

CATAGORY 2: READING APPLICATION

A STUDY GUIDE FOR:

AUTHOR'S PURPOSE &  
PERSPECTIVE

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**LA.910.1.7.2**

**OBJECTIVE:** *The student will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.*

**FOR SCHOOL YEAR 2011 – 2012**

**INTENSIVE READING**

## Category 2: Author Purpose and Perspective

<b>What is it?</b>	<b>Questions to Expect</b>
<p>The <b>AUTHOR'S PURPOSE</b> is the reason that the author chose to write <u>the passage</u>. When discussing author's purpose we usually use verbs such as <b>persuade, entertain,</b> or <b>inform</b>, or some combination of these.</p> <p>The <b>AUTHORS PERSECTIVE</b> is <u>how an author feels about the topic he or she is writing about</u>.</p>	<p>What is the author's perspective in this article? (author's point of view)</p> <p>What does the author use to get her point across? (author's point of view)</p> <p>In the author's opinion, what should be done to: _____? (author's perspective)</p> <p>What does the _____ represent in this selection? (author's perspective)</p> <p>Why does the speaker in the poem _____? (author's purpose)</p>
<b>Why Is It Important?</b>	
<p><b><i>If you know how to figure out author's purpose you will be able to:</i></b></p> <ul style="list-style-type: none"> <li>• Recognize <b>bias</b> and decide whether a source of information can be <b>trusted</b>.</li> <li>• Understand why an author <b>says</b> things in a <b>specific way</b> or includes some facts and not others.</li> </ul>	<p>What is the author's purpose in this article? (author's purpose)</p> <p>With which statement listed below would the author of this article most likely agree? (author's perspective)</p> <p>Which statement BEST describes the author's attitude toward _____? (author's perspective)</p>
<b>Sample Questions for Different Genres:</b>	
<p><b>Poetry:</b> The author wants the reader to think _____. (The multiple-choice answers will offer possible endings to this sentence.)</p>	
<p><b>Fiction:</b> Which statement best describes what the author probably thinks about drinking and driving?</p>	
<p><b>Non-Fiction:</b> What is the author's purpose for saying, "I never thought it could happen to me either?"</p>	

**Identify Author's Purpose: Why Did the Author Write the Selection?**

Why do you think the author wrote the article? To persuade? To entertain? To inform? To express? Author's purpose is the reason or reasons an author has for writing a selection. If readers enjoyed what they read, one of the author's purposes may have been to entertain. If students learn while they are reading, one of the author's purposes may have been to inform. If readers changed the way they thought about a topic or issue, one of the author's purposes may have been to persuade. Authors may have more than one purpose for writing. Author's purpose can be stated explicitly or readers may have to infer the intent.

Reflective readers are able to analyze information more thoughtfully when they know an author's purpose. Identifying an author's purpose may give you clues for pacing your reading. Readers need to adjust their reading rate for various selections. For example, informational articles may require you to slow down in order to fully understand ideas described.

**Reading Strategy:** Questions that help students explore author's purpose:

1. Based on the title, why do think the author wrote this selection?
2. Which words do you think best describe the main reason the author wrote this selection: to provide readers with information? To describe a person, event, or issue? To express their own thoughts and feelings? To persuade readers to think about an issue in a certain way and to take action? Or to entertain the reader?
3. Why did the author write the article from a particular perspective?
4. How did the author influence your response to the selection?
5. Was the author's purpose specifically stated?
6. Do you think that the author achieved his/her intended purposes? Did the article effectively give information? Entertain readers? Express the author's thoughts and feelings? Persuade readers to think about an issue and/or take action?
7. What examples from the text support your conclusions about author's purpose?

**Identify Author's Perspective: What Does the Author Think?**

Author's perspective is the way an author looks at a topic or the ideas being described. The author's perspective includes the content of the text and the language used to present the data. Thoughtful readers are able to discern an author's perspective, opinions, hypotheses, assumptions, and possible bias. Understanding the author's perspective helps you read analytically in order to identify the validity of information contained in the text. Try to identify words and phrases that show an author's strong feelings for or against a person, group, or issue.

**Reading Strategy:** Questions that help students explore author's perspective:

1. What opinions or belief statements are evident in the article?
2. Why do you think the author has this particular opinion or point of view?
3. What background information about the author does the reader have that may help understand the writer's perspective? Would another author have a different perspective depending on his/her background experiences?
4. What pictures does the author paint for a reader?
5. What evidence did the author include to support his or her opinions?
6. What facts were missing?
7. What words and phrases did the author use to present the information?
8. Did the words the author chose have a strong connotation?
9. Why did the author write this selection? Identifying the author's purpose helps you recognize possible perspectives, especially in persuasive writing.

