NCSC UDL Unit Concept Reinforcement Activity for English Language Arts HS Lesson 1

*If the student has not had experience (or has had very little experience) with the concept of author's purpose, it might be helpful to provide instruction using this Concept Reinforcement Activity (CRA) before the Introduction to Lesson 1. Just as with any other student, it is unlikely that he/she will learn this concept or skill after being instructed only once so you can provide this activity at other times during the unit. But do not expect or require mastery of this CRA before the student takes part in the unit. The CRA is supplemental instruction and should only be provided **in addition to** the instruction in the unit; it does not take the place of the unit.*

Key Vocabulary: The following key vocabulary terms are used in the reinforcement activities and the unit. It is important to provide these terms in the student's communication system and describe the meaning using the definitions in the unit as provided or paraphrased as needed. The purpose is to build understanding of the terms rather than teaching the student to recite the definitions. For example, when placing the label of Entertain on a story say, "This story tells how much fun you had at the amusement park, so we are putting with the label of 'Entertain'."

Unit Definition	Possible Paraphrased Definition
Entertain – to provide amusement and/or enjoyment	**Entertain** – entertain the reader
Inform – to give facts or information	**Inform** – tell the reader facts or information
Persuade – to cause someone to do or believe something through reasoning or argument	**Persuade** – get the reader to believe something

Exploratory Activity

　　Purpose: The exploratory activity is designed to build the concept of author's purpose of entertain, inform, and persuade in preparation for the scripted activity and UDL lesson.

　　1. Write three short stories from the student's point of view or on a subject that the student is highly interested in.
　　　　a. Write one to entertain, one to inform, and one to persuade (e.g., a paragraph about having fun at an amusement park [entertain], a paragraph about hours, cost, and size of the amusement park [inform], and a paragraph from the student trying to convince someone to take him or her back to the amusement park [persuade].

b. Read each story and label each one with the appropriate author's purpose with words, pictures, or picture symbols.
c. Discuss the reasons for the choice of author's purpose (e.g., "the story about the park hours, cost, and size gives you information that you can use so that is why the author's purpose is inform").

2. Repeat with other highly familiar and engaging stories and assist the student in labeling each with the appropriate label then discussing the reason for the choice.
3. Locate short articles from newspapers or magazines that clearly illustrate the three different author's purposes.
   a. Read to the student and assist the student in labeling each article with the appropriate label.
   b. Discuss the reasons for the choice of author's purpose.

Scripted Activity with Data Collection

Purpose: This activity is designed to provide extra practice to learn or refine the skill of determining author's purpose which will be used throughout this unit. The activity provides opportunities for extra instruction on sight word recognition, letter sounds, vocabulary, and other reading skills.

There are three versions, one for each purpose (inform, persuade, and entertain). Use this activity with as many texts as your student needs to further develop the skill. Mastery of this skill is not expected nor required to continue working within this unit. Instead, this activity should be used solely as practice whenever it can be worked in during instruction on the unit or at other times during the school day. It does not take the place of instruction with peers on the UDL unit, but supplements that instruction.

Based upon the student and the skill, choose any one of the instructional strategies from the NCSC Instructional Resource Guide to use during instruction throughout the practice activity. Use the data to give you more information on what part of the skill the student may need more focused instruction on throughout the unit.

Materials and Directions for Teacher
Version A: text that has the author's purpose of "inform"; color-coded 3-column T-chart with one column labeled "inform" (with

characteristics of facts, details, who/what/when/where/why information), one labeled "persuade" (with characteristics of a stance, reasons for stance, supporting details, and information against a different position), and one labeled "entertain" (with characteristics of humor, action, emotion, and descriptive language); highlighter color-coded to match "inform" column; representation of examples of characteristics found in the text

Version B: text that has the author's purpose of "persuade"; color-coded 3-column T-chart with one column labeled "inform" (with characteristics of facts, details, who/what/when/where/why information), one labeled "persuade" (with characteristics of a stance, reasons for stance, supporting details, and information against a different position), and one labeled "entertain" (with characteristics of humor, action, emotion, and descriptive language); highlighter color-coded to match "persuade" column; representation of examples of characteristics found in the text

Version C: text that has the author's purpose of "entertain"; color-coded 3-column T-chart with one column labeled "inform" (with characteristics of facts, details, who/what/when/where/why information), one labeled "persuade" (with characteristics of a stance, reasons for stance, supporting details, and information against a different position), and one labeled "entertain" (with characteristics of humor, action, emotion, and descriptive language); highlighter color-coded to match "entertain" column; representation of examples of characteristics found in the text

Provide the text and the representations of characteristics supported by whatever accommodations make it most accessible for your student. Check the Additional Considerations for Emerging Readers and Emerging Communicators in the UDL unit for ideas.

