

Author's Perspective & Purpose: teacher script

Use with the Lesson presenter (room page -> Lesson presenter). Slides show only student cues; this script has what to say. Students need the printed lesson worksheet and a pencil.

Presenter keys: Right/left arrows change slides. N shows short notes. T pauses the timer. P picks a student. F is fullscreen.

Response routine: Students write each answer on their worksheet, then show it with fingers (1 = A, 2 = B, 3 = C, 4 = D). Scan the room before revealing.

SLIDE 1: TODAY'S TARGET

1 min

Say	Today's learning target is: "I can determine an author's purpose and perspective and explain how word choice and details show it." Read it with me.
Say	Here is how you will know you have it: the success criteria. You will prove it on the exit ticket at the end of class.
Point to	The agenda and the key vocabulary. Tell students they need their notebook, guided notes page, and pencil.

SLIDE 2: WARM-UP

0:00–0:08

Say	Turn to Part 2 of your lesson worksheet. Answer the three questions in complete sentences. You have 5 minutes of silent work. Go.
Do	Start the 8:00 timer. Circulate. At 5 minutes say: "Turn to your partner and compare answers for 2 minutes."
Look for	1) To persuade readers to eat there (or avoid it) and to share their opinion. 2) "Creepy" shows feeling; it makes the reader feel uneasy about the house. 3) The coach might focus on exercise and health; the principal might focus on learning time and schedules. Who they are shapes what they notice.
Say	Call on 2-3 students for questions 1 and 2, then reveal. Say: "We will come back to question 3 at the end of class."

SLIDE 3: HOOK

1 min

Say	Read the question on the screen: "'Brave Students Rescue Injured Hawk' or 'Hawk Found Near School': which writer cares more?" Circle your prediction in Part 3 of your worksheet and write why. Then vote.
Background	Show two headlines about the same event: "Brave Students Rescue Injured Hawk" and "Hawk Found Near School." Ask which writer cares more and how they can tell. Take ideas, then explain that today students learn to read the author behind the words.

Do	Tap +1 for each vote. Do not give the answer. Say: "By the end of the lesson, you will be able to check your prediction."
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SLIDE 4: LEARN 1: PURPOSE: WHY THE AUTHOR WRITES

3 min

Say	Purpose is the reason an author writes. Authors persuade to convince you, inform to teach you, or entertain to tell a story. Look at the whole text before you decide.
Worksheet	Say: "Part 5: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: An author who wants to convince me is writing to PERSUADE. An author who teaches facts is writing to INFORM. (tap "Show the missing words" after students try.)
Explore	Students do: Label three short texts: persuade, inform, or entertain.
Turn and talk	Say: "Can a text have more than one purpose? Give an example." Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) To persuade. The author is trying to convince readers to adopt.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 5: LEARN 2: PERSPECTIVE: HOW THE AUTHOR SEES IT

3 min

Say	Perspective is how the author sees or feels about a topic. Who the author is shapes what they notice. A farmer and a city driver see a rainy week very differently.
Worksheet	Say: "Part 6: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Perspective is how the author SEES the topic. WHO the author is shapes their perspective. (tap "Show the missing words" after students try.)
Explore	Students do: Write one sentence a farmer and one a city driver might write about a rainy week.
Turn and talk	Say: "How would a student and a parent write differently about homework?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) Fireworks are dangerous and need limits. A firefighter sees the injuries firsthand.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 6: LEARN 3: WORD CHOICE SHOWS PERSPECTIVE

3 min

Say	Authors show perspective through word choice. Loaded words like disaster, amazing, or heroic carry strong feelings. Neutral words like event, built, or found do not.
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Worksheet	Say: "Part 7: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Strong words that carry feeling are called LOADED words. Words without feeling are NEUTRAL. (tap "Show the missing words" after students try.)
Explore	Students do: Circle the loaded words in two sentences and name the feeling.
Turn and talk	Say: "Why do authors use loaded words instead of neutral words?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (B) The ugly new mall swallowed our peaceful park.. "Ugly" and "swallowed" are loaded words showing a negative view.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 7: LEARN 4: DETAILS INCLUDED AND LEFT OUT

