

<p>Common Core Anchor Standard (RL.6): Assess how point of view or purpose shapes the content and style of a text.</p>				<p>MAIN ACADEMIC DEMAND <i>Assess Impact of Author’s Point of View</i></p>		
<p>Common Core Grade 1 Standard (RL.1.6): Identify who is telling the story at various points in a text.</p>				<p>GRADE LEVEL ACADEMIC DEMAND <i>Identify Who Is Telling a Story across a Text</i></p>		
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)	
<p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p>						
RECEPTIVE	Oracy and Literacy Links	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a point-of-view graphic organizer</i> to identify who is telling the story, as text is read in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a point-of-view graphic organizer</i> to identify who is telling the story, as text is read in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed point-of-view graphic organizer</i> to identify who is telling the story, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>sentences on a point-of-view graphic organizer</i> to identify who is telling the story, as text is read in <i>partnership, small group and/or whole class settings</i></p>	
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a cause-and-effect graphic organizer</i> to identify how an author’s point of view affects the text</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a cause-and-effect graphic organizer</i> to identify how an author’s point of view affects the text</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed cause-and-effect graphic organizer</i> to identify how an author’s point of view affects the text</p>	<p>Reading-Centered Activity: Organize <i>sentences on a cause-and-effect graphic organizer, after teacher modeling</i>, to identify how an author’s point of view affects the text</p>	<p>Reading-Centered Activity: Organize <i>information on a self-created cause-and-effect graphic organizer, independently</i>, to identify how an author’s point of view affects the text</p>
		<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and, occasionally, in the home language.</i></p>	<p><i>in the new language.</i></p>	<p><i>in the new language.</i></p>

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 explain who is telling the story at various points in a text, 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 explain who is telling the story at various points in a text, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to explain who is telling the story at various points in a text, 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 explain who is telling the story at various points in a text, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>information, independently</i>, to explain who is telling the story at various points in a text, 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 a cloze paragraph</i> that assesses the impact of the author's point of view</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to complete cloze paragraphs</i> that assess the impact of the author's 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 assesses the impact of the author's 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 assesses the impact of the author's point of view</p>	<p>Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that assesses the impact of the author's 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 1 Standard (RL.1.6): Identify who is telling the story at various points in a text.

GRADE LEVEL ACADEMIC DEMAND
Identify Who Is Telling a Story across a Text

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 identify the subject in a text (e.g., the teacher, Sam, his).
- Identify lines of dialogue in a text that signal who is telling the story (e.g., the teacher says, “*Now take your seat!*”).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>“It’s time for lunch. It’s time to eat,” the teacher says. <i>“Now take your seat!”</i></p> <p>Sam is sad. Sam is mad. His mom forgot to give him lunch!</p> <p>Maccarone, G. (1995). <i>First grade friends: The lunch box surprise</i> [B. Lewin, Illus.]. New York: Scholastic.</p>	<p>In a small group or whole class setting, identify who is telling the story at various points in the text:</p> <ul style="list-style-type: none"> Identify the subject and associated pronouns (bold) (e.g., teacher, Sam, his) in the text. Identify who is saying different lines of dialogue (<i>italics</i>) (e.g., “<i>Now take your seat!</i>”). Ask students to identify who is saying this line.