



Is That the Author's Tone You Hear?

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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.



Welcome!

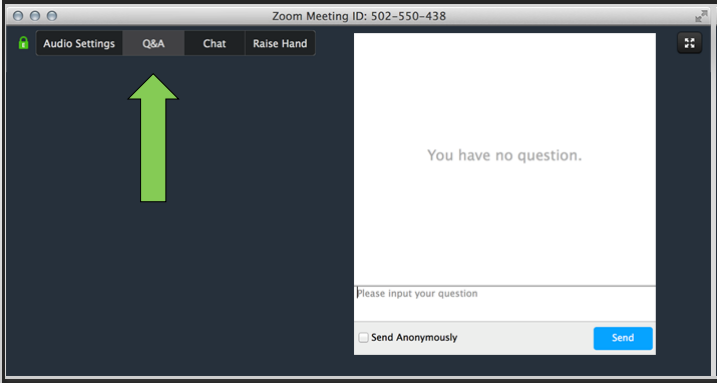


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Webinar Tips to Remember

- If you have a question, please type it into the **Q&A** option.




- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

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Objectives




In this session, we will explore:

- How identifying purpose, tone, and mood help students to better comprehend written text
- What strategies are effective for determining purpose, tone, and mood
- Resources for the classroom

Don't forget the guiding questions!

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The Author


There is an **author** – a person with thoughts, feelings, and opinions – behind everything you read.

Authors write from a **personal point of view**. Point of view is reflected in


- the **purpose** of a piece of writing – to inform, to persuade, or to entertain – and
- its **tone** – the expression of **attitude** and **feeling**.

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What do you think?



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- What's the author's **purpose**?
- Can you tell what the **tone** of each speaker is? Which one is sincere in what he says? Which is insincere?


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The Author

The boss is **insincere**.
If he decided to fire the worker, he most likely is not sorry. He doesn't know if the worker will "land on his feet" and find another job.



The worker, on the other hand, is **sincere** in his anger at being fired and his wish that he could stomp on his ex-boss's chest.

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Purpose

The author's
reason for writing

is called

the **purpose** of a
selection

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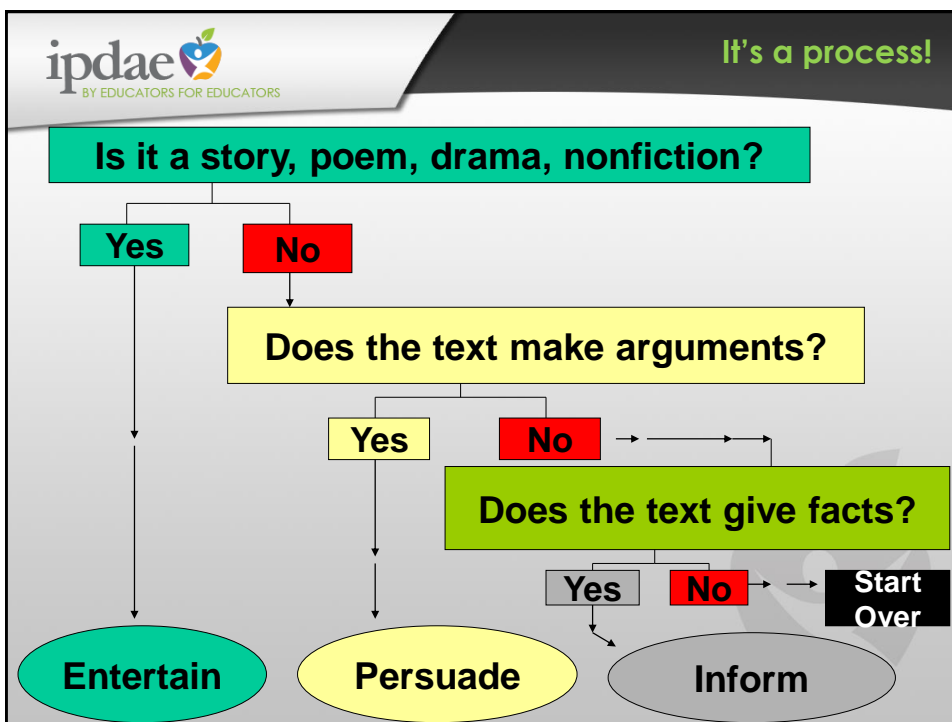
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Three Common Purposes