3 min

Say	Authors also show perspective through the details they choose. What does the author include, and whose side is missing? Leaving out other views can show bias.
Worksheet	Say: "Part 8: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: An author shows perspective through details they INCLUDE and details they leave OUT. (tap "Show the missing words" after students try.)
Explore	Students do: List one detail only one of two authors includes.
Turn and talk	Say: "Why might an author leave out the other side of an issue?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) The author supports the four-day week and left out other views. Including only one side shows the author's perspective.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 8: WORKED EXAMPLE (I DO)

2 min

Say	Watch how I solve this. Write the final answer in Part 9 of your worksheet.
Think aloud	Read: "Our town's gorgeous new skate park finally gives teens a safe place to play." Purpose: persuade readers the park is good. Perspective: the author supports teens. Evidence: loaded words "gorgeous," "finally," and "safe." Explain: these positive words show the author is for the park.
Reveal	Text: "Our town's gorgeous new skate park finally gives teens a safe place to play." Purpose: to persuade readers the park is good. Perspective: the author supports the park and the teens. Evidence: loaded words "gorgeous," "finally," and "safe." Explain: positive words show the author is for the park.

SLIDE 9: WE DO**2 min**

Say	Now we solve one together in Part 10. Read the problem with me.
Do	Before revealing each step, ask: "What should we do next?" Take one answer, then tap "Show next step."
Steps	Ask why the author wrote it: to convince readers the city made a bad choice, so the purpose is to persuade. Find loaded words: "wasted," "nobody asked for," "crumble." Name the perspective: the author is against the fountain and wants money spent on roads. Explain how it is shown: the negative, loaded words show the author's disapproval.
Answer	Purpose: persuade. Perspective: against the fountain; shown through loaded words like "wasted" and "crumble."

SLIDE 10: YOU DO**2 min**

Say	Now on your own: Part 11. Solve it with no talking. You have 2 minutes.
Answer	(D) To inform. It shares facts with neutral words.
Then	Students who got it: launch the room. Students who missed it: 3-minute reteach at your table, then start the room at the Explorer level.

SLIDE 11: WORK TIME: THE AUTHOR'S AGENDA**0:20–0:48**

Say	Open The Author's Agenda on your device. Type your name, choose the level I assigned, and begin. Whisper voice with your partner only.
Do	Start the 28:00 timer and leave this slide up. Circulate with the answer key.
Checkpoints	At 10 minutes: stage 2 done. At 20 minutes: stage 4 done; give a 5-minute warning for the final lock and turn-in.
Turn-in	Students tap "Copy my work" and paste it into the Canvas assignment (Text Entry).

SLIDE 12: DEBRIEF**0:48–0:52**

Ask	How can two authors use the same facts but show different perspectives? What clues help you tell an author's purpose? Why does it matter to notice what an author leaves out?
Say	Back to warm-up question 3 and our hook vote: were our predictions right? What evidence changed your mind?
Answer	The coach might focus on exercise and health; the principal might focus on learning time and schedules. Who they are shapes what they notice.

Say	Clear your desk except a pencil. Work silently and on your own. For every answer, write "I know because..." and use evidence.
Do	Hand out the exit ticket. Start the 8:00 timer. Collect and sort with page 3 (Mastered / Approaching / Beginning).

MISCONCEPTIONS TO WATCH FOR

- "Informational texts have no perspective." Every author makes choices about words and details.
- "Purpose and perspective are the same." Purpose is why the author writes; perspective is how they see the topic.
- "One strong word proves the purpose." Look at the text as a whole.
- "If it uses facts, it can't be persuasive." Persuasive writers often choose facts that support only their side.