Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
7	**Reading**	**N/A**	**Point of View, Purpose, and Position in Informational Text**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days	**20th Week**	Understanding figurative, connotative, and technical meanings of words and the impact of diction on a text's meaning and tone; understanding the structure of a text and how it relates to the text's development and presentation of ideas

Unit Description

Students will learn how to read and analyze informational texts to determine the author's point of view and purpose, how both are conveyed, and techniques writers use to make convincing arguments. Particular attention will be paid to persuasive pieces, such as op-eds, and how writers present their positions on a subject. Students will learn about how to distinguish credible sources from non-credible sources.

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 analyze how the author distinguishes his or her position from that of others.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will be given a copy of an editorial from the *USA Today* that is from the week the lesson is taught. They will read and analyze it using a "Persuasion Map," where they state the writer's point of view, purpose, three main points or arguments the writer makes, and the facts and examples that support those main reasons. Then they will evaluate the writer's argument for effectiveness.
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 "Persuasion Map" assignment will be graded on a 15-point scale with points given for correctly filling out each part of the map. See attached. The total points earned will be divided by 15 to determine a percentage and thereby an A-F grade. 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	Lesson 4	Lesson 5
Instruction and Timeline	The teacher distributes a note-taking handout that provides some information and leaves other parts blank for students to complete during the lesson. The lesson and handout focus on point of view: defining it, recognizing it, and noting how point of view differs between literature and informational texts. The teacher discusses with students how when an author writes a piece of nonfiction, he/she will often have a point of view or opinion/perspective on the subject. In some cases, the author will want you to see the topic from his or her point of view; in other cases	The teacher asks the students why they think certain nonfiction writers wrote what they did. (I.e. What was Anne Frank's purpose in writing her diary? Why did Malcom X publish an autobiography? Why does a nutritionist write a paper on diabetes and how to prevent it? The students and teacher will discuss possible reasons and write those on the board. The teacher will pass around the class various types of informational texts, including newspapers, magazines, textbooks, technical manuals, biographies, advertisements,	The teacher and students will identify the types of writing used for purposes of persuasion, entertainment, etc., and the techniques used to achieve those purposes (i.e. persuasive pieces might use emotional appeals and personal stories that strike at other's heartstrings and motivate them to take action). The teacher will identify some of these techniques in texts on the overhead projector. (20 minutes).	The teacher will review with students the two essays read yesterday expressing opposing views on school dress code and will ask what arguments were made and how those arguments were made (i.e. citing statistics, making emotional appeals, asking rhetorical questions, using anecdotes, etc.). (10 minutes). Then the teacher will discuss with students via specific examples how the two writers distinguish themselves and their positions from each other by anticipating, acknowledging, and rebutting the oppositional stance. (10 minutes)	After students finish reading and answering questions on the two opinion pieces on unemployment (see below), they will discuss with teacher how to evaluate a piece for credibility (i.e. if vague, sweeping generalizations are made without evidence to support the claims, it might not be a credible source of information). The class will read aloud an article about how to identify sources of information that are credible, accurate, reasonable, and

	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 and students fill out the missing parts of the handout as the lesson is taught. (20 minutes). The teacher hands out two opposing op-ed articles from a recent newspaper (i.e. being for or against President Obama's health care plan and why).	website copy, blog entries, etc. The teacher will ask the class to come up with more ideas as to why authors would write certain types of texts, including but not limited to the ones shown in class. 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, entertain. He/she will discuss how those purposes relate to informational texts. (25 minutes). For the last 5 minutes of the reading portion of language arts class, the students will read and look at an advertisement and analyze how it attempts to persuade			supported by research. This will help students in future research projects to identify quality sources. (20 minutes). Teacher will discuss homework assignment that is the summative assessment.

		the consumer.			

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Students fill out and complete the missing parts on the note-taking guide mentioned above. (20 minutes). Together with the teacher students read aloud and analyze the two opposing op-ed pieces, identifying the point of view of both writers. Why are they for or against the topic? Students identify the specific language used that expresses point of view and look at the techniques the writers use to effectively support their opinions. The teacher shows students the op-ed section of the newspaper and describes how the newspaper will often print two opposing	After participating in the discussion around author purpose, students will independently complete 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, or a combination thereof, and to explain their answers. (15 minutes)	Students will take notes on author's purpose, types of writing/sources, and the text characteristics of those sources. Before reading two essays: one supporting the use of a dress code in school and one opposing it, students will list the arguments they think each writer will make and the techniques that will be used to support their point of view (i.e. the argument for a dress code might state that a dress code saves students money on clothes and then cite statistics supporting that claim). Then students read the two essays. They will underline in	Students read with a partner two short campaign speeches by candidates running against each other for mayor. Students analyze and answer on paper together the authors' points of view, purpose, how the purpose is conveyed, and how the two candidates distinguish each of their positions from the other. (25 minutes)	The students read one opinion piece from Time Magazine and one from an online blog that is not widely followed. Both pieces are about unemployment. (10 minutes). Afterwards, they are asked to answer on paper which piece is more fact-based and appears more credible? Why? What are the strengths and weaknesses of the two pieces? (10 minutes)

	viewpoints of the same subject together. The teacher will ask students why they think that is the case. (25 minutes)		pencil the arguments made and will underline in pen the words that support those arguments. (25 minutes).		

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

DIRECTIONS:

Read the op-ed from *USA Today* provided by your teacher. Under "Introduction," state the writer's point of view and purpose. List three main points or arguments the writer makes under the "Main Reason" sections and list all of the facts and examples that support those main reasons. Under "Conclusion," state what the writer's conclusion is and whether he/she made a convincing argument. Explain your reasoning.

Persuasion Map Reading Assessment
7th Grade

Total possible points: 15

1 point: Correctly stating the topic

2 points: Identifying point of view and purpose

3 points: Correctly identifying 3 main reasons (1 point each)

6 points: Correctly identifying facts or examples (2 points for each section)

2 points: Correctly stating the writer's conclusion and explaining whether his/her argument was convincing.

1 point: Overall neatness/legibility