

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 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 <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 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 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 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 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 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 on a T-chart</i> to identify how an author distinguishes his or her opinion from others	Reading-Centered Activity: Organize <i>preidentified words and phrases on a T-chart</i> to identify how an author distinguishes his or her opinion from others	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed T-chart</i> to identify how an author distinguishes his or her opinion from others	Reading-Centered Activity: Organize <i>information on a T-chart, after teacher modeling</i> , to identify how an author distinguishes his or her opinion from others
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the 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 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 Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> 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 Activity: 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 Activity: 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 Activity: 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 Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze how an author distinguishes his or her point of view from those of others	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze how an author distinguishes his or her point of view from those of others	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 distinguishes his or her point of view from those of others	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 distinguishes his or her point of view from those of others	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes how an author distinguishes his or her point of view from those of others
		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 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 his were handed about, remarkable for the peculiar felicity of expression. Though a silent member in Congress, he was so prompt, frank, explicit and decisive upon committees and in conversation, not even Samuel Adams was <u>more so</u>, that he soon seized upon <i>my</i> heart; and upon this occasion <i>I</i> gave him 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 him 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 Mr. Jefferson 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. Jefferson proposed to <i>me</i> to make the draft. <i>I</i> said, “<i>I</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>“<u>Reason first</u>, you are a Virginian and a Virginian ought to appear at the head of this business. <u>Reason second</u>, <i>I</i> am obnoxious, suspected and unpopular. You are very much otherwise. <u>Reason third</u>, you can write ten times better than <i>I</i> can.”</p> <p>“Well,” said Jefferson, ‘if <i>you</i> are decided, I will do as well as I can.’”</p> <p>“Very well. When you have drawn it up, we will have a meeting.”</p> <p>Adams, J. (1776). Letter on Thomas Jefferson. In P.M. Zall (Ed.), <i>Adams on Adams</i> (chapter 6). Lexington: University Press of Kentucky. Media text: <i>Adams family papers: An electronic archive</i>, 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</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">• Identify the nouns and associated pronouns (bold) that determine point of view (e.g., Jefferson/he/his).• Identify personal pronouns (<i>italics</i>) that convey the author’s point of view (e.g., <i>I, me</i>).• 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>).• 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 ____).