

# COMPARING POINTS OF VIEW: THE AUTHOR'S AND MINE

**RI.3.6. Distinguish their own point of view  
from that of the author of a text.**

Sarah McKay

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# COMPARING POINTS OF VIEW: THE AUTHOR’S AND MINE

## TEACHER NOTES

RI.3.6, Lessons 1–4

### UNIT SUMMARY

In these lessons, students learn how their personal point of view of a text topic can be similar to and different from the author’s point of view of the topic. These lessons rely on four effective research-based strategies: identifying similarities and differences, graphic organizers, student-led group discussion, and student self-assessment. Using multiple strategies allows students to show what they understand about point of view in different ways.

**Lesson 1:** First, students review how to discover the main topic and purpose of a text, including what the author wants to answer, explain, or describe. Then students discover how to identify a fact and an opinion from the text and practice locating examples of the author’s opinion by completing a whole-group graphic-organizer activity.

**Lesson 2:** In this lesson you use the affinity mapping (or diagraming) method to show students how certain words, phrases, and examples support or demonstrate the author’s point of view. Next, students complete a graphic organizer to practice identifying words, phrases, and examples to help them describe the author’s point of view.

**Lesson 3:** In this lesson, students learn how to use words, phrases, and examples to support or describe their personal point of view on the topic of an informational text. Students complete a graphic organizer to practice identifying their feelings and opinions about the text topic and describing their personal point of view.

**Lesson 4:** In this lesson, students discuss the similarities and differences between their personal point of view on the text topic and the author’s point of view. At the end of the lesson, students independently complete a graphic organizer to discover how their own point of view of a new text is similar to and different from that of the author’s.

## Research Findings

## Lesson Strategies, Approaches, or Activities

<p>When teachers facilitate a discussion rather than lead it, students tend to be more successful in comprehending and making their own meaning of the text. This is an important instructional practice for emerging readers who need to process what they are hearing as well as what they are learning by discussing the text.</p> <p>(Maloch, 1999)</p>	<p>Throughout the lessons, students participate in class discussions using the affinity mapping method, the think-pair-share method, and the concentric circles method. These methods center on student-led discussions in which the instructor is a facilitator rather than a leader.</p>
<p>At this age, students have a difficult time making connections between a text and a newly learned concept. More so, students have trouble making inferences. As a result, providing evidence of how they have applied the newly learned concept to a piece of text proves to be a difficult task. It is necessary to create a process that allows students to see relationships between concepts.</p> <p>(Coté, Goldman, &amp; Saul, 1998).</p>	<p>The lessons use graphic organizers to guide students through the process of identifying and comparing points of view. Graphic organizers help students comprehend how ideas in a text are structured and the patterns that are present.</p>
<p>“The use of small discussion groups and exploratory talk in the classroom” improves student comprehension. “Exploratory talk [may] allow students to use the skills they possess and already use out of school to deal with the curriculum they are expected to master in the classroom.”</p> <p>(Sweigart, 1991, p. 493)</p>	<p>In these lessons students engage in exploratory talk by discussing their points of view of the text topic and relating it to other students’ and the author’s ideas.</p>
<p>“Presenting students with explicit guidance in identifying similarities and differences” and “asking students to independently identify similarities and differences enhances students’ understanding of and ability to use knowledge.”</p> <p>(Marzano, Pickering, &amp; Pollock, 2001, p. 15)</p>	<p>In Lesson 4, students identify similarities and differences between their personal point of view of a text topic and the author’s point of view.</p>

