

ANALYZING AUTHOR'S PURPOSE

8.RI.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.

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STUDENT FEEDBACK GUIDE	A feedback tool for students to complete following the lesson set.

ANALYZING AUTHOR'S PURPOSE

TEACHER NOTES

8.RI.2.B, Lessons 1–3

UNIT OVERVIEW

This unit examines how to determine and analyze the author's point of view and purpose in an argumentative text. Students examine the words and ideas the author uses and the author's response to conflicting viewpoints.

Lesson 1: In this lesson, students identify an author's point of view by examining the words the author uses. First, you model how to find words that show an author's position and how to determine the connotation of the words. Then students work in partners to identify and determine the connotations of words in the lesson's text that show the author's point of view.

Lesson 2: In this lesson, students identify the author's purpose by looking at the main ideas and evidence the author provides. You model how to find text evidence that supports the author's purpose; then student pairs practice identifying additional examples.

Lesson 3: In this lesson, students analyze the conflicting viewpoints or evidence in the text. You will model how to find conflicting viewpoints and explain why they are used in the text. Student pairs will analyze the text and use a graphic organizer to identify how the author responds to the conflicting viewpoints and evidence.

Research Findings	Lesson Strategies, Approaches, or Activities
<p>“CCR6 [Common Core Reading 6] takes readers into a more intimate understanding of texts and author's choices. It focuses on how authors develop texts as well as how a simple change in point of view can alter the information they convey to their readers.”</p> <p>(Sisson & Sisson, 2014, p. 68)</p>	<p>In Lessons 1 and 2, students identify the author's point of view and purpose by examining the words and phrases the author chooses to use. In Lesson 3, students consider how the author of an argumentative piece develops the text by including conflicting views and how the evidence changes when the viewpoint changes.</p>
<p>“When reading with students, we emphasize that all texts have a purpose—that the author wants to convey specific information for a particular reason. The more students understand this concept, the deeper their comprehension and appreciation of text will become.”</p> <p>(Sisson & Sisson, 2014, p. 75)</p>	<p>Students examine the main ideas and evidence in a text to discover the author's purpose in Lesson 2.</p>

<p>“Secondary students should also receive explicit reading instruction in order to meet the CCSS, including, but not limited to, the ability to determine word meaning and analyze the impact of word choice; analyze the author’s point of view and response to conflicting viewpoints; and evaluate arguments and claims in text, including the validity of the reasoning and sufficiency of the evidence.”</p> <p>(Swanson et al., 2016, p. 219)</p>	<p>Students analyze word choice and point of view in Lesson 1. They then analyze the argument’s construction of main ideas, reasons, and evidence in Lesson 2. In Lesson 3, students examine conflicting viewpoints and evidence and how the author responds to them.</p>
<p>A classroom community that involves collaboration between teacher and students lets students develop a sense of ownership in learning.</p> <p>(Olson, 2003)</p>	<p>All three lessons include collaborative discussions between the teacher and class and between student partners.</p>

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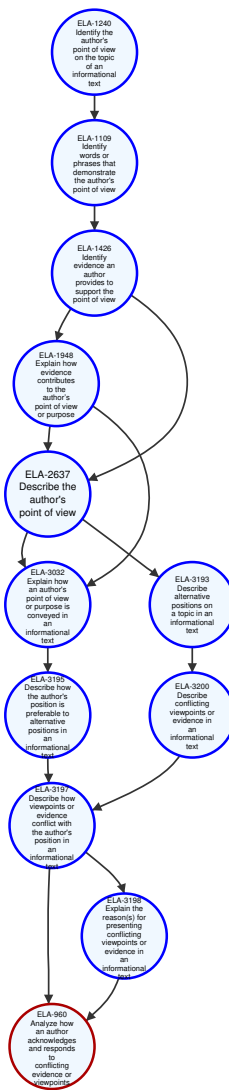
ANALYZING AUTHOR'S PURPOSE

LEARNING MAP TOOL

8.RI.2.B

STANDARD

8.RI.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.



