Common Core Anchor Standard (RI.6): Assess how point of view or purpose shapes the content and style of a text.		MAIN ACADEMIC DEMAND *Assess Author's Point of View*
Common Core Grade 6 Standard (RI.6.6): Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		GRADE LEVEL ACADEMIC DEMAND *Determine and Explain How an Author Conveys Point of View*

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 determine the author'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 determine the author'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 determine the author'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 determine the author'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 determine the author'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 double column graphic organizer* to identify the author's point of view and how it is conveyed	**Reading-Centered Activity:** Organize *preidentified words and phrases on a double column graphic organizer* to identify the author's point of view and how it is conveyed	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed double column graphic organizer* to identify the author's point of view and how it is conveyed	**Reading-Centered Activity:** Organize *information on a double column graphic organizer, after teacher modeling,* to identify the author's point of view and how it is conveyed	**Reading-Centered Activity:** Organize *information in a note-taking guide, independently,* to identify the author's point of view and how it is conveyed
		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 explain how the author conveys a point of view, 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 explain how the author conveys a point of view, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to explain how the author conveys a point of view, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to explain how the author conveys a point of view, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to explain how the author conveys a point of view, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete cloze paragraphs* that analyze how an author conveys a point of view	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that analyze how an author conveys a 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 conveys a 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 conveys a point of view	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that analyzes how an author conveys a 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 (RI.6.6): Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	GRADE LEVEL ACADEMIC DEMAND *Determine and Explain How an Author Conveys Point of View*

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 associated pronouns that convey the author's point of view (e.g., I, me).
- Identify transitional words that signal a change in the author's point of view (e.g., but, instead, while).

- Use sentence structures to explain how an author conveys his or her point of view (e.g., the author's stance is _____; the author uses _____ to show ___).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Friends and fellow citizens**: I** stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be **my** work this evening to prove to you that in thus voting, **I** not only committed no crime, *but, instead*, simply exercised my citizen's rights, guaranteed to **me** and all United States citizens by the National Constitution, beyond the power of any state to deny. The preamble of the Federal Constitution says: We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America. It is a downright mockery to talk to **women** of **their** enjoyment of the blessings of liberty *while* **they** are denied the use of the only means of securing **them** provided by this democratic-republican government—the ballot. Anthony, S. B. (1872). *On women's right to vote*. Speech given in Philadelphia, PA. Retrieved from www.sojust.net/speeches/susananthony.html	In a mini lesson and small group or whole class conversations, determine the author's point of view and explain how it is conveyed in the text: - Identify nouns and associated pronouns (**bold**) that signal the author's point of view (e.g., **I**, **me**, **women**, **they**, **them**). - Identify transitional words (*italics*) that signal a change in the point of view (e.g., *but, instead, while*). - Use sentence structures to explain how an author conveys his or her point of view (e.g., the author's stance is _____; the author uses _____ to show _____).