

## Comprehension Instructional Routine: Identify and Discuss the Author’s Purpose

Preparation/Materials: One large copy and student copies of “Awesome Artist Program”, “Volunteering, “Ted”, and “Rules, large copy of questions on chart paper or board, highlighter

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- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say

- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Teacher or student slides finger under the underlined letter(s) or word(s)

### TEACHER EXPLAINS TASK

We are going to identify the author’s purpose for writing the text. The author is the person who wrote the text and the purpose is the reason or why it was written.

### TEACHER MODELS TASK

Authors write for different purposes....to inform, to entertain, or to persuade. For this routine, we’re going to focus on text written to persuade. This can also be called persuasive text.

When the author’s purpose is to persuade, the author writes to convince you to do something or accept her point of view. The author takes a position for or against something. Then she tries to persuade you that her position is correct. She does this by giving reasons, facts, or examples to support her point of view.

To figure out if the author’s purpose is to persuade, we have to read the entire text. Then, we ask these three questions. *Display the three questions on the board or chart paper. Point to each question as you read it aloud.*

1. Does the topic sentence grab the reader’s attention?
2. Is the author trying to convince the reader to do something or accept a point of view?
3. What reasons are given to support the author’s point of view?

Let’s listen to some examples of different text.

*Pass out student copies of “Awesome Artist Program.”*

The title of this advertisement is “Awesome Artist Program.”

What is the title of the advertisement?

- The title is Awesome Artist Program.

Listen and follow along with your own copy as I read aloud. *Point to and read each word from the large copy while students read from their copies. Read with great enthusiasm.*

#### Awesome Artist Program

Do you want to be an artist? Now is the time to enroll in the “Awesome Artist Program.” Don’t let this opportunity slip away. This program will help you discover your talent. We guarantee you will be painting like the masters in two weeks for a low cost of \$29.95.

Now, I am going to ask the questions to demonstrate that the author’s purpose is to persuade.

*Display questions. Point to each question as you model the response.*

1. Does the topic sentence grab the reader’s attention?

The topic sentence is the first sentence. I’m going to read it again. Do you want to be an artist? Yes! The topic sentence grabs my attention. It interests me and makes me wonder if I could really become an artist.

2. Is the author trying to convince the reader to do something or accept a point of view? What is it?

Yes. The author is trying to convince me that the two week artist program can make me a master painter.

3. What reasons are given to support the author’s point of view?

*Highlight the reasons in the text. It may be helpful to explain that reasons answer why something may or may not be a good idea. When I can answer 'why' the author wants me to take the program, I then have the reasons.*

**The author gives a few reasons. She says the program will help me find my artistic talent. She also says that the program is guaranteed. That means they promise to help me become a painter.**

**The answers tell me that the author's purpose is to persuade. She wants the reader to believe that the Awesome Artist Program will make them an artist.**

**Here is a different type of text.**

*Pass out student copies of "Ted."*

**The title of the story is "Ted."**

**What is the title of the story?**

- The title is Ted.

**Listen and follow along with your own copy of the story as I read aloud.**

*Point to and read each word from the large copy while students read from their copies.*

### Ted

**Ted was anxious to try out for the basketball team. He had practiced and knew he was ready. Try outs made him a little nervous, but when he found out he made the team he knew that all the work had paid off.**

**This time we will read "Ted" together. You read from your copy of the story and I'll read from mine. Then I'll ask some questions.**

**Ready?** *Point to and read each word from the large copy while students read from their copies.*

**Now, I am going to answer the three questions to find the author's purpose.**

1. **Does the topic sentence grab the reader's attention?**

**The topic sentence is the first sentence. I'll read it again. Ted was anxious to try out for the basketball team. Yes. This sentence gets the reader's attention because we start wondering if Ted will make the team.**

2. **Is the author trying to convince the reader to do something or accept a point of view? What is it?**

**No. The author is telling us a story about Ted and how he felt about trying out for the basketball team. The author is not trying to persuade the reader to do anything**

3. **What reasons are given to support the author's point of view?**

**The author is not trying to support a point of view in this story.**

**The answers tell us that the author's purpose is not to persuade. It is not persuasive text.**

**Reading the text and answering the questions help us find the author's purpose.**

### TEACHER & STUDENTS PRACTICE TASK TOGETHER

**Let's do this part together. Authors write for different purposes....to inform, to persuade, or to entertain.**

**We're going to focus on text written to persuade or persuasive text.**

**What type of text?**

- Persuasive text

**When the author's purpose is to persuade, the author writes to convince the reader to do something or accept her point of view.**

**When the author writes to persuade the reader to do something or accept his point of view, what is his purpose?**

- It is to persuade.

The author takes a position for or against something.

What does the author do?

- The author takes a position for or against something.

Then he tries to persuade the reader that his position is correct by giving reasons, facts, or examples to support it.

How does the author try to persuade the reader that his position is correct?

- The author gives reasons, facts, or examples to support his position.

To figure out if the author's purpose is to persuade, we have to read the entire text. Then, we ask the three questions. *Display and point to questions as you and the students read each question aloud.*

Let's read these questions together.

