

## Teaching Notes

The goal of RI.6.6 is for students to learn how to distinguish an author's point of view and purpose in a nonfiction text and to explain how this point of view is developed using facts and details (including those that an author may choose to omit). The following information contains ideas that teachers can incorporate into their classroom as well as additional resources to peruse and integrate into instruction as appropriate.

### Practice! Sample Responses

Author writing to persuade readers that the Model T is more impressive than an assembly line: *The details from the text would compare and contrast the Model T with previous automobiles. The text would include more information than just the differences in price.*

Author writing to persuade readers that the automobile has had a negative impact on society: *The text might provide facts on how having more automobiles on the roads has increased air pollution. It might also include information about Americans' dependency on oil imported from other countries.*

### Activity

Divide students into groups. Assign each group a nonfiction article from a recent newspaper or magazine. Have groups read the article and determine the author's purpose, the author's point of view, and how the author distinguishes his or her position from others' positions. At the end of class, have a representative from each group describe their findings to the class.

### Writing Prompts

1. Instruct students to conduct research and write an expository text on Henry Ford. Their text should be different from the one that appears in the module; it can take one of the three alternative purposes given. It should be roughly the same length as the text that appears in the module and follow a similar structure.
2. Have students write a nonfiction text on a topic of their choice that is either descriptive, persuasive, narrative, or a combination of the three (not expository). Their texts should be one to three paragraphs long. Students should then break into pairs to read each other's texts. During a class discussion, have students explain in writing what they think their partner's purpose is.

### Additional Resources

Consider these additional resources when teaching RI.6.6:

- **“Going Beyond PIE: 5 Ways to Teach Students How to Find the Author's Purpose”**: This resource gives ideas for teaching students about author's purpose and identifying bias in nonfiction texts:  
<http://www.weareteachers.com/blogs/post/2015/01/09/going-beyond-pie-5-ways-to-teach-students-how-to-find-the-author's-purpose>
- **“Tone and Purpose”**: This resource discusses the relationship between tone and an author's purpose in writing:  
<https://owl.english.purdue.edu/owl/resource/984/05/>
- **“Author's Perspective: Comprehending Point of View”**: This video explains how to include art and other texts in the classroom to teach point of view in nonfiction texts:  
<https://www.youtube.com/watch?v=8PQ0Xjt4D7A>