#### **General Education ELA Lesson Plan**

## **Author's Purpose**

Source: http://www.polk-fl.net/staff/teachers/reading/documents/SeptemberFOCUSCalendarElem.pdf

**Standard:** CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

**Learning Outcome:** Students will identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text.

# **Materials:**

Picture book or completed class novel; chart paper, overhead (LCD projector or doc camera), text samples, graphic organizer templates (students can also draw these on paper) Paper, pencil

# **Activities:**

- Focus and Review: Review with students the definition of author's purpose. Also, review the three purposes for writing (persuade, inform, entertain).
- Teacher Modeling/Direct Instruction: Explain that an author writes for many reasons. An author may give you facts or true information about a subject. Some authors write fiction stories or stories to entertain you. Some authors may write to persuade or to try to get you to do or think something. Tell students that the title can usually help the reader understand or determine the author's purpose. Use a graphic organizer to list titles of familiar books under the appropriate author's purpose in a graphic organizer. Model with students as you write AND do think-alouds with each example.
- Guided Practice: In small groups, provide students will a basket of books including a range of genres. Together, have students sort the text based on the author's purpose and complete the same graphic organizer.
- Independent Practice: Encourage students to consider the author's purpose when reading their independent self-selected text. Provide students with an exit slip where they can record the title, author, and author's purpose after reading.

## Activity: Create a universally designed version of the above lesson

UDL Planning	My ideas
Representation- adaptations in materials (e.g.,	Provide students with images that represent the
adapt for sensory impairments)	different author's purposes. Students select the appropriate author's purpose card for the text
	being read and examined; provide students with
	a template including sentence starters to frame
	their response about author's purose.
Expression- how will student show learning (e.g.,	Students will select the author's purpose from
use of assistive technology; alternative project)	pre-written choices. Students will use a switch
	to select the appropriate author's purpose.
	Students will nod their heads to select the
	correct answer.
Engagement- how will student participate in the	Student can work in pairs during independent
activity	practice; student can use technology (e.g.,
	stixy.com) to record the author's purpose exit
	slip.