

<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 Kindergarten Standard (RL.K.9): With prompting and support compare and contrast the adventures and experiences of characters in familiar 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 Familiar 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>Organize <i>illustrated, pretaught words on a Venn diagram</i> to compare and contrast the adventures and experiences of characters in familiar stories, during/after a teacher read aloud, shared reading or independent reading time</p>	<p>Organize <i>illustrated, preidentified words on a Venn diagram</i> to compare and contrast the adventures and experiences of characters in familiar stories, during/after a teacher read aloud, shared reading or independent reading time</p>	<p>Organize <i>illustrated, preidentified words and phrases from a bank on a Venn diagram</i> to compare and contrast the adventures and experiences of characters in familiar stories, during/after a teacher read aloud, shared reading or independent reading time</p>	<p>Organize <i>illustrated, preidentified words and phrases on a Venn diagram</i> to compare and contrast the adventures and experiences of characters in familiar stories, during/after a teacher read aloud, shared reading or independent reading time</p>
		<p>Use <i>illustrated, pretaught words</i> and the <i>previously completed Venn diagrams</i> to compare and contrast the adventures and experiences of characters in familiar stories, when speaking, dictating to the teacher and/or drawing/writing</p>	<p>Use <i>illustrated, preidentified words</i> and the <i>previously completed Venn diagrams</i> to compare and contrast the adventures and experiences of characters in familiar stories, when speaking, dictating to the teacher and/or drawing/writing</p>	<p>Use <i>illustrated, preidentified words and phrases from a bank</i> to compare and contrast the adventures and experiences of characters in familiar stories, when speaking, dictating to the teacher and/or drawing/writing</p>	<p>Use <i>illustrated, pre-identified words and phrases</i> to compare and contrast the adventures and experiences of characters in familiar stories, when speaking, dictating to the teacher and/or drawing/writing</p>
<p>in the <i>new and/or the home language</i>.</p>		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

Common Core Grade Kindergarten Standard (RL.K.9): With prompting and support compare and contrast the adventures and experiences of characters in familiar 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 Familiar 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. played, win, beat, says) 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 that ___; I have ___).

Example to Address the Linguistic Demands

Text Excerpts	Teacher Directions
<p>Text 1 I have this little sister, Lola. She is small and very funny. Sometimes we <i>play</i> “ Who can <i>sit</i> still the longest!” Lola always has to win.</p> <p>Last time we <i>played</i>, Lola said, “I’ve won!” I say, “But I didn’t even <i>move</i>!”</p> <p>Lola says: “Yes you <i>did</i>! I’ve <i>won</i>! I always, <i>win</i>. . . always, always, always!”</p> <p>And then she says, “I could even <i>beat</i> a speedy, speedy cheetah in a running race, and I can <i>stand</i> on one leg longer than a flamingo!</p> <p>Text 2 I have this little sister, Lola. She is small and very funny.</p> <p>Lola says, “I’m not small Charlie. I am <i>getting</i> more bigger and grown-up all of the time.” “And now that I am much more bigger, I can <i>go</i> on the super duper loopy loopy ride.”</p>	<p>In a small group or whole class setting, compare and contrast the characters and their experiences:</p> <ul style="list-style-type: none"> • Use nouns and associated pronouns (bold) (e.g., Charlie, Lola, we, I) to identify the characters in the stories. • Use verbs to identify the experiences (<i>italics</i>) (e.g., <i>played, win, beat, says</i>) 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 that ___; I have ___). • Use introductory words and phrases (e.g.. both, the same, similar) to compare. • Use introductory words and phrases (e.g., different, but) to contrast.

So I say,
“The Super Dooper Loop the Looper *is* very, very SCARY. Are you sure?”

Text 1
Child, L. (2006). *Charlie and Lola*. New York: Grosset and Dunlap.

Text 2
Child, L. (2008). *I want to be much more bigger like you*. New York: Grosset and Dunlap.