| Common Core Anchor Standard (RL.6): Assess how point of view or purpose shapes the content and style of a text. | MAIN ACADEMIC DEMAND<br>*Assess Impact of Author's Point of View* |
|---|---|
| Common Core Grade 6 Standard (RL.6.6): Explain how an author develops the point of view of the narrator or speaker in a text.<br>a. Explain how an author's geographic location or culture affects his or her perspective. | GRADE LEVEL ACADEMIC DEMAND<br>*Explain How an Author Conveys Point of View and How Culture and Location Affect Perspective* |

| 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:

| | | Entering (Beginner) | Emerging (Low Intermediate) | Transitioning (High Intermediate) | Expanding (Advanced) | Commanding (Proficient) |
|---|---|---|---|---|---|---|
| **RECEPTIVE** | **Oracy and Literacy Links** | **Listening-Centered Activity:** Organize *pretaught words and phrases on a point-of-view graphic organizer* to identify the narrator or speaker's point of view, 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 narrator or speaker's point of view, 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 narrator or speaker's point of view, as text is read in *partnership, small group, and/or whole class settings* | **Listening-Centered Activity:** Organize *information on a point-of-view graphic organizer* to identify the narrator or speaker's point of view, as text is read in *partnership, small group, and/or whole class settings* | **Listening-Centered Activity:** Organize *information in a note-taking guide, independently,* to identify the narrator or speaker's point of view, as text is read in *partnership, small group, and/or whole class settings* |
| | | **Reading-Centered Activity:** Organize *pretaught words and phrases on a story map* to determine how an author develops the author or speaker's point of view | **Reading-Centered Activity:** Organize *preidentified words and phrases on a story map* to determine how an author develops the author or speaker's point of view | **Reading-Centered Activity:** Organize *phrases and sentences on a partially completed story map* to determine how an author develops the author or speaker's point of view | **Reading-Centered Activity:** Organize *information on a story map, after teacher modeling,* to determine how an author develops the author or speaker's point of view | **Reading-Centered Activity:** Organize *information in a note-taking guide, independently,* to determine how an author develops the author or speaker's point 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 how an author's geographic location or background affects his or her perspective, 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 how an author's geographic location or background affects his or her perspective, when speaking in *partnership and/or small groups* | **Speaking-Centered Activity:** Use a *word bank* to describe how an author's geographic location or background affects his or her perspective, when speaking in *partnership, small group and/or whole class settings* | **Speaking-Centered Activity:** Use *previously completed graphic organizers* to describe how an author's geographic location or background affects his or her perspective, when speaking in *partnership, small group and/or whole class settings* | **Speaking-Centered Activity:** Use *information, independently,* to describe how an author's geographic location or background affects his or her perspective, 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 an author develops a narrator or speaker's point of view | **Writing-Centered Activity:** Use *preidentified words and phrases* to write *two or more paragraphs* that analyze how an author develops a narrator or speaker's point of view | **Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that analyzes how an author develops a narrator or speaker's point of view | **Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that analyzes how an author develops a narrator or speaker's point of view | **Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that analyzes how an author develops a narrator or speaker's point 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.* |

| Common Core Grade 6 Standard (RL.6.6): Explain how an author develops the point of view of the narrator or speaker in a text.<br><br>a. Explain how an author's geographic location or culture affects his or her perspective. | GRADE LEVEL ACADEMIC DEMAND<br>*Explain How an Author Conveys Point of View and How Culture and Location Affect Perspective* |
|---|---|

**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 a firsthand or thirdhand point of view (e.g., my, I, our vs. they, s/he).
- Identify the transitional words that indicate how the author develops the different points of view (e.g., if, because, so).

- Identify place markers (nouns) that signal geographic locations in the story (e.g., Manhattan, Metropolitan Museum of Art).
- Use sentence structures to analyze how the geographic location affects an author's perspective (e.g., The author describes _____; The author's perspective is____.).

### Example to Address the Linguistic Demands

| Text Excerpt | Teacher Directions |
|---|---|
| **My** name is **Percy Jackson**.<br><br>**I'm** twelve years old. Until a few months ago**, I** was a boarding student at <u>Yancy Academy</u>, a private school for troubled kids in <u>upstate New York</u>.<br><br>Am **I** a troubled kid?<br><br>Yeah. You could say that.<br><br>I could start at any point in my short miserable life to prove it, *but* things really started going bad last May, when **our** sixth grade class took a field trip to <u>Manhattan</u>—twenty eight mental case kids and two teachers <u>on a yellow school bus</u>, heading to the <u>Metropolitan Museum of Art</u> to look at ancient Greek and Roman stuff.<br><br>Riordan, R. (2006). *The lighting thief. Percy Jackson and the Olympians series*. New York: Disney-Hyperion (pp. 1–2). | In a small group or whole class setting, explain how an author develops a point of view and how geographic location affects his perspective:<br>- Identify pronouns (**bold**) (e.g., **my**, **I**, **our** vs. **they**, **s/he**) that convey a firsthand or thirdhand point of view.<br>- Identify the transitional words (*italics*) that indicate how the author develops the different points of view (e.g., *but*).<br>- Identify place markers (nouns) (<u>underline</u>) that signal geographic locations in the story (e.g., <u>Manhattan</u>, <u>Metropolitan Museum of Art</u>).<br>- Use sentence structures to analyze how the geographic location affects an author's perspective (e.g., The author describes _____; The author's perspective is____.). |