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| **Focus: Informational text**  Author’s purpose, perspective, tone  **Materials:** copies of the student notes, copies of the practice passage, highlighter, pen/pencil, glue |
| **Before Reading:**  **Discussion:** (The following script is a sample discus about author’s purpose and perspective. Feel free to use your own examples.)   1. **Say to scholars**: Why do you watch movies? Why do you listen to music? Why do you read textbooks? Why do people read maps on their phones when they are traveling? All of your responses lead to a particular reason or purpose for doing things. You are probably familiar with the PIE for **author’s purpose.** 2. Say to scholars: Draw a pie in your journal. Divide it into four slices. Label the top of the page, author’s purpose. Write a type of author’s purpose in each pie slice: Persuade, Inform, Entertain, and share. There are other reasons why authors create or write texts. The other reasons can fall into one of these four categories. We will go deeper with author’s purpose by looking at why authors use certain words and literary devices. 3. After we determine why the author wrote a particular text, we also need to determine the author’s opinion or **viewpoint** about the topic. The **viewpoint** is also referred to as the **author’s perspective**. |
| **During Reading:**  **Say to scholars:**   1. Glue the practice passage(s) in your journal. 2. **Practice:** Let’s read the practice passage together and focus on why the author wrote the passage.   Our criminal justice system today is a disgrace. Modern day criminals have more rights than an honest citizen ever imagines were written into our US Constitution. Murdered and rapists are typically set free on legal technicalities and seldom face jail time. While that scum is back to work finding new victims, the pleas of those they have killed, aimed, or violated go unheard. Until we begin giving some real consideration to people who obey the law, instead of those who break it, things are going to continue getting worse.  The **author’s purpose** is to:   1. Describe the actions of the criminal 2. Compare criminals with honest citizens 3. Inform the reader about the extent of crime in America 4. Criticize our criminal justice system   **Say to scholars:**  Let’s find and highlight the words in the passage that helped you to determine the author’s purpose.  *(Think aloud with students how to figure out the purpose. Turn the answer choices into questions. Then, look for the answers. Ask: Where does the author describe the criminals’ actions? Where does the author compare criminals with honest citizens? Where does the author inform or give us information about crime in America? Where does the author criticize the criminal justice system? What does the word criticize mean?)*  **Say to scholars:** You Try it!  (Select the practice passages, “The Cost of Crime Adds Up” and/or “Study: Teenage Brain Lacks Empathy”)   1. Let’s read it together and highlight words that show how the author feels. 2. In the margin, write the heading Tone. How does the author feel about the topic? Now, write the (answer) **tone** in margin. 3. Why did the author write the passage? (**Purpose**) Remember PIEs. 4. How would you describe the author’s **viewpoint** about the topic? 5. Let’s tackle the multiple choice questions. 6. Glue the passage in your journal. |
| **After Reading:**  Pretend you have to teach author’s purpose and perspective to a new student. But you can only tell the student three key things about the topic. What three things would you tell the new student? |
| **Wrapping Up:**   * Complete North Star forms. * Gather and store materials. * Read lesson #13 for the next session. |

**Think Aloud Passage:**

Our criminal justice system today is a disgrace. Modern day criminals have more rights than an honest citizen ever imagines were written into our US Constitution. Murdered and rapists are typically set free on legal technicalities and seldom face jail time. While that scum is back to work finding new victims, the pleas of those they have killed, aimed, or violated go unheard. Until we begin giving some real consideration to people who obey the law, instead of those who break it, things are going to continue getting worse.

**Practice Passages:**

It is estimated that honeybees play a role in $20 billion worth of US crops each year. These hard-working insects not only pollinate flowers and the fruits and vegetables we eat, but also pollinate cotton for clothing, crops for animal feed, and nuts and seeds for oils. Humans reap another especially sweet benefit of honeybee labor: honey, of course.

1. What is the topic of the passage?
2. Highlight the words that show how the author feels towards the topic. Label the words tone.
3. How would you describe the author’s **tone** based on the highlighted details?
4. Why do you think the author wrote this passage? Which words in the passage helped you to determine the **author’s purpose**? Write author’s purpose in the margin. Write the author’s purpose underneath the heading.

Until this month, the intersection of Madison and Washington had been home to a pleasant mix of mom-and-pop store, as well as a park with more than a dozen old oak trees. A used bookstore, a family run diner, and a much needed shoe repair shop all made the corner unique.

Now that is all gone---it has been mowed down by the bulldozers of big business. In its place will spring up a huge, ugly “super center” and an even huge parking lot.

1. What is the topic of the passage? What’s going on?
2. Which phrase from the passage helps create the tone? Highlight the phrase that shows how the author feels towards the topic. Label the phrase tone.
3. How would you describe the author’s **tone** based on the highlighted details?
4. Why do you think the author wrote this passage? Which words in the passage helped you to determine the **author’s purpose**? Write author’s purpose in the margin. Write the author’s purpose underneath the heading.
5. Which sentence best describes the author’s perspective on this topic? Highlight the sentence. Label it Perspective.