Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
Third	**Reading**		**Distinguishing Point of View**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
1 week	**First Quarter**	- Authors Purpose - Ability to identify the main purpose of a text - Ability to identify what the author wants to answer, explain, or describe

Unit Description

Students will begin by defining "Point of View." Students will be reading an article about a topic and identify the author's point of view. Students will use a graphic organizer to distinguish their own point of view from that of the author. Students will write their own point of view regarding the same topic they read about.
They will use reading strategies to comprehend and analyze the information that is read. They will have group discussions on the opinions and purpose of the author in each piece of writing. At the conclusion of the unit, the students will select an article about a topic/issue of their choice and they will analyze, and summarize the differences and similarities between the author's point of view and their own point of view. Individually, students will use their comprehension and critical thinking skills to defend their opinion and support their ideas.

Strand(s), Concept(s), and PO(s) *List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.*	Reading Standards for Informational Text Craft and Structure Standard #6: Distinguish their own point of view from that of the author of a text.
Summative Assessment	Students will select an article about a topic/issue of their choice and will write a summary of the differences and similarities between the author's point of view and their own point of view.
Assessment Scoring	The summative assessment will be scored using a Reading rubric reflecting the **criteria in the reading** standard. A score of 80% is mastery.
Materials/ Resources Needed	Selection of articles from www.timeforkids.com "Hot Potato Issue" article from www.timeforkids.com "Turn Off Your TV" article from www.timeforkids.com Reading Journals highlighters Graphic organizer (Venn Diagram) Reading Rubric for Point of View

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	Opening Question: What is a point of view? The teacher will ask students to stand back to back with a partner. The teacher will ask students to describe aloud, to their partner, the classroom according to their own view. The teacher will then bring students back as a whole group and record group responses to their classroom point of view. The teacher will point out that everyone in the classroom described the classroom differently based on their point of view. The teacher will write the word "Point of View" on the board and record the definition based on student ideas to write a class definition. The teacher will refer to the opening question on the board "What is a point of view?" The teacher will read aloud <u>Two Bad Ants</u> by Chris VanAllsburg. The teacher will ask students to record an individual response in their journals	Opening Question: How can I distinguish an author's point of view? The teacher will revisit the opening question from lesson 1 to remind students the meaning of "Point of View." The teacher will distribute copies of the informational article, "Hot Potato Issue." The teacher will read aloud as students follow along. After reading the article the teacher will ask "What is the author's point of view on the potato issue?" The teacher directs students to share responses with a partner. The teacher will then direct students to share whole group and will record responses on the board. The teacher will then display the following questions: 1. What opinions or belief statements are evident in the article? 2. Why do you think the	Opening Question: How does an author show his/her point of view through text? The teacher will ask students to revisit the "Hot Potato Issue" informational article. The teacher will model, through a think aloud, how the author shows his point of view. For example, the other uses opinion statements throughout the article and uses words such as, "I believe" and "I feel." The teacher will direct students to work with a partner and identify additional opinion statements by highlighting the statements in the text. The teacher asks students to share example opinion statements as a whole group. Next, the teacher will point out that the author uses description to paint a picture in the reader's head. The teacher will pose the question, "What	Opening Question: How is my point of view different from an author's point of view? The teacher will display a Venn Diagram and model, through a think aloud, how to complete this graphic organizer. Using the informational article "Hot Potato Issue" from lesson 2 and 3,the teacher will record the author's point of view on the far left bubble of the Venn Diagram and list some examples the students highlighted that displays the author's point of view. The teacher will then record some ideas that represent her/his own point of view on the far right of the Venn Diagram and point out that this point of view is different. In the middle, the teacher will record any evidence that shows that these two points of view are the same. The teacher will direct students to partner read the informational article, "Turn Off Your TV."	The teacher will explain to students that they will now demonstrate what they have learned about point of view. The teacher will direct students to choose an article about various topics. The teacher will have several different articles at different reading levels already printed. After students have chosen the article, the teacher will allow them some time to read the article. The teacher then distributes copies of the summative assessment and the Reading Rubric for Point of View. The teacher explains the directions and roves around the room to support students with any clarifications.

