Grade Level	Content Area	Unit Title
2nd Grade	Reading Standards for Informational Text: Craft and Structure	What is the Author's Purpose? ~ Cross curricular with the unit Characteristics of Weather Conditions: Clouds

Length of Unit	Time of Year Taught	Expected Prior Knowledge
2 Weeks	4th Quarter	Students will have the ability to read text at their appropriate reading level and listen to each other in order to work cooperatively in a group. They will have the ability to utilize and research using 21st Century skills.

Unit Description

This mini-unit of identifying the main purpose (author's purpose) is part of an interdisciplinary unit of study on Characteristics of Weather Conditions: Clouds, reaching Language Arts, Science, and Technology standards. This unit of study begins with identifying the following types of clouds (cumulus, stratus, and cirrus). Followed by analyzing the relationship between clouds, temperature, and weather patterns. The relationship between clouds and weather is interesting and relevant to this population of students, as they experience weather changes in their daily lives. Through book studies (informational text), research, documentation of observational notes, and student collaboration, students will identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Standards: See instructions on page 15.	Strand: Reading Standards for Informational Text Cluster: Craft and Structure Standard #6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	The summative assessment consists of a completed blog entry. Students will be assessed individually. Each blog comment will be assessed on the student's ability to identify the author's purpose using supporting evidence. Each entry must identify the main purpose of a text, including what the author wants to answer, explain, or describe. Neatness, quality, and effort will also be used to assess the blog entry.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Mastery = 16/20 or higher. A copy of the scoring rubric is attached. Remediation students given more time.
Materials/Resources Needed	It's Your Cloud

Include all items for the entire unit.	Article about watching the clouds Let's Read and Find Out About Clouds Clouds and Weather Leveled texts relevant to topic (non-fiction, magazine and newspaper articles, online texts) Computer access to the following sites: Study Zone: Practice Author's Purpose www.studyzone.org/testprep/ela4/j/authorpurposep.cfm FCATexplorer: Author's Purpose www.fcatexplorer.com/media/parent/tiplister/flash/tip210a.swf Study Zone: Author's Purpose www.studyzone.org/testprep/ela4/b/authorspurposel.cfm Study Zone: Author's Purpose www.studyzone.org/testprep/ela4/h/authorpur.cfm Cards with answer, explain and describe Index cards Author's Purpose Fill-A-Frame Recommendation PowerPoint and projector Chart paper, drawing and writing utensils Laptops Author's Purpose Blog Rubric Author's Purpose Blog