**Learning map model for 8.RI.2.B.*

Node ID	Node Name	Node Description
ELA-960	ANALYZE HOW AN AUTHOR ACKNOWLEDGES AND RESPONDS TO CONFLICTING EVIDENCE OR VIEWPOINTS	Analyze how an author of an informational text accounts for evidence and viewpoints made in other informational texts that run contrary to the author's point of view.
ELA-1109	IDENTIFY WORDS OR PHRASES THAT DEMONSTRATE THE AUTHOR'S POINT OF VIEW	Identify the words and phrases an author uses that demonstrate their point of view on the topic of an informational text.
ELA-1240	IDENTIFY THE AUTHOR'S POINT OF VIEW ON THE TOPIC OF AN INFORMATIONAL TEXT	Identify the author's thoughts, feelings, and opinions about the topic in an informational text.
ELA-1426	IDENTIFY EVIDENCE AN AUTHOR PROVIDES TO SUPPORT THE POINT OF VIEW	Identify the specific points, examples, or evidence that an author uses to support their point of view about the topic of an informational text.
ELA-1948	EXPLAIN HOW EVIDENCE CONTRIBUTES TO THE AUTHOR'S POINT OF VIEW OR PURPOSE	Explain how the details and evidence in an informational text contribute to the author's point of view on the topic or purpose for writing the text.
ELA-2637	DESCRIBE THE AUTHOR'S POINT OF VIEW	Describe the author's thoughts, feelings, and opinions about the topic of an informational text.
ELA-3032	EXPLAIN HOW AN AUTHOR'S POINT OF VIEW OR PURPOSE IS CONVEYED IN AN INFORMATIONAL TEXT	Explain how the facts, details, ideas, concepts, and other information in an informational text convey the author's point of view on the topic or the author's purpose for writing the text.
ELA-3193	DESCRIBE ALTERNATIVE POSITIONS ON A TOPIC IN AN INFORMATIONAL TEXT	Describe the alternative positions or points of view on the topic mentioned by the author in an informational text.
ELA-3195	DESCRIBE HOW THE AUTHOR'S POSITION IS PREFERABLE TO ALTERNATIVE POSITIONS IN AN INFORMATIONAL TEXT	Use the supporting details and evidence in an informational text to describe how the author's position or point of view on the topic is preferable to the alternative positions or points of view mentioned by the author.
ELA-3197	DESCRIBE HOW VIEWPOINTS OR EVIDENCE CONFLICTS WITH THE AUTHOR'S POSITION IN AN INFORMATIONAL TEXT	Describe how conflicting viewpoints or evidence diverges from the author's position on the topic in an informational text.
ELA-3198	EXPLAIN THE REASON(S) FOR PRESENTING CONFLICTING VIEWPOINTS OR EVIDENCE IN AN INFORMATIONAL TEXT	Explain the reason(s) the author presents viewpoints or evidence that conflicts with the author's position on the topic in an informational text.
ELA-3200	DESCRIBE CONFLICTING VIEWPOINTS OR EVIDENCE IN AN INFORMATIONAL TEXT	Describe the conflicting viewpoints or evidence the author mentions in an informational text in comparison to the author's position on the topic.

IDENTIFYING THE AUTHOR'S POINT OF VIEW

INSTRUCTIONAL ACTIVITY

8.RI.2.B, Lesson 1

LEARNING GOAL

In this lesson, students determine the author's point of view by identifying the positive or negative connotations of the words the author uses.

STANDARD

8.RI.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.

PREPARATION

Before the lesson, select an argumentative text from a curriculum resource that has been purchased for individual student use, such as a class set of textbooks. Be sure the text includes references to conflicting views or evidence. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

MATERIALS & HANDOUTS

- ▶ argumentative text
 - ▶ whiteboard or chart paper
 - ▶ [STUDENT HANDOUT: FINDING AUTHOR'S POINT OF VIEW](#)
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IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can find words in the text that show the author's point of view."

Tell the class that today they will read a text that takes a clear position on a topic that is debatable. **Ask** students if they are familiar with the terms *pro* and *con*. Ask for a volunteer to give the definition of each. **Write** the definitions on the board: *Pro* means for or in support of. *Con* means against. **Tell** students that today they will determine the position the author takes in the text by looking for words and phrases that show the author's viewpoint.

For a warm-up activity, **write** two headlines on the board or chart paper, such as the following:

- ▶ CARDINALS CRUSH BEARS, 24–0.
- ▶ CARDINALS WIN OVER BEARS, 24–0.

Direct students to discuss with a partner any words that show a clear position. Invite pairs to share their thinking with the class.

Ask students, “Which headline takes a stronger position?” Instruct students to explain their answers by referring to specific words in the headlines.

Explain that authors choose their words to convey a specific meaning to the reader. The author's words may have a positive, negative, or neutral connotation. Connotation is the feeling associated with a word. **Explain** that in informational text, the author's position and word choice are often neutral, for example when the text explains how something works or describes the topic. In an argumentative or persuasive text, the author takes a clear position for or against a topic.

Ask students which word in the headlines has a stronger connotation and why. **Call on** volunteers to explain the difference between *crush* and *win*. Are the connotations positive or negative or neutral? Ask students to explain their answers.

Explain that the class will now read the text and determine the author's point of view by looking at the connotations of the author's words. The connotations will show whether the author is for or against the text topic.

Read the text with the class. Then **pass out** [STUDENT HANDOUT: FINDING AUTHOR'S POINT OF VIEW](#).

Show the handout on the projector and **ask** for a volunteer to identify the text's topic. **Write** the topic on the handout and instruct students to write it on their own copies.

