

LESSON OVERVIEW

OBJECTIVES

Vocabulary Objectives

- Learn target vocabulary to enhance reading.
- Apply target vocabulary in written responses and oral language.

Comprehension Objectives

- Identify the author's purpose in writing.
- Make connections between content, wording, and the author's purpose.
- Recognize similarities in purpose in writings of the same category (advertisements, textbooks, etc.).

ESL MODIFICATIONS



Listening • Students will respond verbally or nonverbally to identify the author's purpose of passages heard in the whole group reading activity.



Reading • Students will analyze and use content to decide the author's purpose.



Speaking • Students will repeat new vocabulary and respond to questions about visuals.



Writing • Students will record important details from a simple text and write the author's purpose.

MATERIALS

TEACH

- "Author's Purpose Guide," Student Page 1

GUIDED PRACTICE

- "Decide the Purpose," Student Page 2

INDEPENDENT PRACTICE

- "Guess My Purpose" Level 3, Student Page 5
- "Author's Purpose Guide," Student Page 1

ESL MODIFICATIONS

TEACH

- "Author's Purpose Guide," Student Page 1

GUIDED PRACTICE

LEVELS 1–3

- "Decide the Purpose," Student Page 2

INDEPENDENT PRACTICE

LEVEL 1 • "Guess My Purpose" Level 1, Student Page 3

- "Author's Purpose Guide," Student Page 1

LEVEL 2 • "Guess My Purpose" Level 2, Student Page 4

- "Author's Purpose Guide," Student Page 1

LEVEL 3 • "Guess My Purpose" Level 3, Student Page 5

- "Author's Purpose Guide," Student Page 1

Performance definitions for levels of English language proficiency available as a downloadable Teacher Resource document at www.istation.com

VOCABULARY SUPPORT



Target Vocabulary Words

unhealthy action meals businesses

1. When introducing each word, first say the whole word. Next, say the word parts slowly while clapping them. Then say the word quickly again. Have students repeat the steps with you. Finally, write the word on the board or chart. Read the definition of each word to students and give examples or sample sentences to build meaning.

unhealthy un • healthy ('ən- 'hel-thē) *Unhealthy* means not well or strong. *Without sunshine and fresh air, people can become unhealthy.*

action ac • tion ('ak-shən) *Action* means moving or doing something. *Tim's favorite movies are always full of fast action.*

meals meals ('mēlz) *Meals* are food you eat at breakfast, lunch, or supper. *After my dinner meals, I like to go for a walk.*

business busi • nesses ('biz-nəs-əz) *Businesses* are companies, stores, or types of work. *My grandfather worked in newspaper businesses all his life.*

2. Have students write sentences using the Target Vocabulary Words in an ongoing Vocabulary Log. Call on volunteers to read one of their sentences to the class.

ESL MODIFICATIONS

Level 1 • Use each word in a simple sentence and act out the sentence using gestures and pantomime. Have students repeat the sentence and do the actions with you. Then have students make a vocabulary card with the word and a picture to help them remember the meaning.

Level 2 • Have students write each Target Vocabulary Word at the bottom of an index card. Then have them draw a picture that helps show the meaning of the word. Invite them to share and explain their cards to the group or to a partner before adding them to their vocabulary card collection.

Level 3 • Ask students to work with a partner to write a sentence using each Target Vocabulary Word. Then have partners write one of their sentences on the board and leave a blank where the Target Vocabulary Word belongs. Invite the group or class to read and complete each sentence. Students should record words and sentences in an ongoing Vocabulary Log.

TEACH



USING COMPREHENSION STRATEGIES

Gather together the following items: a fiction book, a history book, a travel magazine, a movie advertisement, and a cookbook.

- **Each of these texts was written for a different purpose.** Write the heading *Author's Purpose* on the board and hold up the storybook. **Why would someone read this book? (for fun) An author's purpose in writing a story is to entertain readers.** Write *to entertain* under the heading *Author's Purpose*.
- Hold up the history book. **Why would someone read this book? (to learn about real people and events) The purpose of history writers is to share facts about real people and events. When an author gives facts and information about real things, the purpose is to inform.** Add *to inform* to the list on the board.
- Hold up the travel magazine. **This magazine tells what it is like in places where people might take a vacation. When an author tries to help readers imagine or picture something, the purpose is to describe.** Add *to describe* to the list on the board.
- Hold up the advertisement. **What does the author of this ad want readers to do? (go see this movie) When an author wants to talk readers into doing something, the purpose is to persuade.** Add *to persuade* to the list on the board.
- Hold up the cookbook. **Why does an author write a cookbook? (to share recipes for different dishes) When an author tells how something works or how to do something, the purpose is to explain how.** Add *to explain how* to the list on the board.
- **These are five purposes an author may have for writing a text: to entertain, to inform, to describe, to persuade, and to explain how.**
- Distribute "Author's Purpose Guide," Student Page 1. Review the five purposes. Have students write an additional example in the last column.