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Opening Question: What does being an author mean to you? Direct students to find a pyramid buddy and discuss what being an author means to them. Have the students share with the class what being an author means to their buddy. Record student suggestions on chart paper labeled "Author's Purpose." Read aloud It's Your Cloud. Ask the students: Why do you think Joe Troiano wrote this story? Explain to the students that they will interview another student to find out what that student thinks the author's purpose was for writing It's Your Cloud. Inform the students that they will write their buddy's comments on an	Opening Question: Why might have the authors of each example written these texts? Have the Author's Purpose Fill-A-Frame displayed on laptops via PowerPoint or SmartBoard and give students opportunities to discuss the different text scenarios. Explain to the students that they will need to categorize and classify their text samples as whether the author's purpose answer, explain or describe. Inform the students that they must supply evidence to support their recommendation. Project the Recommendation PowerPoint as a guideline for collaboration. Explain that when they are done categorizing and classifying their chosen piece of text, they must support their opinion of the recommendation with evidence and ask their group members: Can you live with it for now? If the students agree with the suggestion, the students should give their supporting evidence. If the students disagree with this suggestion, the students should describe why it is incorrect and recommend a better way to figure out the author's purpose for that text	Opening Question: After reading the article about watching the clouds, ask the students: What characteristics of the text show the author's purpose including what the author wants to answer, explain, or describe? Direct students to find a pyramid buddy and discuss what characteristics of the text showed the author's purpose was to describe. Have the students share with the class what their buddy thinks are the characteristics from the text that showed the author's purpose was to describe and what the main purpose of the text was. Record student suggestions on the Author's Purpose Chart that is divided into three columns for (**answer**, **explain**, and **describe**). After student input, write under the column heading **Describe** ~ to convince the reader of a certain point of view. Inform students that during guided reading that they will be analyzing texts for the author's purpose (**P**ersuade), including the main purpose of the text, what the author wants to answer, explain, or	Opening Question: After reading Let's Read and Find Out About Clouds and Clouds and Weather, ask the students: What characteristics of the texts show the author's purpose was to inform and what was the main purpose of a text, including what the author wants to answer, explain, or describe? Direct students to find a pyramid buddy and discuss what characteristics of the text showed the author's purpose was to inform. Have the students share with the class what their buddy thinks are the characteristics from the text that showed the author's purpose was to inform and what the main purpose of a text, including what the author wants to answer, explain, or describe. Record student suggestions on the Author's Purpose Chart that is divided into three columns for **PIE** (**P**ersuade, **I**nform, and **E**ntertain). After student input, write under the column heading **I**nform ~ to teach or give information to the reader.	Opening Question: After rereading It's Your Cloud, ask the students: What characteristics of the text show the author's purpose was to entertain and what was the main purpose of a text, including what the author wants to answer, explain, or describe? Direct students to find a pyramid buddy and discuss what characteristics of the text showed the author's purpose was to entertain. Have the students share with the class what their buddy thinks are the characteristics from the text that showed the author's purpose was to entertain and what the main purpose of a text, including what the author wants to answer, explain, or describe. Record student suggestions on the Author's Purpose Chart that is divided into three columns for **PIE** (**P**ersuade, **I**nform, and **E**ntertain). After student input, write under the column heading **E**ntertain ~ to hold the attention of the reader through enjoyment.

	index card. After student interviews are complete, students will present their findings from the interviews to the class. Post student suggestions on chart paper with the opening question written on the top. Inform students that today they will be identifying and teaching others about the different types of author's purpose and the main purpose of a text, including what the author wants to answer, explain, or describe. After researching the different types of author's purpose on the computer, they will meet with their group, and teach about their type of author's purpose to their group and the main purpose of a text, including what the author wants to answer, explain, or describe.	and the main purpose of a text, including what the author wants to answer, explain, or describe.	describe.	Inform students that during guided reading that they will be analyzing texts for the author's purpose (**I**nform), including the main purpose of the text, what the author wants to answer, explain, or describe.	Inform students that during guided reading that they will be analyzing texts for the author's purpose (**E**ntertain), including the main purpose of the text, what the author wants to answer, explain, or describe. Explain to the students at the end of the unit, they will post a comment on the Author's Purpose Blog. On the blog, they will read various texts (non-fiction excerpts, magazine and newspaper articles, and online texts). When they are done reading the texts, they will label the author's purpose what the author wants to answer, explain or describe for the texts and supply supporting evidence for their recommendation. Supply the students with the Author's Purpose Rubric to reflect on their blog entry. Explain and review the Author's Purpose Rubric with the class using blog comment examples for reference.

	Divide the students up by passing out cards with-answer, explain or describe. Students will reconvene after research, matching their cards.				

