

Common Core Anchor Standard (RL.6): Assess how point of view or purpose shapes the content and style of a text.				Main Academic Demand <i>Assess Impact of Author’s Point of View</i>		
Common Core Grades 9–10 Standard (RL.9–10.6): Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.				Grade Level Academic Demand <i>Analyze Point of View or Cultural Experience from a Work Outside of the United States</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 point-of-view graphic organizer</i> to identify the point of view or cultural experience reflected in a work of literature from outside of the United States, as text is read in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a point-of-view graphic organizer</i> to identify the point of view or cultural experience reflected in a work of literature from outside of the United States, as text is read in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed point-of-view graphic organizer</i> to identify the point of view or cultural experience reflected in a work of literature from outside of the United States, as text is read in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a point-of-view graphic organizer</i> to identify the point of view or cultural experience reflected in a work of literature from outside of the United States, as text is read in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to identify the point of view or cultural experience reflected in a work of literature from outside of the United States, as text is read in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a matrix</i> to identify how cultural experiences are reflected in a piece of literature	Reading-Centered Activity: Organize <i>preidentified words and phrases on a matrix</i> to identify how cultural experiences are reflected in a piece of literature	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> to identify how cultural experiences are reflected in a piece of literature	Reading-Centered Activity: Organize <i>information on a matrix, after teacher modeling</i> , to identify how cultural experiences are reflected in a piece of literature	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to identify how cultural experiences are reflected in a piece of literature
		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> .

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</i> to <i>complete sentence starters</i> that describe how cultural experiences are reflected in a piece of literature, 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</i> to <i>complete sentence starters</i> that describe how cultural experiences are reflected in a piece of literature, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe how cultural experiences are reflected in a piece of literature, 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 describe how cultural experiences are reflected in a piece of literature, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe how cultural experiences are reflected in a piece of literature, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze how an author's point of view or cultural experiences are reflected in a piece of literature	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete an essay outline</i> that analyzes how an author's point of view or cultural experiences are reflected in a piece of literature	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes how an author's point of view or cultural experiences are reflected in a piece of literature	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes how an author's point of view or cultural experiences are reflected in a piece of literature	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple page essay</i> that analyzes how an author's point of view or cultural experiences are reflected in a piece of literature
		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 Grades 9–10 Standard (RL.9–10.6): Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

GRADE LEVEL ACADEMIC DEMAND
Analyze Point of View or Cultural Experience from a Work Outside of the United States

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 firsthand pronouns (e.g., my, I, our) vs. thirdhand pronouns (e.g., they, she, he) that convey a first- or thirdhand point of view (e.g., Juvenal Urbino/he; Jeremiah Saint Amour/his).
- Identify/use adjectives that convey a different cultural environment (e.g., aromatic, bitter, Antillean).
- Use sentence structures to analyze the point of view or cultural experience (e.g., The author shows ____; The cultural experience portrayed in the text is ____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>IT WAS INEVITABLE: the scent of <i>bitter</i> almonds always <u>reminded</u> him of the fate of <i>unrequited</i> love. Dr. Juvenal Urbino <u>noticed</u> it as soon as he <u>entered</u> the <i>still, darkened</i> house where he had <u>hurried</u> on an <i>urgent</i> call to <u>attend</u> a case that for him had <u>lost</u> all urgency many years before. The <i>Antillean</i> refugee Jeremiah de Saint Amour, <i>disabled</i> war veteran, photographer of children, and his most <i>sympathetic</i> opponent in chess, had <u>escaped</u> the torments of memory with the <i>aromatic</i> fumes of <i>gold</i> cyanide.</p> <p>Garcia Marquez, G. (1985/2007). <i>Love in the time of cholera</i>. New York: Vintage.</p>	<p>In small group or whole class setting, analyze the point of view of the character:</p> <ul style="list-style-type: none">• Identify the subject and associated pronouns (bold) (e.g., Juvenal Urbino, him, he).• Identify the adjectives (<i>italics</i>) that describe the setting and characters in the excerpt and that convey a different cultural environment (e.g., <i>Antillean</i>, <i>bitter</i>, <i>sympathetic</i>, <i>aromatic</i>).• Identify the actions (<u>underline</u>) that describe the events that are taking place (e.g., <u>reminded</u>, <u>entered</u>, <u>escaped</u>).• Use sentence structures to analyze the point of view or cultural experience (e.g., The author shows ____; The cultural experience portrayed in the text is ____).