ESL MODIFICATIONS

Use these comprehension questions to help students identify an author's purpose. Have students refer to Student Page 1 as needed. After discussing each type of text, help students identify an additional example and write it in the last column.

Level 1

1. **Which one entertains readers: a cookbook, or a storybook?** (*a storybook*)
2. **Which one informs, or gives facts: a history book, or an ad for a store?** (*a history book*)
3. **Which one explains how to do something: a cookbook, or a comic book?** (*a cookbook*)

Level 2

1. **What is something an author writes to inform, or give facts?** (*a history book, a newspaper article*)
2. **What is something an author writes to entertain readers?** (*a story, a comic book*)
3. **What is something an author writes to explain how?** (*a cookbook, a drawing book*)

Level 3

1. **Why does an author write a history book?** (*to inform*)
2. **Why does an author write a cookbook?** (*to explain how to cook things*)
3. **Why does an author write an ad for a store?** (*to persuade readers to buy something*)

GUIDED PRACTICE

**Let's practice deciding the author's purpose.**

- Distribute “Decide the Purpose,” Student Page 2.
- Have volunteers read aloud the text next to each picture. Guide them in identifying and recording the important details of each paragraph.
- Have students decide the author's purpose by comparing the passage to examples on the “Author's Purpose Guide.” Then have students write their answer at the bottom of the page.

ANSWERS**Decide the Purpose:**

- to eat better at lunch and supper.
to cut back on meals that are high in salt and fat.
to eat more fruits and vegetables.*
- to stop buying junk food.
to get stores to sell more healthful foods.*
- to eat better and get healthy.
to buy meals that are good for them.
to choose healthful snacks.
to help make America healthy.*
- to persuade readers to stop buying junk food and start eating healthful foods*

ESL MODIFICATIONS

Use these strategies to build vocabulary for the discussion and to help students identify the author's purpose. For all levels, distribute Student Page 2.

Level 1

1. Point to and name the things in each picture. Have students point to the same thing and repeat *This is ____*. Review by pointing to the items in random order and having students name them.
2. Use the same nouns to ask questions about the pictures. (Examples: **Is this a cookie? Is there a box in this picture?**) Have students respond by saying yes or no.
3. Read the passage to students. Then, as you reread it, have them think about why the author wrote it. Pause after each section and help students identify details that help show the author's purpose. Then ask yes or no questions to guide students in deciding the purpose: **Does the author tell us what junk food looks like and how it tastes? Does he or she explain how to make junk food? Does the author try to get us to stop buying junk food?** After the passage has been reread, have students study the “Author's Purpose Guide” and point out their answer to the final question. Then have them copy it onto the lines at the bottom of the page.

Level 2

1. Name and describe things in the pictures. Pause and have students point to each thing you discuss. Then have partners take turns using the sentence stem *This is ____* to name the items for each other.
2. Read the passage to students and ask them to listen for details that show the author's purpose. Then reread the story, pausing after each section to have students identify details that show the author's purpose. After the passage has been reread, have students review the “Author's Purpose Guide” to help them decide the author's purpose. Then have them write their answer to the last question.

Level 3

1. Ask students to name and describe things they see in the pictures.
2. Have students listen for details that show the author's purpose as you read the passage. Then have volunteers read the boxed sections of the text. After each section, have students identify and record details that show the author's purpose. Once the passage has been reread, ask students to respond to the final question. Encourage them to refer to the “Author's Purpose Guide” as needed. Then have partners share and compare their answers.

INDEPENDENT PRACTICE



Now read three more passages and think about why the author wrote each one. Then write the author's purpose.

1. Give each student a copy of "Author's Purpose Guide," Student Page 1; and "Guess My Purpose," Student Page 5.
2. Monitor students' progress and remind them to think about the kind of details the author includes and the words the author uses. Have students decide the author's purpose and write it in the second column. Students should refer to the "Author's Purpose Guide," Student Page 1, as needed.

ANSWERS**Guess My Purpose: Levels 1 and 2**

1. *inform*
2. *entertain*
3. *describe*

Guess My Purpose: Level 3

1. *persuade*
2. *inform*
3. *entertain*
4. *describe*

ESL MODIFICATIONS

Have students work independently using the following modified passages and the "Author's Purpose Guide" on Student Page 1. Level 2 Student Page 4 has a Word Study section that defines key vocabulary. Tell students they may use this to help with the meaning of some of the words in the text. Level 1 Student Page 3 includes a picture glossary.

Level 1 • Distribute a copy of "Guess My Purpose" Level 1, Student Page 3.

