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 2 Standard (RL.2.6): Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		GRADE LEVEL ACADEMIC DEMAND *Identify and Represent the Perspectives of Different Characters in a Story*

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 different 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 different 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 different 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 different 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 different 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 determine the differences between the points of view of different characters	**Reading-Centered Activity:** Organize *preidentified words and phrases on a T-chart* to determine the differences between the points of view of different characters	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed T-chart* to determine the differences between the points of view of different characters	**Reading-Centered Activity:** Organize *sentences on a T-chart, after teacher modeling,* to determine the differences between the points of view of different characters	**Reading-Centered Activity:** Organize *information on a self-created cause-and-effect graphic organizer, independently,* to identify how an author's point of view affects the text
		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 organizer to complete sentence starters* that describe the different perspectives of the characters in a story, 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 different perspectives of the characters in a story, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to describe the different perspectives of the characters in a story, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to describe the different perspectives of the characters in a story, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to describe the different perspectives of the characters in a story, 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 different perspectives of the characters in a story	**Writing-Centered Activity:** Use *preidentified words and phrases to complete cloze paragraphs* that analyze the different perspectives of the characters in a story	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that analyzes the different perspectives of the characters in a story	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that analyzes the different perspectives of the characters in a story	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that analyzes the different perspectives of the characters in a story
	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 Anchor Standard (RL.2.6): Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	GRADE LEVEL ACADEMIC DEMAND *Identify and Represent the Perspectives of Different Characters in a Story*

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 refer to the characters (e.g., Red Hen, herself, she).
- Identify lines of dialogue in a text that signal point of view of the characters (e.g., *"A grain of wheat!"* signals that the Red Hen is excited and has a positive outlook on planting the grain of wheat, whereas the duck's lines signal a negative point of view: <u>"Not I!" said the duck</u>).

- Use compare-and-contrast words and phrases (e.g., like, same, but, whereas) to acknowledge differences in the points of view of characters.

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
"A grain of wheat!" said the Little **Red Hen** to **herself**. "I will plant it." **She** asked the duck: "Will you help me plant this grain of wheat?" <u>"Not I!" said the duck</u>. **She** asked the goose: "Will you help me plant this grain of wheat?" <u>"Not I!" said the goose</u>. **She** asked the cat: *"Will you help me plant this grain of wheat?"* <u>"Not I!" said the cat</u>. Miller, J.P. (Illustrator) (2001). *The Little Red Hen. A favorite folk tale*. New York: Golden.	In a small group or whole class setting, analyze how reading the lines of dialogue in a text allows us to understand different points of view: • Identify the subjects and associated pronouns (**bold**) (e.g., **Red Hen**, **herself**, **she**) in the text. • Identify what the Red Hen is saying (*italics*) (e.g., *"A grain of wheat!"* signals that the Red Hen is excited and has a positive outlook on planting the grain of wheat). The Little Red Hen is also requesting help to plant it (e.g., *"Will you help me plant this grain of wheat?"*). • Identify what the other characters (e.g., duck, goose, cat) in the story are responding (<u>underline</u>) (e.g., <u>"Not I!" said the duck</u>). • Use compare-and-contrast words and phrases (e.g., like, same, but, whereas) to acknowledge differences in the points of view of characters.