Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
Eighth	**Reading**		**The Author's Position of Power**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
1 week	**first Quarter**	- Students' prior learning includes steps of the writing process and the 6 traits of writing, narrative point of view (e.g. first person, third person, omniscient), persuasive techniques used in advertising, reading strategies (pre, during, and post), writing summaries, and experience in writing thesis statements and multi-paragraph essay development in 7th grade and this year in 8th grade, and use of graphic organizers.

Unit Description

The students will be looking at a variety of informational texts from a variety of places. 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 a set of two speeches to analyze and summarize author's point of view or purpose and how the author acknowledges and responds to conflicting evidence or viewpoints. The students will need to use their comprehension, critical thinking, and persuasive skills to defend their opinion and support their ideas inside their product.

Standard	**8.RI.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Summative Assessment	TSWD analysis of informational text by summarizing author's point of view or purpose and how the author acknowledges and responds to conflicting evidence or viewpoints to strengthen his 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	A variety of print advertising and editorials, transcript of a presidential debate, Shakespeare Monologues, Presidential Address Transcripts, speeches from famous movies, Interactive Student Notebook, highlighters, self-checklist for editing, and Reading Rubric

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	The teacher will introduce points of view of different authors by showing a print advertisement on a projector and a computer. The teacher will model for students how to address three specific questions (below). Then the teacher gives each student three magazine and newspaper ads and directs them to answer the same questions: "what is the purpose of this	Based on their journal entry from the previous lesson, the teacher leads a brainstorming session with the students about the ways authors establish their point of view. The teacher records their ideas on the overhead and students make notes of all the ideas in their Interactive Student Notebook. Next, the teacher passes out a copy of a presidential debate. Students are directed to read the debate and use highlighters of different colors to highlight 1) the author's	The teacher hands outs the summative assignment expectation and rubric. The expectations and timeline is explained to the students. All questions will be answered to make sure the assignment is understood by the class. The teacher will place a variety of speeches	The teacher reviews the steps and important reminders about the assignment Students are given this class session to pre-write and write their rough draft summaries using their highlighted speeches. They are reminded that for their analysis of the text, they need to determine the	At the beginning of class, students are given a few minutes to finish their final copy summary and give themselves a grade based on the scoring rubric. The teachers directs them write a justification for their self-assessment. The instructor passes around a stapler to attach the speeches and the justification to the final copy of the summary.

