



Standard #: LAFS.7.RI.2.6

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Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

General Information

Subject Area: English Language Arts

Grade: 7

Strand: Reading Standards for Informational Text

Idea: Level 3: Strategic Thinking & Complex Reasoning

Cluster: [Craft and Structure](#)

Date Adopted or Revised: 12/10

Content Complexity Rating: [Level 3: Strategic Thinking & Complex Reasoning](#) - [More Information](#)

Date of Last Rating: 02/14

Status: State Board Approved

Assessed: Yes

Test Item Specifications

Item Type(s): This benchmark may be assessed using: [TM](#), [GR](#), [SHT](#) item(s)

N/A

Assessment Limits :

Items may ask about one or more viewpoints. Items may ask about how the author develops a point of view or purpose in the text. Items should not simply address ideas presented by the author if the ideas do not express a particular point of view on the topic. Items may require the student to analyze the author’s purpose in the text.

Text Types :

Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.

Response Mechanisms :

The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.

Task Demand and Sample Response Mechanisms :

Task Demand

Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Sample Response Mechanisms

Selectable Hot Text

- Requires the student to select the author’s point of view or purpose and then to select how the author distinguishes his or her position from that of others.

GRID

- Requires the student to select the author’s point of view or purpose and place into a graphic organizer sentences, words, or phrases that demonstrate how the author distinguishes his or her position from that of others.

Table Match

- Requires the student to complete a table that reflects the author’s point of view or purpose and demonstrates how the author distinguishes his or her position from that of others.

Related Courses

Course Number	Course Title
1000000:	M/J Intensive Language Arts (MC) (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond (current))
1000010:	M/J Intensive Reading 1 (Specifically in versions: 2014 - 2015, 2015 - 2021 (current), 2021 and beyond)
1000020:	M/J Intensive Reading and Career Planning (Specifically in versions: 2014 - 2015, 2015 - 2019, 2019 and beyond (current))
1001040:	M/J Language Arts 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
1001050:	M/J Language Arts 2 Advanced (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
1002010:	M/J Language Arts 2 Through ESOL (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1002180:	M/J English Language Development (MC) (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond (current))
1008040:	M/J Reading 2 (Specifically in versions: 2014 - 2015, 2015 - 2021 (course terminated))

1008050:	M/J Reading 2, Advanced (Specifically in versions: 2013 - 2015, 2015 - 2021 (course terminated))
1100000:	M/J Library Skills/Information Literacy (MC) (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
1700060:	M/J Career Research and Decision Making (Specifically in versions: 2014 - 2015, 2015 - 2019, 2019 - 2022 (current), 2022 and beyond)
1700100:	M/J Critical Thinking, Problem Solving, and Learning Strategies (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
7810012:	Access M/J Language Arts 2 (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond (current))
1002181:	M/J Developmental Language Arts Through ESOL (Reading) (Specifically in versions: 2014 - 2015, 2015 and beyond (current))

Related Access Points

Access Points Number	Access Points Title
LAFS.7.RI.2.AP.6a:	Determine an author's point of view in a text and analyze how the author distinguishes his or her position from that of others.
LAFS.7.RI.2.AP.6b:	Determine an author's purpose for writing the text.

Related Resources

Formative Assessments

Name	Description
What's the Point?:	The student will read an opinion essay entitled "Skateboard Parks: If You Build Them, They Will Come," in order to determine the author's point of view on a community issue. The student will independently complete a graphic organizer to lead him/her to the author's point of view, and will analyze how the author distinguishes his or her position from that of others.
Pirating with Purpose:	The student will analyze the words, phrases, and details the author includes in a text to determine the author's purpose. The student will support his/her assertion of the author's purpose with textual evidence.

Lesson Plans

Name	Description
Child Soldiers Lesson 1: Analysis of News Articles:	In this lesson, students will read a series of three news articles about Sudanese efforts to disband child soldier units. Working in small groups, then partners, and finally independently, students will work to determine the meaning of selected vocabulary from each article, respond to text-dependent questions, and complete a graphic organizer answering the lesson's guiding questions and citing evidence from the text in support of their analysis. Students will then write an extended paragraph in response to one guiding question of their choosing. This is the first lesson of a three part unit that will build towards having the students research and write a paper on child soldiers. Unit overview: This unit will guide students through the process of reading multiple texts to develop knowledge about the topic of child soldiers and will culminate in a final research project. The first lesson focuses on news articles while the second lesson concentrates on one former child soldier's story as portrayed through interviews and his music. As a whole, the unit integrates close reading of multiple sources with speaking and listening activities and provides students with opportunities to write routinely from sources throughout the unit. The unit provides ample occasions for students to read, evaluate, and analyze complex texts as well as routine writing opportunities that encourage reflection.
Close Reading Exemplar: My Mother, the Scientist:	The goal of this three day exemplar from Student Achievement Partner web resources is to give students the opportunity to use reading and writing habits to absorb deep lessons from Charles Hirshberg's recollections of his mother. By reading and rereading the passage closely and focusing their reading through a series of questions and discussions about the text, students will identify how much his mother's struggles and accomplishments meant to both Hirshberg and the wider world. When combined with writing about the passage, and possibly pairing this exemplar study with Richard Feynman's memoir "The Making of a Scientist," students will discover how much they can learn from this mixed genre memoir/biography about what inspires life choices.
Close Reading Exemplar: "Unbroken" and "Farewell to Manzanar":	As students will have previous exposure to the historical themes and factual information about the attacks on Pearl Harbor, the United States involvement in WWII, and the internment of Japanese in camps throughout the western United States, this lesson exemplar will allow students to participate in critical discussion of two stories that illuminate important, yet divergent, experiences of war and conflict. This lesson exemplar will push students to think critically about the experience of wartime as felt by both soldiers and civilians as they navigated specific trials that were a part of their direct or peripheral involvement in WWII.