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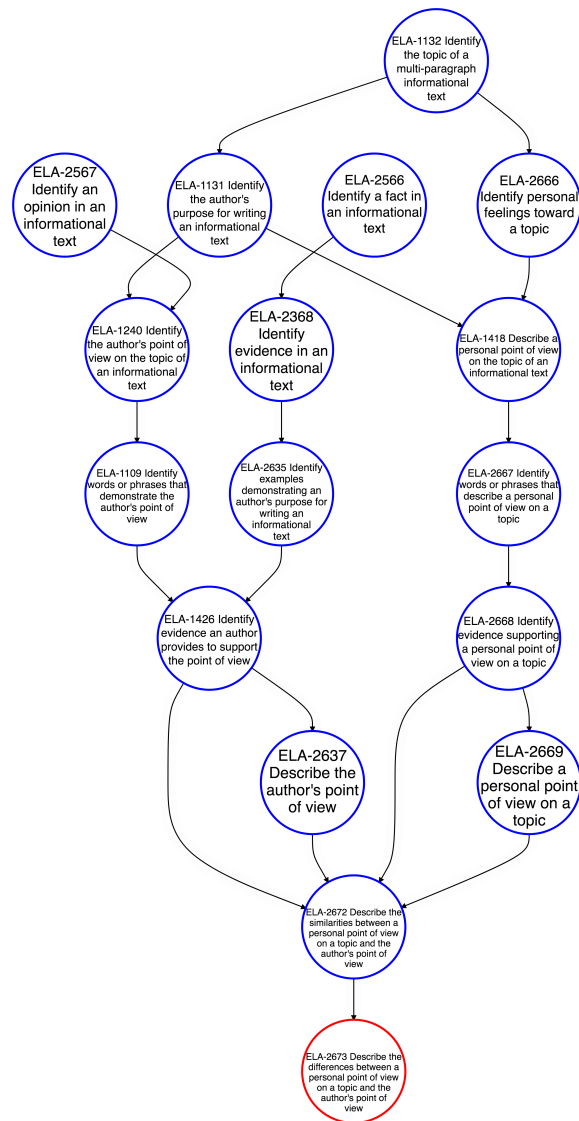
# COMPARING POINTS OF VIEW: THE AUTHOR'S & MINE

## LEARNING MAP TOOL

RI.3.6

### STANDARD

**RI.3.6** Distinguish their own point of view from that of the author of a text.



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*\*Learning map model for RI.3.6.*

Node ID	Node Name	Node Description
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-1131	IDENTIFY THE AUTHOR'S PURPOSE FOR WRITING AN INFORMATIONAL TEXT	Identify whether the author wrote an informational text to answer a question, explain a process, or describe a topic.
ELA-1132	IDENTIFY THE TOPIC OF A MULTI-PARAGRAPH INFORMATIONAL TEXT	Identify the main topic of a multiparagraph informational text as well as the focus of specific paragraphs within the 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-1418	DESCRIBE A PERSONAL POINT OF VIEW ON THE TOPIC OF AN INFORMATIONAL TEXT	Use the details presented in an informational text to form an opinion on the topic and indicate a personal point of view about the topic of the 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-2368	IDENTIFY EVIDENCE IN AN INFORMATIONAL TEXT	Identify evidence that provides indirect factual support for a point made in an informational text. (At this time, students may be unable to identify the point the evidence directly supports.)
ELA-2566	IDENTIFY A FACT IN AN INFORMATIONAL TEXT	Identify a fact in an informational text that relates to the topic of the text.
ELA-2567	IDENTIFY AN OPINION IN AN INFORMATIONAL TEXT	Identify an opinion in an informational text that relates to the topic of the text.
ELA-2635	IDENTIFY EXAMPLES DEMONSTRATING AN AUTHOR'S PURPOSE FOR WRITING AN INFORMATIONAL TEXT	Identify specific points and evidence in an informational text that demonstrate the author's 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-2666	IDENTIFY PERSONAL FEELINGS TOWARD A TOPIC	Consider the information provided in an informational text and identify personal feelings regarding the topic of the text.
ELA-2667	IDENTIFY WORDS OR PHRASES THAT DESCRIBE A PERSONAL POINT OF VIEW ON A TOPIC	Identify words or phrases that describe personal thoughts, feelings, and opinions about the topic of an informational text.
ELA-2668	IDENTIFY EVIDENCE SUPPORTING A PERSONAL POINT OF VIEW ON A TOPIC	Identify evidence in an informational text that supports personal thoughts, feelings, and opinions about the topic of an informational text.
ELA-2669	DESCRIBE A PERSONAL POINT OF VIEW ON A TOPIC	Describe personal thoughts, feelings, and opinions about the topic of an informational text.
ELA-2672	DESCRIBE THE SIMILARITIES BETWEEN A PERSONAL POINT OF VIEW ON A TOPIC AND THE AUTHOR'S POINT OF VIEW	Use relevant details to describe how a personal point of view on the topic of an informational text and the author's point of view are similar.

