

Name

Date

GRAPHIC ORGANIZER

Identifying Author's Purpose

Inform	Entertain	Persuade

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Name _____ Date _____

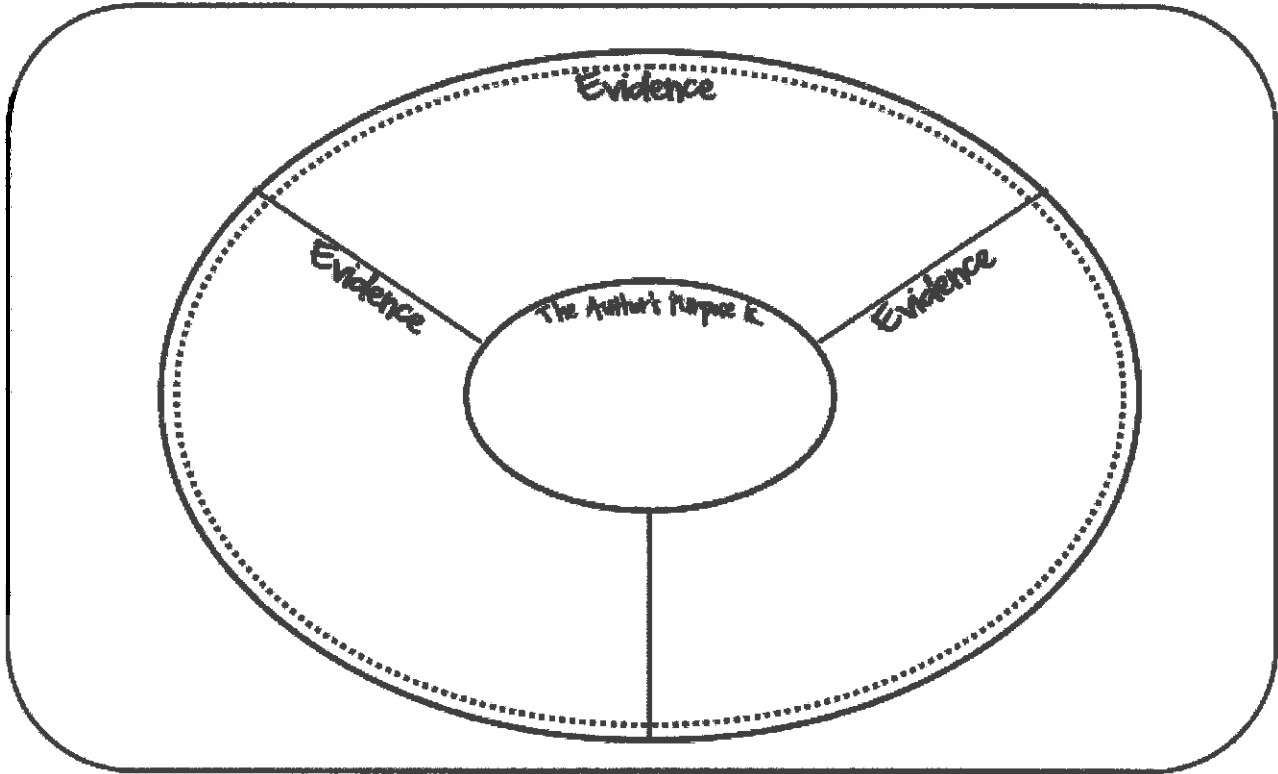
Author's Purpose

to entertain	to inform	to persuade
title	title	title
example	example	example
title	title	title
example	example	example
title	title	title
example	example	example