Reread each passage and then prompt students with questions: **Did the author of this passage explain how to do something? Did the author give facts to inform us? Did the author tell all about how something looks and sounds?** As students respond, affirm or reread to them the parts of the passage that may help them revise their responses. Guide students in finding related examples on the "Author's Purpose Guide." Then have them copy their answer from the Purpose column of the guide.

Level 2 • Distribute a copy of "Guess My Purpose" Level 2, Student Page 4.

Use Student Page 1 to review the five author's purposes and the examples. Then reread each passage and have students tell what kind of details and information is in the passage. Ask students to point out on the "Author's Purpose Guide" examples that are similar to the passage. Then have them decide the author's purpose and write it in the second column.

Level 3 • Distribute a copy of "Guess My Purpose" Level 3, Student Page 5.

Review the five author's purposes and ask students to give examples of each. Then have partners read each passage and discuss the kind of details and information the author included. Encourage them to refer to the "Author's Purpose Guide" to help them decide the purpose of each passage. After partners record their answers, have them compare their choices with another pair of students.

RETEACH SUGGESTIONS

If students still have difficulty with the comprehension skill “Author’s Purpose,” provide additional opportunities for them to practice this skill. Repeat these activities as many times as necessary, varying the sources or prompts.

1. Author’s purpose scavenger hunt






- Have students carry a pencil and Student Page 1 as you take a walk around the school. Ask them to point out bulletin boards, signs, and messages they see posted in the hall. Tell them their goal is to find examples of every author’s purpose on their sheet.
- Stop and read the examples students find. Have students paraphrase each one and discuss what its purpose might be. Coach them in using the information and examples on Student Page 1 to decide the purpose.
- Have students record the purpose of each example they find by making a tally mark next to the corresponding purpose on their sheet.
- When you return to the classroom, review the examples the class found and how they decided the purpose of each one. Then have students help you create a class graph comparing the number of examples they found for each author’s purpose. Discuss the findings.

2. Write with a purpose

- Prepare in advance cards with several possible writing topics. On each card, list topics for only one author’s purpose. Sample lists: “To Explain How”—directions to the library, how to make a sandwich, instructions for playing a game; “To Persuade”—letter asking for a longer recess, flyer inviting students to help clean up a local park, article about why the school needs new books or equipment; “To Entertain”—jokes, a story, a personal narrative; “To Inform”—introduction to the school for new students, a report on an animal or famous person.
- Organize students of different proficiencies into groups of two or three. Give each group a topic card and have them keep their purpose a secret.
- Have each group choose a topic and work together to write a short composition. Circulate or meet briefly with each group to support and clarify as needed.
- Read the finished papers to the class or have a member of each group read their paper. Have each group discuss and decide what the authors’ purpose was for each one. Then let the authors tell the correct answer.

Author's Purpose Guide

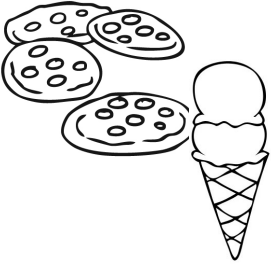



Read the purpose of each kind of writing below. Discuss things you have read that are similar. Write another example in the last box on each row.

Purpose	Examples	More Examples
<p>To Entertain</p> <p>Authors write some books to entertain us. These books usually have characters, a setting, problem, and solution.</p>	 <p>a storybook</p>	<p>What other writing entertains us?</p> <p><u>a comic book</u></p> <p>_____</p>
<p>To Inform</p> <p>Authors write some books to give us facts. History books give us facts about the past.</p>	 <p>a history book</p>	<p>What other writing informs us?</p> <p><u>a newspaper article</u></p> <p>_____</p>
<p>To Describe</p> <p>Authors write to get readers to imagine or picture something.</p>	 <p>a travel magazine</p>	<p>What other writing describes something?</p> <p><u>a field guide for birds or wildflowers</u></p> <p>_____</p>
<p>To Persuade</p> <p>Sometimes authors write to get us to do or think something. Ads for stores try to get us to buy something.</p>	 <p>an ad for a store</p>	<p>What other writing persuades us?</p> <p><u>a political ad</u></p> <p>_____</p>
<p>To Explain How</p> <p>Authors write some books to explain how to do something. A cookbook tells how to cook things.</p>	 <p>a cookbook</p>	<p>What other writing explains how?</p> <p><u>a drawing book</u></p> <p>_____</p>

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Decide the Purpose

Read each paragraph of the passage. Write the important details from each paragraph. Then write the author's purpose in the last box. Include one of the Purpose Words in your answer.

