

Is That the Author's Tone You Hear?

Resources for the Adult Education Practitioner



Webinar Handbook, February 20, 2019

Institute for the Professional Development of Adult Educators

RESOURCES FOR THE ADULT EDUCATION PRACTITIONER

Is That the Author's Tone You Hear?

Rod Duckworth, Chancellor
Career and Adult Education, Department of Education

Carol Bailey, Director
Adult Education

June Rall, Director of IPDAE

Tamara Serrano, Project Support Specialist for IPDAE

Resources Developed and Designed By
Bonnie Goonen, National Consultant for Florida IPDAE



This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

Institute for the Professional Development of Adult Educators
3209 Virginia Avenue - Fort Pierce, FL 34981
Phone 772-462-7409 • E-mail info@floridaipdae.org

Table of Contents

Guiding Questions	1
Author's Purpose, Point of View, Tone	2
A List of Words to Describe Tone	4
Tone = Speaker's Attitude	5
Mood = emotional effect that the text creates for the audience.....	6
Point of View Questions: Higher Order Thinking	7
Pin Point the Point of View!	9
What's the Author's Tone?	10

Guiding Questions

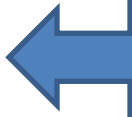
Think about the following guiding questions as you participate in today's session.
Write down your thoughts and be prepared to share your ideas.

Slide(s)	Guiding Questions	My Thoughts
4	Think about what you want to take-away from this session.	
6	What's the author's purpose? What's the author's tone?	
8-9	Define the term "author's purpose."	
13	Define the five common points of view.	
15	What's the difference between voice, tone, and mood?	
16	What difficulties do students have when identifying the tone of a text?	
20	What do you mean?	
21	What are the basic elements of tone?	
25-28	What is irony?	
32	How is mood different from tone?	
35	Why do you need to teach tone and mood?	
43	Share the one thing that you found most useful from this session.	

Author's Purpose, Point of View, Tone

The author's purpose can be to:

- Inform: to teach the reader something
- Persuade: wants the reader to take action
- Describe: lots of details about an item or event
- Entertain: humorous or engaging, suspenseful



Authors often use a combination of these.

The author's point of view

Point of view directly relates to the author's belief about a subject or topic. It is the perspective or angle from which events or information are presented. Authors can be biased (they favor one side over another) or objective (see both sides)

Types of point of view include:

First Person	First person narration is told from the point of view of the writer or the point of view of a character (usually the main character) in the story. It is usually easily identifiable through the use of first person pronouns such as I, me, mine. In fiction, first person narration allows direct insights into the thoughts and feelings of a character in the story. However, the first person point of view is also used in nonfiction, such as autobiographies and reports.
Second Person	In second person point of view, the narrator speaks directly to the reader. It is identifiable by the use of second person pronouns such as you, your, yours. The second person point of view is most commonly seen in instruction writing, but it is sometimes used in fiction too, especially in interactive books such as adventure game books.
Third Person Objective	This point of view sees the writer employ a character to narrate the story without providing insights into the character's own thoughts and feelings. It is a neutral form of narration that aims to provide an objective and unbiased point of view and is the default point of view for news reports. Identified mainly through the use of third person pronouns and people's names, essentially this point of view is designed to inform.
Third Person Limited	The third person limited point of view sees the story told from the point of view of a single character. It is generally identifiable by the use of third person pronouns and insights into the thoughts and feelings of the character. While other characters are referred to in the third person too, only a single character is followed in depth. This is usually, but not always, the main character.
Third Person Omniscient	The keyword here is omniscient. This point of view offers the reader the point of view of a god. It can be differentiated easily from the third person limited point of view by the fact that the reader is afforded deep insights into the internal life of more than a single character. This is due to the narrator being privy to all the actions, thoughts, and feelings of every character within the text.

The author's tone

The word choice and writing style an author uses creates an attitude about a topic.

