Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
3rd grade	Reading		What's the author's point of view and what's mine?

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days- 60 minutes/day	2nd quarter	Reading Standards for Informational Text Craft and Structure RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Unit Description: This unit is a thematic unit using poetry from the Core Knowledge Sequence. The students begin the unit by making questions to determine the author's point of view and then answering the questions themselves. As the unit progresses students complete this process more independently. The students are assessed at the end of the week by completing a Venn Diagram with a new poem.

Standards: See instructions on page 15.	Reading Standards for Informational Text Craft and Structure 3-. 6. Distinguish their own point of view from that of the author of a text.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will complete a Venn Diagram with the poem "Jimmy Jet and His TV Set." They will determine the similarities and differences between their point of view and the author's.
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 students will be assessed on a Venn Diagram. The students will get one point for each statement on their Venn Diagram. On the left, they will have to write 3 statements of their own point of view about the poem. On the right, they will write 3 statements of the point of view of the author. In the middle they will write 3 statements about the similarities of their point of view and the author's point of view. The students will score a 7 out of 9 which is at least a 70% to demonstrate mastery of the content.
Materials/Resources Needed *Include all items for the entire unit.*	White boards, poems, venn diagrams.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Objective: Students will determine the author's point of view. Anticipatory Set: Students write on their white boards, "What does point of view mean?" Instructional input/ modeling: Read the poem "Knoxville, Tennessee" by Nikki Giovanni. Discuss the author's purpose/ point of view. Ask: What is she describing? What do you know about the author from this text? Guided Practice: Make a list of observations about the author's point of view. Active Participation: Ask students: what is a question you might ask to find out if a person shares the same point of view as the author? For example: What is your favorite season. Independent Practice:	Objective: Students will distinguish their own point of view from that of the author of a text. Anticipatory Set: Remind students of Knoxville, TN Poem and ask them "What their favorite season is?" What is the author's favorite season? Instructional Input/modeling: Explain that part of reading is being able to interpret an author's point of view while distinguishing your own. Guided Practice: Model answering the questions to distinguish the similarities and differences between my point of view and the author's. Model completing a Venn diagram with the author's point of view list and my own answering to the questions. Verbally distinguish your point of view from the author by expressing the	Objective: Students will distinguish their own point of view from that of the author of a text. Anticipatory Set: Students will write on their white boards, how they feel about bees. Let's look at an author's point of view on bees. Instructional Input/ Modeling: Read "The Bee" by Isaac Watts. Review point of view with students. Guided Practice: Students will make a list of the author's point of view based on the reading. Record class generated list on the board. In groups, students will turn that list into questions to ask themselves in order to compare their point of view with the author's. (every student in the group should write these down on their own form) Allow recorders from the groups to write	Objective: Students will distinguish their own point of view from that of the author of a text. Anticipatory Set: Students will write on their white boards: Why is it important to distinguish your own point of view from an author's? Instructional Input/Modeling: Remind students of 1) process of reading text carefully and 2) making observations about the author's point of view 3) Writing questions based on observations 4) Answer questions based on student's own point of view. 5) Use Venn diagram to organize similarities and differences. 6) Express those similarities and differences verbally. Guided Practice: Give students three passages of text with strong point of view. Read through them as a class. Give an example of using the same process	Objective: Students will demonstrate mastery of distinguishing their own point of view from that of the author of a text. Anticipatory Set: Ask students to write on their white boards: What is point of view? And how can you know if you have the same point of view as an author? Instructional Input/Modeling: Review point of view and previous lessons with students. Read the poem, "Jimmy Jet and His TV Set" by Shel Silverstein as a class. Explain that the students will get one point for each statement on their Venn Diagram. They will have to have 3 of their own point of views on one side, 3 point of views of the author and 3 similarities in the middle. Assessment: Student will complete a Venn diagram distinguishing their own point of view from author's.

	Make a list of questions you might ask based on those observations to determine if someone shares the point of view of the author. Closure: Students share some of the questions they created.	differences and similarities. Independent Practice: Students will answer questions on their Venn diagrams. Closure: Students will get with a partner and talk about the differences and similarities between their point of view and the author's point of view.	questions on the board – lining up with the observations. Independent Practice: Distribute Venn diagram and allow students to fill in differences and similarities between their point of view and the author's. Students will individually answer questions on form. Closure: With a partner, students will distinguish their point of view from the author's.	with one of the passages. Independent Practice: Students will go through the process with each passage, completing a Venn diagram for each. Closure: Which author did you agree with most? Which author did you disagree with most?	Closure: After assessments are collected, ask students if they have the same point of view as the author?

