

<p>Common Core Anchor Standard (RL.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 1 Standard (RL.1.9): Compare and contrast the adventures and experiences of characters in stories. a. With prompting and support, students will make cultural connections to text and self.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Compare and Contrast Experiences of Characters in Stories</i> <i>Make Cultural Connections to Text and Self</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 compare-and-contrast graphic organizer</i> to analyze the adventures and experiences of characters in stories, as the text is 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 compare-and-contrast graphic organizer</i> to analyze the adventures and experiences of characters in stories, as the text is read aloud in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed compare-and-contrast graphic organizer</i> to analyze the adventures and experiences of characters in stories, as the text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>sentences on a compare-and-contrast graphic organizer</i> to analyze the adventures and experiences of characters in stories, as the text is 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 compare and contrast the experiences of characters in a story</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a Venn diagram</i> to compare and contrast the experiences of characters in a story</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed Venn diagram</i> to compare and contrast the experiences of characters in a story</p>	<p>Reading-Centered Activity: Organize <i>sentences on a Venn diagram</i> to compare and contrast the experiences of characters in a story</p>	<p>Reading-Centered Activity: Organize <i>information on a Venn diagram, independently,</i> to compare and contrast the experiences of characters in a story</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 graphic organizers to complete sentence starters</i> that describe similarities and differences among characters' adventures and experiences in a story, 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 to complete sentences</i> that describe similarities and differences among characters' adventures and experiences in a story, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use <i>words from a word bank</i> to participate in a discussion that describes similarities and differences among characters' adventures and experiences in a story, 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 initiate a discussion that describes similarities and differences among characters' adventures and experiences in a story, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers, independently</i> , to lead a discussion that describes similarities and differences among characters' adventures and experiences in a story, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze sentences</i> that make connections between text and self	Writing-Centered Activity: Use <i>preidentified words to complete a cloze paragraph</i> that makes connections between text and self	Writing-Centered Activity: Use <i>words from a word bank</i> and the <i>previously completed graphic organizers to develop a paragraph</i> that makes connections between text and self	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop a short essay</i> that makes connections between text and self	Writing-Centered Activity: Use the <i>previously completed graphic organizers, independently</i> , to develop an essay that makes connections between text and self
		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 1 Standard (RL.1.9): Compare and contrast the adventures and experiences of characters in stories.

a. With prompting and support, students will make cultural connections to text and self.

GRADE LEVEL ACADEMIC DEMAND
Compare and Contrast Experiences of Characters in Stories
Make Cultural Connections to Text and Self

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 the standards in their new and/or home language.

- Use words and phrases (e.g., nouns and associated pronouns) to identify the subject (e.g., characters in the stories).
- Use words and phrases (e.g., verbs) to identify the experiences (e.g., woke, loved, wiggled) in the stories.
- Use sentence structures to compare and contrast (e.g., The stories are the same in that ___ and are different in that ___).
- Use sentence structures to make connections to text and self (e.g., I also know ___; I read ___; this reminds me of ___).

Example to Address the Linguistic Demands

Text Excerpts

Text 1

Long, long ago, when tigers still smoked pipes, **two green frogs** *lived* with their **mother** in a lotus pond.

The **green frogs** *loved* their mother, but they never *obeyed* her and always did the opposite of what **she** told them to do.

When spring arrived at the pond, **mother frog** *woke* her **sons**.

“Rise and shine! Spring is here!” **she** said.

They grumpily *pulled* their blankets over **their** heads and *wiggled* **their** toes.

“I know how to *get* them up,” **mother frog** *thought*.

Text 2

The **princess** *looked* around. **She** *looked* into the well.

An ugly little **frog** was *looking* up at her. The **frog** *asked* again, “What is the matter, princess?”

“Oh, it’s you, you old water-splasher,” the **princess** *said*. “My golden ball *has fallen* into the well. That is why I am *crying*.”

Text 1

Heo, Y. (2004). *The green frogs. A Korean folktale*. Boston: HMH Books for Young Readers.

Text 2

Tarcov, E. H. (1993). *The frog prince*. [J. Marshall, Illus.] New York: Cartwheel.

Teacher Directions

In a small group or whole class setting, model how to compare and contrast the adventures and experiences of characters in stories and to make text to self connections:

- Use words and phrases to identify the subject (nouns and associated pronouns) (**bold**) (e.g., Text1: **two green frogs, mother, they, sons, she**; Text 2: **princess, she, frog**). Notice that in Text 2, the princess refers to the frog as “water-splasher.”
- Use words and phrases to identify the experiences (verbs) (*italics*) (e.g. Text 1: *woke, loved, pulled, wiggled, get*; Text 2: *looked, asked, has fallen*).
- Use sentence structures to compare and contrast (e.g. The stories are the same in that ___ and are different in that ___.)
- Use sentence structures to compare and contrast (e.g., The stories are the same in that ___ and are different in that ___).
- Use sentence structures to make connections to text and self (e.g., I also know ___; I read ___; this reminds me of ___).