only enough food for one, **they** have a <u>tail-slapping</u> contest. The **sharks** <u>swim</u> past each other, **each** <u>slapping</u> the surface of the water with **their** tails and often <u>directing</u> the spray toward the other **shark**. The **one** who <u>gets</u> the meal is the **shark** that <u>delivers</u> the most tail slaps. Text 1 Stoughton, S. *Sharks: Killers or just misunderstood?* Retrieved from www.teenink.com/hot_topics/environment/article/4528/Sharks—Killers-Or-Just-Misunderstood Text 2 *The white shark*. Retrieved from http://sharkfacts.org/great-white-shark-facts/	Analyze in a small group or whole class discussion how to analyze multiple accounts of the same topic: - Identify the nouns and their associated pronouns (**bold**) (e.g., **sharks**, **Great White sharks**, **they**) that signal the topic. Text 1 describes how sharks are not as aggressive as people might think. Text 2 describes one of their behaviors. - Identify adjectives (*italics*) that describe sharks in both texts. Text 1 presents adjectives (e.g., *vicious, gentle, affable*) whereas Text 2 does not. - Identify the verbs (<u>underline</u>). Text 1 presents a wider range of verbs describing sharks (e.g., <u>slaughtered, feared, will encounter, have been known</u>). Text 2 concentrates on describing the tail-slapping contests (e.g., <u>tail-slapping</u>, <u>swim</u>, <u>directing</u>) that white sharks engage in. - Use sentence structures to distinguish the author's and the reader's point of view (e.g., The author thinks ___, but I think ___; The author says ___ and I also think ___).