

<b>Task Title</b>	What's the Point?
<b>Grade Level</b>	7
<b>LAFS</b>	LAFS.7.RI.2.6 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.
<b>Description</b>	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.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Passage entitled "Skateboarding Parks: If You Build Them, They Will Come" (one copy per student)</li> <li>• Developing a Claim graphic organizer (one copy per student)</li> <li>• Teacher key to graphic organizer</li> <li>• Pencils/pens</li> <li>• Teacher Checklist</li> </ul>
<b>Considerations for Planning</b>	<ul style="list-style-type: none"> <li>• This task is bundled with five other tasks and should be completed in the following sequence: LAFS.7.RI.2.6 "What's the Point?" LAFS.7.RI.3.8 "A Trace of Evidence," LAFS.7.W.3.9b "Who's Right?" LAFS.7.L.2.3a "Keep It Simple," LAFS.7.SL.2.4 "A Picture Is Worth a Thousand Words," and then LAFS.7.SL.2.6 "The King's Speech."</li> <li>• Students have prior knowledge of and experience with knowing the difference in author's point of view and author's purpose.</li> <li>• Students have prior knowledge of and experience with identifying and analyzing point of view and purpose.</li> <li>• Students have prior knowledge of and experience with identifying author's word choice that helps develop the point of view and purpose.</li> <li>• Students have prior knowledge of and experience with evaluating how the author distinguishes his/her point of view from that of others.</li> <li>• Students have prior knowledge of and experience with reading and analyzing opinion essays for specific claims and author's point of view and purpose.</li> <li>• Students have prior knowledge of and experience with citing textual evidence to support inferences and assertions.</li> <li>• Teacher may replace the suggested informational text with another grade-level informational text in curriculum.</li> </ul> <p><b>English Language Learner Considerations:</b></p> <ul style="list-style-type: none"> <li>• Show ELLs pictures of a skate park. Discuss the popularity of skateboarding in their heritage countries.</li> <li>• Pre-teach tier two and tier three words using context clues and visuals.</li> <li>• Provide translator dictionaries for ELLs.</li> <li>• Allow ELLs to use highlighters to locate strong supporting evidence.</li> <li>• If possible, show a short video (taken from the Internet) of youths skateboarding on the streets and in a skate park. Discuss how adults might feel about the teens skating in both places.</li> <li>• Allow a student who speaks the same heritage language to translate the text to the ELL whose language proficiency is more limited.</li> <li>• Allow the ELL to retell the information while the teacher models the correct way of filling out the graphic organizer.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Allow paired reading of text, with person 1 reading the first paragraph aloud and then person 2 reading the second paragraph aloud.</li> </ul>
<b>Time Allotment</b>	40–45 minutes  <b>English Language Learner Considerations:</b> Additional time may be needed for pre-teaching ELLs the vocabulary.
<b>Group Size</b>	Individual  <b>English Language Learner Considerations:</b> Consideration should be given when grouping ELLs at lower levels of English proficiency. These students may be grouped with higher-proficiency ELLs or with native speakers of English. Another grouping method is to group ELLs with those who speak the same heritage language.

## Task Directions

1. Teacher introduces the task and states the overall purpose, the expectations for students, and the reason the task is important. Teacher says, “We are going to read an opinion essay called ‘Skateboard Parks: If You Build Them, They Will Come.’ The author of this essay has taken a stance on skateboarders and skateboard parks. We are going to use a graphic organizer to help us determine the author’s point of view about skateboarding. We are also going to determine the author’s purpose, or the reason the author writes, and analyze how the author distinguishes his or her position from that of others. Understanding an author’s point of view helps us determine the validity of what the author is saying.”
2. Teacher presents task directions to students, going over the various steps, student expectations, and materials.
  - Teacher distributes the passage entitled “Skateboard Parks: If You Build Them, They Will Come” to each student and instructs students to read the entire essay independently to become familiar with the topic and what the author is saying about the topic.
  - After students read independently, teacher distributes the Developing a Purpose graphic organizer to each student.
  - Teacher asks a student volunteer to reread the title and the first paragraph of the passage aloud. Once student finishes, teacher asks students, “What is the purpose of the first paragraph? How do you know?” Teacher guides student responses to include “to introduce the topic.”
  - Teacher instructs students to determine the topic and write it in the appropriate box on the graphic organizer. Teacher explains that it is best to start at the bottom of the graphic organizer, identifying the topic, then the problem and explanation, then the author’s position and the competing (opposing) view, and finally the author’s purpose.
  - Teacher reviews the rest of the graphic organizer, and then instructs students to reread the passage to complete the graphic organizer.

3. While students engage in the task, teacher observes, asks questions, and assists students. Teacher utilizes rubric and checklist to determine student performance based on common misconceptions/errors, identify appropriate questions to ask students to elicit evidence of student thinking, and determine next steps for instruction.

### Rubric: What's the Point?

**Level 1:** The student demonstrates a **beginning understanding** of how to determine an author's point of view or purpose and analyzes how the author distinguishes his or her position from that of others.

Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
<p>Student does not determine the author's point of view and/or purpose.</p> <p>Student does not analyze how the author distinguishes his or her opinion from that of others.</p> <p><b>English Language Learner Misconceptions:</b></p> <p>ELLs may have difficulty with the argumentative mode of writing. Read the text with them, stopping to identify words and phrases that support the author's position.</p> <p>Concepts and vocabulary may not be familiar to the ELL.</p> <p>ELLs may not be able to select relevant details to write on the graphic organizer without translation assistance.</p> <p>ELLs may still struggle with understanding the basic concepts of author's claim, types of support, and how authors lay out their arguments in their writing pieces.</p>	<p>"What are some arguments for not having a skateboard park? Why do some people think we should have them?"</p> <p>"What does the phrase 'Despite its popularity' indicate?"</p> <p>"Can you find a sentence in the essay that says why the author is in favor of skateboard parks?"</p> <p>"Which words or phrases does the author use that tell you how he/she feels about skateboard parks?"</p> <p><b>English Language Learner Considerations:</b></p> <p>"Can you show me the words that are unfamiliar to you? What do you think this word means?"</p> <p>"Can you draw me a picture to answer the question?"</p> <p>"Circle any words or phrases that tell you what the author believes about skateboard parks."</p> <p>"Have you been to a skate park? Do they have skate parks in your home country? How do they relate to the</p>	<p>Model problem-solution two-column notes with other opinion essays or letters to the editor.</p> <p>Reteach claim and stance using model text.</p> <p>Model how to select details and examples that help the reader determine the author's position.</p> <p><b>English Language Learner Considerations:</b></p> <p>Teach ELLs the basic components to understand and respond to arguments:</p> <ul style="list-style-type: none"> <li>• Issue</li> <li>• Claims (fact, value, policy)</li> <li>• Emotional appeals</li> <li>• Reasons</li> <li>• Evidence</li> <li>• Opposing viewpoint</li> <li>• Refutations</li> </ul> <p>Continue to teach ELLs how to detect the main issues in a persuasive letter or text and then how to identify multiple solutions for such issues.</p>

Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
	<p>author's opinions or claims in this text?"</p> <p>"Draw a picture of skateboarders and how people might feel about them."</p>	

**Level 2:** The student demonstrates **some understanding** of how to determine an author's point of view or purpose and analyzes how the author distinguishes his or her position from that of others.

Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
<p>Student partially determines the author's point of view and/or purpose.</p> <p>The student partially analyzes how the author distinguishes his or her opinion from that of others.</p> <p><b>English Language Learner Misconceptions:</b></p> <p>ELLs may know most of the vocabulary but still struggle with tier two and tier three words.</p> <p>ELLs may be able to provide more advanced information regarding the questions asked on the graphic organizer. Content, grammar, and syntax will be more sophisticated and opinions and claims more sound than at Level 1.</p>	<p>"What is it that the author is calling for the public to do?"</p> <p>"What would be an opposite way of thinking about the problem? Can you find a sentence in the essay that states something similar to what you said?"</p> <p><b>English Language Learner Considerations:</b></p> <p>"What specific clues, words, or sentences from the text help you detect what the problem and author's position and claim are?"</p> <p>"What is your interpretation of the author's position and claim? Do you agree or disagree?"</p> <p>"What is your competing view? In other words, what additional solution or counterargument do you have to the author's position? Why?"</p>	<p>Review claim statements, both stated and implied.</p> <p>Model both stated and implied competing views using different texts.</p> <p><b>English Language Learner Considerations:</b></p> <p>Have ELLs practice detecting arguments and types of claims from different passages with different genres (if possible, do this activity in pairs/small groups). Then have ELLs write a quick response to such claims to counteract them.</p>

**Level 3:** The student demonstrates a **complete understanding** of how to determine an author's point of view or purpose and analyzes how the author distinguishes his or her position from that of others.

Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
<p>Student determines the author's point of view and/or purpose, with minimal teacher prompting or self-correction.</p> <p>Student analyzes how the author distinguishes his or her opinion from that of others, with minimal teacher prompting or self-correction.</p>	<p>"How does the title help you understand the author's claim?"</p> <p>"Which statement in the essay is similar to what you put as the claim?" (if student writes his/her own claim statement)</p>	<p>Provide the student with the opportunity to practice identifying author's point of view and distinguishing his/her opinion from that of others in newspaper editorials.</p>

**Level 4:** The student demonstrates an **advanced understanding** of how to determine an author's point of view or purpose and analyzes how the author distinguishes his or her position from that of others.

Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
<p>Student accurately determines the author's point of view and/or purpose, without teacher scaffolding or self-correction.</p> <p>Student accurately analyzes how the author distinguishes his or her opinion from that of others, without teacher scaffolding or self-correction.</p>	<p>"How would a person who holds a competing view to the author support his/her view?"</p>	<p>Provide student the opportunity to practice identifying author's point of view or purpose and distinguishing his or her opinion from that of others, using above-grade-level texts.</p>

[illegible]

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Developing a Purpose

**Directions:** Use your notes from the passage to fill in the appropriate boxes.

<b>Author's Purpose:</b>	
<b>Author's Point of View:</b>	<b>Competing Point of View:</b>
<b>Explain the Problem:</b>	
<b>Problem:</b>	
<b>Topic:</b>	



## Teacher Key: Developing a Purpose

**AUTHOR'S Purpose:** To persuade the reader that "Skate parks are the perfect compromise between dedicated skateboarders and their detractors because they provide social benefits to . . ."

**AUTHOR'S POINT OF VIEW:**  
Communities should build skate parks so the skaters are not in the streets.

**COMPETING POINT OF VIEW:**  
Communities should ban skateboarding or pass laws against it.

**EXPLAIN the PROBLEM:**

Some see skateboarders as a nuisance, endangering themselves and others and damaging property.

**PROBLEM:** Some people want skateboarding banned.

**TOPIC:** skateboarding/skateboarding parks