

English Language Arts Standards Reading: Informational Text **ANCHOR 6**

Reading Anchor 6: Assess how point of view or purpose shapes the content and style of a text.

K	First	Second	Third	Fourth	Fifth
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Distinguish their own point of view from that of the author of a text.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Demonstration 239

Collaborative Engagement 248

Independent Application 251

Figure RIT 6.2

Recommended Informational Text for Teaching Point of View in Grades K–5		
Grade	Standards	Recommended Texts
K	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<ul style="list-style-type: none"> Actual Size, by Steve Jenkins Mama, by Jeanette Winter It's a Good Thing There Are Insects, by Allan Fowler What Boo and I Do, by Laura Williams Two Eyes, a Nose, and a Mouth, by Roberta Intrater
1	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> Almost Gone: The World's Rarest Animals, by Steve Jenkins Just for Elephants, by Carol Buckley Autumn Leaves, by Ken Robbins Ibis: A True Whale Story, by John Himmelman Oil Spill! by Melvin Berger
2	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> Martin Luther King and the March on Washington, by Frances Ruffin A Weed Is a Flower: The Life of George Washington Carver, by Alike If the World Were a Village: A Book About the World's People, by David Smith Throw Your Tooth on the Roof, by Selby Beeler The Story of Ruby Bridges, by Robert Coles
3	Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> Passage to Freedom: The Sugihara Story, by Ken Mochizuki Encounter, by Jane Yolen Letting Swift River Go, by Jane Yolen If a Bus Could Talk: The Story of Rosa Parks, by Faith Ringgold Faithful Elephants, by Yukio Tsuchiya
4	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<p>The Story of Ruby Bridges</p> <ul style="list-style-type: none"> The Story of Ruby Bridges, by Robert Coles Ruby Bridges, by Ruby Bridges and Grace Maccarone The Education of Ruby Nell, by Ruby Bridges Hall, www.rubybridges.com/story.htm Ruby Bridges the Movie Part 1/9 (10 minutes 22 seconds), www.youtube.com/watch?v=klj5fgaKzlk&feature=related <p>The Story of the Fourteen Cows</p> <ul style="list-style-type: none"> 14 Cows for America, by Carmen Agra Deedy Cows: Cows and the Maasai by Peachtree Publishers, http://14cowsforamerica.com/cows_complete.pdf "Where 9/11 News Is Late, But Aid Is Swift," by Marc Lacey, www.nytimes.com/2002/06/03/international/africa/03KENY.html <p>The Story of Chiune Sugihara</p> <ul style="list-style-type: none"> Passage to Freedom: The Sugihara Story, by Ken Mochizuki One More Border: The True Story of One Family's Escape from War-Torn Europe, by William Kaplan and Shelley Tanaka About Chiune Sugihara, www.visasforlife.org/sugihara.html Chiune and Yukiko Sugihara, www.jewishvirtuallibrary.org/jsources/Holocaust/sugihara.html Chiune (Sempo) Sugihara, www.ushmm.org/wlc/en/article.php?ModuleId=10005594

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Recommended Informational Text for Teaching Point of View in Grades K-5

Grade	Standards	Recommended Texts
5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<p>Colonization</p> <ul style="list-style-type: none"> • <i>A Picture Book of Christopher Columbus</i>, by David Adler • <i>Encounter</i>, by Jane Yolen • <i>Examining the Reputation of Christopher Columbus</i>, by Jack Weatherford, www.hartford-hwp.com/Taino/docs/columbus.html <p>English Only</p> <ul style="list-style-type: none"> • <i>Home to Medicine Mountain</i>, by Santiago Chiori • <i>Cheyenne Again</i>, by Eve Bunting • Debate Rages on Over English Only Policies, www.youtube.com/watch?v=cHVRDay8UEk&feature=fvvr • Debate on Spanish Speakers Refusing to Learn English! www.youtube.com/watch?v=-S55FSjZHn8&feature=related <p>Global Warming</p> <ul style="list-style-type: none"> • Global warming articles (Whyfiles), http://whyfiles.org (search global warming) • Global warming website (Environmental Protection Agency), www.epa.gov/climatechange/kids/ • <i>Global Warming</i> (Thinkquest), http://library.thinkquest.org/CR0215471/global_warming.htm www.clean-air-kids.org.uk/globalwarming.html