- To **inform** (expository) – to provide information about a subject
- To **persuade** (persuasive) – to convince the reader to agree with the author's point of view on a subject
- To **entertain** (narrative or poetry) – to amuse and delight; to appeal to the reader's senses and imagination


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Move from Simple to Complex



Finding the Clues
(Purpose, Point of View, Tone, Mood)

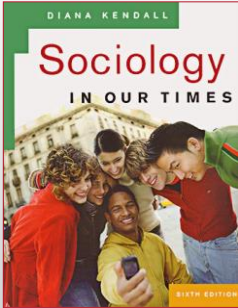
From Simple to  Complex					
Pictures/ Advertis- ments	Comics	Sentences	Short para- graphs	Longer, more intricate passages – fiction/ mysteries	Longer, more intricate passages - nonfiction

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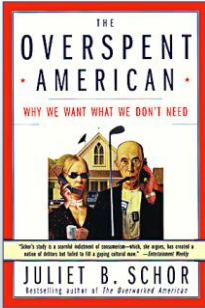
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What's the author's purpose?



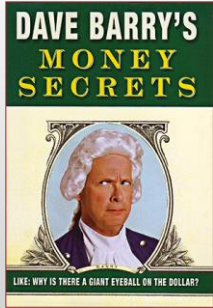
Primary purpose:

A. to inform
B. to persuade
C. to entertain



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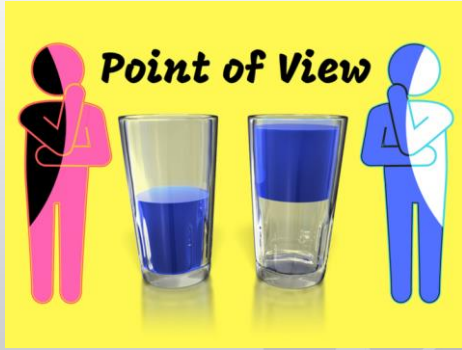
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What's the author's point of view?

- First Person
- Second Person
- Third Person
 - Third Person Objective
 - Third Person Limited
 - Third Person Omniscient



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Putting Point of View into Practice

Have students

- Pinpoint the point of view
- Untangle third person point of view
- Read a range of texts



"That rotten wolf tried to eat us!!!!"



"I was framed! I just wanted to borrow a cup of sugar!"

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What do you think?



What's the difference between voice, tone, and mood?

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The Problem with Tone

Students often

- Don't know what it means
- Know the definition, but don't know how to apply it to a text
- Think it only means the author's attitude or voice (they don't understand it reflects the speaker or narrator)
- Confuse tone with mood
- Can only recognize it on a basic, glaring level, like when a speaker is sad or happy
- See tone as one consistent attitude, but struggle to see how it changes or shifts

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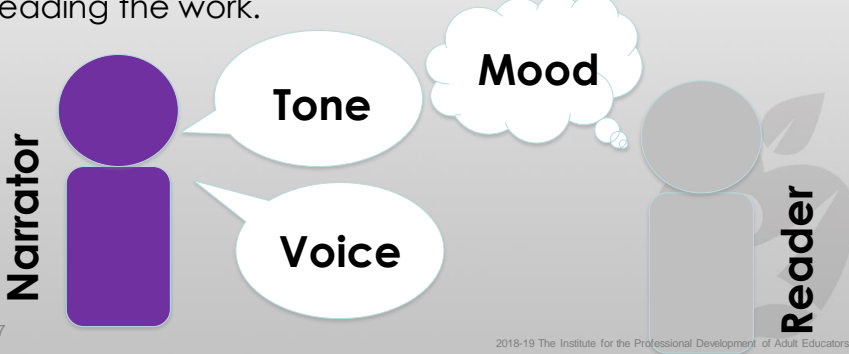
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Voice is not Tone is not Mood

Voice: the author's (narrator's) style or personality that makes the writing unique


Tone: how the author or speaker feels about the subject.

Mood: how the reader is supposed to feel when reading the work.



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What do you think?

Start with What Students Know

Don't use that voice!
Watch your tone!
I'm not in the mood!


Use what students already know and apply it to reading and writing.



Mozart as a child

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What do you think?


Take 30 Seconds

If you were to tell a student “watch your tone”, or “that tone is not appropriate” or “don’t use that tone with me” ... to what are you really referencing?




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What is tone?