Remember: Tone is different from description. A sad topic can be presented in a neutral tone. Also, when preparing for standardized tests, it is important to look at lists of tone words to know their definition. The reader might be able to describe the tone, but does not have the vocabulary to choose the correct answer.

Type of Writing	Author's Purpose	Point of View and Tone
Nonfiction New articles Textbooks Biographies Documentaries Manuals Charts, Graphs Tables	To inform, explain, give directions, illustrate, present information	The author's point of view and tone is primarily neutral
Persuasive Pieces Editorials Advertisements Commercials Bumper Stickers Billboards Campaign Speeches Some Charts and Graphs	To persuade by expressing an opinion to convince readers to think/feel/act a certain way	The point of view reflects the author's attitude about a subject. Sometimes the opinion is directly stated and other times it is implied. The author may try to convince readers by using tone to appeal to the readers' feelings and/or values.
Fiction Short story Poetry Novels Drama	To illustrate a theme, event, or story that conveys a mood. Usually written to entertain.	The author may use characters or narrators to express attitudes in the story. The tone might be light and humorous or serious and sad.

A List of Words to Describe Tone with Definitions

Brian Sztabnik. Retrieved from the World Wide Web at
<http://talkswithteachers.com/wp-content/uploads/2017/04/35-Words-to-Describe-Tone.pdf>

1. accusatory-charging of wrong doing
2. apathetic-indifferent due to lack of energy or concern
3. awe-solemn wonder
4. bitter-exhibiting strong animosity as a result of pain or grief
5. cynical-questions the basic sincerity and goodness of people
6. condescending-a feeling of superiority
7. contemplative-studying, thinking, reflecting on an issue
8. critical-finding fault
9. contemptuous-feeling that something is worthless or lacks respect
10. caustic-stinging, biting
11. conventional-lacking originality and individuality
12. disdainful-scornful
13. didactic-wanting to educate or instruct the reader
14. derisive-ridiculing, mocking
15. earnest-a sincere state of mind
16. erudite-learned, polished, scholarly
17. forthright-directly frank without hesitation
18. gloomy-sadness, full of rejection
19. haughty-proud and vain to the point of arrogance
20. indignant-marked by anger aroused by injustice
21. judgmental-authoritative and often having critical opinions
22. jovial-happy
23. mocking-treating with contempt or ridicule
24. malicious-purposely hurtful
25. objective-an unbiased view-able to leave personal judgments aside
26. optimistic-hopeful, cheerful
27. pessimistic-seeing the worst side of things; no hope
28. reverent-treating a subject with honor and respect
29. ridiculing-slightly contemptuous banter; making fun of
30. reflective-illustrating innermost thoughts and emotions
31. sarcastic-sneering, caustic
32. sardonic-scornfully and bitterly sarcastic
33. satiric-ridiculing to show weakness in order to make a point, teach
34. sincere-without deceit or pretense; genuine
35. solemn-deeply earnest, tending toward sad reflection