ELA-2673	DESCRIBE THE DIFFERENCES BETWEEN A PERSONAL POINT OF VIEW ON A TOPIC AND THE AUTHOR'S POINT OF VIEW	Use relevant details to describe how a personal point of view on the topic of an informational text and the author's point of view are different.
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# FINDING THE AUTHOR'S POINT OF VIEW

## INSTRUCTIONAL ACTIVITY

BY SARAH MCKAY

RI.3.6, Lesson 1

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### LEARNING GOAL

In this lesson, students learn how to determine the author's point of view on the topic in an informational text.

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### STANDARD

**RI.3.6** Distinguish their own point of view from that of the author of a text.

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### PREPARATION

Before the lesson, select an informational text with at least four paragraphs that describes or explains a science or social studies issue (for example, endangered animals). Arrange to display the first two paragraphs of the text for the class. Two additional paragraphs will be used in Lesson 2. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

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### MATERIALS & HANDOUTS

- ▶ white board or large piece of paper
  - ▶ displayed informational text
  - ▶ four sticky notes per student
  - ▶ **STUDENT HANDOUT: THE AUTHOR'S OPINIONS AND FEELINGS**
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### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can identify the author's point of view on the topic in an informational text."

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**Remind** students that after reading an informational text, it is important to identify the topic and the author's purpose for writing the text. **Display** and read the following questions. **Explain** that the class will explore answers to the questions to help summarize and understand the text.

- ▶ What is the topic of the text?
- ▶ What is the author's purpose for writing the text?
- ▶ What is the author trying to answer, explain, or describe?

**Read** aloud the first two paragraphs of the text. **Instruct** small groups or partners to discuss the questions in order one at a time.

**Walk around** and check for understanding as students discuss.

CHECKING FOR UNDERSTANDING	
Determine if the student can <b>IDENTIFY THE TOPIC OF A MULTI-PARAGRAPH INFORMATIONAL TEXT (ELA-1132)</b> : <ul style="list-style-type: none"><li>▶ What is the text about? How do you know?</li></ul>	Determine if the student can <b>IDENTIFY THE AUTHOR'S PURPOSE FOR WRITING AN INFORMATIONAL TEXT (ELA-1131)</b> : <ul style="list-style-type: none"><li>▶ Why did the author write the text?</li><li>▶ Is the author trying to answer a question?</li><li>▶ Is the author trying to explain a process?</li><li>▶ Is the author trying to describe an event?</li></ul>

**Review** the correct answers with the class.

**Explain** that to discover the author's point of view, it is important to know the difference between fact and opinion. **Display** the definitions of *fact* and *opinion* and explain how these two terms differ from one another. **Provide** an example for each term or incorporate your own activity for review.

Next, **display** the definition of *point of view*: an author's thoughts, feelings, and opinions about the topic. Read the definition and provide examples. **Refer** back to the definitions of *fact* and *opinion*, and ask students to identify which term is related to point of view. **Encourage** students to share examples of their reasoning to help make the connection that point of view incorporates opinions.

**Tell** students that to determine the author's point of view, they will find reasons and evidence in the text. The reasons and evidence give the reader clues about how the author feels and thinks. **Instruct** students to reread the informational text to look for evidence. Students should record two facts and two opinions from the text (one on each sticky note).

**Draw** a T-chart on the whiteboard or large sheet of paper and **label** one side of the T-chart *fact* and the other *opinion*. **Tell** the students to place their sticky notes on the correct part of the T-chart. **Facilitate** a class

discussion by going through each sticky note and asking students what makes the sticky note a fact or an opinion. **Walk around** and **ask** the Checking for Understanding questions as students discuss.

