

Common Core Anchor Standard (RL.6): Assess how point of view or purpose shapes the content and style of a text.		MAIN ACADEMIC DEMAND <i>Assess Impact of Author’s Point of View</i>				
Common Core Grades 11–12 Standard (RL.11–12.6): Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony or understatement).		GRADE LEVEL ACADEMIC DEMAND <i>Analyze Point of View by Distinguishing What Is Stated in the Text from What Is Implied</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 identify the 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 identify the 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 identify the 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 identify the 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 identify the 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 distinguish between what is stated in the text and what is implied	Reading-Centered Activity: Organize <i>preidentified words and phrases on a T-chart</i> to distinguish between what is stated in the text and what is implied	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed T-chart</i> to distinguish between what is stated in the text and what is implied	Reading-Centered Activity: Organize <i>information on a T-chart, after teacher modeling</i> , to distinguish between what is stated in the text and what is implied	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to distinguish between what is stated in the text and what is implied
		<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	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that describe what is stated in the text and what is implied, 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 what is stated in the text and what is implied, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe what is stated in the text and what is implied, 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 what is stated in the text and what is implied, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe what is stated in the text and what is implied, 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 a point of view by distinguishing what is stated in the text from what is implied	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze a point of view by distinguishing what is stated in the text from what is implied	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that analyzes a point of view by distinguishing what is stated in the text from what is implied	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes a point of view by distinguishing what is stated in the text from what is implied	Writing-Centered Activity: Use <i>information, independently, to develop a multiple page essay</i> that analyzes a point of view by distinguishing what is stated in the text from what is implied
		<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>

Common Core Grades 11–12 Standard (RL.11–12.6): Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony or understatement).

GRADE LEVEL ACADEMIC DEMAND
Analyze Point of View by Distinguishing What Is Stated in the Text from What Is Implied

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/use nouns and pronouns associated with the different subjects (e.g., John Hale Finch, Uncle Jack, he).
- Use words and phrases to distinguish what is directly stated from what is really meant (e.g., irony or sarcasm—“because of Simon Finch’s industry, Atticus was related by blood or marriage to nearly every family in the town”; *industry* means that Simon had many children).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>John Hale Finch was ten years younger than my father, and chose to study medicine at a time when cotton was not worth growing; but after getting Uncle Jack started, <i>Atticus</i> derived a reasonable income from the law. <i>He</i> liked Maycomb, <i>he</i> was Maycomb County born and bred; <i>he</i> knew his people, they knew <i>him</i>, and because of <u>Simon Finch’s industry</u>, Atticus was related by blood or marriage to nearly every family in the town.</p> <p>Lee, H. (1960/1993). <i>To kill a mockingbird</i>. New York: Perennial Classics.</p>	<p>In a small group or whole class setting, analyze how to distinguish what is directly stated in a text from what is meant:</p> <ul style="list-style-type: none"> Identify/use nouns and pronouns associated with two different subjects (1) (bold) (e.g., John Hale Finch, Uncle Jack, he), (2) <i>(italics)</i> (e.g., <i>Atticus, he</i>) in the text. Use words and phrases to distinguish what is directly stated from what is really meant (e.g., sarcasm) <u>(underline)</u> (e.g., “because of <u>Simon Finch’s industry</u>, Atticus was related by blood or marriage to nearly every family in the town”; <i>industry</i> means that Simon had many children).