Tone = Speaker's Attitude

POSITIVE TONE WORDS		NEUTRAL	NEGATIVE TONE WORDS	
accepting	hilarious	commanding	abhorring	hostile
admiring	hopeful	direct	acerbic	impatient
adoring	humorous	impartial	ambiguous	incredulous
affectionate	interested	indirect	ambivalent	indifferent
appreciative	introspective	meditative	angry	indignant
approving	jovial	objective	annoyed	inflammatory
bemused	joyful	questioning	antagonistic	insecure
benevolent	laudatory	speculative	anxious	insolent
blithe	light	unambiguous	apathetic	irreverent
calm	lively	unconcerned	apprehensive	lethargic
casual	longing	understated	belligerent	melancholy
celebratory	mirthful		bewildered	mischievous
cheerful	modest		biting	miserable
comforting	nostalgic		bitter	mocking
comic	optimistic		blunt	mournful
compassionate	passionate		bossy	nervous
complimentary	placid		cold	ominous
conciliatory	playful		conceited	outraged
confident	poignant		condescending	paranoid
contented	proud		confused	pathetic
delightful	reassuring		contemptuous	patronizing
earnest	reflective		curt	pedantic
ebullient	relaxed		cynical	pensive
ecstatic	respectful		demanding	pessimistic
effusive	reverent		depressed	pretentious
elated	romantic		derisive	psychotic
empathetic	sanguine		derogatory	resigned
encouraging	scholarly		desolate	reticent
euphoric	self-assured		despairing	sarcastic
excited	sentimental		desperate	sardonic
exhilarated	serene		detached	scornful
expectant	silly		diabolic	self-deprecating
facetious	sprightly		disappointed	selfish
fervent	straightforward		disliking	serious
flippant	sympathetic		disrespectful	severe
forthright	tender		doubtful	sinister
friendly	tranquil		embarrassed	skeptical
funny	whimsical		enraged	sly
gleeful	wistful		evasive	solemn
gushy	worshipful		fatalistic	somber
happy	zealous		fearful	stern
			forceful	stolid
			foreboding	stressful
			frantic	strident
			frightened	suspicious
			frustrated	tense
			furious	threatening
			gloomy	tragic
			grave	uncertain
			greedy	uneasy
			grim	unfriendly
			harsh	unsympathetic
			haughty	upset

Mood = emotional effect that the text creates for the audience

POSITIVE MOOD WORDS		NEGATIVE MOOD WORDS	
amused	jubilant	aggravated	insidious
awed	liberating	annoyed	intimidated
bouncy	light-hearted	anxious	irate
calm	loving	apathetic	irritated
cheerful	mellow	apprehensive	jealous
chipper	nostalgic	barren	lethargic
confident	optimistic	brooding	lonely
contemplative	passionate	cold	melancholic
content	peaceful	confining	merciless
determined	playful	confused	moody
dignified	pleased	cranky	morose
dreamy	refreshed	crushed	nauseated
ecstatic	rejuvenated	cynical	nervous
empowered	relaxed	depressed	nightmarish
energetic	relieved	desolate	numb
enlightened	satiated	disappointed	overwhelmed
enthralled	satisfied	discontented	painful
excited	sentimental	distressed	pensive
exhilarated	silly	drained	pessimistic
flirty	surprised	dreary	predatory
giddy	sympathetic	embarrassed	rejected
grateful	thankful	enraged	restless
harmonious	thoughtful	envious	scared
hopeful	touched	exhausted	serious
hyper	trustful	fatalistic	sick
idyllic	vivacious	foreboding	somber
joyous	warm	frustrated	stressed
	welcoming	futile	suspenseful
		gloomy	tense
		grumpy	terrifying
		haunting	threatening
		heartbroken	uncomfortable
		hopeless	vengeful
		hostile	violent
		indifferent	worried
		infuriated	

Point of View Questions: Higher Order Thinking

Below is a list of 36 questions you could use while teaching point of view to get students thinking more critically. The point of view questions are organized with Bloom's Taxonomy in mind. Make sure you are incorporating higher order thinking questions consistently in your teaching of point of view

Knowledge

1. Define first person point of view.
2. Define third person point of view.
3. Who told the story?
4. Point at a sentence from the passage that shows the author's point of view.
5. What is point of view?
6. Who is the narrator of this story?

Comprehension

1. What does the author think is most important?
2. How does the author feel about.....?
3. What's the difference between first and third person point of view?
4. What sentence from the passage best supports the author's point of view?
5. How does the narrator's point of view affect the events in the narrative?
6. How does the main character feel about.....?

Application

1. What strategies can you use to determine the author/narrator's point of view?
2. If the author rewrote this from an opposing viewpoint, what statements would need to change?
3. What questions would you ask the author about his or her point of view during an interview?
4. How could you change this narrative so that it is written from a third person point of view?
5. What events in the narrative would change if the narrative was written from a different character's point of view?
6. How would the character handle living in a new setting?

