

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 8 Standard (RI.8.6): Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.				GRADE LEVEL ACADEMIC DEMAND <i>Determine and Analyze How Author Responds to Conflicting Evidence or Viewpoints</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 double column chart</i> to connect conflicting evidence with the author's response	Reading-Centered Activity: Organize <i>preidentified words and phrases on a double column chart</i> to connect conflicting evidence with the author's response	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed double column chart</i> to connect conflicting evidence with the author's response	Reading-Centered Activity: Organize <i>information on a double column chart, after teacher modeling</i> , to connect conflicting evidence with the author's response
		<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 to complete sentence starters</i> that describe an author's point of view and how he or she responds to conflicting evidence or viewpoints, 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 to complete sentence starters</i> that describe an author's point of view and how he or she responds to conflicting evidence or viewpoints, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe an author's point of view and how he or she responds to conflicting evidence or viewpoints, 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 an author's point of view and how he or she responds to conflicting evidence or viewpoints, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe an author's point of view and how he or she responds to conflicting evidence or viewpoints, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze an author's point of view and how he or she responds to conflicting evidence or viewpoints	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze an author's point of view and how he or she responds to conflicting evidence or viewpoints	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that analyzes an author's point of view and how he or she responds to conflicting evidence or viewpoints	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes an author's point of view and how he or she responds to conflicting evidence or viewpoints	Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes an author's point of view and how he or she responds to conflicting evidence or viewpoints
		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 8 Standard (RI.8.6): Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

GRADE LEVEL ACADEMIC DEMAND
*Determine and Analyze How Author Responds to
Conflicting Evidence or Viewpoints*

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 convey the author’s point of view (e.g., we).
- Identify transitional words that signal how the author responds to conflicting viewpoints (e.g., but, because, if).
- Use sentence structures to explain an author’s point of view or purpose (e.g., The author believes that ____, as shown by ____; The author exemplifies her experience by saying ____, in contrast with ____).

Example to Address the Linguistic Demands

Text Excerpt

Mr. Speaker, when a **young woman** graduates from college and starts looking for a job, **she** is likely to have a frustrating and even demeaning experience ahead of **her**. If **she** walks into an office for an interview, the first question **she** will be asked is, “Do you type?”

There is a calculated system of prejudice that lies unspoken behind that question. Why is it acceptable for **women** to be secretaries, librarians, and teachers, but totally unacceptable for them to be managers, administrators, doctors, lawyers, and members of Congress? The unspoken assumption is that **women** are different. **They** do not have executive ability, orderly minds, stability, leadership skills, and **they** are too emotional.

As a black person, *I* am no stranger to race prejudice. But the truth is that in the political world *I* have been far oftener discriminated against because *I* am a **woman** than because *I* am black.

Chisholm, S. (1969, May 21). Equal rights for women. Address to U.S. House of Representatives, Washington, DC. Retrieved from www.sojust.net/speeches/shirley_chisholm_women.html

Teacher Directions

Analyze in a small group/whole class discussion to determine the author’s point of view as well as how the author responds to conflicting evidence:

- Identify nouns and associated pronouns (**bold**) to determine point of view. In the first and second paragraphs, the use of **women**, **young woman**, **she**, and **her** are examples of what any young woman would experience. In the third paragraph, the use of the pronoun *I* (*italics*) demonstrates what the author of the text is saying about prejudice.
- Identify the transitional words (underline) that signal how the author responds to conflicting viewpoints (e.g., but, because, if).
- Use sentence structures to explain an author’s point of view or purpose (e.g., The author believes that ____, as shown by ____; The author exemplifies her experience by saying ____, in contrast with ____).