1. Does the topic sentence grab the reader's attention?
2. Is the author trying to convince the reader to do something or accept a point of view? What is it?
3. What reasons are given to support the author's point of view?

*Pass out student copies of "Volunteering."*

The title of the story is "Volunteering."

What is the title of the story?

- The title is Volunteering.

Listen and follow along with your own copy of the story as I read aloud. *Point to each word as you read aloud.*

### Volunteering

Volunteering is a very rewarding experience! I believe there are many reasons why you should volunteer or help other people. Volunteering benefits other people and also makes you feel good about yourself. It allows you to help others in your community. Some ways to volunteer include helping your parent by setting the table for dinner. Or, you can help clean up the playground at school.

This time we will read "Volunteering" together. You read from your copy of the story and I'll read from mine. Then I'll ask some questions.

Ready?

Now, we are going to answer the three questions to find the author's purpose. *Point to the questions.*

1. Does the topic sentence grab the reader's attention?

The topic sentence is the first sentence. I'll read it again. Volunteering is a very rewarding experience! Yes. This sentence gets my attention because it makes volunteering sound exciting.

Does the topic sentence grab your attention?

- Yes, it gets my attention because it makes volunteering sound exciting.
2. Is the author trying to convince the reader to do something or accept a point of view? What is it?

Yes. He wants the reader to believe that volunteering is something we should do.

Is the author trying to convince the reader to do something or accept a point of view? What is it?

- Yes. He wants the reader to believe that volunteering is something we should do.
3. What reasons are given to support the author's point of view? The author says volunteering can help or benefit others. Also, it makes us feel good.

What reasons are given to support the author's point of view?

- The author says volunteering can help or benefit others. Also, it makes us feel good.

The answers tell us that the author's purpose is to persuade. He wants us to believe that we will like volunteering.

What is the author's purpose?

- It is to persuade.

**That's right. This is an example of persuasive text. Persuasive text is all around us. We often find it in advertisements, commercials on TV, and in longer text. A longer text might be a newspaper article where its purpose is to convince the city to build a swimming pool in the park.**

**Now it is your turn to identify the author's purpose for writing.**

### **STUDENTS PRACTICE TASK**

**Remember, authors write for different purposes...to inform, to persuade, or to entertain.**

**We're going to focus on text written to persuade or persuasive text.**

**What type of text?**

Text written to persuade or persuasive text

**When the author writes to convince you to do something or accept her point of view, what is her purpose?**

It is to persuade.

**What does the author do to persuade you that her position is correct?**

The author gives reasons, facts, or examples to support her position.

**To figure out if the author's purpose is to persuade, we have to read the entire text. Then, we ask the three questions to determine if it is persuasive text.**

*Pass out student copies of "Rules."*

**What is the title of the story?**

The title is Rules.

**Listen and follow along with your own copy of the story as I read aloud.**

#### **Rules**

**Rules are very important. They help keep things running smoothly. Rules let you know what you can and can not do whether you are playing a game or explaining how to act in class. You should follow rules; they help people get along.**

**This time we will read "Rules" together. You read from your copy of the story and I'll read from mine.**

**Ready?**

**Now, I am going to point to each question as you read it aloud.**

**Read the first question.**

1. Does the topic sentence grab the reader's attention?

**Remember, the topic sentence is the first sentence. Read the first sentence again.**

Rules are very important.

**Does this sound interesting?**

Yes or maybe. *Students may add a reason why it gets their attention.*

**Read the second question.**

2. Is the author trying to convince the reader to do something or accept a point of view? What is it?

**Is the author trying to convince the reader to do something or accept a point of view?**

Yes.

**What is the author trying to convince the reader to do or accept?**

She wants us to believe that rules are important for many reasons.

**Now read the third question.**

3. What reasons are given to support the author’s point of view?

**What are the reasons?**

The author says rules help things run smoothly. They let you know what you can and can not do or how to play a game.

**Based on your answers, is the author’s purpose to persuade?**

Yes, she wants us to believe that rules are important.

**That’s right. You did a terrific job of figuring out that this is an example of persuasive text.**

#### **INDEPENDENT PRACTICE**

*When students consistently identify the author’s purpose in different texts, provide opportunities to practice individually or in pairs using examples of text written to persuade. Call on students in an unpredictable order, calling more frequently on students who made errors.*

#### **SCAFFOLDING SUGGESTION FOR ERRORS**

*Verify that students are correctly answering the questions for each text. If students are experiencing difficulty with this concept, use some examples of persuasive advertisements or commercials that may be familiar to them. During Students Practice Task, if the questions are too difficult, the teacher and students can read the questions together. Also, give additional prompts to help students with the responses to the questions, if necessary.*

**Adaptations using this Instructional Routine:**

- *If students are having difficulties with this routine, review fiction and nonfiction, main idea, and summarization.*
- *Provide a highlighter for the teacher or students to mark the examples of how the author is supporting his point of view.*

**Below are links to FCRR Student Center Activities which provide additional independent practice for this skill.**

- [C.023 Persuade, Inform, and Entertain Sort](#)

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### **Ted**

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