Analysis

1. Would the author agree or disagree with the statement.....and how do you know?
2. Why do you think the author chose to say.....?
3. What facts does the author state?
4. What opinions does the author state?

5. What evidence can you find that the author believes.....?
6. Why do you think the narrator said?

Evaluation

1. What information did the author choose to leave out because it opposed their point of view?
2. Can you trust the author's point of view? Why or why not?
3. Is the author knowledgeable on this subject? Why or why not?
4. Would the narrative be better if it was written from a different character's point of view?
5. Do you agree with the author's point of view? Why or why not?
6. What would you have done differently from the main character? Why?

Synthesis

1. Rewrite this narrative from a different character's point of view.
2. Rewrite this article with an opposing viewpoint.
3. How would the narrative have been different if it had been written from a first person point of view rather than a third person point of view?
4. What statements would you add to the nonfiction article to make the author's point of view more clear?
5. Create a comic strip that clearly shows the main character's point of view.
6. Write a diary entry from the main character's point of view.

Retrieved from the World Wide Web at: <https://teachingmadepractical.com/point-of-view-questions/>

Pin Point the Point of View!

This fun activity requires limited preparation and provides for a great time filler, as well as valuable practice identifying narrative points of view. Provide a variety of random books for students' use (the library would serve as the perfect venue for this activity). Ensure there is a mix of fictional and nonfictional genres made available. In pairs, students examine a page of text and decide on the point of view being used. Remind students too that they must provide reasons for their choice. They can record their findings before moving onto another text.

At the end of the activity, pairs can then present their findings to the class for discussion and debate. In the beginning, recognizing first, second, and third person points of view will be enough. As the students grow in skill they can begin to recognize the different forms of third person point of view.

Untangle the Third Person Point of View

Students must understand that third person objective narrates action alone, while offering no insights into a character's thoughts and feelings. However, students may have a problem in distinguishing between what constitutes thoughts and feelings and what can be defined as action. In this case, encourage students to approach the text with the mind of a movie director. If they were making a movie of the action in the text, can they film everything? If all the action in the text can be seen and heard and would therefore be easy to film, then the text will be third person objective.

If, however, the text contains lots of content that would not easily lend itself to being filmed, these are likely to constitute the thoughts and feelings of the character. Then, the question will be do we have access to a single character's thoughts and feelings - in which case the text will be third person limited. If we are granted access to a range of characters' thoughts and feelings, then we are dealing with third person omniscient. Give students practice in this area by providing them with a range of texts written in the third person which they can then check against the above criteria. Initially, this activity will be most effectively performed in pairs or small groups where they can use discussion to cement their understanding. Soon, they should be able to sort the various third person points of view on their own with ease.

Adapted from: Literacy Ideas. Retrieved from the World Wide Web at:
<https://www.literacyideas.com/point-of-view/>

What's the Author's Tone?

Content Area:	Reading
Domain:	Craft and Structure
CCR Standard:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCR.RE.ABE.4.4)
NRS Level:	Level 4

Objectives	Students will be able to: <ul style="list-style-type: none">• Identify the author's tone by using a list of tone words
Guided Practice	<p>Begin the lesson by having students list five words that could describe tone of voice. Share with students that the tone people use when speaking is similar to the different types of tone that authors use in their writings. Divide the students into small groups and have them discuss their individual lists. Bring the class together and combine their lists, making one master list. Have students select 3-5 words from the list and have them write a sentence for each word that indicates tone of voice, without specifically using the tone descriptor. Example: Standing tall, a smile wreathing her face, she watched, misty-eyed, as her youngest son received his diploma (pride). Share with students that without specifically using the word pride, the tone was conveyed.</p> <p>Model for students how they can determine the tone of a short passage. Provide students with a copy of tone words. Write the following on the board:</p> <p>She huddled in the corner, clutching her tattered blanket and shaking convulsively, as she feverishly searched the room for the unknown dangers that awaited her.</p> <p>Using a forward-design instructional model (looking at the evidence first and then making a conclusion), circle the words in the passage that are important in reflecting what the speaker is feeling or thinking. Characterize diction (word choice) and syntax (sentence structure, length of sentences) of the passage. Using the list of tone words, identify the tone of the passage. Discuss that tone is more than just words; it's also about experiences that influence a word's connotative meaning. Use additional short passages to ensure that students have mastered the process. You may wish to use passages included in Handout A as examples.</p>

