

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 Grade 5 Standard (RL.5.6): Describe how a narrator's or speaker's point of view influences how events are described. a. Recognize and describe how an author's background and culture affect his or her perspective.				GRADE LEVEL ACADEMIC DEMAND <i>Describe How Narrator's Point of View Affects Description of Events</i> <i>Recognize and Describe How Author's Perspective Is Affected by Personal Background and Culture</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 narrator'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 identify the narrator'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 identify the narrator's point of view, as text is read in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a point-of-view graphic organizer</i> to identify the narrator'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 concept map</i> to identify how a narrator's point of view affects his or her description of events	Reading-Centered Activity: Organize <i>preidentified words and phrases on a concept map</i> to identify how a narrator's point of view affects his or her description of events	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed concept map</i> to identify how a narrator's point of view affects his or her description of events	Reading-Centered Activity: Organize <i>sentences on a concept map, after teacher modeling</i> , to identify how a narrator's point of view affects his or her description of events
		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> .

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</i> to <i>complete sentence starters</i> that describe how an author's background and culture affect his or her perspective, 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</i> to <i>complete sentence starters</i> that describe how an author's background and culture affect his or her perspective, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe how an author's background and culture affect his or her perspective, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>previously completed graphic organizers</i> to describe how an author's background and culture affect his or her perspective, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe how an author's background and culture affect his or her perspective, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that analyzes how a narrator's point of view affects the description of events	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze how a narrator's point of view affects the description of events	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes how a narrator's point of view affects the description of events	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes how a narrator's point of view affects the description of events	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes how a narrator's point of view affects the description of events
		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 5 Standard (RL.5.6): Describe how a narrator’s or speaker’s point of view influences how events are described.
a. Recognize and describe how an author’s background and culture affect his or her perspective.

GRADE LEVEL ACADEMIC DEMAND
Describe How Narrator’s Point of View Affects Description of Events
Recognize and Describe How Author’s Perspective Is Affected by Personal Background and Culture

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 account pronouns (e.g., my, I, our) versus thirdhand account pronouns (e.g., they, she, he) that convey a first- or thirdhand point of view.
- Identify verbs that describe events (e.g., cut, carried, crushed).
- Identify words and phrases that convey the author’s background and culture (e.g., they were my people).
- Use cause-and-effect sentence structures to describe how an author’s culture affects his or her perspective (e.g., The author’s background is ____; therefore ____; The author describes ____ because ____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>They Were My People Grace Nichols</p> <p>They were those who <i>cut</i> cane to the rhythm of the sunbeat</p> <p>They were those who <i>carried</i> cane to the rhythm of the sunbeat</p> <p>They were those who <i>crushed</i> cane to the rhythm of the sunbeat</p> <p>They were women <i>weeding, carrying</i> babies to the rhythm of the sunbeat</p> <p><u>They were my people</u>, working so hard to the rhythm of the sunbeat—long ago to the rhythm of the sunbeat.</p> <p>Nichols, G. (1988). They were my people. In <i>Come on into my tropical garden</i>. New York: HarperCollins. (From Appendix B, CCSS, p. 69.)</p>	<p>In a mini lesson and small group/whole class conversations, model how to describe how a narrator’s or speaker’s point of view influences how events are described:</p> <ul style="list-style-type: none"> • Identify pronouns (bold) that convey a firsthand (e.g., my) or thirdhand (e.g., they) point of view. The author uses they in the beginning of the poem, but in the title and towards the end of the poem uses my, making it clear that the author belongs to this group of people. • Identify verbs that describe events (<i>italics</i>) that convey the work in a plantation (e.g., <i>cut, carried, crushed, weeding</i>). • Identify words and phrases (<u>underline</u>) that convey the author’s background and culture (e.g., <u>They were my people</u>). • Use cause-and-effect sentence structures to describe how an author’s culture affects his or her perspective (e.g., The author’s background is ____; therefore ____; The author describes ____ because ____).