READING ANCHOR 6: **Prompts to Support Teacher-Led Modeling and Discussion**

Kindergarten and First Grade

Who is the author of this text? Who is the illustrator? Let's discuss what the author taught. Let's discuss what the illustrator taught. (Figure RIT 6.3 provides a template for response.)

Second Grade

Let's discuss why we think the author wrote this text. What does the author want to answer/explain/describe? How do you think the author feels about this topic/issue? (Figure RIT 6.4 provides a template for response.)

Third Grade

Let's discuss why we think the author wrote this text. How do you think the author feels about this topic/issue? Do you feel the same? Let's discuss how our points of view are similar or different. (Figure RIT 6.5 provides a template for response.)

Fourth Grade

Let's discuss why we think the author wrote this text. What do we think the author feels about this topic/issue?

We have a firsthand and a secondhand account to compare. How are they similar and different in their focus? (Figure RIT 6.6 provides a template for response.)

Fifth Grade

Let's discuss why we think the author wrote this text. What do you think the author thinks/feels about this issue?

We have two accounts to compare. How are they similar and different in terms of the point of view presented? (Figure RIT 6.6 provides a template for response.)

Author and Illustrator

Name: _____ Date: _____

Title: _____

What the
Author
Taught

What the
Illustrator
Taught

Considering Author Point of View

Name: _____ Date: _____

Title: _____

Who wrote
this text?

What did the
author want to teach
or explain?

How do you
think the author
feels about this
topic/issue?

Considering Different Points of View

Name: _____ Date: _____

Title: _____

Who is
the author?

How do you
think the author
feels about this
topic/issue?

How do you
feel about this
topic/issue?

Compare and Contrast Points of View

Name: _____ Date: _____

Title: _____

List the authors or websites at the bottom and then record differences in focus or point of view.

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READING ANCHOR 6: Prompts to Support Student-Led Group Discussion of Text

Kindergarten and First Grade

- Give each group a large piece of chart paper with a line drawn down the middle. Write *Author* at the head of one column and *Illustrator* at the head of the other. Each group member draws something the author taught in one column and something the illustrator taught in the other column. (Figure RIT 6.3 provides a template that may be used if students will eventually be doing this project independently.)

Second Grade

- Students work as a group to record a response to the following questions:
 - Why do you think the author wrote this text?
 - What did the author want to explain?
 - How do you think the author feels about the topic?

Figure RIT 6.4 provides a template that may be used if students will eventually be doing this project independently.

Third Grade

- Students work with their group to record a response to the following questions:
 - Why do you think the author wrote this text?
 - How do you think the author feels about the topic/this issue?
 - Do you feel the same? Why or why not?

Figure RIT 6.5 provides a template that may be used if students will eventually be doing this project independently.

- Before reading, students draw a picture or map related to the topic being considered (for example, the uses of a cow in the world), and then they draw an updated picture or map after reading. This experience shows students how perspective changes after reading something.

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Fourth Grade

- Students work with their group to compare and contrast the focus taken in firsthand and secondhand accounts addressing the same topic. Figure RIT 6.2 provides some suggested literature for getting started. For each text, the group records a response to the following questions:

- Why do you think the author created this text?
- How do you think the author feels about the topic?
- What was the author's focus in relation to this topic?
- What special insights does this author offer?
- Who do you think should read or view this text? Tell why.

Figure RIT 6.6 provides a template that may be used if students will eventually be doing this project independently.

- Before reading, students draw a picture or map of what something looks like (for example, Christopher Columbus' entry into the new world), and then they draw an updated picture or map after reading. This experience shows students how perspective changes after reading something.