Independent Practice	Provide students with Handout A. They may use the tone list that they developed or the provided list. Have students circle the words in each passage that they think reflects what the speaker is feeling or thinking. Then have them identify the author's tone. Debrief by asking students what led them to their decision and how the passage made them feel (mood).
Modifications to the Activity	Provide passages written at the appropriate readability levels for students. For students in higher level ABE and GED® Prep programs, provide passages where the tone changes. Have students identify where the tone shifts occur and what causes the shifts.
Technology	Use the following video: <i>Mood and Tone</i> https://www.youtube.com/watch?v=C3TZGZn5VwA
References	<ul style="list-style-type: none"> Figure Out the Author's Tone. Kelly Roell. https://www.thoughtco.com/tricks-to-figure-out-the-authors-tone-3211742 Teaching Tone. Brian Sztabnik. http://talkswithteachers.com/teaching-tone/
Materials/ Worksheets	What's the Author's Tone? – Handout A Overview of Tone and Mood – Handout B
Solution Key	<p>Guided Practice</p> <p>She huddled in the corner, clutching her tattered blanket and shaking convulsively, as she feverishly searched the room for the unknown dangers that awaited her.</p> <p>Word Choice: Emotional, strong, specific Syntax: Complex sentence structure Tone: Terrified</p> <p>Independent Practice (Note: Synonyms of the following words may be used for the author's tone.)</p> <ol style="list-style-type: none"> 1. Pessimistic 2. Suspicious 3. Objective 4. Longing, Wistful, Nostalgic 5. Abrupt 6. Formal 7. Horror, terror 8. Calm, Peaceful 9. Accepting 10. Angry, pessimistic 11. Academic 12. Happy and excited

What is the Author's Tone?

Read each of the following passages. Circle the words in the passage that are important in reflecting what the speaker is feeling or thinking. Determine the tone.

1. We are supposed to go to the concert tomorrow, but it has been raining for three days straight. I just know that we won't be able to go.

What is the author's tone?

2. The parking garage was dark, but she could hear the footsteps behind her. She looked back several times, but couldn't see anyone. However, something just didn't seem right.

What is the author's tone?

3. A vaccine is a preparation of killed or weakened germs that is injected under the skin and causes the blood to produce antibodies against the disease. Effective vaccines, for instance, have been developed for smallpox, rabies, and polio.

What is the author's tone?

4. "Oh Shenandoah,
I long to see you,
Away you rolling river.
Oh Shenandoah,
I long to hear you,
Away, I'm bound away,
'cross the wide Missouri.
-traditional

What is the author's tone?

5. The trees all died. They were orange trees. I don't know why they died, they just died. Something wrong with the soil possibly or maybe the stuff we got from the nursery wasn't the best. We complained about it. So we've got thirty kids there, each kid had his or her own little tree to plant and we've got these thirty dead trees. All these kids looking at these little brown sticks, it was depressing.

What is the author's tone?

6. "Yesterday, December seventh, 1941, a date which will live in infamy, the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan." Franklin D. Roosevelt

What is the author's tone in this passage?

7. "During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country, and at length found myself, as the shades of evening drew on, within view of the melancholy House of Usher...I reined my horse to the precipitous brink of a black and lurid tarn that lay in unruffled luster by the dwelling... [with] vacant eye-like windows."

Excerpt from "The Fall of the House of Usher" by Edgar Allan Poe

What is the author's tone?