The **attitude or perspective** with which the author or narrator treats the subject. Whereas, **voice** is the writer's personality



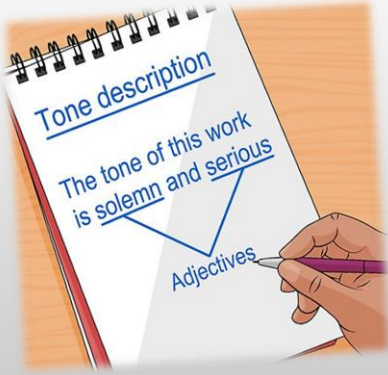
- **Tone** is similar to vocal tones.
- The same adjectives can be used to describe the author's tone.
- You can't *hear* the author, so you have to infer the tone from the author's words.

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The Basic Elements of Tone




Teach students to decipher tone through



- Diction (denotative and connotative meaning)
- Imagery (understanding through the senses)
- Details (facts, descriptions)
- Language (how to describe entire text)
- Syntax (sentence length, patterns, punctuation)

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It's All About Words!

Denotative (dictionary) Meaning		Connotative (secondary) Meaning
<p>A red octagon</p>		<p>A sign that indicates potential danger ahead</p>
<p>Snake - any of numerous scaly, legless, sometimes venomous reptiles having a long, tapering, cylindrical body</p>		<p>Snake - something evil or untrustworthy. Perhaps an omen of bad things to come</p>

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It's All in the Tone!

This place may be shabby, but since both of my children were born while we lived here, it has a special place in my heart.

A. encouraging B. sentimental C. determined


This isn't the greatest apartment in the world, but it's not really that bad.

A. accepting B. regretful C. cynical

If only there were some decent jobs out there, I wouldn't be reduced to living in this miserable dump.


A. cheerful B. bitter C. threatening

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Teaching Tone

- **Repetitive practice** builds skill
 - Have students
 - circle words that reflect what speaker is feeling/thinking
 - characterize how diction (word choice) and syntax (sentence structure) influence the author's attitude
 - look at a tone sheet to see what words correspond to the evidence gathered
 - Start with forward design (evidence to conclusion)
- **Lists** are useful as references, but not for memorization
- **Shifts** matter



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Sample Tone Words

Some examples of words that describe **tone**.

- Anxious
- Appreciative
- Concerned
- Cynical
- Depressed
- Foreboding
- Grateful
- Grave
- Hopeful
- Jealous
- Loving
- Melancholy
- Peaceful
- Pleasant
- Respectful
- Sensitive
- Timid
- Wise

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Irony – A Complex Tone

For example, if you're suffering from the flu and someone asks how you feel, and you say:

What is said

"I feel terrific today."


>><<

What is meant

you are using **verbal irony**.

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Irony – A Complex Tone

The words you have **said**
are the **opposite**
of what you really **mean**.


What is
said

What is
meant

“I feel terrific today.”


✕
✕
✕

“I feel lousy today.”




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Start easy - what's the irony?




The irony is that the little girl herself is completely self-absorbed. She shows no interest in the people around her and is concerned only about their paying attention to her new hair style.




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Then move to real-word short phrases – what's the irony?



While standing in a long, slow line at a supermarket or bank, you might say to people in line with you, "My, this is exciting."

If a friend arrives at your place two hours late, you might say, "Well, thanks for showing up on time."

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Integrate Reading and Writing

- Sentence Read
 - I am a student at Central Adult Education.
- Create a photo collage or cartoon to illustrate a specific tone
- Rewrite a
 - Sentence using a different tone
 - Passage from a poem using a different tone
 - Passage from a story using a different tone
 - Passage from a nonfiction article using a different tone

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What do you think?

Take 30 Seconds


Think back on the past week. What different “moods” have you experienced?

- Consider, what mood are you in right now? What mood were you in yesterday? . . . etc.





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Mood

Grumpy




MOOD is the overall feeling or emotion created in the reader.

The “power of the pen” can move mountains.”
Authors “move” their readers’ moods through their choice of words and level of detail.

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How does it make you feel?

Midnight, and someone pounded on the front door. "Mom? Dad?" Where were they? The movie got out at 11. Molly crawled out of bed and tiptoed downstairs. A shadowy figure showed through the frosted glass in the front door. Fear nibbled at her making her knees wobble.

Mom's voice echoed inside her head. "Remember, don't answer the door when we're away." Molly crouched, back pressed against the wall, mouth dry-as-dirt. "Please, go away," her words, a choked whisper.