## **Reading Strategy: P.I.E.S.**

**P**ersuade, **I**nform, **E**ntertain, **S**hare an experience or feeling

**Identify the author’s purpose and support it by returning to the text for details and information.**

## **Tips** for Answering Author’s Purpose and Perspective Questions

Questions about the author’s purpose ask you to determine **why an author wrote a particular passage**. For example, an author might write a passage in order to persuade an audience, describe something, explain a process, define a term, refute a claim, analyze a text, or convey personal feelings.

*Understanding the **author’s tone—his or her attitude toward the subject and audience***—will help you understand the purpose and the author’s perspective. Authors convey purpose and perspective through their choice of words and the impression those words create. Author’s purpose questions will usually include one of the following key words: *author’s purpose, reason, why, the passage can best be described as*. You may also be asked to identify the *tone* of the passage or the *perspective* of the author based on his or her words.

Author’s purpose answer options often incorporate the following vocabulary words: ***analyze, compare, contrast, critique, evaluate, examine, investigate, characterize, define, depict, describe, explain, identify, introduce, narrate, recount, summarize, acknowledge, advocate, assert, promote, propose, support, condemn, criticize, oppose***.

Familiarize yourself with the subtle distinctions in meaning among these various words. For instance, to describe is to trace out or give a pictorial account of, to explain is to make clear or to give a reason for, and to analyze is to examine in detail.

### **Strategies for Answering Author's Purpose Questions:**

- *Look for key words that identify the question as an author's purpose question.* If the question includes any of the author's purpose key words listed above, make a note that you are looking for the author's purpose – the reason the author wrote the passage. This will help you focus on the author's tone as you read, which in turn will help you identify his or her purpose.
- *Read the passage and make notes.* Once you've identified the question as an author's purpose question, read the passage, making note as you read.
- Consider the words an author chooses to use. Word choice is one way authors convey their meaning when they expect the reader to infer that meaning.
- *Consider the vocabulary of your answer options.* Is the author really *analyzing* something, or is she *describing* it? Use your knowledge of key vocabulary words to eliminate wrong answers and identify the better answer.

### **Reading Strategy: Switching: An Author's Purpose/Point of View Strategy**

Switching (McLaughlin & DeVogd, 2004) is a strategy that can help show biases in the text as well as make the reader more aware of the author's intention. Some of the switches are:

1. Gender switch--Change the sex of the main characters.
2. Theme switch--Make up a different story with the opposite theme: example 'peace is good' to 'force is good'.
3. Setting switch--Tell the story from a different time, place, or social class.
4. Body-Style switch--Change main character body: fat to thin or tall to short
5. Clothing switch--Change main character clothing: preppy, gang, formal, hip-hop.
6. Emotion switch--Imagine a story in which the characters have a different emotional tone: calm and thoughtful or cracking jokes all the time.
7. Ethnic/Race switch--Change characters' race/ethnic characteristics.

8. Language switch--Use accents, vocabulary, and expressions from somewhere different, such as another country, a university, or a region of the country.
9. Relationship/Organization switch--if the main characters are friends, change to family members, enemies, etc.
10. Alternative Texts (McLaughlin & DeVogd, 2004) represent a perspective that is different from the one the reader is reading, such as a character substitution, where the reader replaces an existing character with a new character that has a different personality.
11. A character perspective, in which the reader examines the motives of different characters and reorients the facts of the story to fit the desires of one character.

What is the **bias** in this article?

Can the source of information be **trusted**? How do you know?

Is this a **factual** article or **opinion** based? How do you know?

## **PRACTICE 1 - PASSAGE:**

### **“Cost of Crime Adds Up”**

By Richard Burnett, Sentinel Staff Writer

Florida businesses will lose more money from crime this year than they'll spend on water, gas and electricity. This is according to a study released Tuesday. From shoplifting to employee theft, crime is expected to cost Florida businesses \$27.4 billion. The cost is twice that of residential crime, according to the report issued by Attorney General Charlie Crist and a law enforcement/industry coalition.

The biggest perpetrators, surprisingly, are not robbers and burglars. Rather, they are rogue employees, pilfering everything from stock inventory and office supplies to company accounts and confidential data. More than \$13 billion in losses -- almost half of Florida's annual total -- are attributed to those inside jobs, the study said. State officials said they are launching a campaign to inform the public and business community about the problem.

Burnett, Richard. From “Cost of Crime Adds Up.” Orlando Sentinel. 24 Nov. 2004. 24 Nov. 2004. <<http://www.orlandosentinel.com/business/orl-bizbizcrime24112404nov24,1,5574133.story?coll=orl-home-headlines>>.

