**RI.7.6** Determine an author’s point of view or purpose in a text and analyze how the author distinguished his or her position from that of others (e.g., how the delivery of a speech affects the impact of the words).

**Strategy/Lesson Suggestions**

**About/Point.**

About-Point is a silent reading strategy where students pause at

logical points and complete this phrase: This section/paragraph is *about*

\_\_\_\_\_\_\_\_\_\_\_; and the *point* is\_\_\_\_\_\_\_\_\_\_\_. Students can use it when

reading difficult material to help recall information (Bouchard, 2005).

1. Choose and distribute a short informational text piece.

2. When modeling, read a section or paragraph to students or assign

them to read it with partners.

3. Distribute and display the About/Point chart and model its use.

Demonstrate, how to find and record the “About”.

4. Demonstrate, how to find and record the details next to “Point”

 Periodically assign students to write about-point statements and

use them to start class discussions by asking students to read

them.

 As students read text by different authors, a discussion of how the

author distinguishes his or her position from that of others.

**Grab Bag Purpose**

This strategy helps students identify an author's purpose:

to entertain, inform, persuade or describe. The teacher collects various

writing samples from a number of sources (newspaper articles, captions with

photo, comics, advertisements, etc.) and laminates them. There should be

many examples of each type of author's purpose. The laminated writing

samples are placed in a grab bag. Students take turns pulling writing samples

out of the bag and identifying the author's purpose. Students give reasons for

their answer in a reading response journal.

**Assessment FOR Learning Suggestions**

**About/Point.**

When finished reading, students use their collection of

“About/Point phrases” to construct a short essay outlining the authors point

of view or purpose in a text. The completed essay will also include an

analysis of how the author distinguishes his or her point of view from other

or conflicting points of view. Special emphasis is placed on textual evidence

and specific language the author used.

**About/Point.**

Students write a short essay that defines the author’s point of

view. They are then given an alternate point of view from a different text on

the same topic and conduct a comparison and synthesis of ideas.

*Prior to working on written products, students and teachers work together to*

*develop rubrics which clearly outline expectations and success criteria.*

**Comparison and synthesis of Ideas*.***

Students are given two or more texts which address a similar topic or issue from varying points of view. After closely reading each text, students “synthesize” the meaning of each and

construct an original informative/explanatory essay “to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content” (W.9-10.2). Self, peer-to-peer and teacher-to-student feedback continually maintains an objective focus on the words the author used within each text; how they are similar and how they contrast in meaning and tone.

**Grab Bag Purpose.**

Feedback is continually provided throughout the exercise

and formal/informal assessment is prevalent. Assessment results from the

activity are used to place students into small groups for targeted learning

opportunities the following day.

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