Common Core Anchor Standard (RL.6): Assess how point of view or purpose shapes the content and style of a text.	MAIN ACADEMIC DEMAND *Assess Impact of Author's Point of View*
Common Core Grade 8 Standard (RL.8.6): Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. a. Analyze full-length novels, short stories, poems and other genres by authors who represent diverse world cultures.	GRADE LEVEL ACADEMIC DEMAND *Analyze How an Author Creates Different Points of View between the Characters and the Reader*

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 T-chart* to identify the differences between the points of view of the characters and those of the audience or reader, as text is read in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a T-chart* to identify the differences between the points of view of the characters and those of the audience or reader, as text is read in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed T-chart* to identify the differences between the points of view of the characters and those of the audience or reader, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a T-chart* to identify the differences between the points of view of the characters and those of the audience or reader, 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 identify the differences between the points of view of the characters and those of the audience or reader, as text is read in *partnership, small group and/or whole class settings*
	Reading-Centered Activity: Organize *pretaught words and phrases on a matrix* to identify how differences between the points of view of the characters and those of the audience or reader create effects such as suspense or humor	**Reading-Centered Activity:** Organize *preidentified words and phrases on a matrix* to identify how differences between the points of view of the characters and those of the audience or reader create effects such as suspense or humor	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed matrix* to identify how differences between the points of view of the characters and those of the audience or reader create effects such as suspense or humor	**Reading-Centered Activity:** Organize *information on a matrix, after teacher modeling,* to identify how differences between the points of view of the characters and those of the audience or reader create effects such as suspense or humor	**Reading-Centered Activity:** Organize *information in a note-taking guide, independently,* to identify how differences between the points of view of the characters and those of the audience or reader create effects such as suspense or humor
	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 describe how authors who represent diverse world cultures create different points of view between the characters and the reader, 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 describe how authors who represent diverse world cultures create different points of view between the characters and the reader, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to describe how authors who represent diverse world cultures create different points of view between the characters and the reader, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *previously completed graphic organizers* to describe how authors who represent diverse world cultures create different points of view between the characters and the reader, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to describe how authors who represent diverse world cultures create different points of view between the characters and the reader, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases* and the *previously completed graphic organizers to complete cloze paragraphs* that analyze how an author creates different points of view between the characters and the audience or reader in order to create effects such as irony or humor	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that analyze how an author creates different points of view between the characters and the audience or reader in order to create effects such as irony or humor	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that analyzes how an author creates different points of view between the characters and the audience or reader in order to create effects such as irony or humor	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that analyzes how an author creates different points of view between the characters and the audience or reader in order to create effects such as irony or humor	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that analyzes how an author creates different points of view between the characters and the audience or reader in order to create effects such as irony or humor
		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 8 Standard (RL.8.6): Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. a. Analyze full-length novels, short stories, poems and other genres by authors who represent diverse world cultures.	GRADE LEVEL ACADEMIC DEMAND *Analyze How an Author Creates Different Points of View between the Characters and the Reader*

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) versus thirdhand pronouns (e.g., they, she, he) that convey a first- or thirdhand point of view.
- Identify the pronouns to differentiate the point of view of the characters and the audience (e.g., the two characters are described as loving to read novels: "and shut *themselves* up, to read novels together." The author addresses the audience: "for I will not adopt that ungenerous and impolitic custom so common with novel-writers").

- Identify adjectives that convey irony or humor (e.g., ungenerous, harshest, impolitic, insipid) and adverbs (e.g., accidentally, scarcely).
- Use sentence structures to analyze points of view (e.g., The author uses ___; The characters show ___; I think the author wants to show ___, but I think ___).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Background In this excerpt, the two characters in Jane Austen's Northanger Abbey are Catherine Morland and Isabella Thorpe. **They** called each other by their Christian name, were always arm in arm when **they** walked, pinned up each other's train for the dance, and were not to be divided in the set; and if a rainy morning deprived **them** of other enjoyments, **they** were still resolute in meeting in defiance of wet and dirt, and *shut **themselves** up, to read novels together*. Yes, novels; for I will not adopt that ungenerous and impolitic custom so common with novel-writers, . . . [of] bestowing the harshest epithets on such works, and scarcely ever permitting them to be read by their own heroine, who, if she accidentally takes up a novel, is sure to turn over its insipid pages with disgust. Austen, J. (1803/2012). *Northanger Abbey*. SMK Books.	Identify the different perspectives between the characters and the audience in a text: - Identify pronouns (**bold**) that convey the characters' perspective, showing that Catherine and Isabella are great friends (e.g., **they**, **them**, **themselves**). Their friendship includes reading novels. - Identify the pronouns to differentiate between the points of view of the characters and the audience (*italics*) (the two characters are described as loving to read novels: "and shut *themselves* up, to read novels together") and when the writer addresses the reader (underline) ("I will not adopt that ungenerous and impolitic custom so common with novel-writers"). - Identify the adjectives (wavy underline) (e.g., harshest, insipid) and adverbs (double underline) (e.g., accidentally, scarcely) that convey irony or humor. - Use sentence structures to analyze points of view (e.g., The author uses ___; The characters show ___; I think the author wants to show ___, but I think ___).