Common Core Anchor Standard (RI.6): Assess how point of view or purpose shapes the content and style of a text.	MAIN ACADEMIC DEMAND *Assess Author's Point of View*
Common Core Grade 3 Standard (RI.3.6): Distinguish their own point of view from that of the author of a text.	GRADE LEVEL ACADEMIC DEMAND *Distinguish between the Reader's and the Author's Point of View*

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 point-of-view graphic organizer* to identify the author's point of view, as text is read in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a point-of-view graphic organizer* to identify the author's point of view, as text is read in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed point-of-view graphic organizer* to identify the author's point of view, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a point-of-view graphic organizer* to identify the author's point of view, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created point-of-view graphic organizer, independently,* to identify the author's point of view, as text is read in *partnership, small group and/or whole class settings*
	Reading-Centered Activity: Organize *pretaught words and phrases on a T-chart* to determine the differences between their points of view and the author's point of view	**Reading-Centered Activity:** Organize *preidentified words and phrases on a T-chart* to determine the differences between their points of view and the author's point of view	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed T-chart* to determine the differences between their points of view and the author's point of view	**Reading-Centered Activity:** Organize *sentences on a T-chart, after teacher modeling,* to determine the differences between their points of view and the author's point of view	**Reading-Centered Activity:** Organize *information on a self-created T-chart, independently,* to determine the differences between their points of view and the author's point of view
	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 the differences between their points of view and the author's point of view, 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 the differences between their points of view and the author's point of view, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to describe the differences between their points of view and the author's point of view, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to describe the differences between their points of view and the author's point of view, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to describe the differences between their points of view and the author's point of view, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases* to *complete a cloze paragraph* that distinguishes between their points of view and the author's point of view	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that distinguish between their points of view and the author's point of view	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that distinguishes between their points of view and the author's point of view	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that distinguishes between their points of view and the author's point of view	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that distinguishes between their points of view and the author's point of view
		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 3 Standard (RI.3.6): Distinguish their own point of view from that of the author of a text.	GRADE LEVEL ACADEMIC DEMAND *Distinguish between the Reader's and the Author's 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 associate pronouns that signal the author's perspective (e.g., I).

- Use sentence structures to distinguish between the author's and the reader's point of view (e.g., The author thinks ___, but I think ___; The author says ___ and I also think ___).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
On Halloween **I** wore a skeleton costume. **I** used to think skeletons were made up just to scare people. Now **I** know that skeletons are real. **They** are not scary. **I** would not be me without a skeleton. **You** would not be **you**. **Skeletons** are made up of many bones. **Bones** give you shape. Balestrino, P., & Kelly, T. (1989). *The skeleton inside you.* New York: Harper Trophy Book.	In a small group or whole class discussion, distinguish the student's own point of view from that of the author of a text: - Identify nouns and associate pronouns (**bold**) that signal the author's perspective (e.g., **I**, **they**, **skeletons**, **bones**). In this case the author wants to present what he thought and what he currently thinks about skeletons. - Use sentence structures to distinguish between the author's and the reader's point of view (e.g., The author thinks ___, but I think ___; The author says ___ and I also think ___).