



## HANDOUT 2.2.2

### Learning Progression: English Language Arts Example

**Directions:** Refer to this handout as you learn about the learning progression between standards that the Center for Standards and Assessment Implementation (CSAI) team developed using the Common Core State Standards for English Language Arts and Literacy (CCSS ELA & Literacy).

**Target Standard:** “Distinguish their own point of view from that of the narrator or those of the characters.”(CCSS ELA & Literacy RL.3.6)

**Prior Knowledge:**

- “Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.” (CCSS ELA & Literacy RL.2.6)
- “Describe how characters in a story respond to major events and challenges.” (CCSS ELA & Literacy RL.2.3)
- “Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.” (CCSS ELA & Literacy RL.3.3)

**“Hidden” Prior Knowledge:** The reader may have more information than any one of the characters or the narrator.

Building Blocks of Standard	Notes
<p><u>Block 1</u> (Extend prior knowledge)</p> <p>Recognize that characters and narrator can express themselves through different language styles or tones as clues to their point of view.</p>	<p><i>(Anticipated Challenge) Students may need some direct teaching on how to distinguish tone and voice through specific use of language features.</i></p>
<p><u>Block 2</u> (Extend prior knowledge)</p> <p>Understand that what characters say and do provide clues as to their points of view.</p>	<p><i>(Sample Instructional Strategy) Ask students to create a T-chart. In one column, students record something that a character said or did, and then they make an inference about the character in the other column. Students share their notes with a partner, ask clarifying questions, and add to notes as necessary.</i></p>
<p><u>Block 3</u> (Extend prior knowledge)</p> <p>Characterize the character and/or narrator point of view in relation to an aspect of the text (e.g., theme, event, moral dilemma).</p>	<p><i>(Sample Instructional Strategy) Determine key points in a text related to the theme or a character’s dilemma. Ask the students to pause their reading at these strategic points to make an inference. Students record their inferences on post-it notes, or on a graphic organizer. Revisit these notes during class discussions of the text.</i></p>



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Building Blocks of Standard (continued)	Notes (continued)
<p><u>Block 4</u> (Move beyond prior knowledge) The reader understands that her prior experiences and background knowledge inform her point of view.</p> <p><u>Block 5</u> (Move beyond prior knowledge) The reader understands that she has different information than narrator/character, such as having an overview perspective and that this can inform her point of view.</p> <p><u>Block 6</u> (Move beyond prior knowledge) The reader understands her point of view in relation to aspects of the text (e.g., theme, event, moral dilemma).</p>	<p><i>(Anticipated Challenge) Students may not have a sense of why they have developed the opinions they have about aspects of the text (e.g., events, characters).</i></p> <p><i>(Sample Instructional Strategy) Group discussions can help students become more metacognitive in their thinking to develop a better sense of their reasoning, including awareness of the impact their personal experiences and background knowledge have.</i></p> <p><i>(Sample Instructional Strategy) Ask students to make a T-chart. In one column, students record what the narrator/character knows, and in the other column students record what they know. Students discuss the similarities and differences in information.</i></p> <p><i>(Anticipated Challenge) Students may find it difficult to separate their prior knowledge from what actually takes place in the text.</i></p>
<p><u>Block 7</u> (Move beyond prior knowledge) In sections of longer texts or short stories, be able to identify which points of view are being expressed in which sections and one's own point of view in relation to the specific section being read.</p> <p><u>Block 8</u> (Move beyond prior knowledge) Consider what has been learned from reading the various sections of the text (Block 1) about different characters' point of view, and one's own, to generate more holistic conceptions and differentiations of characters' and own points of view.</p> <p>Students develop a consolidated perspective of the various points of view.</p>	<p><i>(Sample Instructional Strategy) Begin a process to organize and keep track of different points of view (starting with one's own). Students discuss notes in "book clubs" with peers.</i></p> <p><i>(Sample Instructional Strategy) Students use a graphic organizer to keep track of characters' evolving points of view unfolding over the course of the text. Teacher plans paired discussion opportunities and peer feedback.</i></p>

This example is used with permission from the Center for Standards and Assessment Implementation (CSAI) resource: *Building Blocks, Learning Goals, and Success Criteria: Planning Instruction and Formative Assessment for K-12 English Language Arts and Literacy Standards*. For more information on CSAI resources, please visit the website: <http://csai-online.org/curriculumandinstruction> .