



<b>7.RC.7:</b> Determine an author’s perspective or purpose in a text, and analyze how the author distinguishes their position from the positions of others. (E)	
<b>Reporting Category:</b> Reading Comprehension	<b>Subdomain:</b> Analyzing Informational Text & Media
<b>Assessed On:</b>  <input type="checkbox"/> Checkpoint 1 <input checked="" type="checkbox"/> Checkpoint 2 <input type="checkbox"/> Checkpoint 3 <input checked="" type="checkbox"/> Summative	
<a href="#">7.RC.7 Instructional Framework</a>	<a href="#">ILEARN Stimulus Specifications</a>
<b>Content Limits:</b> <ul style="list-style-type: none"><li>• Include items that are: Only Passage Based ▾</li><li>• Avoid asking students to identify points of view in the passage at this grade-level.</li><li>• Avoid using point-of-view and perspective interchangeably. Demonstrating knowledge of the point-of-view from which a story is narrated is not the expectation of this standard.</li><li>• Use the terms “author’s purpose” or “author’s perspective” to assess this standard.</li></ul>	
<b>Clarifications:</b> <ul style="list-style-type: none"><li>• Author’s purpose includes the author’s reasons for why (e.g., to inform, persuade, entertain) and how (e.g., details used to establish a main idea or theme, connect readers to the topic, develop a sense of importance, evoke an emotional response) they write a text.</li><li>• Author’s perspective involves the author’s feelings for or about the subject of their writing.</li><li>• When analyzing a text for author’s perspective, students will be required to understand the text content, structure and features, and word choice in order to determine how the author feels or what the author believes about the topic.</li><li>• The terms perspective and point of view are often used interchangeably. However, it is important to be intentional with this language to avoid confusion. Point of view, in terms of literature, refers to the author’s way of deciding who is telling the story to whom, which is different from an author’s perspective or purpose.</li></ul>	
<b>Items Tagged as Reading Comprehension Items for Text-to-Speech:</b> Yes	
<b>Expected Academic Vocabulary:</b> Author’s perspective, Author’s purpose, Position, Inform, Entertain, Persuade, Audience	
<b>Proficiency Level Descriptors and Example Items</b>	
<b>Below Proficiency:</b> Identify an author’s perspective or purpose in a text; OR Identify evidence in a text that supports an author’s given perspective or purpose.	
Which sentence from the passage <b>best</b> supports the author’s purpose to/perspective that [include given purpose or perspective]?	DOK 1 - These items require students to identify evidence in a text that supports an author’s given perspective or purpose. Students must consider the details provided in the passage excerpt or multiple answer choices to determine which is the



<p>[Hot Text Selectable or Multiple Choice]</p> <p>OR</p> <p>Choose <b>two</b> details from the passage that show the author is writing to persuade an audience.</p> <p>[Multiple Select]</p>	<p>best support for a given purpose or perspective. The text details are explicitly quoted from the passage. The projected difficulty for these items is easy.</p>																
<p>Complete the table to indicate the author’s purpose for including each detail in the passage. Select <b>one</b> box for each detail.</p> <table><tr><td></td><td>To establish a focus on...</td><td>To support the theme of...</td><td>To connect the readers to...</td></tr><tr><td>Quote 1 (para. #)</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>Quote 2 (para. #)</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>Quote 3 (para. #)</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></table> <p>[Table Match]</p>		To establish a focus on...	To support the theme of...	To connect the readers to...	Quote 1 (para. #)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Quote 2 (para. #)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Quote 3 (para. #)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>DOK 1 - This item requires students to match provided textual evidence to the purpose or perspective it supports. Students are required to consider more than one purpose/perspective which increases the projected difficulty for this item is hard.</p>
	To establish a focus on...	To support the theme of...	To connect the readers to...														
Quote 1 (para. #)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
Quote 2 (para. #)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
Quote 3 (para. #)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
<p>What is the author’s purpose for writing the passage?</p> <p>OR</p> <p>Why did the author write the passage?</p> <p>A. to persuade readers to...</p> <p>B. to explain to readers...</p> <p>C. to entertain readers with...</p> <p>D. to inform readers about...</p> <p>[Multiple Choice]</p>	<p>DOK 2 - These items require students to identify an author’s purpose in a text. Students must infer why the author wrote the passage. The projected difficulty for these items is easy.</p>																