	to the following, “How are the ants’ point of views different from your own point of view?” For example, how would you describe the sink faucet? How did the author describe the faucet according to the ant’s point of view? The teacher will ask students to share in groups and then share responses whole group. The teacher will then ask students to answer the opening question, “What is a point of view?” on their own by writing an individual response in their journals. The teacher will review these responses.	author has this particular opinion or point of view? The teacher will ask students to write an individual response in their journals. The teacher directs students to share in small groups and asks students to record at least one new idea from each group member in their journal. The teacher will then ask students to share whole group, recording answers on the board.	pictures does the author paint for a reader?” The teacher will model, through a think aloud and use a highlighter to identify where the author paints a picture for the reader to show his/her point of view. The teacher directs students to work with a partner and identify additional examples, by highlighting, where the author paints a picture for the reader. The teacher asks students to share examples of highlighting whole group. The teacher revisits the opening question, “How does an author show his/her point of view through text?” Students write their own individual response in their journals and then share with a partner and whole group.	The teacher will ask students to use their highlighters to highlight any evidence that helps them distinguish the author’s point of view from the text. The teacher will distribute a large Venn Diagram to each set of partners. The teacher will direct students to complete the Venn Diagram just as the example he/she modeled. The teacher will rove around the room and provide support/feedback to students. The teacher will revisit the opening question, “How is my point of view different from an author’s point of view?” and ask students to write an individual response in their journals. The teacher will ask students to share their individual responses whole group.	

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Student Activities	Students will participate in the back to back activity and describe their view of the classroom. Students will share whole group. Students will record the class definition for Point of View in their journals. Students will listen to the read aloud, Two Bad Ants and will write a response in their journal answering the following, "How are the ants' point of views different from your own point of view?" Students will share whole group. Students will write a response to the opening question, "What is a point of view?" in their journals.	Students will read the article titled "Hot Potato Issue" and answer the following question aloud: "What is the author's point of view on the potato issue?" The students will write individual responses in their journals to the following questions: 1. What opinions or belief statements are evident in the article? 2. Why do you think the author has this particular opinion or point of view? Students will then share ideas in a small group and record at least one additional idea/response from each student in the group.	Students highlight examples of where the author uses opinion statements in the "Hot Potato Issue" article. Students work with a partner and then share examples of highlighting whole group. Students highlight examples of where the author paints a picture for the reader in the "Hot Potato Issue" article. Students work with a partner and then share examples of highlighting whole group. Students write individual responses to the opening question, "How does an author show his/her point of view through text?" Students share response whole group.	The students will listen to the teacher model the use of a Venn Diagram. The students will partner read, "Turn Off Your TV" and highlight any evidence of the author's point of view in the text. With a partner, students will complete a Venn Diagram showing how their point of view is different and similar to that of the author's. Students will share whole group and will write a response to the opening question, "How is my point of view different from an author's point of view? in their journals.	Students choose a printed article. Students individually read the article. Students complete the summative assessment using the Reading Rubric as a guide.

Summative Assessment Assignment Sheet: Distinguishing View Points

You will write a two paragraph explanation of the similarities and differences between your point of view and the author's point of view.

Student Name_____

Date_____

Assignment:

1. Choose an article of your choice from the ones provided. Read the article.
2. Make a decision about the author's point of view.
3. Highlight important facts, opinions, and information the author uses to convey his/her point of view.
4. Brainstorm/pre-write in order to write a two paragraph summary that distinguishes the author's point of view from your own.

Paragraph #1: What is the author's point of view and how do you know? Use your highlighted evidence from the article.

Topic Sentence: Evidence to support the author's view point:

Paragraph #2: What is your point of view on this issue? How is your point of view different and/or similar to the author's point of view?

Topic Sentence: What makes your viewpoint different and/ or similar to the author's point of view? Why?

5. Write the rough draft of your two paragraph summary.
6. Self-edit using the rubric as a guide.
7. Write your final copy in ink or word-processed.
8. Attach your articles to your final copy.

Student Name: _____

Reading Rubric for Multiple Views

Summative Assessment: The student can demonstrate analysis of informational text by writing a two paragraph summary explaining the similarities and differences between an author's point of view and their own point of view.

Reading Criteria	**Analysis**	**Score**			
		F 1-2	**A 3**	**M 4**	**E 5-6**
Analyze and article on a topic/issue and explain important similarities and differences between the author's point of view and your own point of view.	1. The author's point of view has been identified in a topic sentence.				
	2. The student's point of view has been identified in a topic sentence.				
	3. Important similarities in the author's point of view compared to the student's point of view is noted in the response.				
	4. Important differences in the author's point of view compared to the student's point of view is noted in the response.				
	5. Evidence that supports the points of view represents and includes all of the following concepts: opinion statements and/or description				

FINAL SCORE: _____/4_____

A score of 4 = 100%
A score of 3.0-3.9 = 80-89%
A score of 2.5-2.9 = 70=79%
A score of 2.0-2.4 = 60-69%

(Calculating the Score: Total the score and divide that total by the number of criterion items listed on the Scoring Guide. This number over 4 equals the score for the two paragraph summary. It can be no higher than 4/4. 80% is mastery.)