Fifth Grade

- Students work with their group to compare and contrast the point of view presented in different informational texts addressing the same topic. Figure RIT 6.2 provides some suggested literature for getting started.

- Why do you think the author wrote this text?
- How do you think the author feels about the topic?
- What was the author's point of view in relation to this topic?
- What special insights can this author offer?
- Who do you think should read this text? Tell why.
- Do you think that people are fairly portrayed in this book? Why or why not?

Figure RIT 6.6 provides a template.

- Students draw a picture or map of what something looks like before reading (for example, United States Expansion or the relationship between a proton, neutron, and electron), and then they draw an updated picture or map of what it looks like after reading. This experience shows students how perspective changes after reading something.

Big Birds, Big City

World Almanac for Kids

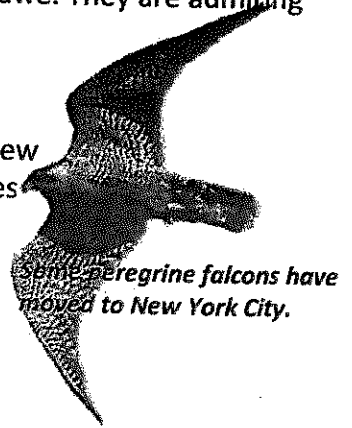
Spotting a tourist in New York City used to be easy. All you had to do was look for someone toting a camera and aiming it at one of the city's many high-rise buildings.

These days, however, even seasoned New Yorkers are looking skyward in awe. They are admiring the city's newest attractions: peregrine falcons.

These **majestic** birds of prey, which were on the verge of extinction, are making a comeback across the United States. Some have even moved to New York City. The falcons aren't alone in calling the Big Apple home. Bald eagles have also moved into the neighborhood.

Death by DDT

Peregrine falcons are the fastest creatures in the air. They can chase their prey at speeds of up to 200 miles per hour.



Some peregrine falcons have moved to New York City.

The birds were nearly wiped out in the 1960s because of exposure to a **pesticide** called DDT. A pesticide is a chemical designed to kill insects and other pests that damage plants and crops. Scientists didn't realize in the 1940s, 1950s, and 1960s that DDT also harmed birds and other animals.

According to biologists, DDT made the eggshells of peregrines and other birds thin and fragile. The shells broke before the baby peregrine falcons were ready to hatch. By 1970, there were only 39 known nesting pairs of peregrine falcons in the lower 48 states.

Road to Recovery

The U.S. government banned DDT in 1972. A year later, Congress passed the federal **Endangered Species Act**. The law protected many animals that were in danger of dying out, including peregrine falcons.

So today, about 2,000 pairs of falcons nest nationwide, including 16 couples in New York City. The first two falcon pairs moved to the city in 1983.

Stopping the Spread

By Pooja Makhijani

Experts Hope to Make Malaria a Disease of the Past

A pale and sick 2-year-old girl is carried into a clinic in Kenya, in Africa. She is **lethargic**. The girl can barely open her eyes. She isn't even strong enough to cry.

The clinic's doctor, Mary Hamel, recognizes the signs of **malaria**. Malaria is a dangerous disease caused by a germ spread through mosquito bites. (See "A Parasite's Life") If left untreated, malaria can be fatal.

"It was clear she would have died if she had not received prompt, expert care," says Hamel. Fortunately, the clinic's staff was able to provide the girl with the necessary medicine. When Hamel checked in on her later, the little girl was sitting on her hospital bed, eating bread.

Who Is at Risk

Hamel, a medical officer in the malaria branch of the U.S. Centers for Disease Control and Prevention (CDC), sees children with malaria every day. When a mosquito bites a person with malaria, it spreads the disease to the other people it bites. Patients infected with malaria typically experience flu-like symptoms, such as fever and chills. Without treatment, the disease can get much worse and can lead to blindness, brain damage, and death.

