

Common Core Anchor Standard (RI.6): Assess how point of view or purpose shapes the content and style of a text.				MAIN ACADEMIC DEMAND <i>Assess Author's Point of View</i>	
Common Core Grade 2 Standard (RI.2.6): Identify the main purpose of a text, including what the author wants to answer, explain or describe.				GRADE LEVEL ACADEMIC DEMAND <i>Identify What the Author Wants to Answer, Explain or Describe</i>	
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 <i>pretaught words and phrases on a main idea graphic organizer</i> to identify the main purpose of the text, as it is read in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a main idea graphic organizer</i> to identify the main purpose of the text, as it is read in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed main idea graphic organizer</i> to identify the main purpose of the text, as it is read in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a main idea graphic organizer</i> to identify the main purpose of the text, as it is read in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on an author's purpose graphic organizer</i> to identify what the author wants to answer, explain or describe	Reading-Centered Activity: Organize <i>preidentified words and phrases on an author's purpose graphic organizer</i> to identify what the author wants to answer, explain or describe	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed author's purpose graphic organizer</i> to identify what the author wants to answer, explain or describe	Reading-Centered Activity: Organize <i>sentences on an author's purpose graphic organizer, after teacher modeling</i> , to identify what the author wants to answer, explain or describe
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>

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 express what the author wants to answer, explain or describe, 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 sentence starters</i> that express what the author wants to answer, explain or describe, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to express what the author wants to answer, explain or describe, 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 express what the author wants to answer, explain or describe, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to express what the author wants to answer, explain or describe, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete a cloze paragraph</i> that identifies the main purpose of a text, including what the author wants to answer, explain or describe	Writing-Centered Activity: Use <i>preidentified words and phrases to complete cloze paragraphs</i> that identify the main purpose of a text, including what the author wants to answer, explain or describe	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that identifies the main purpose of a text, including what the author wants to answer, explain or describe	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that identifies the main purpose of a text, including what the author wants to answer, explain or describe	Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that identifies the main purpose of a text, including what the author wants to answer, explain or describe
		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 2 Standard (RI.2.6): Identify the main purpose of a text, including what the author wants to answer, explain or describe.	GRADE LEVEL ACADEMIC DEMAND <i>Identify What the Author Wants to Answer, Explain or Describe</i>
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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 nouns and related pronouns (e.g., map) and/or verbs (e.g., show) to determine the main purpose of a text.
- Use sentence structures that explain what the author wants to answer or describe (e.g., the author wants to show that ____).

Example to Address the Linguistic Demands	
Text Excerpt	Teacher Directions
<p>This is a map of my state. This is a map of my town. This is my town on the map of my state. This is my street on the map of my town.</p> <p>Maps can show you where you are—anywhere in the world!</p> <p>Sweeney, J. (1996). <i>Me on the MAP</i> [A. Cable, Illus.]. New York: Dragonfly.</p>	<p>In a small group or whole class setting, identify what the author wants to explain, answer or describe:</p> <ul style="list-style-type: none"> Identify nouns and associated pronouns (bold) (e.g., map) to determine the main purpose of a text. Use sentence structures that explain what the author wants to answer or describe (e.g., the author wants to show that ____).