8. It was very late and everyone had left the cafe except an old man who sat in the shadow the leaves of the tree made against the electric light. In the day time the street was dusty, but at night the dew settled the dust and the old man liked to sit late because he was deaf and now at night it was quiet and he felt the difference.

Excerpt from *A Clean, Well-Lighted Place* by Ernest Hemmingway

What is the author's tone?

9. This was the last fish we were ever to see Paul catch. My father and I talked about this moment several times later, and whatever our other feelings, we always felt it fitting that, when we saw him catch his last fish, we never saw the fish but only the artistry of the fisherman. Excerpt from *A River Runs Through It* by Norman Maclean

What is the author's tone?

10. I couldn't blame them. They had seen no battles, but the invisible arms of war had taken their men and their hope. Every face I saw was bleak. The anger rose in me for a moment. I hadn't asked for the war. I hadn't wanted to leave my family for years and to travel so far away. What did I have to show for those years? A woolen blanket, a cooking kettle, a lucky stone, and stories of what I had seen-the good and the bad. Too bad I couldn't eat stories.

What is the author's tone?

11. Noise affects the eardrum as an irregular succession of shocks, whereas a musical sound is smooth and pleasant. With music, the eardrum is thrown into successive periodic vibrations to which the auditory receptor has been attuned.

What is the author's tone?

12. The sun is shining brightly in the meadow, let's go out and play!

What is the author's tone?

Tone

vs

Mood

The writer's attitude or feeling toward the subject. Tone can be positive, negative, or neutral. What tone of voice is the author writing in?

The atmosphere or emotion the writer creates for the reader. What is the reader's emotional response to the writing?

Ask yourself:
What word choices show the writer/narrator's attitude about the topic, characters, or events?

Ask yourself:
How does the reader feel about the topic, characters, or events? What's the vibe you get from the writing?

Accepting	Nostalgic	Sample Tone & Mood Vocabulary	Amused	Hopeful
Admiring	Objective		Awed	Infuriated
Angry	Optimistic		Aggravated	Joyous
Calm	Outraged		Cheerful	Lonely
Contented	Passionate		Contemplative	Mellow
Disappointed	Proud		Confused	Morose
Ecstatic	Patronizing		Determined	Peaceful
Encouraging	Pessimistic		Disappointed	Overwhelmed
Foreboding	Reassuring		Distressed	Sentimental
Formal	Respectful		Empowered	Scared
Funny	Sarcastic		Envious	Silly
Happy	Scholarly		Excited	Surprised
Hopeful	Serious		Frustrated	Thankful
Impatient	Sinister		Grateful	Terrified
Introspective	Threatening		Gloomy	Uncomfortable
Joyful	Unconcerned		Happy	Worried
Longing	Wistful			

Websites

Author's Purpose and Point of View

E-Reading. Author's Purpose. <https://www.ereadingworksheets.com/free-reading-worksheets/authors-purpose-worksheets/authors-purpose/>

Common Core History/Social Studies. Point of View

<https://www.commoncorehistorysocialstudies6to8.com/6-86-identify-authors-point-of-view-and-purpose.html>

e-Reading. Point of View. <https://www.ereadingworksheets.com/point-of-view/>
<https://www.ereadingworksheets.com/point-of-view/teaching-point-of-view/>

Tone

e-Reading. Tone Worksheets. <https://www.ereadingworksheets.com/free-reading-worksheets/tone-worksheets-and-lesson/>

Flashcard Machine. Tone Words

https://www.flashcardmachine.com/flashcards/?search=true&topic_id=518282&subject=English&order_by=topic_created&desc=1&title=tone

ThoughtCo. What is the Author's Tone? Kelly Roell

<https://www.thoughtco.com/what-is-authors-tone-3211744>

The Ultimate List of Tone Words. A massive list of tone words and their definitions.

<https://www.albert.io/blog/ultimate-list-of-tone-words/>

Resources

CommonLit. Instructional materials to support literacy.

<https://www.commonlit.org/>

Florida IPDAE. <http://www.floridaipdae.org/>

