

CRAFT AND STRUCTURE

ANCHOR 6

English Language Arts Standards Reading: Informational Text ANCHOR 6

Reading Anchor 6: Assess how point of view or purpose shapes the content and style of a text.

K	First	Second	Third	Fourth	Fifth
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Distinguish their own point of view from that of the author of a text.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Demonstration 239

Collaborative Engagement 248

Independent Application 251

Decision Tree for Reading: Informational Text ANCHOR 6

Do my students need focused instruction in relation to Reading Anchor 6?

Anchor 6 is aimed at helping students *consider the ways in which purpose and point of view affect content and style*. (Refer to your grade-level standards for specific details.)

When some or all of your students could use support in this area, it is recommended that you start the process by implementing three types of instruction in sequence over the course of about a week:



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Independent Application
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The initial demonstration requires just one session (to be repeated as needed), leaving one or two days for collaborative engagement and one or two days to begin the independent applications, which become ongoing as you choose. If you find during any phase of the instruction that some or all of your students could use more intensified support, it is recommended that you consider the lesson for intensifying the instruction.



Do my students need intensified support with evaluating text?

Evaluating is a comprehension strategy that involves considering author intents and viewpoints and how they influence what is included in a text. Students who rarely show critical thinking about text, or who seem hesitant to express their own viewpoints, can benefit from support with evaluation. See page 247.

Demonstration

Anchor 6 requires that students *consider the ways in which an author's purpose and point of view affect content and style*. The goal is for students to explore the notion that texts are created for particular purposes and written from particular points of view. We “see” the information under the influence of the person who is sharing it. For example, a farmer telling the story of a groundhog tunneling under the barn might focus on the cost of damage and possible solutions. We might note a tone of frustration. A biologist telling the same story might focus on what makes an ideal habitat and might take a more matter-of-fact tone. Considering point of view helps students evaluate text and think critically about its content.

The present lesson is designed to help K–5 students consider point of view in relation to various texts and to build a common language for conversation and group activity in relation to this standard. This lesson may be implemented several times, using a different text each time.

1. **Choose the text.** Choose a text or text set that will lead to interesting discussions about point of view. Figure RIT 6.2 features a recommended starter list.
2. **Introduce the text and the concept.** Let students know that you would like to discuss the author's point of view regarding the content at hand and that they will later be expected to follow up with an activity in a small group. After you have read more than one text on the issue, you can begin to make point-of-view comparisons across texts.
3. **Demonstrate and discuss the concept.** Read the text aloud, pausing at points during and after the reading to show the students how you think about point of view. Figure RIT 6.1 offers a starter set of prompts designed to support student development in relation to Reading Anchor 6.

READING ANCHOR 6: Prompts to Support Teacher-Led Modeling and Discussion

Kindergarten and First Grade

Who is the author of this text? Who is the illustrator? Let's discuss what the author taught. Let's discuss what the illustrator taught. (Figure RIT 6.3 provides a template for response.)

Second Grade

Let's discuss why we think the author wrote this text. What does the author want to answer/explain/describe? How do you think the author feels about this topic/issue? (Figure RIT 6.4 provides a template for response.)

Third Grade

Let's discuss why we think the author wrote this text. How do you think the author feels about this topic/issue? Do you feel the same? Let's discuss how our points of view are similar or different. (Figure RIT 6.5 provides a template for response.)

Fourth Grade

Let's discuss why we think the author wrote this text. What do we think the author feels about this topic/issue?
We have a firsthand and a secondhand account to compare. How are they similar and different in their focus? (Figure RIT 6.6 provides a template for response.)

Fifth Grade

Let's discuss why we think the author wrote this text. What do you think the author thinks/feels about this issue?
We have two accounts to compare. How are they similar and different in terms of the point of view presented? (Figure RIT 6.6 provides a template for response.)