Explain that students will find words and phrases that show how the author feels about the topic and will write them in the first column. If the word or phrase shows a positive opinion toward the text's topic, place a checkmark in the *For* column. If the word or phrase shows a negative opinion, place a checkmark in the *Against* column. **Model** an example.

Release students to work in pairs. Circulate and ask the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING

Determine if the student can **IDENTIFY WORDS OR PHRASES THAT DEMONSTRATE THE AUTHOR'S POINT OF VIEW (ELA-1109)**:

- | | | |
|---|---|--|
| <ul style="list-style-type: none">▶ What words or phrases show how the author feels?▶ Is the author for or against the topic? How do you know? | <ul style="list-style-type: none">▶ What is the connotation of this word?▶ Does this word show a positive or a negative opinion? | <ul style="list-style-type: none">▶ How does the author feel? Angry? Excited? Sad?▶ Based on these words and phrases, what is the author's point of view? |
|---|---|--|

Invite volunteers to share some of the words and phrases they selected and to explain the connotations.

Direct students to write the author's point of view at the bottom of the handout. **Call on** students to share their thinking with the class.

Explain that in the next lesson, students will use the author's point of view to help them determine the author's purpose for writing the text.

Collect handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

FINDING AUTHOR'S POINT OF VIEW

STUDENT HANDOUT

Lesson 1

Text Topic:

Word or Phrase	For	Against

Explain the author's point of view.

DETERMINING AUTHOR'S PURPOSE

INSTRUCTIONAL ACTIVITY

8.RI.2.B, Lesson 2

LEARNING GOAL

In this lesson, students determine the author's purpose by looking at the main ideas and evidence the author presents in the text.

STANDARD

8.RI.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.

MATERIALS & HANDOUTS

- ▶ argumentative text from Lesson 1
 - ▶ **STUDENT HANDOUT: AUTHOR'S PURPOSE**
 - ▶ whiteboard or chart paper
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IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can determine the author's purpose for writing the text based on the evidence and ideas in the text."

Remind students that in the previous lesson, they found words and phrases that show how the author feels about the topic. **Call on** volunteers to define *point of view*. Write answers on the board or chart paper.

Invite students to share the words and phrases from the Lesson 1 handout that show the author's point of view. Record responses.

Ask students to define *connotation*. Remind them that connotation is the feeling associated with a word. Connotations can be positive, negative, or neutral.

Tell the class that today they will identify the author’s purpose—why the author wrote the article. They will find evidence and ideas in the text that explain why the author wrote it.

Reread the text with the class. Then, **write** on the board: What is the author’s purpose for writing this text?

Remind students that in the previous lesson, they determined how the author feels about the topic by the words they use. Students determined that the author either supports the topic or is against it. The words and phrases they found reflect the positive or negative feelings of the author.

Tell students that now they will find the main ideas in the text. For each idea or claim the author makes, students will find the text evidence the author gives to support that idea.

Call on a student to share a main idea or claim from the text. Write the response on the board or chart paper. Then **direct** students to locate the reasons or evidence the author gives as support and record responses. Work through another example.

Pass out [STUDENT HANDOUT: AUTHOR’S PURPOSE](#). **Instruct** students to work with a partner or trio to find more main ideas and supporting evidence.

As students work, **walk around** and check for understanding.

CHECKING FOR UNDERSTANDING		
<p>Determine if the student can IDENTIFY EVIDENCE AN AUTHOR PROVIDES TO SUPPORT POINT OF VIEW (ELA-1426):</p> <ul style="list-style-type: none">▶ What evidence justifies the author’s feelings about the topic?▶ What evidence does the author use to support the point of view?	<p>Determine if the student can EXPLAIN HOW EVIDENCE CONTRIBUTES TO THE AUTHOR’S POINT OF VIEW OR PURPOSE (ELA-1948):</p> <ul style="list-style-type: none">▶ How does the author support the main ideas?▶ If the author did not include this piece of evidence, how would the text change?	<p>Determine if the student can EXPLAIN HOW AN AUTHOR’S POINT OF VIEW OR PURPOSE IS CONVEYED IN AN INFORMATIONAL TEXT (ELA-3032):</p> <ul style="list-style-type: none">▶ What is the author’s purpose for writing this text?▶ How does the author show the purpose?▶ How does this idea or piece of evidence show the author’s purpose?

Direct students to think about the main ideas and evidence in the text and write a description of the author’s purpose on the handout.

When students have completed the handout, **invite** volunteers to share their answers.

Collect handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

DETERMINING THE AUTHOR'S PURPOSE

STUDENT HANDOUT

Lesson 2

Main Idea

Evidence

Main Idea

Evidence

What is the author's purpose in writing this text?

How does the author's evidence show the purpose?