## **PRACTICE 1 - QUESTIONS:**

1. What is the author's purpose in writing the article?
  - A. To persuade the reader to buy a security system.
  - B. To entertain the reader with stories.
  - C. To inform the reader about how to steal from businesses.
  - D. To inform the reader about the effects of stealing.
2. What is the author's perspective toward “rogue employees?”
  - A. They are good for Florida businesses, according to the reports issued.
  - B. They should be fired immediately and prosecuted for their crimes.
  - C. They are worse than burglars and robbers when stealing from businesses.
  - D. They should lose income from their employers since they are thieves.

Connect with the text!

**MY CONNECTION:**

**PRACTICE 2 - PASSAGE:**

What is the **bias** in this article?

Can the source of information be **trusted**? How do you know?

Is this a **factual** article or **opinion** based? How do you know?

**Experts: "Thrill rides pose little danger"** *But critics contend not enough is known about the physical impact of such rides.*

Amusement-park rides can be terrifying. In fact, scores of roller-coaster enthusiasts would be sorely disappointed if they weren't. But many medical doctors and researchers dismiss allegations that the physical forces the rides exert are dangerous. Though some rides can go faster than 100 mph, the physical stress they put on the body is not very great -- less in some cases than everyday experiences, such as dropping into a chair.

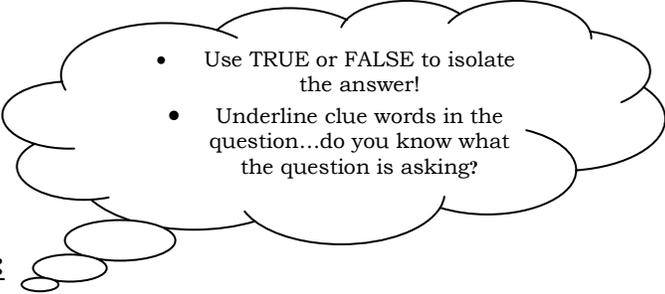
The worst aftereffect for most thrill seekers is a spinning head and a racing heart -- not nearly enough to keep them away. Rides are designed to produce the illusion of risk, and customers say they love the sensation.

Since the 15th century, when Russians were enticed by the thrill of riding blocks of ice down wooden ramps, to today, when coaster fans chase speeds that exceed highway limits, the allure of fear mixed with excitement hasn't waned.

Though amusement-park rides seldom hurt anyone, questions about their safety persist. Critics say that not enough is known about the impact the spitfire twists and turns, dives and accelerations have on people's bodies, and especially their brains.

Amusement-park operators and some doctors who have closely studied thrill rides say there is little to fear. They say just a fraction of people who take rides at theme and amusement parks suffer problems, which may or may not have been caused by the rides themselves. "If everything is functioning properly, there is no reason to worry about taking a ride," said Dr. Douglas Smith, director of the Center for Brain Injury and Repair at the University of Pennsylvania. "If you are really worried about brain injury, use your seat belt on the drive to the amusement park."

SOURCE: \*Boyd, Christopher and Adrian Uribarri. "Experts: Thrill Rides Pose Little Danger," Orlando Sentinel, June 19, 2005.

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- Use TRUE or FALSE to isolate the answer!
  - Underline clue words in the question...do you know what the question is asking?

**PRACTICE 2 - QUESTIONS:**

1. According to Dr. Douglas Smith, what is the likelihood of suffering a brain injury on a thrill ride?

- A. He thinks that you are more likely to suffer a brain injury in an automobile than on a thrill ride.
- B. He thinks that you are not likely to suffer a brain injury in an automobile or on a thrill ride.
- C. He thinks that riders in both automobiles and thrill rides are likely to suffer a brain injury.
- D. He thinks that thrill rides are dangerous and likely to result in brain injury, but that automobiles are worse.

2. Which two perspectives are primarily addressed by the author in this article?

- A. Some people love to go on thrill rides, but others do not ride them.
- B. Not enough is known about thrill rides and they are too dangerous.
- C. Some people are critical of thrill rides, but many experts feel they are safe.
- D. Thrill rides are part of our history, but Orlando does not have the best rides.

**Using the Question Stems, write two of your own questions:**

My purpose in reading this:

Reading Strategy I will use:

**PRACTICE 3 – PASSAGE:**

**Study: Teenage brain lacks empathy**

By Sara Goudarzi

If you ever sense teenagers are not taking your feelings into account, it's probably because they're just incapable of doing so.

The area of the brain associated with higher-level thinking, empathy, and guilt is underused by teenagers, reports a new study. When considering an action, the teenage medial prefrontal cortex, located in front of the brain, doesn't get as much action as adults. "Thinking strategies change with age," said Sarah-Jayne Blakemore of the University College London Institute of Cognitive Neuroscience. "As you get older you use more or less the same brain network to make decisions about your actions as you did when you were a teenager, but the crucial difference is that the distribution of that brain activity shifts from the back of the brain (when you are a teenager) to the front (when you are an adult)."