<p>Read the paragraph.</p> <p>[Insert passage excerpt.]</p> <p>What does the information presented in the [sentences or paragraph] tell the reader about the author's purpose/perspective?</p> <p>OR</p> <p>What is the author's purpose for including information about [specific details provided in the text]?</p> <p>[Multiple Choice]</p>	<p>DOK 2 - These items require students to determine an author's purpose or perspective within a section of text or related to specific details. Students must analyze the information provided and infer why the author included those details or what the section of text says about the author's feelings on a particular topic or issue. The projected difficulty for these items is medium.</p>
<p>What is the author's perspective on/about [subject matter]?</p> <p>[Multiple Choice]</p> <p>OR</p> <p>Which statement would the author <b>most likely</b> agree with?</p> <p>[Multiple Choice]</p>	<p>DOK 2 - These items require students to identify an author's perspective in a text. Students must apply their understanding of text content, structure and features, and word choice in order to determine how the author feels or what the author believes about the topic. The projected difficulty for these items is medium.</p>
<p><b>Approaching Proficiency:</b> Identify an author's perspective or purpose in a text, and support it with textual evidence; OR Explain how the author distinguishes their position from that of others.</p>	
<p>What is similar/different about the author's perspective on [subject] and [Person X]'s perspective?</p> <p>[Multiple Choice]</p>	<p>DOK 2 - This item requires students to discern more than one perspective in a text and identify their similarities or differences. The projected difficulty is medium.</p>
<p>Which sentence from the passage <b>best</b> reveals the author's perspective?</p> <p>[Hot Text Selectable or Multiple Choice]</p>	<p>DOK 2 - These items require students to identify details in a text that support an author's perspective or purpose. The perspective or purpose is not provided. The projected difficulty for these items is hard.</p>



<p>OR</p> <p>Select the sentence in paragraph X that best shows the author’s perspective about [topic or issue presented in the text].</p> <p>[Insert passage excerpt.]</p> <p>[Hot Text or Multiple Choice]</p>	
<p>How does the author distinguish his or her perspective from [Person X] in paragraph 5?</p> <p>A. By questioning...</p> <p>B. By dismissing...</p> <p>C. By stating...</p> <p>D. By implying...</p> <p>[Multiple Choice]</p>	<p>DOK 2 - This item requires students to explain how the author distinguishes their position from others. The particular positions or perspectives are not defined. Students must comprehend more than one perspective and understand the word choice an author uses to set their position apart from others. The projected difficulty for this item is hard.</p>
<p><b>Part A</b></p> <p>What is the author’s purpose for writing Passage 1?</p> <p>OR</p> <p>Which of these inferences about the author’s purpose is supported by the text?</p> <p>OR</p> <p>What is the author’s perspective on [insert subject]?</p> <p>[Multiple Choice]</p> <p><b>Part B</b></p> <p>Which sentence from the passage supports the answer in Part A?</p> <p>[Multiple Choice or Hot Text]</p>	<p>DOK 3 - These two-part items require students to identify an author’s purpose or perspective in a text and support it with textual evidence. The projected difficulty for these items is easy.</p>



<b>At Proficiency:</b> Determine more than one perspective or purpose in a text, and provide supporting textual evidence; OR Identify an author's perspective or purpose in a text, and explain how the author distinguishes their position from that of others.	
<b>Part A</b> What is the author's perspective in the passage?  [Multiple Choice]  <b>Part B</b> How is the author's perspective on [subject] different from the perspective of [Person X]?  [Multiple Choice]	DOK 3 - This two-part item requires students to determine an author's perspective in a passage and then explain how that perspective is different from another. Students compare and contrast multiple perspectives in a text. The projected difficulty for this item is medium.
<b>Part A</b> What are <b>two</b> reasons why the author wrote this passage?  [Multiple Select]  <b>Part B</b> Which <b>two</b> sentences from the passage support the answer in Part A?  [Multiple Choice or Multiple Select]	DOK 3 - This two-part item requires students to identify more than one purpose an author has for writing a particular text and provide evidence to support their reasoning. The increased level of analysis and critical thinking students must use to determine which answer choices are best make the projected difficulty for this item hard.
<b>Part A</b> What are <b>two</b> perspectives the author presents about [subject] in the passage?  [Multiple Select]  <b>Part B</b> Which <b>two</b> sentences from the passage support the answer in Part A?  [Multiple Choice or Multiple Select]	DOK 3 - This two-part item requires students to identify more than one perspective in a text and support their answer with evidence from the passage. The increased level of analysis and critical thinking students must use to determine which answer choices are best make the projected difficulty for this item hard.
<b>Above Proficiency:</b> Explain how an author distinguishes their position from that of others, and provide supporting textual evidence.	
<b>Part A</b>	DOK 3 - This two-part item requires students to



<p>Which sentence from paragraph [X] shows the author acknowledges potential criticism from others?</p> <p>OR</p> <p>Which sentence from paragraph [X] shows the author acknowledges an opposing claim?</p> <p>[Multiple Choice]</p> <p><b>Part B</b></p> <p>How does the author defend his or her personal perspective in the passage?</p> <p>[Multiple Choice]</p>	<p>identify an explicit detail from a passage wherein the author acknowledges a perspective that is different from their own. Then, students explain how the author chooses to defend their position from that of others. The projected difficulty for this item is medium.</p>
<p><b>Part A</b></p> <p>What is similar/different about the author's perspective on [subject] and [Person X]'s perspective?</p> <p>[Multiple Choice]</p> <p><b>Part B</b></p> <p>Which <b>two</b> details from the text support the answer in Part A?</p> <p>[Multiple Select]</p>	<p>DOK - This two-part item requires students to discern and explain the similarities or differences between multiple perspectives on a particular subject. Students must first determine a variety of perspectives before they are able to distinguish between them. Then, students select one or more details from the text to support their reasoning. The projected difficulty for this item is hard.</p>