Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
Sixth	**Reading**		**The Author's View Point**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
2 weeks	**Third Quarter**	- Steps of the writing process - Differences between fictional literature and non-fictional literature

Unit Description

The students will be looking at a variety of informational texts from a variety of places. The 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 newspaper article that they will analyze and write a multi-paragraph explanation of the author's point of view or purpose for writing the article. The students will need to use their comprehension and critical thinking skills to defend their opinion and support their ideas.

Common Core Standard	**6.RI.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Summative Assessment	The students will demonstrate analysis of informational text by writing a multi-paragraph summary explaining the purpose and strategies an author uses to convey his point of view or purpose.
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 Newspapers, at least 10 advertisements, one copy per student of *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself*, Interactive Student Notebook, highlighters

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	The teacher puts an advertisement up on the board. Teacher asks the students to write down these two questions in their interactive student notebooks: "what is the purpose of this advertisement?" and "how does the author/illustrator convey his/her view?" The instructor directs the students to write down the answers to these questions and states after five	The teacher passes out a copy of *Narrative of the Life of Frederick Douglass an American Slave* to every student. The teacher directs the students to read through the article one time. After the students are finished, they are instructed to write a brief summary in their notebooks that describes the author's purpose of point of view. The teacher will call on students randomly to read their	The teacher hands out the summative assignment 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 newspapers on the	After the articles are highlighted and cutout, the teacher review the steps to the summative assignment with them. They will begin the prewriting process for their article. During this session, the students will pre-write and write their rough draft. The teacher will define	The instructor passes around a stapler so students can attach the article to the final copy of their summary. The teacher collects the work which will be assessed using the READING focused Scoring Guide and Rubric.

	minutes, they will be sharing their ideas on this advertisement to their partners. After they have shared, the instructor models his/her thought process when answering the two questions. The internal thought process is said aloud so the students can see the instructor's thoughts. The teacher separates the students into groups and passes out packets of printed advertisements. The students will have group discussions on "what is the purpose of this advertisement?" and "how does the author/illustrator convey his/her view?" The groups will have 30 minutes prepare their opinions and then they will share them with the class	summary. They are reminded a good summary should be 1 – 3 sentences. After the sharing, the teacher asks the students to reread the article. This time they will take a highlighter and highlight every detail or strategy they recognize that supports the author's purpose for writing or his point of view. The instructor will allow sufficient time and monitor the students as they work. When the class is ready, the article will be projected on the board. The instructor will guide the class and they discuss the details that support the author's purpose for writing.	front table in the classroom. The teacher will instruct them that they have 30 minutes to read through the paper and select an article that they will use to write their summary. After the students have cut out their article, they will be given a highlighter so they can highlight the details and strategies that convey the author's purpose, in the same manner they did for *Narrative of the Life of Frederick Douglass an American Slave.*	the process of self-edit using the scoring rubric as a guide. The students are reminded the two underlining questions that have driven the unit: "what is the purpose of this article?" and "how does the author convey his/her view?" Students begin their final copy upon completion of their editing.	

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities	The students look at the advertisement the teacher puts up on the board. The students write, "what is the purpose of this advertisement?" and "how does the author/illustrator convey his/her view?" in their notebooks. They have five minutes to answer	The students will read *Narrative of the Life of Frederick Douglass an American Slave* one time. After they are finished, the students will write a brief 1 -3 sentence summary in their notebooks. The teacher will call on students randomly to read their	The students will actively listen to the instructor as the expectations and timeline is given for the summative assessment. The students have the opportunity to have their questions	During this session, the students will write their rough draft and self-edit their writing using the scoring rubric.	Students will staple their article to their final copy summary and submit the summary for teacher evaluation.

	these questions. They are directed to write down their thoughts in their interactive notebooks. The students will share with their ideas with their shoulder partners. They will then listen and take notes as the instructor demonstrates his/her thought process when they are analyzing the purpose of an advertisement. After the guided practice, the students will get in groups and discuss the two questions for a variety of printed advertisements. The students will write the groups thoughts on a piece of butcher paper. After 30 minutes, each group will share their thoughts with the class.	summary. After the sharing, the students will reread the article. They will highlight every detail or strategy they recognize that supports the author's purpose for writing or his point of view. Then, with teacher guidance, the students will discuss the words, phrases, details in this article that support the author's purpose or point of view. The students will make any corrections to their article.	answered before they begin. The students will select a newspaper section from the front of the room and have 30 minutes to select and article. Once they cutout the article, they will highlight the words, phrases, details in this article that support the author's purpose or point of view. This will give them the details needed to answer the questions "what is the purpose of this article?" and "how does the author convey his/her view?"		

Summative Assessment Assignment Sheet: The Author's View Point

Student Name_____
Date_____

Assignment:

1. Look through the provided articles and choose one article for your summary.
2. Read the article.
3. Highlight words, phrases, and details the author uses to convey his purpose.
4. Brainstorm/pre-write in order to write a multi-paragraph explanation that conveys the point of view of the author and the strategies the author uses to get his/her point to the reader.
5. Write a thesis that describes what main points of the article will be explained in your supporting paragraphs.

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6. Write a rough draft.
7. Write your final copy in ink or word-processed.
8. Attach your article to your final copy.

REMEMBER: "What is the purpose of this article?" and "How does the author convey his/her view?"

Student Name: _____

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

Summative Assessment: The students will demonstrate analysis of informational text by writing a summary explaining the purpose and strategies an author uses to convey his point of view or purpose.

Reading Trait	Reading Rubric Criteria	Score			
		F 1-2	A 3	M 4	E 5-6
Ideas & Content	**1. The summary identifies the author's purpose or point of view of the text. (reflects reading standard)**				
	2. The explanation summarizes the information in the newspaper article. (reflects reading standard)				
	3. The summary provides direct examples from the article to support the author's purpose or point of view. (reflects reading standard)				
	4. The summary explains the strategies the author uses (word choices, facts, and opinions) to convey his purpose or point of view. (reflects reading standard)				

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 6/6A score of 80% is mastery..)