Malaria infects about 350 million to 500 million people worldwide and claims at least 1 million victims each year, most of them children, according to the World Health Organization (WHO). About 90 percent of the world's malaria cases happen in Africa, even though affordable mosquito nets and inexpensive **insecticides** are readily available. An insecticide is a chemical used to kill mosquitoes and other insects. Most of the people at risk for malaria live in poor tropical and subtropical countries, like those in Africa. The deadly disease hasn't been found in the United States since 1951, when it was **eradicated**, or eliminated, through intensive malaria control efforts.

"[Malaria is] a terrible and unnecessary tragedy, especially since we know how to prevent and treat the disease," Hamel told *WR News*. Sadly, malaria continues to spread.

Problems in the Fight

Controlling malaria is difficult in poor countries. One reason is that medications to treat people who have the disease are expensive. People in rural Africa often cannot afford the drugs.

"There is very little money to spend on something to prevent disease," Hamel explains. "An insecticide-treated mosquito net can save a child's life but costs up to \$6, and most families cannot afford this."

Help Is on the Way

Today, several international organizations are developing ways to reduce the number of malaria cases. Scientists around the world are working on a **vaccine** to fight the disease. A vaccine is a medicine that protects people from getting certain diseases.

The WHO is considering increased use of the chemical DDT to kill malaria-carrying mosquitoes. DDT damages the environment and potentially harms human health. However, some countries may accept The U.S. Agency for International Development (USAID) has increased funding for other insecticides, medicines, and mosquito nets by more than 30 percent. In addition, the White House wants Congress to triple spending on malaria prevention to \$300 million by 2008.

7. Which of the following statements would both authors of *Big Birds*, *Big City* and *Stopping the Spread* agree with? RI.5.6

- ☐ A. DDT has a negative effect on the environment and its inhabitants.
- ☐ B. The US government should not have banned DDT.
- ☐ C. DDT has no effect on the environment but remains harmful to birds
- ☐ D. DDT is a contagious disease.

Standard RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

8. What is the key difference between the texts *Big Birds*, *Big City* and *Stopping the Spread*? RI.5.6

- ☐ A. Big Birds, Big City mainly focuses on the effects of DDT on the environment while Stopping the Spread mainly focuses on DDT's effects on humans.
- ☐ B. Big Bird, Big City mainly focuses on the increase of the bird populations in New York while Stopping the Spread mainly focuses on the harmful effects of malaria.
- ☐ C. Big Bird, Big City mainly focuses on the effects of DDT on bird populations and Stopping the Spread mainly focuses on the effects of DDT on mosquito populations.
- ☐ D. Big Birds, Big City mainly focuses on the effects of DDT on falcon pollutions while Stopping the Spread mainly focuses on the harmful effects of malaria.

9. What conclusion do both *Big Birds, Big City* and *Stopping the Spread* support about the use of DDT?

RI.5.6

- ☐ A. DDT can be selectively used to prevent the spread of disease.
- ☐ B. For many decades DDT's effects were unknown to scientists.
- ☐ C. DDT's effects are numerous including blindness and brain damage.
- ☐ D. The effects of DDT are very harmful.

Standard RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

10. Which of the following would the author of *Stopping the Spread* support? RI.5.6

- ☐ A. DDT can selectively be used to stop the spread of malaria.
- ☐ B. The government should allow farmers to use DDT.
- ☐ C. Currently a vaccine is the only cure for malaria.
- ☐ D. DDT only effects bird populations.

11. Which of the following would the author of Big Bird, Big City support? RI.5.6

- ☐ A. New Yorkers should support nesting sites for peregrine falcons..
- ☐ B. Peregrine falcons should remain on the endangered species list.
- ☐ C. DDT should be used to prevent the spread of malaria.
- ☐ D. DDT is harmful to birds because digesting DDT is lethal.

Standard RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

12. Based on the articles, explain both authors' points of view concerning the use of DDT as a pesticide. Use evidence from both texts to support your response. RI.5.6

(Teacher Only) Final

Score_____