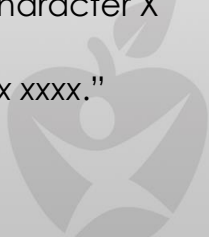


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Use Mood Questions


- What is the mood of the selection?
- Given a list of emotion words, choose the one that suggests the mood of the selection.
- The author uses the word(s)/paragraph "xxxx." What mood is the author creating?
- The author uses the word(s) "xxxx." What does/do the word(s) "xxxx" suggest about how Character X was feeling in the selection?
- The author uses the words " xxxx xxxx xxxx xxxx." What feeling does the language in the sentence/phrase primarily express?



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Why do I need to teach this?




Tone plays an important role in reading comprehension. Evaluating the author's tone allows the reader to

- Engage with the text in a deeper way and better understand the text
- Determine the author's attitude toward the subject/topic
- Uncover the intent of the words in a text (negative, positive, neutral)
- Check personal biases and prejudices

And don't forget, these reading comprehension skills are assessed on the TABE 11/12!

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Overview of TABE® 11/12 Reading Content Areas

	Level L	Level E	Level M	Level D	Level A
Phonological Awareness	23%				
Phonics and Word Recognition	23%	16%			
Key Ideas and Details	28%	37%	47%	47%	47%
Craft and Structure	16%	32%	42%	38%	42%
Integration of Knowledge and Ideas	10%	15%	11%	15%	11%

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2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	B	Medium
3.RI.6	Distinguish their own point of view from that of the author of a text.	B	Medium
6.RL.4	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.	D	Medium
8.RI.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	D	High
6-8.RH.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	D	Low
9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	E	Low
9-10.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	E	High
11-12.RL.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	E	Low
9-10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	E	High
9-10.RH.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	E	Low



Sample Questions

4. Which sentence from the passage best expresses the author's attitude toward the threat of quicksand?

- A. "It is true that you will begin to sink if you step into quicksand."
- B. "The depth of quicksand ranges from a few inches to four feet."
- C. "If you wander into an area of quicksand, do not ask another person to pull you out."
- D. "An experience with quicksand usually is more messy and embarrassing than it is dangerous."

2. Which of these is most likely the author's purpose for writing this article?


- A. The author wants the reader to understand how grocery stores have changed since the 1920s.
- B. The author wants the reader to understand that European grocery stores are superior to American grocery stores.
- C. The author wants the reader to understand that grocery stores stopped selling locally grown products during the 1950s.
- D. The author wants the reader to understand that the new trend of buying local produce has many important benefits for Americans.

5 A. How does the author advance his or her point of view in the article?

- A. The author focuses on how Americans shop.
- B. The author focuses on how products are shipped throughout the world.
- C. The author compares the healthier shopping habits of Europeans with the habits of Americans.
- D. The author compares the economic benefits of shopping at smaller stores rather than large chain stores.

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Putting It All Together – Start with Visuals



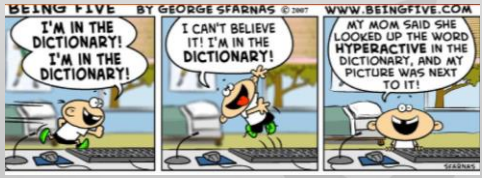
What is the tone of this comic/advertisement/photo?

What is the mood?

How do you know?


What images, words, ideas help to reinforce the idea?

What would enhance or exaggerate the tone to make it more specific?

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Putting It All Together – Onto Written Text

- Sentences to Longer Passages
 - Fiction
 - Nonfiction
- And, don't forget songs, movies, television shows, and advertisements to teach tone and mood!
They're engaging and great resources!

	Mood or atmosphere	Evidence of mood	Tone or attitude	Evidence of tone
Song #1				
Song #2				
Song #3				


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Remember

- Repetitive practice builds skills – use lots of different types of text
- Use lists as references
- Shift matters!




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WHERE CAN I LOCATE MORE MATERIALS?

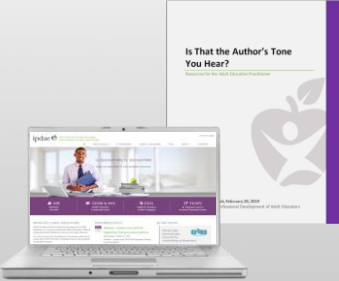
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Resources

Check out Florida IPDAE for more resources and ideas!



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Resources from the Workbook and the Web

Mini-Lesson (New!)
What's the Author's Tone?

Stay Tuned for . . .

- Figurative Language Webinar
- Reading Matrices Aligned to TABE 11/12 and GED® Tests
- Mini-Lessons and more . . .

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“Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours.”

John Locke

Thank You!

Always here to assist!

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