

<p><b>Common Core Anchor Standard (RI.6):</b> Assess how point of view or purpose shapes the content and style of a text.</p>		<p>MAIN ACADEMIC DEMAND <i>Assess Author’s Point of View</i></p>				
<p><b>Common Core Grade 4 Standard (RI.4.6):</b> Compare and contrast a first- and second-hand account of the same event or topic; describe the differences in focus and the information provided.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Compare and Contrast First- and Second-Hand Accounts of an Event or Topic</i></p>				
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p>RECEPTIVE</p>	<p>Oracy and Literacy Links</p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> to identify first- and second-hand accounts of the same topic, as text is read in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> to identify first- and second-hand accounts of the same topic, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> to identify first- and second-hand accounts of the same topic, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a T-chart</i> to identify first- and second-hand accounts of the same topic, as text is read in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a Venn diagram</i> to compare and contrast first- and second-hand accounts of an event or topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Venn diagram</i> to compare and contrast first- and second-hand accounts of an event or topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed Venn diagram</i> to compare and contrast first- and second-hand accounts of an event or topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a Venn diagram, after teacher modeling</i>, to compare and contrast first- and second-hand accounts of an event or topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created Venn diagram, independently</i>, to compare and contrast first- and second-hand accounts of an event or topic</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>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that describe the differences and similarities between first- and second-hand accounts of a topic or event, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that describe the differences and similarities between first- and second-hand accounts of a topic or event, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe the differences and similarities between first- and second-hand accounts of a topic or event, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to describe the differences and similarities between first- and second-hand accounts of a topic or event, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to describe the differences and similarities between first- and second-hand accounts of a topic or event, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that compares and contrasts first- and second-hand accounts of an event or topic</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that compare and contrast first- and second-hand accounts of an event or topic</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that compares and contrasts first- and second-hand accounts of an event or topic</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that compares and contrasts first- and second-hand accounts of an event or topic</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to develop a <i>multiple paragraph essay</i> that compares and contrasts first- and second-hand accounts of an event or topic</p>
		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 4 Standard (RI.4.6):** Compare and contrast a first- and second-hand account of the same event or topic; describe the differences in focus and the information provided.

**GRADE LEVEL ACADEMIC DEMAND**  
*Compare and Contrast First- and Second-Hand Accounts of an 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 pronouns that indicate first- and second-hand accounts (e.g., first-hand accounts use I, me; second-hand accounts use third person, he/they).
- Use compare-and-contrast words and phrases (e.g., same, different, but, similar, whereas, however) to compare first- and second-hand events.

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p>Text 1 (First-hand account)</p> <p>Interview with Neil Armstrong: First Man to Walk on the Moon</p> <p>In <b>my</b> view, the emotional moment was the landing. That was human contact with the moon, the landing. . . . It was at the time when <b>we</b> landed that <b>we</b> were there, <b>we</b> were in the lunar environment, the lunar gravity. That, in <b>my</b> view, was. . .the emotional high. And the business of getting down the ladder to <b>me</b> was much less significant.</p> <p>Text 2 (Second-hand account)</p> <p>High above there is the Moon, cold and quiet, no air, no life, but glowing in the sky. Here below there are <i>three men</i> who close themselves in special clothes, <i>who</i>—click—lock hands in heavy gloves, <i>who</i>—click—lock heads in large round helmets. It is summer here in Florida, hot, and near the sea. But now <i>these men</i> are dressed for colder, stranger places. <i>They</i> walk with stiff and awkward steps in suits not made for Earth. <i>They</i> have studied and practiced and trained, and said good-bye to family and friends. If all goes well, <i>they</i> will be gone for one week, gone where no one has been. <i>Their</i> two small spaceships are Columbia and Eagle</p> <p>Text 1            Retrieved from <a href="http://www.huffingtonpost.com/2012/08/25/apollo-11-neil-armstrong_n_1830571.html">http://www.huffingtonpost.com/2012/08/25/apollo-11-neil-armstrong_n_1830571.html</a>)</p> <p>Text 2            Floca, B. (2009). <i>Moonshot: The flight of Apollo 11</i>. New York: Atheneum. (From Appendix B, CCSS, p. 56.)</p>	<p>In a mini lesson, small group or whole class conversations, discuss how a first- and second-hand source can be identified by the use of pronouns:</p> <ul style="list-style-type: none"> <li>Text 1—First-hand account: Identify nouns and associated pronouns (<b>bold</b>) (e.g., <b>I, my, we</b>) that indicate the topic of the text (e.g., the landing on the moon).</li> <li>Text 2—Second-hand account: Identify the nouns and associated pronouns (<i>italics</i>) (e.g. <i>three men, who, they</i>) that reflect that this is a secondhand account.</li> <li>Use compare-and-contrast words to explain the differences in the accounts (e.g., The first- and second-hand events are similar because ____; Even though both accounts show ____, they differ in that ____).</li> </ul>