Instructional Cue	*Student Expected Response*	*Version A Date:*	*Version B Date:*	*Version C Date:*
Indicate the column(s) of the chart as you read the script. **This is the chart we will use to help us determine the author's purpose for writing the text. It has three columns – one for the purpose of inform, one for the purpose of persuade, and one for**	Student indicates the column for inform.			

the purpose of entertain. This is the inform column; it is colored (insert color). *Show me the column for the purpose of inform.*				
Indicate the column of the chart as you read the script. **This is the inform column; it is colored** (insert color). **Show me the column for the purpose of persuade.**	Student indicates the column for persuade.			
Indicate the column of the chart as you read the script. **This is the inform column; it is colored** (insert color). **Show me the column for the purpose of entertain.**	Student indicates the column for entertain.			
Use the highlighter color that matches the column color for the author's purpose; indicate the column of the chart as you read the script. **The purpose of this text is to** (insert author's purpose). **The text characteristics that tell us the author's purpose are** (insert characteristics). **When we see those in the text, we will highlight them with this marker that matches the** (insert author's purpose) **column. Then we will put those characteristics in the** (insert author's purpose) **column. Show me the** (insert author's purpose) **column.**	Student indicates the specified column.			
Have the student read along with you as you read the text; indicate the characteristic in the text and the column in the chart as you read the script. **Let's read this text and find parts that show the characteristics of** (insert author's purpose). *Read the text with the student until you*	Student indicates the correct column.			

come to a portion of the text that shows a characteristic. **This part of the text shows** (insert characteristic). **I will highlight it and put it in the** (insert author's purpose) **column. Show me what column to put this part of the text in.** *Place the representation of the text characteristic on the chart or have the student place it.*				
Have the student read along with you as you read the text; indicate the characteristic in the text and the column in the chart as you read the script. **Let's read more and find another part that shows the characteristics of** (insert author's purpose). *Read the text with the student until you come to the next portion of the text that shows a characteristic.* **This part of the text shows** (insert characteristic). **I will highlight it and put it in the** (insert author's purpose) **column. Show me what column to put this part of the text in.** *Place the representation of the text characteristic on the chart or have the student place it.*	Student indicates the correct column.			
Have the student read along with you as you read the text; indicate the characteristic in the text and the column in the chart as you read the script. **Let's read more and find another part that shows the characteristics of** (insert author's purpose). *Read the text with the student until you come to the next portion of the text that shows a characteristic.* **This part of the text shows** (insert characteristic). **I will highlight it and put it in the** (insert author's purpose) **column. Show me what column to put this part of the text in.** *Place the representation of the text characteristic on the chart or have the student place it.*	Student indicates the correct column.			

You may stop reading here or you may continue reading and finding more examples of characteristics depending upon your time and the need of the student. If you continue, just add more of the row directly above to the data table. Whatever you decide, continue with the last part of the scripted activity.				
Indicate the characteristic in the text and the column in the chart as you read the script. **All of the examples of the characteristics we found in the text and put in the** (insert author's purpose) *column show us that the author's purpose is* (insert author's purpose). **What is the author's purpose for this text?**	Student tells the author's purpose.			

Transition Activity: Back to the UDL Lesson

After providing the instruction provided in the CRA, help the student transition back to the UDL Lesson (*Introduction* of *Lesson 1)* by conducting a short review of the terms "entertain", "inform", and "persuade." Remind the student of the stories he or she read or heard and the author's purpose of each. Use the color coded organizer as described in the *Scripted Activity with Data Collection* within the *Body of Lesson 1*.   Use the ideas in *Additional Considerations* section for additional ideas. Use strategies from the *Instructional Resource Guide* as needed to move the student towards skill acquisition.