

Critical Concepts 6.6A Text Structure

Non Fiction Lesson Plans

Skill Focus: CC.6.6A – Determining the author's point of view or purpose in a text and explaining how it is conveyed in the text

Vocabulary: Analyze, author's purpose, compose, convey, determine, explain, point of view, and word choice

February Lesson Objectives:

- Students will be able to identify the author's point of view and purpose in an informational or persuasive text.
- Students will be able to explain how that point of view or purpose is conveyed using specific details or stylistic choices.
- Students will be able to use academic vocabulary related to author's craft in both discussion and writing.

Non-Fiction Texts Suggestions for February (text selections are suggestion only, teachers can change the text to fit their classroom needs, if choosing another text it should come from the Educational Epiphany Curriculum)

- *My Turn at Bat: The Story of My Life* (excerpt) – Ted Williams
- *An Unfinished Life: John F. Kennedy* (excerpt) – Robert Dallek
- *A Letter* – E. B. White
- *Hot Potato Issue: The U.S. Senate is Blocking a USDA Proposal to Limit Spud Servings in Schools* – Author Unknown

Graphic Organizer: Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 6.6A pages 81-84

Before the I Do: Teach Teacher Tip

Step 1: Define the Concept (5 minutes)

Write the term Author's Purpose on the board or chart paper.

Say:

"Author's purpose is the reason *why* the author wrote the text. Just like you may write a letter to thank someone or a text to convince your friend to hang out, authors write with a goal in mind too."

Introduce the 3 Main Purposes (use an anchor chart or display)

Purpose	Definition	Signal Words / Clues

Persuade	Tries to change the reader's opinion or behavior	Words like <i>should, must, best, better</i> , strong opinions, arguments
Inform	Gives facts, explains, or teaches	Data, statistics, definitions, step-by-step explanations
Entertain	Tells a story to amuse or interest the reader	Characters, plot, dialogue, humor, suspense

Step 2: Interactive Quick Sort (5 minutes)

Say:

"Let's figure out the author's purpose in different situations!"

Read these quick statements aloud and ask students to call out whether the purpose is persuade, inform, or entertain:

1. "This brochure tells you how to prepare for a hurricane."
2. "Chocolate milk should be banned from schools—it's too sugary!"
3. "One summer, I got stuck in a tree with my cat for 3 hours..."

(Answers: 1. Inform, 2. Persuade, 3. Entertain)

Step 3: Bridge to the Text (2–3 minutes)

Say:

"Now that we know what *author's purpose* means, let's see how an author's *point of view*—what they think or believe—connects to their purpose. For example, if someone wants to persuade you that chocolate milk is bad, their point of view might be that kids drink too much sugar. They'll *convey* that point of view by the way they write—maybe using strong words, examples, or even sarcasm."

"Let's take this knowledge and see how it shows up in a real text. Watch how I analyze this excerpt from Ted Williams's *My Turn at Bat...*"

(Then transition into the I Do section of your main lesson.)

I Do (15 minutes) – Teacher Model

Text: *My Turn at Bat: The Story of My Life* by Ted Williams

Steps:

1. Distribute the 6.6A Graphic Organizer.
2. Read aloud an excerpt where Williams discusses his baseball career and frustrations with the press.
3. Model completing the organizer and think aloud while doing so.

Teacher Think-Aloud Example:

"Let's look at this excerpt. Ted Williams is clearly reflecting on his career, but also defending himself. He talks about how he didn't always get the recognition he deserved. That tells me something important—not just about what happened, but how he *feels* about it. His point of view is that he was underappreciated and misunderstood by the media and public."

"Why did he write this? His *purpose* is to tell his side of the story—to inform people of his career accomplishments, but also persuade them to see him in a more positive light."

"How does he convey that? He uses emotional language, like when he says 'they never gave me a break,' and gives examples of moments when his achievements were overlooked. That's how he reveals his point of view—by defending himself and using personal stories to back it up."

Model Response on Graphic Organizer:

- **Topic:** Ted Williams's baseball career and public perception
- **Author's Point of View:** Williams feels underappreciated and misrepresented
- **Author's Purpose:** To inform and persuade readers to see his accomplishments in a new light
- **Explanation of How Point of View is Conveyed:** Uses specific anecdotes, emotional language, and defensive tone to share personal frustrations and achievements

We Do (Guided Practice – 20 minutes)

Text: *An Unfinished Life: John F. Kennedy* (excerpt) – Robert Dallek

Steps:

1. Read a paragraph or two aloud together.
2. Ask students guiding questions:
 - What seems to be Dallek's opinion about Kennedy?
 - Is the tone admiring, critical, or neutral?
 - What is the author trying to communicate to readers?
3. Complete the graphic organizer as a class.

Sample Class Response:

- **Topic:** JFK's early leadership and political career
- **Author's Point of View:** Dallek views Kennedy as a complex and visionary leader
- **Author's Purpose:** To inform and reflect on Kennedy's potential and influence
- **Explanation of How Point of View is Conveyed:** Describes JFK's accomplishments in detail, uses respectful tone, includes both strengths and flaws for balance

You Do with a Partner (30 minutes)

Text: *A Letter* – E.B. White

Steps:

1. Pairs read the letter together.
2. Each partner group completes the graphic organizer.
3. Prompt students to find clues in the tone, word choice, and structure of the letter.

Possible Partner Response:

- **Topic:** Concerns about the future and the human condition
- **Author's Point of View:** White expresses both anxiety and hope
- **Author's Purpose:** To reflect thoughtfully and emotionally on society's direction
- **Explanation of How Point of View is Conveyed:** Uses poetic language, metaphor, and a mix of concern and optimism

You Do Independently (Homework or Wrap-Up)

Text: *Hot Potato Issue: The U.S. Senate is Blocking a USDA Proposal to Limit Spud Servings in Schools*

Task:

- Read the article
- Complete the 6.6A Graphic Organizer
- Be sure to identify tone, word choice, or structure that reveals the author's purpose and point of view

Expected Response:

- **Topic:** USDA's attempt to limit potato servings in schools
- **Author's Point of View:** Critical of the Senate's opposition
- **Author's Purpose:** To inform and persuade readers about the health implications and political resistance
- **Explanation:** Uses factual evidence, statistics, and rhetorical questions to highlight flaws in the Senate's stance