CHECKING FOR UNDERSTANDING	
Determine if the student can <b>IDENTIFY A FACT IN AN INFORMATIONAL TEXT (ELA-2566)</b> : <ul style="list-style-type: none"><li>▶ How is a fact different from an opinion?</li></ul>	Determine if the student can <b>IDENTIFY AN OPINION IN AN INFORMATIONAL TEXT (ELA-2567)</b> : <ul style="list-style-type: none"><li>▶ What is an opinion in the text?</li></ul>

**Finish** discussing any remaining sticky notes.

**Pass out** **STUDENT HANDOUT: THE AUTHOR’S OPINIONS AND FEELINGS**. **Explain** that an author has a point of view on the topic of an informational text. The author displays his or her point of view by including opinions. The point of view is the author’s thoughts, feelings, and opinions about the topic. **Refer** to the handout and **show** the students how they will sequentially locate the topic, author’s opinion, author’s feelings, and feeling and thinking words.

**Reread** the text with the students; then **ask** the students to complete the handout. **Circulate** and **ask** the Checking for Understanding questions. If students are still struggling with identifying the topic, refer back to the previous Checking for Understanding questions.

CHECKING FOR UNDERSTANDING
Determine if the student can <b>IDENTIFY THE AUTHOR’S POINT OF VIEW ON THE TOPIC OF AN INFORMATIONAL TEXT (ELA-1240)</b> : <ul style="list-style-type: none"><li>▶ What should you look for in a text to help you identify the author's point of view?</li><li>▶ What is the author's opinion about the topic?</li></ul>

**Collect** and **review** what the students have written in the handout.

For a discussion of the research that supports this instructional model, see the **TEACHER NOTES** for this lesson set.

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# THE AUTHOR'S OPINIONS AND FEELINGS

## STUDENT HANDOUT

Lesson 1

What is the topic of the text?



What is the author's opinion of the topic?



What are the author's feelings about the topic?



What feeling or thinking words or phrases helped you discover the author's point of view?

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# DESCRIBING THE AUTHOR'S POINT OF VIEW

## INSTRUCTIONAL ACTIVITY

BY SARAH MCKAY

RI.3.6, Lesson 2

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### LEARNING GOAL

In this lesson, students learn how to describe the author's point of view.

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### STANDARD

**RI.3.6** Distinguish their own point of view from that of the author of a text.

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### PREPARATION

Before the lesson, prepare to display the Lesson 1 excerpt with an additional two paragraphs of the text included. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

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### MATERIALS & HANDOUTS

- ▶ white board or two large pieces of paper
  - ▶ displayed informational text
  - ▶ eight sticky notes per student (four in one color and four in a different color)
  - ▶ one marker per student
  - ▶ [STUDENT HANDOUT: THE AUTHOR'S POINT OF VIEW](#)
  - ▶ blank paper
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### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can describe the author's point of view."

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**Reread** the two informational paragraphs from the previous lesson. **Facilitate** a discussion with the following questions.

- ▶ Who is the author?
- ▶ What is the author trying to tell the reader? How do you know?
- ▶ Is the author telling, describing, explaining, or arguing for something?
- ▶ What word or phrase from the first two paragraphs supports your answer?

**Explain** that the author uses specific words and phrases that demonstrate or describe his or her point of view. On the whiteboard or paper, **write**, “words or phrases that demonstrate the author’s point of view.”

**Ask** students to read the additional two paragraphs independently and find words or phrases that may show the author’s point of view. **Instruct** the students to find one word or phrase in each paragraph. **Pass out** four sticky notes of the same color to each student and allow students to use a marker to record their words and phrases.

**Walk around** and **check** for understanding as students complete the activity.

CHECKING FOR UNDERSTANDING	
Determine if the student can <b>IDENTIFY WORDS OR PHRASES THAT DEMONSTRATE THE AUTHOR’S POINT OF VIEW (ELA-1109)</b> :	Determine if the student can <b>IDENTIFY EVIDENCE AN AUTHOR PROVIDES TO SUPPORT THE POINT OF VIEW (ELA-1426)</b> :
<ul style="list-style-type: none"><li>▶ Which words show what the author thinks about the topic?</li></ul>	<ul style="list-style-type: none"><li>▶ Can you find a detail that supports the author’s opinion?</li></ul>

**Direct** the students to organize their sticky notes on the whiteboard by grouping them according to similarities. **Facilitate** a class discussion about the groups and **draw** lines between words that are similar to show students the connections between words and how the words demonstrate the author’s point of view (this is called affinity mapping).