Figure RIT 6.2

Recommended Informational Text for Teaching Point of View in Grades K–5		
Grade	Standards	Recommended Texts
K	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<ul style="list-style-type: none"> • <i>Actual Size</i>, by Steve Jenkins • <i>Mama</i>, by Jeanette Winter • <i>It's a Good Thing There Are Insects</i>, by Allan Fowler • <i>What Boo and I Do</i>, by Laura Williams • <i>Two Eyes, a Nose, and a Mouth</i>, by Roberta Intrater
1	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> • <i>Almost Gone: The World's Rarest Animals</i>, by Steve Jenkins • <i>Just for Elephants</i>, by Carol Buckley • <i>Autumn Leaves</i>, by Ken Robbins • <i>Ibis: A True Whale Story</i>, by John Himmelman • <i>Oil Spill!</i> by Melvin Berger
2	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> • <i>Martin Luther King and the March on Washington</i>, by Frances Ruffin • <i>A Weed Is a Flower: The Life of George Washington Carver</i>, by Alike • <i>If the World Were a Village: A Book About the World's People</i>, by David Smith • <i>Throw Your Tooth on the Roof</i>, by Selby Beeler • <i>The Story of Ruby Bridges</i>, by Robert Coles
3	Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> • <i>Passage to Freedom: The Sugihara Story</i>, by Ken Mochizuki • <i>Encounter</i>, by Jane Yolen • <i>Letting Swift River Go</i>, by Jane Yolen • <i>If a Bus Could Talk: The Story of Rosa Parks</i>, by Faith Ringgold • <i>Faithful Elephants</i>, by Yukio Tsuchiya
4	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<p>The Story of Ruby Bridges</p> <ul style="list-style-type: none"> • <i>The Story of Ruby Bridges</i>, by Robert Coles • <i>Ruby Bridges</i>, by Ruby Bridges and Grace Maccarone • <i>The Education of Ruby Nell</i>, by Ruby Bridges Hall, www.rubybridges.com/story.htm • <i>Ruby Bridges the Movie Part 1/9</i> (10 minutes 22 seconds), www.youtube.com/watch?v=klj5fgaKzIk&feature=related <p>The Story of the Fourteen Cows</p> <ul style="list-style-type: none"> • <i>14 Cows for America</i>, by Carmen Agra Deedy • <i>Cows: Cows and the Maasai</i> by Peachtree Publishers, http://14cowsforamerica.com/cows_complete.pdf • "Where 9/11 News Is Late, But Aid Is Swift," by Marc Lacey, www.nytimes.com/2002/06/03/international/africa/03KENY.html <p>The Story of Chiune Sugihara</p> <ul style="list-style-type: none"> • <i>Passage to Freedom: The Sugihara Story</i>, by Ken Mochizuki • <i>One More Border: The True Story of One Family's Escape from War-Torn Europe</i>, by William Kaplan and Shelley Tanaka • <i>About Chiune Sugihara</i>, www.visasforlife.org/sugihara.html • <i>Chiune and Yukiko Sugihara</i>, www.jewishvirtuallibrary.org/jsource/Holocaust/sugihara.html • <i>Chiune (Sempo) Sugihara</i>, www.ushmm.org/wlc/en/article.php?ModuleId=10005594

(continues)

Figure RIT 6.2 (continued)

Recommended Informational Text for Teaching Point of View in Grades K–5		
Grade	Standards	Recommended Texts
5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<p>Colonization</p> <ul style="list-style-type: none"> • <i>A Picture Book of Christopher Columbus</i>, by David Adler • <i>Encounter</i>, by Jane Yolen • <i>Examining the Reputation of Christopher Columbus</i>, by Jack Weatherford, www.hartford-hwp.com/Taino/docs/columbus.html <p>English Only</p> <ul style="list-style-type: none"> • <i>Home to Medicine Mountain</i>, by Santiago Chiori • <i>Cheyenne Again</i>, by Eve Bunting • Debate Rages on Over English Only Policies, www.youtube.com/watch?v=cHVRDay8UEk&feature=fvvr • Debate on Spanish Speakers Refusing to Learn English! www.youtube.com/watch?v=-S55FSjZHn8&feature=related <p>Global Warming</p> <ul style="list-style-type: none"> • Global warming articles (Whyfiles), http://whyfiles.org (search global warming) • Global warming website (Environmental Protection Agency), www.epa.gov/climatechange/kids/ • <i>Global Warming</i> (Thinkquest), http://library.thinkquest.org/CRO215471/global_warming.htm www.clean-air-kids.org.uk/globalwarming.html

Figure RIT 6.3

Author and Illustrator

Name: _____ Date: _____

Title: _____

What the
Author
Taught

What the
Illustrator
Taught