**Teen thinking**

In the study, teens and adults were asked how they would react to certain situations. As they responded, researchers imaged their brains. Although both adults and teens responded similarly to the questions, their brain activity differed. The medial prefrontal cortex was much more active in the adults than in the teens. However, the teenagers had much more activity in the superior temporal sulcus, the brain area involved in predicting future actions based on previous ones.

Adults were also much faster at figuring out how their actions would affect themselves and other people. "We think that a teenager's judgment of what they would do in a given situation is driven by the simple question: 'What would I do?'" Blakemore said. "Adults, on the other hand, ask: 'What would I do, given how I would feel and given how the people around me would feel as a result of my actions?'"

**Developing sensitivity**

Children start taking into account other people's feelings around the age of five. But the ability develops well beyond this age, the new research suggests.

And while some of this sensitivity could be the result of undeveloped regions in the brain, the experience that adults acquire from social interactions also plays an important role.

"Whatever the reasons, it is clear that teenagers are dealing with, not only massive hormonal shifts, but also substantial neural changes," Blakemore said. "These changes do not happen gradually and steadily between the ages of 0–18. They come on in great spurts and puberty is one of the most dramatic developmental stages." The results of the study were presented today at the BA Festival of Science in the UK.

**PASSAGE 3: QUESTIONS**

1. What is the author's perspective in this article? (author's point of view)
2. What does the author use to get her point across? (author's point of view)
3. What is the author's purpose in this article? (author's purpose)
4. With which statement listed below would the author of this article most likely agree? (author's perspective)
  - a. Parents should NOT take it personally when their teens don't feel sorry for how long they work in a day
  - b. There is no excuse for teens to have little sympathy for others
  - c. Teens today are lazy and have little respect for others
  - d. More research needs to be completed in order to truly understand why teens don't have more sympathy toward others.
5. Which statement BEST describes the author's attitude toward teenagers? (author's perspective)
  - a. Teens today are lazy and have little respect for their elders.
  - b. Teens should be given a break because it is clear that teenagers are dealing with, not only massive hormonal shifts, but also substantial neural changes
  - c. Teens don't think things out clearly and therefore they are unable to make logical decisions.

## **INTERACTIVE NOTES**

*To be completed and turned in*

1. Define Author's Purpose:
  
2. Define Tone:
  
3. Define Bias:
  
4. What are the three most common reasons an Author writes?
  
5. If you know how to figure out author's purpose you will be able to:
  
6. If students learn while they are reading, one of the author's purposes may have been to:
  
7. If readers changed the way they thought about a topic or issue, one of the author's purposes may have been to:
  
8. TRUE OR FALSE: Authors may have more than one purpose for writing.
  
9. WHAT IS MEANT BY...Author's purpose can be stated explicitly or readers may have to infer the intent.
  
10. Define Author's Perspective:

11. How do readers identify the Author's Perspective?
12. What is meant by **Validity** of information?
13. What is meant by **Reliability** of Information?
14. **FILL IN THE BLANKS:** Questions about the author's purpose ask you to determine \_\_\_\_\_. For example, an author might write a passage in order to persuade an audience, describe something, explain a process, define a term, refute a claim, analyze a text, or convey \_\_\_\_\_.
15. **FILL IN THE BLANKS:** Understanding the author's \_\_\_\_\_ his or her attitude toward the subject and audience, will help you understand the \_\_\_\_\_ and the author's \_\_\_\_\_. Authors convey purpose and perspective through their \_\_\_\_\_ and the impression those words create. Author's purpose questions will usually include one of the following key words: author's purpose, reason, why, the passage can best be described as. You may also be asked to identify the tone of the passage or the perspective of the author based on his or her \_\_\_\_\_.
16. Author's purpose answer options often incorporate the following vocabulary words: DEFINE EACH ONE (yes, all of them!)

**Analyze:**

**Compare:**

**Contrast:**

**Critique:**

**Evaluate:**

**Examine:**

**Investigate:**

**Characterize:**

**Depict:**

**Describe:**

**Explain:**

**Identify:**

**Introduce:**

**Narrate:**

**Recount:**

**Summarize:**

**Acknowledge:**

**Advocate:**

**Assert:**

**Promote:**

**Propose:**

**Support:**

**Condemn:**

**Criticize:**

**Oppose.**

17. **List four Strategies for Answering Author's Purpose Questions**

18. **What is SWITCHING?**

**DEFINE THE TYPES OF SWITCHING:**

1. Gender switch-
2. Theme switch--
3. Setting switch--
4. Body-Style switch--
5. Clothing switch--
6. Emotion switch--
7. Ethnic/Race switch--
8. Language switch—
9. Relationship/Organization switch--
10. Alternative Texts –
11. A character perspective-