

Vertical Progression:

7th Grade	RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
8th Grade	RL 8.6 Analyze how differences in the points of view of the characters and the audience of the reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor.
9th – 10th Grade	RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
11th – 12th Grade	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).

Students will demonstrate command of the Standard by:

- Contrasting the points of the character and the audience/reader.
- Determining the effect of differing points of view.
- Identifying point of view
- Identifying particular viewpoints or cultural experiences reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- Identifying the text details that reflect cultural experiences and perspectives
- Analyzing the author's overall purpose for writing a text
- Analyzing how the author's purposes shape the content
- Analyzing how point of view affects a literary text
- Evaluating the impact of an author's use of point of view (e.g.; first vs. third, limited vs. omniscient and subjective vs. objective) on the reader.
- Analyzing a particular view point or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

Vocabulary:

- Analyze
- Author
- Cultural experience
- Literature
- Point of view
- Purpose

Question Stems:

- What is the origin of the piece of literature?
- How would you describe the culture?

- What values and beliefs motivate the main character?
- How are the customs and expectations in the work different from that of the reader?
- What point of view is presented?
- How does cultural influence or shape the point of view?
- How might the text/point of view differ in another culture?
- How is the author's cultural experience reflected in _____ (a work of literature from outside the U.S.)? Use examples from the text in your analysis.
- How is the author's point of view reflected in _____ (a work of literature from outside the U.S.)?

PARCC Evidence Statement:

- Provides an analysis of a particular point of view or cultural experience reflected in a work of literature from outside the United States.

Sample Instructional/Assessment Tasks:

1. **PARCC – [Online Practice Test – Unit 2](#)** (Use Chrome or Firefox for your Internet browser.)

◆ **Question 10 - Part A**

Which statement describes the narrator's point of view in the story?

- A. He shows limited understanding of the situation to produce irony.
- B. He shows omniscience to produce humor.
- C. He shows limited understanding of the situation to produce suspense.
- D. He shows omniscience to produce tension.

Correct Answer: A

2. **PARCC – [2015 Released Items: Grade 9 End-of-Year Literary Text Set](#)**

◆ **Question 2 - Part A** ([link](#)) **Passage** ([link](#))

Based on this story, what can readers infer about the author's interpretation of life in Russia at the time the story takes place?

- A. People were discouraged from filing lawsuits.
- B. Civil servants were not very helpful unless they liked a person.
- C. It was hard to get things done in the bureaucracy without bribery.
- D. A person had no rights when it came to the aristocracy.

Correct Answer: C

3. **PARCC – [2015 Released Items: Grade 9 Performance-Based Assessment Narrative Writing Task](#)**

◆ **Question 5 - Part A** ([link](#)) **Passage** ([link](#))

What does cooking represent in the passage?

- A. a feeling of control and competence
- B. a sense of time moving forward
- C. a connection to family and culture
- D. a chance for future happiness

Correct Answer: C

4. **Achieve the Core – [Grade 10 Literature Mini-Assessment](#)**

◆ **Question 6** ([link](#)) **Passage** ([link](#))

What is Antony’s intention when he refers to Brutus and others as “honourable men”?

- A. He is encouraging the crowd to show respect to the Roman leaders.
- B. He is saying one thing while meaning the opposite.
- C. He is establishing himself as a good judge of character.
- D. He is calming the crowd by using purposeful word choice.

Correct Answer: B

5. **PSAT – [Practice Test #1 Items](#)**

◆ **Question 1**

The main purpose of the passage is to

- A) describe a main character and a significant change in her life.
- B) provide an overview of a family and a nearby neighbor.
- C) discuss some regrettable personality flaws in a main character.
- D) explain the relationship between a main character and her father.

Correct Answer: A

6. **PSAT – [Practice Test #2 Items](#)**

◆ **Question 6**

What does the narrator say about his motivation for performing as he did in the time trial?

- A) That he was determined to keep up with the other runners
- B) That he wanted to prove something to himself
- C) That he wished to improve on his previous time
- D) That he was unable to provide a reason for his behavior

Correct Answer: D