Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
6	**Reading**	**N/A**	**Determining an Author's Point of View and Purpose**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
3 days, but the concepts learned will be discussed throughout the school year	**12th week**	Understanding the difference between nonfiction and fiction; determining the central idea in an informational text; using textual evidence to support claims and analysis

Unit Description

Students will look at various informational texts to identify the author's purpose in writing the texts and to determine point of view when applicable. Students will analyze how purpose and point of view are conveyed.

Standards: See instructions on page 15.	**Strand:** Reading Standards for Informational Text **Cluster:** Craft and Structure **Standard: #6** 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will be asked to analyze an informational text of their choosing to determine the author's point of view and purpose. They will have to use specific examples from the text to support their answers. This will be a homework assignment, and they will have 2 nights to complete it.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	The assessment will be scored on an A-F scale. The assessments must be thoroughly complete in order to receive a C or better. All answers must be written in complete sentences. High grades will be awarded to those assignments that use specific evidence from the text to support their claims in a compelling manner. C- or lower is considered not meeting the standard; C through B- is approaching; B or better is meeting the standard.
Materials/Resources Needed *Include all items for the entire unit.*	Various informational texts for display purposes, like newspapers, magazines, biographies, textbooks, etc. Paper, pencils, white board, white-board markers, and an overhead projector.

	Lesson 1	Lesson 2	Lesson 3
Instruction and Timeline	The teacher will ask the class, and write on the board, “What is the author’s purpose in writing this?” He/she will point to various types of informational texts, including newspapers, different kinds of magazines, textbooks, technical manuals, biographies, advertisements, etc. Those items will circulate around the room for students to look at. The teacher will ask the class to brainstorm ideas as to why authors would write certain types of texts, including but not limited to the ones shown in class. (The teacher will also mention online sources, such as blogs.) The teacher will write on the board ideas that the students come up with. Then the teacher will write on the board: PIE and explain how it stands for persuade, inform,	Teacher and students review last night’s homework, focusing particularly on how the author’s purpose was conveyed in each excerpt. (10 minutes). The teacher and students will brainstorm techniques and types of writing used for purposes of persuasion, entertainment, etc. (i.e. persuasive pieces might use emotional appeals and personal stories that strike at other’s heartstrings and motivate them to take action). Teacher will fill in where there are gaps in student knowledge and understanding. (20 minutes). Students are asked to identify the author’s purpose and how it is conveyed in their homework reading assignment.	Teacher discusses with students how when an author writes to entertain, persuade, or inform, he/she will often have a point of view on the subject. In nonfiction, point of view is an author’s opinion about a subject. In some cases, the author will want you to see the topic from his or her point of view; in other cases he/she will not. For example, a good newspaper reporter will not reveal his/her opinion when writing a news article; in a newspaper editorial, however, the writer will express his or her point of view. In some texts, you will be able to tell if the author is for or against an action or idea. The teacher demonstrates on the overhead projector, the words and techniques used by one particular writer to express his point

	entertain. He/she will discuss how those purposes relate to informational texts. (20 minutes). After students generate their lists (see below), the teacher and students will update their lists based on class discussion. (I.e. ads attempt to persuade people to buy something or behave a certain way, but some ads, such as public service announcements, try to inform people; therefore advertisements could be listed in two columns, though most ads are written for purposes of persuasion). [10 minutes] Teacher assigns for homework a 2-page worksheet with various excerpts on it that ask students to identify if the primary purpose of the text is to persuade, inform, or entertain and to explain their answers. (5 minutes)		of view. (30 minutes) The summative assessment is explained and given as homework.

	Lesson 1	Lesson 2	Lesson 3
Student Activities and Timeline	After the teacher introduces PIE (persuade, inform, entertain), students will write those words in their notebooks forming columns around each one. They will list types of informational texts that fit in each column. Students will be told that some texts can fall into multiple categories. (10 minutes). Student update their lists based on class discussion.	During the 20-minute brainstorming session and lesson on techniques used by authors to convey their message, students will take notes. Their notes will form tables of 3 headings: Author's Purpose, Type of Writing/Source, and Text Characteristics. In partners, students will read an informational text and work together to figure out the purpose and how that purpose is conveyed. Some partners will then present their findings to the class. (20 minutes).	Students independently read and analyze various nonfiction excerpts to identify point of view and the words and techniques used to convey it. (15 minutes).

Informational Texts: Determining an Author's Purpose and Point of View

1. Choose an informational text that you would like to analyze for author purpose and point of view. The sources you can choose from for this assignment are: newspapers, magazines, autobiographies, memoirs, biographies, textbooks, blogs, websites, and technical manuals. The text you choose should be the equivalent of at least two pages of 12-point font, double-spaced writing.

2. Answer the following questions in complete sentences on a separate piece of paper:

    A. Name the source, title, author, and date of publication.
    B. Does the author express a point of view? If so, what is it?
    C. How do you know what the author's point of view is? Give specific examples. If the author does not express a point of view, explain why you think he or she does not provide one.
    D. Is the author's purpose to inform, persuade, entertain, or is it a combination? Explain.
    E. What words and techniques does the author use to convey his or her purpose? Give at lease 5 specific examples.
    F. Was the author effective in achieving his or her purpose? Why or why not?

3. Hand the text in with your assignment in order to get full credit.

4. This assignment is due Friday, so you have 2 nights to complete it.

Scoring Rubric

Informational Texts: Determining an Author's Purpose and Point of View

6th Grade Reading Assignment

This assignment will be scored on an A-F scale:

A: The assignment answers all questions completely and follows all guidelines. The answers provide compelling, thoughtful responses that are accurate and insightful. The responses are supported by specific examples in the text that are quoted and explained. The completed assignment shows depth of thought in its analysis and clear mastery of the standard.

B: The assignment answers all questions completely and follows all guidelines. The majority of the answers are insightful. The student demonstrates an ability to analyze text effectively in some answers; other answers are accurate but either lacking in thoroughness or depth of thought. Mastery of the standard is demonstrated.

C: The assignment is complete and follows all guidelines. It is mostly accurate. Some answers may be incorrect and/or lacking in sufficient evidence from the text. The depth of thought might be lacking and/or the student's demonstrated understanding of the standard is more "approaching" than "meeting."

D: The assignment is not complete and does not follow all guidelines. It is inaccurate in many places. It does not demonstrate an understanding of the standard.

F: The assignment was not turned in or is mostly incomplete. Mastery of the standard cannot be assessed due to incomplete or sloppy work.