Common Core Anchor Standard (RL.6): Assess how point of view or purpose shapes the content and style of a text.	MAIN ACADEMIC DEMAND *Assess Impact of Author's Point of View*
Common Core Grade 3 Standard (RL.3.6): Distinguish their own point of view from that of the narrator or those of the characters.	GRADE LEVEL ACADEMIC DEMAND *Distinguish Personal Perspective from Perspectives of Narrator and Story Characters*

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 point-of-view graphic organizer* to identify the points of view of the narrator and story characters, as text is read in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a point-of-view graphic organizer* to identify the points of view of the narrator and story characters, as text is read in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed point-of-view graphic organizer* to identify the points of view of the narrator and story characters, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a point-of-view graphic organizer* to identify the points of view of the narrator and story characters, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created point-of-view graphic organizer, independently,* to identify the points of view of the narrator and story characters, as text is read in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a T-chart* to identify and distinguish among personal, narrator's and characters' points of view	**Reading-Centered Activity:** Organize *preidentified words and phrases on a T-chart* to identify and distinguish among personal, narrator's and characters' points of view	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed T-chart* to identify and distinguish among personal, narrator's and characters' points of view	**Reading-Centered Activity:** Organize *sentences on a T-chart, after teacher modeling,* to identify and distinguish among personal, narrator's and characters' points of view	**Reading-Centered Activity:** Organize *information on a self-created cause and effect graphic organizer, independently,* to identify and distinguish among personal, narrator's and characters' points of view
		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 differences among personal points of view and the narrator's and/or characters', 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 differences among personal points of view and the narrator's and/or characters', when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to describe the differences among personal points of view and the narrator's and/or characters', when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *previously completed graphic organizers* to describe the differences among personal points of view and the narrator's and/or characters', when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to describe the differences among personal points of view and the narrator's and/or characters', 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 how personal points of view differ from the points of view of the narrator and characters	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that analyze how personal points of view differ from the points of view of the narrator and characters	**Writing-Centered Activity:** Use a *word bank* and *previously completed graphic organizers to develop a short essay* that analyzes how personal points of view differ from the points of view of the narrator and characters	**Writing-Centered Activity:** Use *previously completed graphic organizers* and *teacher-provided models to develop an essay* that analyzes how personal points of view differ from the points of view of the narrator and characters	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that analyzes how personal points of view differ from the points of view of the narrator and characters
		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.*

Common Core Grade 3 Standard (RL.3.6): Distinguish their own point of view from that of the narrator or those of the characters.	GRADE LEVEL ACADEMIC DEMAND *Distinguish Personal Perspective from Perspectives of Narrator and Story Characters*

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 convey the author's point of view or those of the characters (e.g., the boy/he; the mother/she).
- Identify verbs that signal a point of view of a character (e.g., did not mind, thought, knew).

- Use compare-and-contrast words and phrases to distinguish the student's own point of view from the narrator's and the characters' (e.g., like, same, but, whereas).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
There once was a poor **woman** who had only one child, a **son**. **He** was a good **boy**, always willing to help **his** mother out in any way **he** could. It was not an easy life, but **they** had each other, so the **boy** *did not mind* that **his** clothes were torn and **he** had few toys. The **boy** had a secret wish. **He** had always wanted a drum. One day when **his** mother was going to the village to sell some grain, **she** asked, "Is there anything you would like from the market?" The **boy** *thought* and then said, "All I would really like, Mother, is a drum. I know you cannot get me one, but that is what I want most of all." The **boy** was right. **His** mother *knew* **she** could not buy a drum. The grain that **they** grew and harvested to sell left only enough money to buy the few things **she** and her son could not make or grow **themselves**. Cleveland, T. (2006). *The drum. A folktale from India* [T. Wrenn, Illus.]. Atlanta, GA: August House.	In a small group or whole class setting distinguish the student's own point of view from the narrator's and the characters': - Identify pronouns (**bold**) (e.g., **the boy/he**, **the mother/she**, **they**, **themselves**) that convey the author's point of view or those of the characters. - Identify verbs *(italics)* (e.g., *did not mind, thought, knew*) that signal a point of view of a character. - Use compare-and-contrast words and phrases (e.g., like, same, but, whereas) to distinguish the student's own point of view from the narrator's and the characters'.