	advertisement?" "How does the author/illustrator convey his/her point of view?" and "What different forms of persuasive language did the author use?" Students are directed to write the questions and the answers in their interactive student notebooks. When they are finished, students are told to share their responses with a partner. Next the teacher gives each pair of students two editorials. With their partner, they are to read the editorials and discuss the answers to the following questions:" what is the purpose of the editorial?" and "how does the author of the editorial acknowledge and respond to conflicting viewpoints?" The groups will have 15 minutes to address the questions before sharing with the class. After class sharing, the teacher asks the students to write a journal entry on this question: "What are strategies authors use to establish their point of view or purpose for writing?"	opinion, and 2) every argument against the opponent. The instructor will allow sufficient time and monitor the students as they work. When the class is ready, the debate will be projected on the board and the instructor will guide the class in a discussion about the opinions and facts stated in the debate along with the counter arguments. Next, students are told to journal about the following question: "Why did the debaters acknowledge and respond to conflicting viewpoints?"	on the front table in the classroom. The speeches are transcripts from impactful speeches are from history, presidential addresses, famous speeches in movies and Shakespeare monologues. The teacher will provide 10 minutes for students to select a speech that they will use to write their summary. After the students have selected the text of their choice, they will be directed to use highlighters so they can highlight the facts and the persuasive phrases of the speaker and their counter arguments to their opponents. The teacher directs the students to write a statement of the author's purpose or point of view at the top of the speech, after they have finished highlighting.	author's point of view or purpose and include that information in their summary. The teacher will monitor their progress and answer any questions. When students have completed the draft of the summary, they are directed to edit it using the rubric-scoring guide. They may begin the final copy of the summary if they are ready.	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	Students observe the teacher model an analysis of a magazine advertisement. Students answer the same questions in their interactive student notebooks using the advertisements the teacher distributes to them. When they are finished, students share their responses with a partner. In a small group students then read the editorials and discuss the answers to the following questions:“ what is the purpose of the editorial?” and “how does the author of the editorial acknowledge and respond to conflicting viewpoints?” The groups share their responses with the class. Students write a journal entry on this question: “What are strategies authors use to establish their point of view or purpose for writing?”	Students brainstorm with the teacher about the ways author’s establish their point of view. They take make notes of all the ideas in their Interactive Student Notebook. Students are read the debate and use highlighters of different colors to highlight 1) the author’s opinion, and 2) every argument against the opponent. Students participate with the class in a discussion about the opinions and facts stated in the debate, along with the counter arguments. Next, students respond in their journals to the following question: “Why did the debaters acknowledge and respond to conflicting viewpoints?”	Students review the summative assessment expectations with the teacher and ask clarifying questions if necessary. Students select a speech from the front table in the classroom for writing their analysis summary. Students use highlighters to highlight the facts and the persuasive phrases of the speaker, as well as their counter arguments to their opponents. At the top of the speech, they write a statement of the author’s purpose or point of view.	Students use this class session to pre-write and write their rough draft summaries using their highlighted speeches. When students have completed the draft of the summary, they to self-edit using the rubric-scoring guide. They begin the final copy of the summary if they are ready.	Students use the first few minutes of class to finish their final copy summary and give themselves a grade based on the scoring rubric. Then they write a justification for their self-assessment score. Students submit their copy of the speech, their justification, and final copy of the summary to the teacher for scoring. .

Summative Assessment: The Author's Position of Power against Each Other

Student Name_____

Date_____

The students will write a summary of text that explains the purpose or point of view of the author, and strategies the author uses to support is point of view. The students will provide direct examples from the text to justify their reasoning for what they believe was the authors' purpose and how the author addressed counter arguments strengthen his position.

The summative assessment and rubric is attached

1. Look through the provided text and select one for your summary.
2. Read the text.
3. Highlight important persuasive words, facts, and information the author uses to convey their purpose.
4. Highlight counter arguments the author of the text addresses.
5. Brainstorm/pre-write in order to write a summary that conveys the view of the author and the strategies the author uses to get his/her point to the reader.
6. Write a topic sentence that describes the main points of the text will be explained in the supporting information.

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7. Write a rough draft. Carefully read the scoring rubric to clarify content that must be included in your analysis.

8. Write your final copy in ink or word-processed.
9. Attach your speeches to your final copy.

REMEMBER: "What is the purpose of the speech?" "How does the author/illustrator convey his/her point of view?" "How does the author acknowledge and respond to conflicting evidence or viewpoints.

Student Name: _____

Reading Rubric/Scoring Guide: The Author's Point of View or Purpose

Summative Assessment: TSWD analysis of informational text by summarizing author's point of view or purpose and how the author acknowledges and responds to conflicting evidence or viewpoints to strengthen his point of view.

Reading Standard	**Reading Assessment Criteria**	**Score**			
		F 1-2	**A 3**	**M 4**	**E 5-6**
8.RI.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	1. **A thesis statement identifies the topic of the readings and the purpose for analyzing the text.**				
	2. **The explanation states the point of view or purpose of the text.**				
	3. **Strategies to support the author's point of view are organized for ease of explanation.**				
	4. Analysis explains how the author acknowledges and responds to conflicting evidence or viewpoints.				

FINAL SCORE: _____/6_____

A score of 6 = 100%
A score of 5.0-5.9 = 90-98%
A score of 4.0-4.9 = 80=89%
A score of 3.0-3.9 = 70-79%
A score of 2.0-2.9 = 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 6 equals the score for the paper. It can be no higher than 6/6. A score of 80% is mastery)