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Students will research the different types of author's purpose and the main purpose of a text, including what the author wants to answer, explain, or describe using the websites Study Zone: Author's Purpose and FCATexplorer: Author's Purpose. Students will write important facts about their type of author's purpose and what the author wants to answer, explain, or describe and document those facts on their cards. Afterwards, the students will reconvene after research, matching	Students will work together in groups to categorize and classify text samples into the following kinds of author's purpose, answer, explain, and describe) by completing the Author's Purpose Fill-A-Frame displayed on the laptops. After they are done categorizing and classifying their chosen piece of text, the student will support their opinion of the recommendation with evidence and ask their group members: Can you live with it for now? Group members will voice their opinion of the recommendation. If the students agree with the suggestion, the students will give their supporting evidence. If the students disagree with this suggestion, the students will describe why it is incorrect and recommend a better way	Students will reconvene in their guided reading groups and resume analyzing texts for the author's purpose (**P**ersuade), including the main purpose of the text, what the author wants to answer, explain, or describe.	Students will reconvene in their guided reading groups and resume analyzing texts for the author's purpose (**I**nform), including the main purpose of the text, what the author wants to answer, explain, or describe.	Students will reconvene in their guided reading groups and resume analyzing texts for the author's purpose (**E**ntertain), including the main purpose of the text, what the author wants to answer, explain, or describe. At the end of the unit, students will post a comment on the Author's Purpose Blog. On the blog, students will read various texts (non-fiction excerpts, magazine and newspaper articles, and online texts). When they are done reading the texts, they will label the author's purpose for the texts and supply supporting evidence for their recommendation. Students will use the Author's Purpose Rubric to reflect on their blog

	their cards. Within their groups, students will teach their group about their type of author's purpose. Each card written by students must identify the main purpose of a text, including what the author wants to answer, explain, or describe.	to figure out the author's purpose and the main purpose of that text, including what the author wants to answer, explain, or describe.			entry. Each blog entry written by students must identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Summative Assessment: Author's Purpose Blog

Instructions:

1. Find the blog posted on our class website and read the online text provided.

2. You will write a blog online describing these points of the story you listened to or read:
    a. Explain in detail how to distinguish between the information provided by the words and the pictures.
    b. Explain in detail the different types of author's purpose and teach them to others. The blog entry must identify the main purpose of a text, including what the author wants to answer, explain, or describe.
    c. Discuss the purpose of the illustrator and what is so important about the pictures they drew.
    d. Support all of your ideas with excellent supporting ideas.
    e. Use of correct grammar and link your phrases together.

3. Using the rubric, give yourself a grade based on the blog you wrote.

Author's Purpose Rubric					
Criteria	**Expert (4)**	**Practitioner (3)**	**Apprentice (2)**	**Novice (1)**	**Score**
Identifying the Different types of Author's Purpose	Can explain in detail the different types of author's purpose and teach them to others.	Independently can match most titles to the most reasonable author's purpose.	With support can match most titles to the most reasonable author's purpose.	With support can match some titles to the most reasonable author's purpose.	
Author's Purpose Determined	Shows a thorough understanding of the author's purpose. The entry clearly identifies the main purpose of a text, including what the author wants to answer, explain, or describe.	Shows a good understanding of the author's purpose. The entry somewhat identifies the main purpose of a text, including what the author wants to answer, explain, or describe.	Shows a partial understanding of the author's purpose. The entry lacks sufficient detail in identify]ing the main purpose of a text, including what the author wants to answer, explain, or describe.	Does not seem to understand the author's purpose. The entry does not seem to identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
Effect of Text Determined	Shows a thorough understanding of how the author's purpose affects the text.	Shows a good understanding of how the author's purpose affects the text.	Shows a partial understanding of how the author's purpose affects the text.	Does not seem to understand how the author's purpose affects the text.	
Supporting Details for Recommendation	Recommendation is clearly explained and includes excellent supporting details.	Recommendation is explained and includes good supporting details.	Recommendation is explained and includes few or no supporting details.	Recommendation is questionable and has no supporting details.	
Grammar/ Mechanics	Flawless use of grammar, spelling, and punctuation. Excellent use of linking words and phrases.	Appropriate use of grammar, spelling and punctuation. Good use of linking words and phrases.	Errors in grammar, spelling, and/or punctuation. Some use of linking words and phrases.	Errors in grammar, spelling, and punctuation that inhibit understanding. No use of linking words and phrases.	
Name	**Total Score:**				