**Explain** that the text contains examples that demonstrate the author’s point of view. These examples can be points or pieces of evidence. **Pass out** the remaining four sticky notes to each student. On another area of the whiteboard or using another large piece of paper, **write**, “examples that demonstrate the author’s point of view.” **Ask** students to reread the text independently and find four examples that show or support the author’s point of view. **Instruct** students to find one example in each paragraph, and explain that many examples may contain the words or phrases found in the previous activity. **Circulate** to **check** for understanding as students complete the activity.

**Direct** students to place their sticky notes on the whiteboard and create another affinity map. **Facilitate** a class discussion about the map. If possible, **draw** lines between the two affinity maps to show the connection between finding words that show the author's point of view and finding the points and pieces of evidence that show and support the author's point of view.

**Explain** that after identifying words, phrases, and examples that demonstrate the author's point of view, it is time to describe the author's point of view.

**Pass out** [STUDENT HANDOUT: THE AUTHOR'S POINT OF VIEW](#).

**Instruct** the students to reread the text and then complete the handout. **Circulate** and **check** for understanding.

CHECKING FOR UNDERSTANDING	
Determine if the student can <b>DESCRIBE THE AUTHOR'S POINT OF VIEW (ELA-2637)</b> : <ul style="list-style-type: none"><li>▶ What does the author think about the topic? How do you know?</li></ul>	Determine if the student can <b>IDENTIFY PERSONAL FEELINGS TOWARD A TOPIC (ELA-2666)</b> : <ul style="list-style-type: none"><li>▶ Do you agree or disagree with the author's point of view? Why do you agree or disagree?</li></ul>

**Arrange** students in a circle and use a round-table discussion to **review** the last box of the handout. **Direct** the students to describe the author's point of view. Rotating clockwise, **allow** each student to respond at least one time.

To close the lesson, **ask** students to take out a blank sheet of paper and respond to the following question: What are your own feelings about the topic of this text?

**Collect** the handout and exit slips. You will use the text and exit slips in Lesson 3.

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

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# THE AUTHOR'S POINT OF VIEW

## STUDENT HANDOUT

Lesson 2

What words or phrases in the text describe the author's point of view? Explain your answer.



What examples from the text demonstrate the author's point of view?



What is the author's point of view?

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# DESCRIBING A PERSONAL POINT OF VIEW

## INSTRUCTIONAL ACTIVITY

BY SARAH MCKAY

RI.3.6, Lesson 3

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### LEARNING GOAL

In this lesson, students learn how to describe their own point of view on the topic of an informational text.

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### STANDARD

**RI.3.6** Distinguish their own point of view from that of the author of a text.

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### MATERIALS & HANDOUTS

- ▶ Lesson 2 exit slips
- ▶ displayed informational text from Lesson 2
- ▶ [STUDENT HANDOUT: YOUR POINT OF VIEW](#)

Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

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### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can describe my own point of view on the topic of an informational text.”

**Pass** back the students’ exit slip responses from the previous lesson. **Pair** students and **direct** them to discuss how they answered the question on the exit slip: What are your own feelings about the topic of this text?

To complete this think-pair-share activity, **ask** each set of partners to tell the class what they discussed.

**Reread** the informational text with the students as you see needed. **Explain** to students that their feelings about the descriptions and details the author provides will help them form a personal point of view about the text topic. **Ask** students to think about what their personal point of view might be.

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**Assemble** students for a concentric-circles activity, with one circle of students inside a second circle with the same number of students. **Direct** students to sit or stand facing the students in the other circle so that each student has a partner. **Ask** students to discuss their opinion about the text topic with the student in front of them. After about thirty seconds, **instruct** students in the inner circle to rotate. **Direct** students to discuss their opinions with their new partner. **Repeat** this activity as many times as necessary. As students discuss, **circulate** and individually **check** for understanding. There is another opportunity to ask the Checking for Understanding questions during the following activity.

