

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 9–10 Standard (RI.9–10.6): Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		GRADE LEVEL ACADEMIC DEMAND <i>Determine an Author’s Point of View and Analyze Author’s Use of Rhetoric</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>	Listening-Centered Activity: 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>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a matrix</i> that connects the author’s point of view with examples of rhetoric to identify how an author uses rhetoric to advance his or her point of view	Reading-Centered Activity: Organize <i>preidentified words and phrases on a matrix</i> that connects the author’s point of view with examples of rhetoric to identify how an author uses rhetoric to advance his or her point of view	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> that connects the author’s point of view with examples of rhetoric to identify how an author uses rhetoric to advance his or her point of view	Reading-Centered Activity: Organize <i>information on a matrix, after teacher modeling</i> , that connects the author’s point of view with examples of rhetoric to identify how an author uses rhetoric to advance his or her point of view	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to connect the author’s point of view with examples of rhetoric to identify how an author uses rhetoric to advance his or her point of view
		<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>	<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	<p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that describe how an author uses rhetoric to advance his or her point of view, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that describe how an author uses rhetoric to advance his or her point of view, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to describe how an author uses rhetoric to advance his or her point of view, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to describe how an author uses rhetoric to advance his or her point of view, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>information, independently</i>, to describe how an author uses rhetoric to advance his or her point of view, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze how an author uses rhetoric to advance his or her point of view</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how an author uses rhetoric to advance his or her point of view</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that analyzes how an author uses rhetoric to advance his or her point of view</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how an author uses rhetoric to advance his or her point of view</p>	<p>Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes how an author uses rhetoric to advance his or her point of view</p>
	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>	

Common Core Grade 9–10 Standard (RI.9–10.6): Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

GRADE LEVEL ACADEMIC DEMAND
Determine an Author’s Point of View and Analyze Author’s Use of Rhetoric

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 the use of rhetorical devices (e.g., numbering the arguments, repetition) that strengthen the author’s point of view (e.g., the first is ___; the second is ___).
- Use sentence structures that explain the author’s point of view (e.g., the author’s stance is ___; the author uses ___ to advance the argument).

Example to Address the Linguistic Demands

Text Excerpt

Background to this text excerpt

In 1941, in his annual State of the Union message, President Franklin D. Roosevelt called “for a world founded on four essential freedoms.” The United States would not enter World War II for another 11 months. But in his speech, the President was contrasting American values with those of Nazi Germany, which emphasized racial purity and military conquest.

In the future days, which **we** seek to make secure, **we** look forward to a world founded upon *four essential human freedoms*:

The first is freedom of speech and expression—everywhere in the world.

The second is freedom of every person to worship God in his own way—everywhere in the world.

The third is freedom from want—which translated into world terms, means economic understandings which will secure to every nation a healthy, peacetime life for its inhabitants—everywhere in the world.

The fourth is freedom from fear—which translated into world terms, means a world wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere.

Roosevelt, F. D. (1941, January 6). *The four freedoms*. Message to the 77th Congress, Washington, DC. Retrieved from www.wwnorton.com/college/history/ralph/workbook/ralprs36b.htm

Teacher Directions

Analyze in a small group/whole class discussion how to determine an author’s point of view and analyze his or her use of rhetoric:

- Identify pronouns (**bold**) to determine point of view (e.g., The President is using **we** to present his message).
- Identify rhetorical devices (*italics*): numbering the arguments that advance the author’s point of view (e.g., *the first, the second*).
- Identify rhetorical devices (underline): use of repetition that strengthens the author’s point of view (e.g., everywhere in the world; which translated into world terms; freedom).
- Use sentence structures that explain the author’s point of view (e.g., the author’s stance is ___; the author uses ___ to advance his argument).