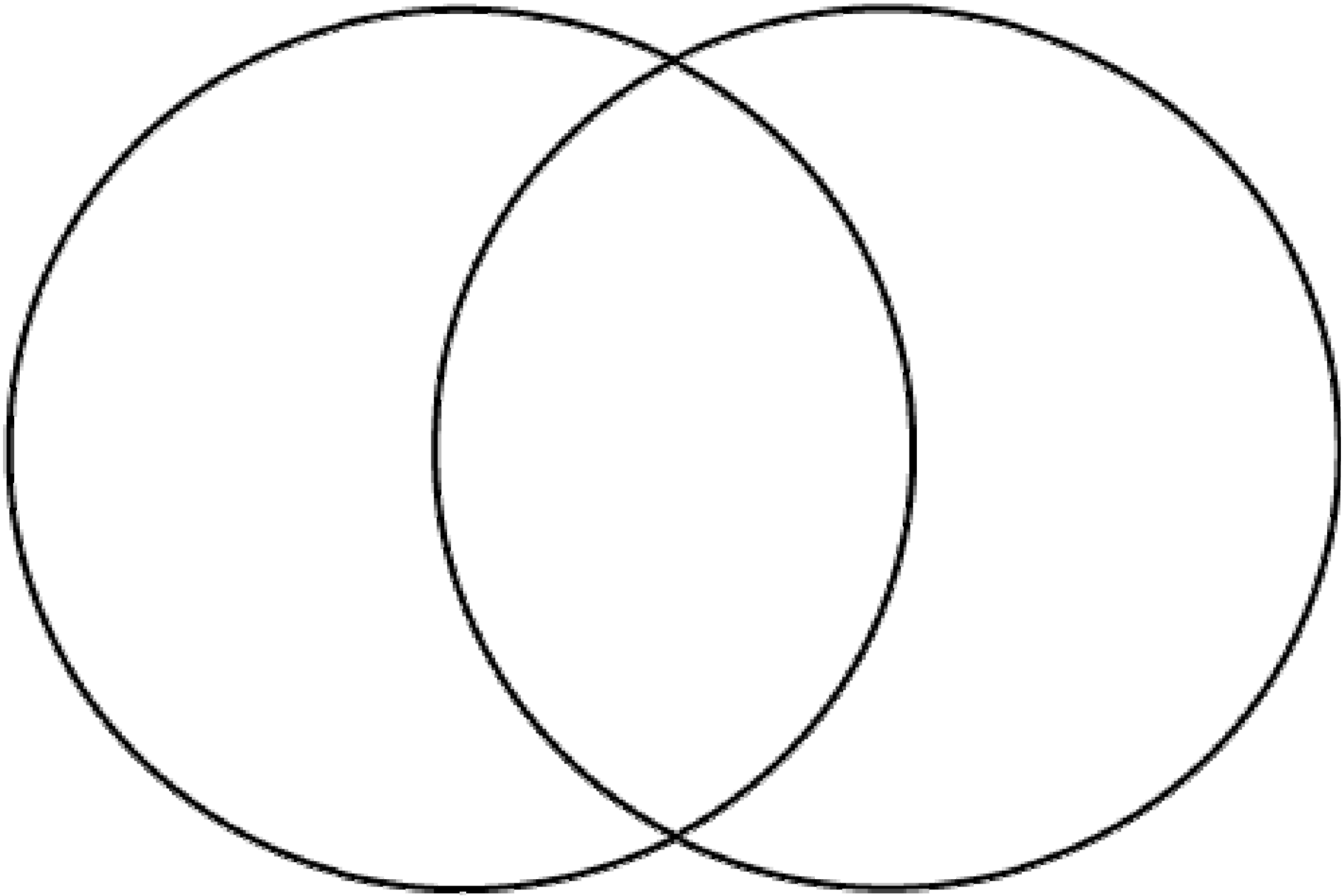
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Students write on their white boards, "What does point of view mean?" Students read the poem "Knoxville, Tennessee" by Nikki Giovanni. Discuss the author's purpose/ point of view. Students discuss: what is she describing? What do you know about the author from this text? Students make a list of observations about the author's point of view. Students discuss: what is a question you might ask to find out if a person shares the same point of view as the author? For example: What is your favorite season. Students will make a list of questions you might ask based on those observations to determine if someone shares the point of view of the author. Students share some of the questions they created.	Students discuss: "What is your favorite season? What is the author's favorite season? Students answer questions to distinguish the similarities and differences between their point of view and the author's. Students will answer questions on their Venn diagrams. Students will get with a partner and talk about the differences and similarities between their point of view and the author's point of view.	Students will write on their white boards, how they feel about bees. Students read "The Bee" by Isaac Watts. Students will make a list of the author's point of view based on the reading. In groups, students will turn that list into questions to ask themselves in order to compare their point of view with the author's. (every student in the group should write these down on their own form) Recorders from the groups will write questions on the board – lining up with the observations. Students to fill in differences and similarities on their Venn Diagram between their point of view and the author's. Students will individually answer questions on form. With a partner, students will distinguish their point of view from the author's.	Students will write on their white boards: Why is it important to distinguish your own point of view from an author's? Students review steps to determine your point of view and the author's point of view. Students will read three passages of text with strong point of view. Students will go through the process with each passage, completing a Venn diagram for each. Students will discuss Which author did you agree with most? Which author did you disagree with most?	Students write on their white boards: What is point of view? And how can you know if you have the same point of view as an author? Students read the poem, "Jimmy Jet and His TV Set" by Shel Silverstein as a class. Students review how assessment will be graded. Students will complete a Venn diagram distinguishing their own point of view from author's. After assessments are collected, ask students if they have the same point of view as the author?