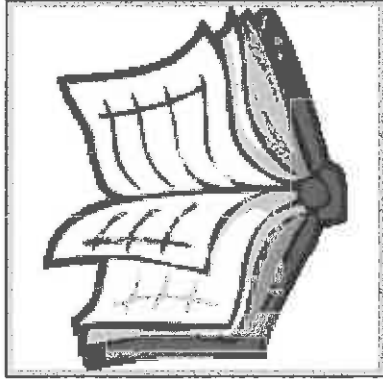
Name _____ Date _____

Author's Purpose

Title _____ Author _____

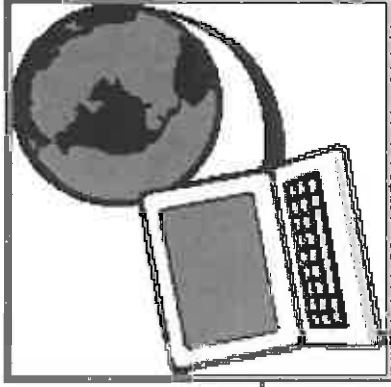


Author's Purpose



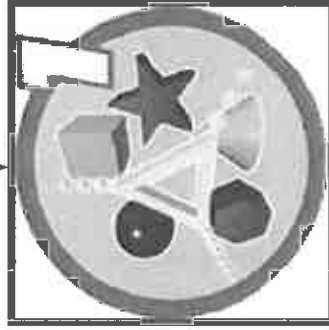
Narrative
*To Entertain,
To Tell a Story*

Is it fiction
or an autobiography?
Does it have characters,
setting, or plot?



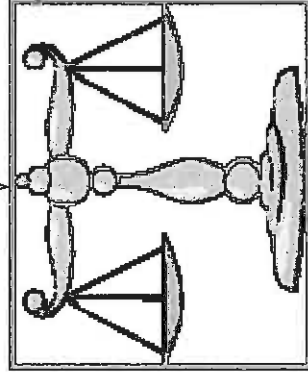
Expository
*To Explain,
To Inform*

Is it non-fiction?
Does it provide
information or
explain
something?



Technical
*To Instruct,
To Describe*

Does it describe how to
do/make something
or explain a process?
Does it involve reading a
chart or diagram, or
filling out a form?



Persuasive
*To Convince,
To Persuade*

Do you agree or disagree?
Are there two sides
presented?
Is there another side,
perhaps not presented?

Determining Author's Purpose

Authors write to entertain, inform, persuade, or instruct a reader. Use the graphic organizer below to help you decide the author's overall purpose for writing a passage.

Directions: Choose examples (sentences, phrases, graphics, etc.) from the passage and write each one in an appropriate box. Then, analyze the entire graphic organizer as a whole to determine the author's overall purpose for writing.

To Entertain Me	To Inform Me	To Persuade Me	To Instruct Me
Example:	Example:	Example:	Example:
Example:	Example:	Example:	Example:
Example:	Example:	Example:	Example:
Example:	Example:	Example:	Example:

The author's overall purpose for writing this passage is to: _____

Determining Author's Purpose

Example Passage and Graphic Organizer

The ship *RMS Titanic* took three years to build. At the time it was the largest thing ever set in motion by humans. Built for the White Star line, each of its four smokestacks could hold two train engines side by side. The ship was four city blocks long and 11 stories tall. It could carry over 1,000 crew and 2,500 passengers.

In April 1912 the *Titanic* started on her first trip. Her owner, Bruce Ismay, and her captain, E.J. Smith, wanted the *Titanic* to set a speed record for crossing the Atlantic Ocean. Unfortunately, this helped to cause a terrible disaster that people still talk about today.

To Entertain Me	To Inform Me	To Persuade Me	To Instruct Me
<p>Example:</p> <p>The text mentioned a terrible disaster that people are still talking about. This makes me want to read to find out more.</p>	<p>Example:</p> <p>The <i>Titanic</i> took three years to build. It was the largest thing ever set in motion.</p>	<p>Example:</p>	<p>Example:</p>
<p>Example:</p>	<p>Example:</p> <p>In April 1912 <i>Titanic</i> left England for NYC. This ship's owner and captain wanted it to set a speed record.</p>	<p>Example:</p>	<p>Example:</p>
<p>Example:</p>	<p>Example:</p> <p>It had four giant smokestacks and was four city blocks long and 11 stories high. It could carry 3,500 people.</p>	<p>Example:</p>	<p>Example:</p>

The author's overall purpose for writing this passage is to: **INFORM**

Adapted from: *Nonfiction Strategies—Grades 4-8* (Teacher Created Materials)

Determining Author's Purpose

Grades 3-4: Authors write to entertain, inform, or instruct a reader. Use the graphic organizer below to help you decide the author's overall purpose for writing a passage.

Directions: Choose examples (sentences, phrases, picture, charts, etc.) from the passage and write each one in an appropriate box. Then, analyze the entire graphic organizer as a whole to determine the author's overall purpose for writing.

