

Lesson 8: Author's Purpose (1-2 class periods)

Text: Any "job" text in Maritime Marvels (e.g., Welders, Firewatch Officers)	
Standards: Author's purpose in nonfiction text (CCSS.RI.6, FL BEST R.2.3, TEKS Strand 5.A, VA SOL.6)	
Objectives: <ul style="list-style-type: none"> • Read and explore a nonfiction text. • Identify the author's purpose based on key details. 	Materials: Paper
Assessments of Learning: <ul style="list-style-type: none"> • Monitoring student behavior or asking brief questions during group work provides informal assessment throughout the lesson. • Reflection questions can be used as formative assessments. • Writing responses can be used as a summative assessment. 	

Lesson Procedures

Introduction: (5 minutes)	<p>Hook: Purpose is a reason for doing something. For example, we may read books to learn or to be entertained. What are some other purposes for things you do? (e.g., go to school to learn, play sports for entertainment)</p> <p>Allow partner discussion. Then, explain that authors also have purposes when they write. Introduce the main text.</p>
Reading Practice: (15-20 minutes)	<p>Class Reading: Teacher reads aloud a text about one job while class follows along with individual copies. Students may also annotate to show key words they see.</p> <p>As a class or in small groups, answer the set of reading questions with the text.</p> <p>Class Discussion: Class discusses, "What was this text <i>mainly</i> about?" They should use specific phrases from the text to support responses. Then, the class answers the comprehension questions together. Students that have an answer discuss how they arrived at that answer for the comprehension question.</p>

<p>Author's Purpose: (30-35 minutes)</p>	<p>Purpose Discussion: Teacher reminds class about what "purpose" means and introduces the 3 primary purposes that authors have when writing:</p> <ul style="list-style-type: none"> • Inform: to teach readers information • Persuade: to convince readers about an opinion • Entertain: to give readers fun and enjoyment <p>Explain that the text was likely written to inform and persuade, because it teaches factual information and claims that a specific career is good.</p> <p>Group Practice: Students work in small groups (2-4) to justify the author's purposes of inform and persuade. They should find quotes in the text that show each purpose.</p> <p>Class Discussion: Each group shares one piece of evidence they found to justify the author's purpose. Teacher can underline the quotes or display them for the class as each group shares. Then, discuss:</p> <ol style="list-style-type: none"> 1. What are clues that help you find author's purpose? 2. Why might an author want to persuade readers that a job is good?
<p>Closing: (5 minutes)</p>	<p>Student Reflection Questions:</p> <ol style="list-style-type: none"> 1. Why is it important to identify an author's purpose? 2. What are similarities and differences between the 3 primary author's purposes?

Educator Note!

Some students may struggle to distinguish between inform, persuade, and entertain. It may be helpful for them to see familiar exemplar texts that focus on each of these author's purposes.

Accommodations & Modifications:

- Provide students with quotes, then only ask them to explain justification.
- Identify evidence as a whole class or with teacher assistance.
- Use another text as pre-reading. Students can quote this reading as well.

Extensions:

- Write an informative and persuasive job description with facts from [Maritime Marvels](#).
- Rewrite the text but make the primary purpose to entertain the reader.