CHECKING FOR UNDERSTANDING	
<p>Determine if the student can <b>DESCRIBE A PERSONAL POINT OF VIEW ON A TOPIC (ELA-2669)</b>:</p> <ul style="list-style-type: none"> <li>▶ What is an opinion you have about the text topic?</li> <li>▶ Why do you feel this way?</li> </ul>	<p>Determine if the student is ready to <b>IDENTIFY WORDS OR PHRASES THAT DESCRIBE A PERSONAL POINT OF VIEW ON A TOPIC (ELA-2667)</b>:</p> <ul style="list-style-type: none"> <li>▶ What part of the text gives you that opinion?</li> </ul>

**Direct** students to return to their seats and **pass out** the **STUDENT HANDOUT: YOUR POINT OF VIEW** to each student. **Instruct** students to complete the first, second, and third box in the handout. As students work, **ask** the Checking for Understanding questions above.

When students have finished, **ask** them to bring the handout and return to the concentric circles, being sure to sit or stand in front of a new partner. **Direct** partners to share their thinking from the second box of the handout: What do you think about the text's topic? Next, **instruct** partners to discuss the third box: What words from the text describe your point of view on the text topic? As students talk, **circulate** and **ask** the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING	
<p>Determine if the student can <b>IDENTIFY WORDS OR PHRASES THAT DESCRIBE A PERSONAL POINT OF VIEW ON A TOPIC (ELA-2667)</b>:</p> <ul style="list-style-type: none"> <li>▶ What words lead you to an opinion about the topic?</li> <li>▶ Why did the words or phrases stand out to you?</li> </ul>	<p>Determine if the student is ready to <b>IDENTIFY EVIDENCE SUPPORTING A PERSONAL POINT OF VIEW ON A TOPIC (ELA-2668)</b>:</p> <ul style="list-style-type: none"> <li>▶ What thoughts, feelings, or opinions does the author use that are similar to your own point of view?</li> </ul>

**Instruct** the students to return to their seats and complete the fourth box in the **STUDENT HANDOUT**.

**Review** the students' responses using the think-pair-share method. As partners discuss their responses for the fourth box, **walk around** and **check** for understanding.

## CHECKING FOR UNDERSTANDING

Determine if the student can **IDENTIFY EVIDENCE SUPPORTING A PERSONAL POINT OF VIEW ON A TOPIC (ELA-2668)**:

- ▶ Can you find an example in the text related to your personal point of view?

To close the lesson, **instruct** the students to complete the fifth box on the [STUDENT HANDOUT](#).

**Collect** the handouts for use in Lesson 4.

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

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## YOUR POINT OF VIEW

### STUDENT HANDOUT

Lesson 3

**1.** What are your feelings about the text's topic?

**2.** What do you think about the text's topic?

**3.** What words from the text describe your point of view on the topic?

**4.** What evidence from the text supports your point of view on the topic?

**5.** What is your point of view on the text's topic?

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# COMPARING POINTS OF VIEW

## INSTRUCTIONAL ACTIVITY

BY SARAH MCKAY

RI.3.6, Lesson 4

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### LEARNING GOAL

In this lesson, students learn to identify how their own point of view on a text topic is the same as and different from the author's point of view.

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### STANDARD

**RI.3.6** Distinguish their own point of view from that of the author of a text.

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### PREPARATION

Before the lesson, select a new informational text with a clear point of view on a topic similar to the topic in the Lesson 1 text. On the whiteboard or a large sheet of paper, display the question from the last box of the Lesson 3 [STUDENT HANDOUT: YOUR POINT OF VIEW](#): What is your point of view on the text's topic? Beneath the question, anonymously list some student responses including both model examples and examples that do not exactly go with the topic. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

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### MATERIALS & HANDOUTS

- ▶ white board or large piece of paper
- ▶ displayed informational text used in the previous lessons
- ▶ displayed new informational text
- ▶ [STUDENT HANDOUT: COMPARING POINTS OF VIEW](#)
- ▶ blank paper

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## IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can identify how my own point of view on the text topic is the same as and different from the author’s point of view.”