To Entertain Me	To Inform Me	To Instruct Me
Example: 	Example: 	Example:
Example: 	Example: 	Example:
Example: 	Example: 	Example:

The author's overall purpose for writing this passage is to: _____

Research-Based Lesson Planning and Delivery Guide: Middle School

Teacher:

Course:

Grade Level:

Date:

Mini-Lesson Planning for Author's Purpose

Benchmark(s)/Standard(s) *What is the next benchmark(s) on my course timeline or FCIM calendar?*

LA.6.1.7.2; LA.7.1.7.2; LA.8.1.7.2

- The student will analyze the author's purpose (e.g. to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;

Definition:

Author's Purpose is the reason why the text was written. There are four main purposes to an author's passage.

To:

1. Persuade
2. Inform
3. Entertain
4. Explain

Author's Purpose: To Persuade

- It's the author's goal to persuade the reader to agree with the author's opinion.
- Even though the author shares his opinion, he may provide facts or examples to support the opinion.
- Examples: advertisements, commercials, newspaper editorial, etc.

Author's Purpose: To Inform

- It's the author's goal to enlighten the reader with topics that are usually real or contain facts.
- Facts are used to teach, not to persuade.
- Examples: textbooks, cookbooks, newspapers, encyclopedias, etc.

Author's Purpose: To Entertain

- It is the author's goal to simply entertain; provide enjoyment for the reader

Author's Purpose: To Explain

- It is the author's goal to tell a story or describe real or imaginary characters, places, and events
- Examples: poems, stories, plays, comic strips, etc.

Essential Question(s):

- How can I determine the author's purpose for writing this text/passage?
- How the text features help me identify why the text was written?

FCAT Stem Questions:

- What was the author's purpose in writing this article/passage?
- What does the author mean when he/she writes " _____ " ?
- Why did the author write this article?
- Which statement best describes what the author thinks?
- What is the author's attitude towards _____ in this article?
- What kind of article did the author write?
- The author wants the reader to think _____.
- Which feature of _____ does the author most value?
- The author/narrator could most likely agree with which statement?
- Why does the author describe _____ in such detail?

Signal Words: (Recommended for Interactive Word Wall)

Author's purpose, article, statement, agree, why?, describes, author's attitude, reader, feature, value, narrative, detail

Materials/Resources: *What do I have or need to teach the lesson objective(s)?*

Teacher: Content article/text samples or picture book related to current instructional topic; chart paper, if available – overhead projector, LCD projector or document camera, text samples, graphic organizer templates (students can also draw these on paper); magazines and newspapers

Student: Paper, pencil

Additional Author's Purpose Mini-Lesson Resources/Links:

<http://www.sanchezclass.com/docs/authorsintent-purpose.pdf>

<http://acrossthehallteachers.com/2009/02/06/authors-purpose-mini-lesson-1>

http://www2.scholastic.com/content/collateral_resources/pdf/r/reading_bestpractices_vocabulary_sr_allgo.pdf

Mini-Lesson Delivery for Author's Purpose

Lesson Agenda: *How will I deliver this lesson to help my students answer the essential question(s)?*

FCIM Mini-Lesson Sequence

Day One: Explicit Instruction (10 min)

Day Two: Modeled Instruction (15 min)

Day Three: Guided Practice (15 min)

Day Four: Independent Practice (10 min)

Day Five: Mini-Assessment (10 min) & Review Student Responses

Special Note: These FCIM Mini-lessons should be delivered for 10-15 minutes at the beginning of the class for the first school days of the month of August. The District's monthly focus skill does not align with the curriculum map timelines for reading. Please understand that it is the District expectation that every teacher adhere to the monthly focus skill calendar in addition to following your content's curriculum map timelines.

Activating Strategy: Author's Purpose Acrostic

1. Students spell "Author's Purpose" down the side of a piece of paper.
2. Have them write down a word or phrase that begins with each letter to tell something about the topic.
3. Have the student share with their "shoulder partner."
4. Share whole group.

