

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 11–12 Standard (RI.11–12.6): Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.			GRADE LEVEL ACADEMIC DEMAND <i>Determine the Effective Use of Rhetoric in an Author's Point of View or Purpose, Including Its Persuasive Style or Content</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 determine the effective use of rhetoric in conveying the author's point of view, 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 determine the effective use of rhetoric in conveying the author's point of view, 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 determine the effective use of rhetoric in conveying the author's point of view, 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 determine the effective use of rhetoric in conveying the author's point of view, as text is read in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases in a double-entry journal</i> to determine how style and content contribute to the persuasiveness of the text	Reading-Centered Activity: Organize <i>preidentified words and phrases in a double-entry journal</i> to determine how style and content contribute to the persuasiveness of the text	Reading-Centered Activity: Organize <i>phrases and sentences in a partially completed double-entry journal</i> to determine how style and content contribute to the persuasiveness of the text	Reading-Centered Activity: Organize <i>information in a double-entry journal, after teacher modeling</i> , to determine how style and content contribute to the persuasiveness of the text
		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> .

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 the author uses rhetoric to reveal his or her point of view, 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 the author uses rhetoric to reveal his or her point of view, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe how the author uses rhetoric to reveal his or her point of view, 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 the author uses rhetoric to reveal his or her point of view, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe how the author uses rhetoric to reveal his or her point of view, 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 uses rhetoric to reveal his or her point of view, including how the use of style and content contribute to the persuasiveness of the text	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze how an author uses rhetoric to reveal his or her point of view, including how the use of style and content contribute to the persuasiveness of the text	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 uses rhetoric to reveal his or her point of view, including how the use of style and content contribute to the persuasiveness of the text	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 uses rhetoric to reveal his or her point of view, including how the use of style and content contribute to the persuasiveness of the text	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple page essay</i> that analyzes how an author uses rhetoric to advance his or her point of view
		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 11–12 Standard (RI.11–12.6): Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

GRADE LEVEL ACADEMIC DEMAND
Determine the Effective Use of Rhetoric in an Author’s Point of View or Purpose, Including Its Persuasive Style or Content

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 indicate the topic of the text (e.g., success, successful).
- Identify personal pronouns that convey the author’s point of view (e.g., I, we).
- Identify words that are repeated (e.g., every) throughout the text and the use of comparative words (e.g., silly/silliest; dull/dullest).
- Use sentence structures that explain the author’s point of view and use of rhetoric to advance the argument (e.g., The author’s stance is ____, and he uses the following rhetorical devices to show that ____).

Example to Address the Linguistic Demands

Text Excerpt

There has appeared in our time a particular class of books and articles which *I* sincerely and solemnly think may be called the silliest ever known among men. They are much more wild than the wildest romances of chivalry and much more dull than the dullest religious tract. Moreover, the romances of chivalry were at least about chivalry; the religious tracts are about religion. But these things are about nothing; they are about what is called **Success**. On every bookstall, in every magazine, you may find works telling people how to **succeed**. They are books showing men how to **succeed** in everything; they are written by men who cannot even **succeed** in writing books. To begin with, of course, there is no such thing as **Success**. Or, if you like to put it so, there is nothing that is not **successful**. That a thing is **successful** merely means that it is; a millionaire is **successful** in being a millionaire and a donkey in being a donkey. Any live man has **succeeded** in living; any dead man may have **succeeded** in committing suicide. But, passing over the bad logic and bad philosophy in the phrase, we may take it, as these writers do, in the ordinary sense of **success** in obtaining money or worldly position.

Chesterton, G.K. (1909). The fallacy of success. In *All things considered. Selected essays*. London: Methuen. Retrieved from www.ciudadseva.com/sevacity/stories/en/chesterton/the_fallacy_of_success.htm

Teacher Directions

- Analyze in a small group or whole class how to determine an author’s point of view and use of effective rhetorical devices, style and content:
- Identify nouns and associated pronouns (**bold**) that indicate the topic of the text (e.g., **success, successful**).
 - Identify personal pronouns (*italics*) that convey the author’s point of view (e.g., *I*).
 - Identify words that are repeated (underline) (e.g., every) throughout the text and the use of comparative words (e.g., silly/silliest; dull/dullest).
 - Use sentence structures that explain the author’s point of view and use of rhetoric to advance the argument (e.g., The author’s stance is ____, and he uses the following rhetorical devices to show that ____).