	<p>Join the war on junk food! Foods with extra fat and sugar are making Americans unhealthy. We need to take action. Say no to cookies and other sweet snacks. Eating right will make you look and feel good!</p>	<p>1. The author tells readers <u>to join the war on junk food.</u> <u>to say no to sweets.</u> <u>Eating right makes you look and feel good.</u></p>
	<p>Once you change your snack choices, work on eating better at lunch and supper. Cut back on meals that are high in salt and fat. Make choices that put more fruits and vegetables on your plate.</p>	<p>2. The author tells readers</p> <p>_____</p> <p>_____</p> <p>_____</p>
	<p>Stores make a lot of money selling junk food. Let's stop buying it. If no one buys it, businesses will sell more healthful foods instead. That will make it easier for us all to eat right!</p>	<p>3. The author tells readers</p> <p>_____</p> <p>_____</p> <p>_____</p>
	<p>Change the way you eat today and start getting healthy. Buy meals that are good for you. Choose snacks that have whole grains, fruits, and nuts. Help make America healthy!</p>	<p>4. The author tells readers</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Purpose Words</p> <p>entertain persuade inform</p> <p>describe explain how</p>	<p>5. The author wrote this passage to _____</p> <p>_____</p> <p>_____.</p>	

Guess My Purpose

ATTENTION, STUDENTS!

We have a new **bike rack** at the back of the school. If you ride your bike to school, please put it in the rack. Put a **lock** on your bike. This will keep your bike safe.

My purpose in writing is to _____.



The Zimnots were in trouble. Something was wrong with their **spaceship**. They started to get into a small ship. They would try to go home in it.

"Wait!" said the **captain**. "I think I know how to fix the spaceship!"

My purpose in writing is to _____.



Dear Diary,

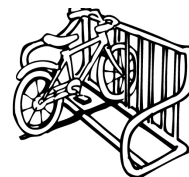
Today I **hiked** to a nice place. There was a deep, blue **lake** with tall trees all around it. **Fish** were swimming in the water. Pretty flowers were everywhere. It was beautiful!

My purpose in writing is to _____.



Picture Glossary

bike rack



lock



spaceship



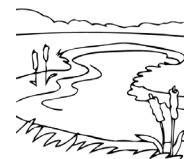
captain



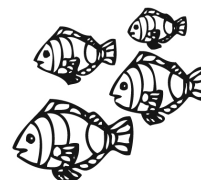
hiked



lake



fish



Guess My Purpose

ATTENTION, STUDENTS!

To keep your bicycles safe, we have a new **bike rack**. It is at the back of the school. If you ride your bike to school, please put it in the rack. Make sure to put a **lock** on your bike.

My purpose in writing is to _____.



The Zimnots were in trouble. Something was wrong with their **spaceship**. Their **enemies** were chasing them, too! The **crew** started to get into the small ship they had for **emergencies**.

"Wait!" said the **captain**. "I have an idea. It might save us!"

My purpose in writing is to _____.



Dear Diary,

Today I hiked to a nice place. There was a deep, blue lake with tall pine trees all around it. Big fish were swimming in the water. Red and yellow flowers were everywhere. It was **awesome**!

My purpose in writing is to _____.



Word Study

bike rack a place to park bikes and lock them up

lock something small and strong that must be opened with a key or secret numbers

spaceship a big ship that can fly through space

enemies people who are fighting against each other

crew people who work together to run something

emergencies very bad problems

captain the leader on a ship

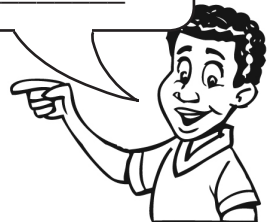
awesome great

Guess My Purpose

Dear Committee Members,

I am writing to recommend Lance Simms for the Man of the Year award. I think you should choose Lance for this award because he has helped our community so much. He has been a Scout leader, a soccer coach, and a volunteer fireman.

My purpose in writing is to _____.



ATTENTION, STUDENTS!

In order to protect your bicycles, we have installed bike racks at the back of the school. If you ride your bike to school, please leave it chained and locked in the bike racks.

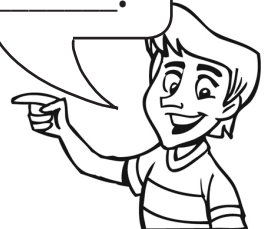
My purpose in writing is to _____.



The Zimnots were in trouble. Their spacecraft was running out of power, and the enemy fleet was gaining on them fast. The crew prepared to board the small emergency craft.

"Wait!" said the captain. "I have an idea that just might save us!"

My purpose in writing is to _____.



Dear Diary,

Today I hiked up to the most beautiful place ever! I looked into a deep, blue lake and saw the reflection of puffy white clouds. Spotted trout swam in the sparkling water. All around me were colorful wildflowers and tall pine trees. It was awesome!

My purpose in writing is to _____.