DAY 1 - Explicit Instruction: *How will I focus my students on what they need to learn? Which important vocabulary will I introduce/review? (through a read-aloud of content text/article)*

1. Pre-read your selected passage of text, topic-related article or picture book. Determine the background knowledge that students will need in order to comprehend the passage and skill. Highlight places to stop, question, make predictions and/or connections. Identify the author, title, setting, characters, etc. Activate prior or common knowledge of the class. During the oral reading by the teacher, conduct several teacher "think-alouds" * where you model what you are thinking as you are reading. Include statements, such as "This reminds me of..." "This part is like..." "This character ____ is like ____ because..." "This is similar to..."
2. If you are using a novel or picture book, ask questions such as:
 - What do you notice about the front cover of the book? What do you think the title means? Why did the author write this? What was the reason this piece was written? This article was written mainly to..."
 - Did the author try to make me laugh? (entertain)
 - Did the author tell me a story? (entertain or explain)
 - Did the author give me facts? (inform)
 - Did the author try to teach me something? (inform)
 - Did the author try to convince me to believe _____? (persuade)
 - Did the author try to change my opinion about something? (persuade)
 - Did the author describe real or imaginary characters? Places? Events? (explain)
3. Write 2 titles on the board. Have students work with their shoulder partner to decide the appropriate purpose and write it on their graphic organizer. Check whole group. Have students justify their answers orally if they are not all in agreement.
4. Explain that an author writes for one of four reasons. Discuss these reasons with the students as you write them on the board.

5. Use titles from newspaper and magazine articles to model how an author's title can be used to predict the author's purpose for writing. Use a graphic organizer (like the one below) to model for the students – have them copy it on their notebook paper as you write and “think-aloud” with 3-4 titles.
6. Write 2 more titles on the board. Have students work with their shoulder partners to determine the appropriate purposes for the titles and write them in the correct column on their graphic organizers.
7. Discuss whole group. Have students justify their answers if they are not in agreement.

***Think-Alouds** are oral verbalizations. In literacy instruction, it is a “metacognitive” technique or strategy in which the teacher verbalizes aloud while reading a selection orally, thus modeling the process of comprehension.” (Davey, 1983).

Day Two: Modeled Instruction: *How will I show my students what they are expected to do to answer the essential question(s)?*

1. Use a familiar trade book or article pertinent to the current topic in your content area to read aloud to your students.
2. Review with students the definition of author's purpose and the four reasons for writing (persuade, inform, entertain and explain).
3. Explain to students that being able to determine an author's purpose will improve their comprehension and reading skills. Remind students that authors don't usually state a purpose, so they will need to listen closely to the details given in the text in order to be able to determine the author's purpose for writing this text.
4. Use the familiar trade book or article to do a think-aloud of the clues that help the reader determine the author's purpose. Have the students continue adding to the graphic organizer created on Day One. Be sure to allow the students to discuss and justify their answers.
5. If time permits, repeat the activity with another passage.

Day Three-- Guided Practice: *How will I help my students practice answering the essential question(s)? (How will I incorporate Teacher-Led Question and Answer, Student Accountable Talk, Collaborative Structures, and Checks for Understanding?)*

1. Place the students in groups of 3-4.
2. Give each group a magazine, newspaper article or content-relevant passage to read together.
3. Introduce 3-2-1 Summarization Strategy: Students write about 3 things, 2 things, 1 thing.
 - 3 most important facts they read in this article
 - 2 clues that helped them determine the author's purpose

- 1 author's purpose

4. Students will read their assigned text as a group. Have them complete the activity on a piece of chart paper so that they can share with the class. They should be able to justify their group's reasoning.
5. Have groups report orally.

Day Four-- Independent Practice: *How will my students practice answering the essential question(s) individually?*

PRIOR TO DAY 4-- Go to:

<http://fcit.usf.edu/fcat8r/default.htm>

- Print Practice Activity 1: "Wayward Bears Cause Stir Checking Out Human Habitat"
- Reproduce enough copies for each student to have passage.

Activity:

Distribute passage. Have students read passage and decide on the author's purpose.

After the majority of students have completed the activity, facilitate a discussion about the clues the students identified in the passage that helped them determine the author's purpose for writing.

Day Five-- Assessment: *How will I know if my students can answer the essential question(s)?*

PRIOR TO DAY 5-- Go to:

<http://fcit.usf.edu/fcat8r/default.htm>

- Print Practice Activity 2: "American Eagle"
- Reproduce enough copies for the class.

Activity:

Tell the students that you would like to see how well they have learned to identify author's purpose this week.

Ask them to take out a clean piece of paper. Tell them that you are going to give them a new passage to read.

On their paper, you would like for them to answer these questions: (write questions on board)

1. How can I determine the author's purpose for writing this text/passage?
2. How do the text features help me identify why the text was written?
3. What is the author's purpose for writing "American Eagle?"