

<b>Common Core Anchor Standard (RI.6):</b> 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>	
<b>Common Core Grade 7 Standard (RI.7.6):</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.				GRADE LEVEL ACADEMIC DEMAND <i>Determine and Analyze How an Author Distinguishes Point of View</i>	
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:					
RECEPTIVE  <b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a point-of-view graphic organizer</i> to determine the author's point of view, as text is read in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a point-of-view graphic organizer</i> to determine the author's point of view, as text is read in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed point-of-view graphic organizer</i> to determine the author's point of view, as text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a point-of-view graphic organizer</i> to determine the author's point of view, as text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to determine the author's point of view, as text is read in <i>partnership, small group and/or whole class settings</i>
	<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> to identify how an author distinguishes his or her opinion from others	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> to identify how an author distinguishes his or her opinion from others	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> to identify how an author distinguishes his or her opinion from others	<b>Reading-Centered Activity:</b> Organize <i>information on a T-chart, after teacher modeling</i> , to identify how an author distinguishes his or her opinion from others	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify the author's point of view and how it is conveyed
	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	Speaking-Centered <b>Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters that explain how the author distinguishes his or her point of view from those of others, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered <b>Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters that explain how the author distinguishes his or her point of view from those of others, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered <b>Activity:</b> Use a <i>word bank</i> to explain how the author distinguishes his or her point of view from those of others, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered <b>Activity:</b> Use the <i>previously completed graphic organizers</i> to explain how the author distinguishes his or her point of view from those of others, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered <b>Activity:</b> Use <i>information, independently</i> , to explain how the author distinguishes his or her point of view from those of others, when speaking in <i>partnership, small group and/or whole class settings</i>
	Writing-Centered <b>Activity:</b> Use <i>pretaught words and phrases</i> to complete cloze paragraphs that analyze how an author distinguishes his or her point of view from those of others	Writing-Centered <b>Activity:</b> Use <i>preidentified words and phrases</i> to write two or more paragraphs that analyze how an author distinguishes his or her point of view from those of others	Writing-Centered <b>Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a short essay that analyzes how an author distinguishes his or her point of view from those of others	Writing-Centered <b>Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to develop an essay that analyzes how an author distinguishes his or her point of view from those of others	Writing-Centered <b>Activity:</b> Use <i>information, independently</i> , to develop a multiple paragraph essay that analyzes how an author distinguishes his or her point of view from those of others
	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 7 Standard (RI.7.6):** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**GRADE LEVEL ACADEMIC DEMAND**  
*Determine and Analyze How an Author Distinguishes 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 indicate the topic of the text (e.g., Mr. Jefferson/he/him).
- Identify personal pronouns that convey the author's point of view (e.g., I, me).
- Identify transitional words that signal how the author distinguishes his or her position from that of others (e.g., but, because, if).
- Use sentence structures to explain how the author's point of view differs from that of others (e.g., The author's position is the same as \_\_\_\_ because \_\_\_\_; The points of view are dissimilar in that \_\_\_, as shown by \_\_\_\_).

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Mr. Jefferson came into Congress in June, 1775, and brought with him a reputation for literature, science and a happy talent of composition. Writings of <b>his</b> were handed about, remarkable for the peculiar felicity of expression. Though a silent member in Congress, <b>he</b> was so prompt, frank, explicit and decisive upon committees and in conversation, not even Samuel Adams was <u>more so</u>, that <b>he</b> soon seized upon <i>my</i> heart; and upon this occasion <i>I</i> gave <b>him</b> my vote and did all in <i>my</i> power to procure the votes of others. <i>I</i> think he had one more vote than any other and that placed <b>him</b> at the head of the committee. <i>I</i> had the next highest number and that placed me second. The committee met, discussed the subject and then appointed <b>Mr. Jefferson</b> and <i>me</i> to make the draught, <i>I</i> suppose <u>because</u> we were the two first on the list.</p> <p>The subcommittee met. <b>Jefferson</b> proposed to <i>me</i> to make the draft. <i>I</i> said, "I will not."</p> <p>"<i>You</i> should do it."</p> <p>"Oh! no."</p> <p>"Why will <i>you</i> not? <i>You</i> ought to do it."</p> <p>"<i>I</i> will not."</p> <p>"Why?"</p> <p>"Reasons enough."</p> <p>"What can be <i>your</i> reasons?"</p> <p>"Reason first, <b>you</b> are a Virginian and a Virginian ought to appear at the head of this business. Reason second, <i>I</i> am obnoxious, suspected and unpopular. <b>You</b> are very much otherwise. Reason third, <b>you</b> can write ten times better than <i>I</i> can."</p> <p>"Well," said <b>Jefferson</b>, 'if <i>you</i> are decided, <b>I</b> will do as well as <b>I</b> can."</p> <p>"Very well. When <b>you</b> have drawn it up, we will have a meeting."</p>	<p>Determine in a small group/whole class discussion how the author expresses his or her point of view and distinguishes it from those of others:</p> <ul style="list-style-type: none"><li>Identify the nouns and associated pronouns (<b>bold</b>) that determine point of view (e.g., <b>Jefferson/he/his</b>).</li><li>Identify personal pronouns (<i>italics</i>) that convey the author's point of view (e.g., <i>I, me</i>).</li><li>Identify transitional words (<u>underline</u>) that signal how the author distinguishes his position from that of others (e.g., <u>more so</u>, <u>because</u>).</li><li>Use sentence structures to explain how the author's point of view differs from that of others (e.g., The author's position is the same as ____ because ____; The points of view are dissimilar in that ___, as shown by ____).</li></ul>

Adams, J. (1776). Letter on Thomas Jefferson. In P.M. Zall (Ed.), *Adams on Adams* (chapter 6). Lexington: University Press of Kentucky.  
Media text: *Adams family papers: An electronic archive*, hosted by the Massachusetts Historical Society, includes transcriptions of letters between John and Abigail Adams as well as John Adams's diary and autobiography: [www.masshist.org/digitaladams/aea/index.html](http://www.masshist.org/digitaladams/aea/index.html)