Point of View

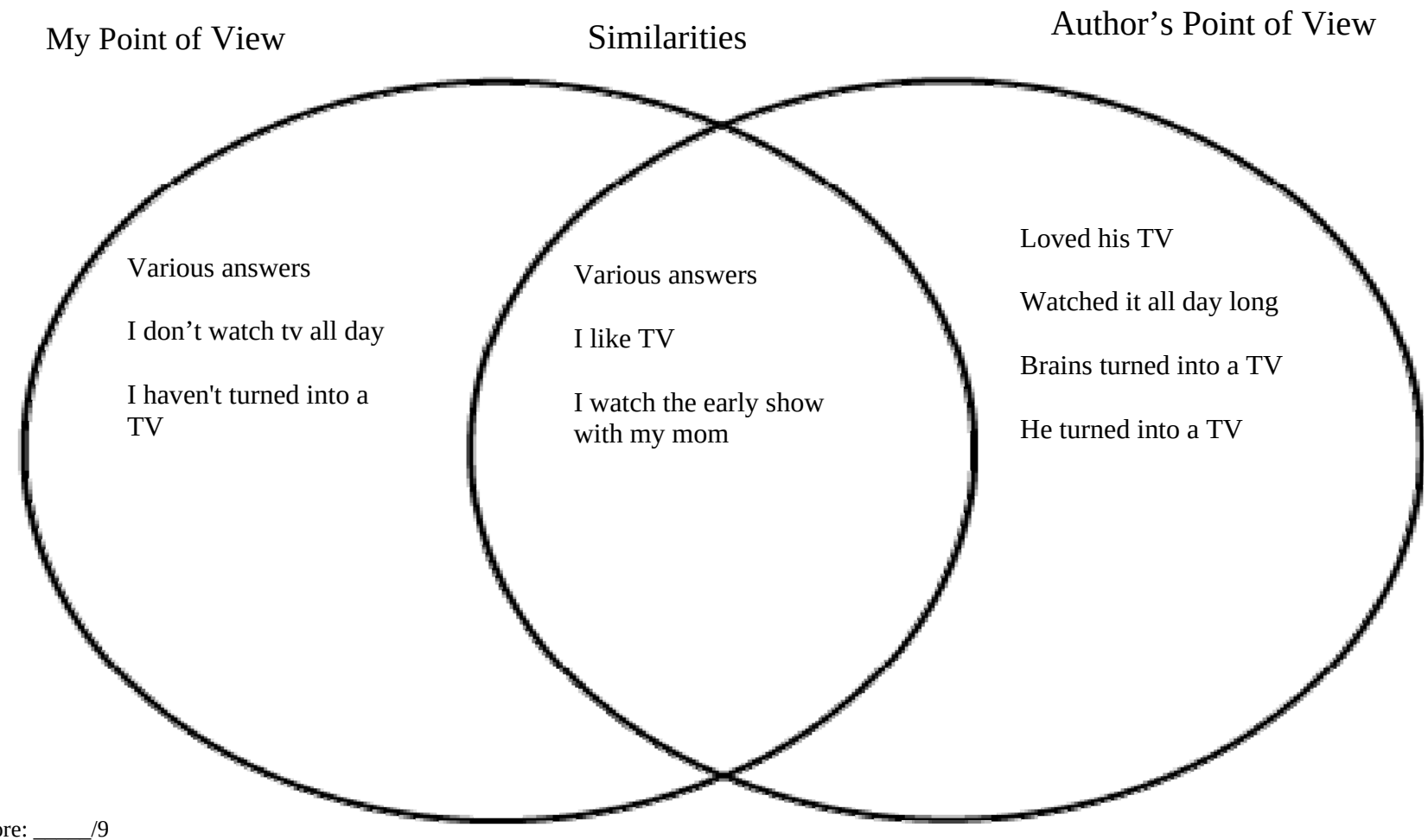
My Point of View

Similarities

Author's Point of View



Point of View



Score: _____/9

Each correct statement on the Venn Diagram is worth one point. 7 out of 9 points is the minimum needed for mastery.

Number correct:	Percent:	
0-4	0% -49%	Falls Far Below
5-6	50%-69%	Approaches
7-9	70%-100%	Meets Mastery Level