**Read** the question on the board and **explain** that these are a few student responses from the Lesson 3 handout. **Read** each response and **facilitate** a class discussion, highlighting the different kinds of examples.. During the discussion, **ask** the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING	
Determine if the student can <b>DESCRIBE A PERSONAL POINT OF VIEW ON A TOPIC (ELA-2669)</b> : <ul style="list-style-type: none"><li>▶ How would you describe the points of view of your classmates on the text?</li><li>▶ How are your classmates' views similar to your own point of view?</li></ul>	Determine if the student can <b>DESCRIBE THE SIMILARITIES BETWEEN A PERSONAL POINT OF VIEW ON A TOPIC AND THE AUTHOR’S POINT OF VIEW (ELA-2672)</b> : <ul style="list-style-type: none"><li>▶ What point does the author make in the text that you agree with?</li></ul>

Next, **write** the following question on the board: How is the author’s point of view similar to your point of view? **Ask** the students to brainstorm answers with a partner. As the students discuss and brainstorm, **circulate** and **check** for understanding.

CHECKING FOR UNDERSTANDING	
Determine if the student can <b>DESCRIBE THE SIMILARITIES BETWEEN A PERSONAL POINT OF VIEW ON A TOPIC AND THE AUTHOR’S POINT OF VIEW (ELA-2672)</b> : <ul style="list-style-type: none"><li>▶ In what ways is the author's point of view of the topic the same as your point of view?</li><li>▶ How do you know that you both agree?</li></ul>	Determine if the student can <b>DESCRIBE THE DIFFERENCES BETWEEN A PERSONAL POINT OF VIEW ON A TOPIC AND THE AUTHOR’S POINT OF VIEW (ELA-2673)</b> : <ul style="list-style-type: none"><li>▶ Is there a point the author makes that you disagree with?</li><li>▶ How do you know you disagree?</li></ul>

**Allow** students to share their point of view of the text topic and how their point of view is similar to that of the author’s.

**Write** the following question on the board: How is the author’s point of view of the topic different from your point of view? **Ask** the students to brainstorm answers with a partner. Next, **allow** students to share their

responses with the class, first stating their point of view of the text topic and then sharing how their point of view is different from that of the author's.

**Pass out** [STUDENT HANDOUT: COMPARING POINTS OF VIEW](#). **Display** the new informational text.

**Explain** that by discovering and describing the author's point of view about a topic and their personal point of view, they will be able to identify the similarities and differences between the two points of view. **Instruct** the students to read the new text independently and then complete the handout. As students work, **circulate** and **engage** students in conversation about the steps on the handout.

To close the lesson, **ask** students to take out a blank sheet of paper or write on the back of the handout. The students will respond to the following items: Choose a number from 1 to 4 (4 being the most and 1 being the least) on how well you understand how to compare an author's point of view to your point of view. What do you do well? What do you need more practice with?

**Collect** the students' responses and handouts for feedback about whether further instruction is necessary.

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

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# COMPARING POINTS OF VIEW

## STUDENT HANDOUT

LESSON 4

**Author's Point of View**  
Describe the author's point of view on the topic.

How is the author's point of view on the topic similar to your personal point of view?

List words, phrases, or examples from the text that support the author's point of view.

How is the author's point of view on the topic different from your personal point of view?

What is the topic of the informational text?

**Personal Point of View**  
Describe your own point of view on the topic.

List words, phrases, or examples from the text that support your point of view.

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## COMPARING POINTS OF VIEW

### STUDENT FEEDBACK GUIDE

RI.3.6

**Directions:** For each learning goal, circle the sentence that best matches what you can do on the Lesson 4 handout.

Learning Goal	Level 1	Level 2	Level 3
<b>Find the topic of the text.</b>	I can explain what the text is about.	I can learn the topic of the text by finding points from the text.	I can find text details that show the topic of the text.
<b>Describe the author's point of view.</b>	I can identify the author's point of view about the text topic.	I can find words, phrases, or examples from the text that show the author's point of view.	I can describe the author's point of view with words, phrases, or examples from the text.
<b>Describe a personal point of view.</b>	I know my personal point of view about the text topic.	I can find words, phrases, or examples from the text that support my point of view.	I can describe my point of view with words, phrases, or examples from the text.



<b>Describe how the author's point of view is similar to a personal point of view.</b>	I can find similarities between the author's point of view and my point of view.	I can describe the similarities between the author's point of view and my point of view.	I can use text details that support the similarities between the author's point of view and my point of view.
<b>Describe how the author's point of view is different from a personal point of view.</b>	I can find differences between the author's point of view and my point of view.	I can describe the differences between the author's point of view and my point of view.	I can use text details that support the differences between the author's point of view and my point of view.