ANALYZING CONFLICTING VIEWPOINTS

INSTRUCTIONAL ACTIVITY

8.RI.2.B, Lesson 3

LEARNING GOAL

In this lesson, students identify how the author addresses conflicting viewpoints or evidence in the text.

STANDARD

8.RI.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.

MATERIALS & HANDOUTS

- ▶ argumentative text from previous lessons
 - ▶ whiteboard or chart paper
 - ▶ **STUDENT HANDOUT: CONFLICTING VIEWPOINTS**
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IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can find conflicting evidence or viewpoints in the text and explain how the author responds to them.

Tell students that today they will find where the author addresses an opposing viewpoint. **Direct** students to discuss with a partner reasons it is important to address people who think differently.

Ask volunteers to share their ideas, and write responses on the board or chart paper. Some possible responses may be that it shows people you care about their opinions or that it makes your argument stronger.

Next, **instruct** partners to share ways to persuade others to see their view. If students struggle with this, use an example, such as how they might get their parents to let them do something. **Say**, “For example, you may want to go to a movie at 9 pm, but your parents say no. What can you say that will help them see your viewpoint?”

Give students a few minutes to discuss. Ask for volunteers to share. If students need further guidance, **say**, “First, you might tell your parents that you understand that it is late and could be unsafe. Then you might explain that your friend’s parent will be seeing a different movie at the same time or that five of your friends are going and you will stay together.”

Tell students that in an argumentative text, the author uses the same approach. The author addresses the conflicting viewpoint and gives evidence that weakens the opposing argument. This is called refutation. When you refute something in an argument, you say, “You may feel _____ but _____. You acknowledge the conflicting view, explain your viewpoint, and give supporting evidence. This makes your argument stronger because you show why your ideas are better than the other side.

Remind students that in the previous lessons, they found the author’s viewpoint (whether the author is for or against the topic). They also identified the ideas and evidence that show why the author wrote the text. Today, the class will look back through the text to determine whether the author refutes or addresses a conflicting argument.

Tell students that sometimes an author uses transition words to introduce the opposite view. **Display** a list of transitions, such as *yet, nevertheless, nonetheless, after all, but, however, though, otherwise, on the contrary, in contrast, notwithstanding, and on the other hand*.

Reread the text with the class. **Pass out** [STUDENT HANDOUT: CONFLICTING VIEWPOINTS](#). **Explain** that students will work with partners to find where the author addresses an opposite viewpoint and to determine how the author responds to it.

While students work, **circulate** and collect evidence about student thinking.

CHECKING FOR UNDERSTANDING		
<p>Determine if the student can DESCRIBE ALTERNATIVE POSITIONS ON A TOPIC IN AN INFORMATIONAL TEXT (ELA-3193):</p> <ul style="list-style-type: none">▶ What alternative position does the author present?▶ How did you find the alternative position?	<p>Determine if the student can DESCRIBE HOW VIEWPOINTS OR EVIDENCE CONFLICTS WITH THE AUTHOR’S POSITION IN AN INFORMATIONAL TEXT (ELA-3197):</p> <ul style="list-style-type: none">▶ How does this viewpoint differ from the author’s?▶ How does this piece of evidence conflict with the author’s view?	<p>Determine if the student can ANALYZE HOW AN AUTHOR ACKNOWLEDGES AND RESPONDS TO CONFLICTING EVIDENCE OR VIEWPOINTS (ELA-960):</p> <ul style="list-style-type: none">▶ What does the author say in response to this conflicting evidence or viewpoint?▶ What evidence or explanation does the author use to refute the conflicting viewpoint?

Invite several pairs to share their handouts. **Collect** handout.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

CONFLICTING VIEWPOINTS

STUDENT HANDOUT

Lesson 3

Conflicting Viewpoint	Author's Response

How did the author's refutation strengthen their position or argument?

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ANALYZING AUTHOR'S PURPOSE

STUDENT FEEDBACK GUIDE

8.RI.2.B, Lesson 1–3

Directions: For each learning goal, circle the sentence that best matches what you can do.

Learning Goal	Level 1	Level 2	Level 3
Explain how words and phrases show the author's point of view.	I can find words that show the author's point of view.	I can describe the connotation of words and phrases that show the author's point of view.	I can describe the connotation of words and phrases and explain how they show the author's point of view.
Determine how the author's point of view or purpose is conveyed through specific details and evidence.	I can identify one detail and explain how the author uses it to show the point of view or purpose.	I can identify two details and explain how the author uses them to show the point of view or purpose.	I can identify multiple details and evidence and explain how the author uses them to show the point of view or purpose.
Analyze conflicting views or evidence and describe how the author responds.	I can identify one detail that conflicts with the author's point of view.	I can identify a viewpoint that conflicts with the author's point of view and its supporting evidence.	I can identify a conflicting point of view, cite its supporting evidence, and explain how the author responds to it.