

Critical Concepts7.6A Non Fiction Lesson Plans

Skill Focus: CC.7.6A – 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.

Vocabulary Word Bank: point of view, purpose, distinguish, position

February Lesson Objectives

- SWBAT determine an author’s point of view or purpose in a nonfiction text.
- SWBAT identify key details that convey the author’s perspective.
- SWBAT analyze how an author distinguishes their position from opposing or alternative viewpoints.
- SWBAT use academic vocabulary (point of view, purpose, distinguish, position) in 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)

- *Despite the Critics, I’m Rooting for Tebow*
- *Children and Beauty Pageants* – Karen Nussambam
- *The Case Against the Death Penalty* – American Civil Liberties Union (2011)
- *The Harry Potter Controversy, Book Banning and Censorship Battles: What’s the Controversy All About?* – Elizabeth Kennedy

Graphic Organizer: Citing Evidence Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 7.6A-2 (pages 113-116 in the Graphic Organizers Tab)

I Do (Teacher Model – 15 mins)

Text: “Honey and Its Many Benefits to Overall Health and Wellness”

Steps:

1. Distribute the CC 7.6A organizer & display it.
2. Read aloud the opening 2–3 paragraphs.
3. Model identifying the topic.
 - “First, I name the topic: the writer is discussing Tim Tebow’s NFL career and whether he should be supported despite criticism.”
4. Model finding the author’s point of view (POV).

- *"Listen for attitude words. I hear phrases praising Tebow's work ethic, leadership, and resilience. That tells me the author's POV is supportive—they're rooting for Tebow."*
- 5. Model finding the other point of view.
 - *"The writer also mentions what critics say—things like unconventional throwing mechanics, inconsistent passing statistics, or that he's more media hype than quarterback. That's the contrasting POV."*
- 6. Model how the author distinguishes their position from others.
 - *"Now I ask: How does the author set their view apart? I notice they acknowledge the criticisms but then reframe success: they highlight Tebow's late-game comebacks, locker-room impact, and character, arguing those intangibles matter alongside stats. That's how the author distinguishes their stance."*
- 7. Think-aloud as you fill the organizer live.
 - *"I'll write 'Author's POV: supportive' and list details that show it. In the 'Other POV' column, I'll capture the critics' claims. In the bottom box, I'll explain the difference and how the author conveys it."*

Sample Organizer (I Do)

- **Topic/Issue:** Tim Tebow's value as an NFL quarterback

Column A – Author's Point of View

- **POV:** Supportive—Tebow deserves backing despite critics.
- **Key Details that Convey POV:**
 - Highlights his leadership and work ethic.
 - Notes clutch performances/late-game comebacks.
 - Emphasizes positive team culture and character (intangibles).

Column B – Other Point of View

- **POV:** Critical—Tebow isn't an effective QB.
- **Key Details that Convey POV:**
 - Unorthodox mechanics; inconsistent accuracy.
 - Passing stats don't match elite QBs.
 - Media hype outweighs on-field skill.

Bottom Box – Key Details that Convey Differences in POV

- Author acknowledges stats-based critiques but redefines value to include leadership, resilience, and team impact; critics rely primarily on traditional metrics and mechanics.

We Do (Guided Practice – 20 mins)

Text: *Children and Beauty Pageants* – Karen Nussambam

Steps & Think-Aloud:

1. Class reads introduction together.
2. Teacher Think-Aloud (guided):
 - *"What's the topic? Beauty pageants for children."*
 - *"The author's point of view seems negative – she argues they harm kids. Details: 'unrealistic beauty standards,' 'stressful competition.'"*

- *"What's another point of view? Supporters might say pageants build confidence. The text mentions that briefly."*
- *"Notice how the author distinguishes her position – she acknowledges supporters, then argues confidence is outweighed by harm."*

Sample Class Organizer (We Do):

- Topic: Children in beauty pageants
- Author's Point of View: Pageants are harmful to children
 - Key Details: "unrealistic standards," "psychological pressure," "loss of childhood innocence"
- Other Point of View: Pageants build confidence
 - Key Details: "develops stage presence," "encourages ambition"
- Differences in POV: Author emphasizes harm outweighs benefits, while supporters emphasize potential confidence-building.

You Do with Partner (Collaborative Practice – 30 mins)

Text: *The Case Against the Death Penalty* – American Civil Liberties Union

Steps:

1. Partners read excerpted section together.
2. Partners complete organizer collaboratively.
3. Teacher circulates, prompting:
 - *"What is the author's point of view – for or against?"*
 - *"What key details show this?"*
 - *"What opposing viewpoint is acknowledged?"*
 - *"How does the author distinguish their stance?"*

Sample Partner Organizer Response:

- Topic: Death penalty in the U.S.
- Author's Point of View: Death penalty is unjust and ineffective
 - Key Details: "does not deter crime," "risk of executing innocents," "violates human rights"
- Other Point of View: Death penalty deters crime and serves justice
 - Key Details: "provides closure for victims' families," "punishment fits the crime"
- Differences in POV: Author rejects deterrence claim, emphasizing evidence of failures and injustice.

You Do Independently

Text: *The Harry Potter Controversy* – Elizabeth Kennedy

Steps:

1. Students read excerpt independently.
2. Students complete organizer alone.
3. Teacher Think-Aloud (scaffolding groups):
 - *"Look for both positions: supporters of Harry Potter vs. critics who call for banning."*
 - *"Which side does the author take, and how do they show it?"*
 - *"How does the author acknowledge the opposing point of view?"*

Sample Student Response (Independent):

- Topic: Harry Potter book controversy
- Author's Point of View: Books should not be banned; they encourage imagination
 - Key Details: "promote literacy," "spark creativity," "teach moral lessons"
- Other Point of View: Books promote witchcraft and are inappropriate
 - Key Details: "encourage dark themes," "mislead children"
- Differences in POV: Author values literacy and creativity, critics focus on morality and religious concerns.