Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
2nd grade	Reading		Reading to identify author's purpose

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days	2nd quarter	Informational Texts, Craft and structure RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.RI.2.6. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.)

Unit Description: Students will identify the main purpose of a text including what the author wants to answer, explain or describe. The unit demonstrates different examples of texts and students practice identifying the main purpose. The assessment is a quiz where students will demonstrate mastery by answering 5 out of 6. questions correctly.

Standards: See instructions on page 15.	Informational texts, craft and structure RI.2.7. 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.*	Students will read three different texts. Students will demonstrate mastery by completing a six question quiz where they identify the main purpose of the text to answer, describe or explain and will write a sentence explaining what the author wanted to answer, describe or explain.
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.*	Each question is worth one point. Students will demonstrate mastery by scoring a 5 out of 6 on the quiz.
Materials/Resources Needed *Include all items for the entire unit.*	White boards, selected texts, paper for ballots, quiz, student journals

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5

Instruction and Timeline	**Objective:** Students will identify the main purpose of a text, including what the author wants to answer. **Anticipatory Set:** Teacher gives 3 definitions of author. Students show thumbs up for true statement and down for false. **Instruction/Modeling:** Explain that authors write with a purpose in mind. Explain that an author writes an informational text for several reasons. An author may write to **answer** questions the reader may have about a topic by giving you facts or true information about a subject. An author might write to **describe** what something is like. An author may write to **explain** something that he/she wants the reader to understand. Record (during discussion): Answer Explain Describe Define and give examples Explain that authors don't	**Objective**: Students will identify the main purpose of a text, including what the author wants to describe. **Anticipatory Set:** Teacher says: "I want to give answers about China to you". Choose the sentence that gives answers about China. Display 3 sentences on overhead. Students will write the number for the sentence that answers about China on their white boards. **Instruction/ Modeling:** Review author's purpose definitions; Answer Explain Describe Explain that when determining the author's purpose, it is helpful to pay attention to details in the text. Remind students that if the passage has facts that answers questions the reader might have, it is usually a passage that answers. If the passage is focused on telling what	**Objective:** Students will identify the main purpose of a text, including what the author wants to explain. **Anticipatory Set:** Teacher says: "I want to describe a typical Chinese wedding to you." Choose the sentence that describes a typical Chinese wedding. Display 3 sentences on overhead. Students will write the number for the sentence that describes a typical Chinese wedding on their white boards. **Instruction/Modeling:** Review Author's Purpose definitions Review that texts written to answer often have factual details. Review the texts written to describe tell what something is like. Explain that if the passage explains why something is important or needs to be understood, we can say that the author's purpose was to explain. When we read, we can ask the question – Does this text explain that the subject is important or needs to be understood? Read the passage together.	**Objective:** Students will identify the main purpose of a text, including what the author wants to answer, explain or describe. **Anticipatory Set:** Teacher says: "I want to explain why the Great Wall is important". Choose the sentence that explains why the Great Wall is important." Display 3 sentences on overhead. Students will write the number for the sentence that explains why the Great Wall is important their white boards. **Instruction/Modeling**: Use three new texts that explain, describe and answer. Model reading and thinking aloud through first example, underlining key phrases or facts and recording the purpose and explaining why. Model using the format- The author wants to answer questions about_____. The author wants to describe_____.	**Objective:** Students will identify the main purpose of a text, including what the author wants to answer, explain or describe. **Anticipatory Set:** Read short passages about Martin Luther King Jr. and ask students to identify the purpose of each, using white boards. The author wants to answer questions about_____. The author wants to describe_____. The author wants to explain that_____. **Assessment:** Students will read three different texts. Students will demonstrate mastery by completing a six question quiz where they circle the author's purpose and tell what the author wants to answer, explain or describe. **Closure:** Write an example of

	usually state a purpose, so you need to pay close attention to the details that are given in the text in order to be able to determine the author's purpose for writing. Explain that when an author writes to answer they use a lot of facts. When we read, we can ask the question – Does this text answer questions a reader might have about the subject? Model reading and analyzing three texts (all factual/ informational) for author's purpose. Model thinking out loud, "The author wants to answer questions about_____.", and underlining the facts that help me identify the author's purpose to answer in yellow. **Check for Understanding:** Respond to the statement by showing thumbs up/down-True (thumbs up) or False (thumbs down) – "Factual details help me to identify the author's purpose to answer."	something is like. It is describing. When we read, we can ask the question – Does this text describe the subject (event, process, person, experience)? Read the passage together. Display it for students using an overhead. Model thinking out loud, "The author wants to describe_____.", and identifying descriptive phrases. Use green highlighter to underline descriptive phrases. **Check for Understanding:** True (thumbs up) or False (thumbs down) – statement –"Factual details help me to identify the author's purpose to describe." True (thumbs up) or False (thumbs down) – Statement-"Phrases that tell what something is like helps me to identify the author's purpose to describe." **Guided Practice:** Give pairs of students a copy	Display it for students using an overhead. Model thinking out loud, "The author wants to explain that_____.", and identifying words and phrases that show that this subject was written to explain. Use red highlighter to underline phrases and words that help us know the author wanted to explain. **Check for Understanding:** True (thumbs up) or False (thumbs down) –statement-"Factual details help me to identify the author's purpose to explain." True (thumbs up) or False (thumbs down) –statement-"Phrases that describe what something is like helps me to identify the author's purpose to explain." True (thumbs up) or False (thumbs down) –statement-"phrases and words that tell me that something is important or needs to be understood identify the author's purpose to explain." **Guided Practice:** Give pairs of students a copy of an explaining and a non	The author wants to explain that_____. **Guided Practice:** Read next 2 examples together. With a partner, Students will identify possible purposes for each example. Students will explain why they chose their answer. Students will respond: The author wants to answer questions about_____. The author wants to describe_____. The author wants to explain that_____. **Check For Understanding:** On your white boards write the three author's purposes for writing. **Independent Practice:** Put several copies of different texts on table in sheet protectors (numbered 1-6)(these should be different from previous days). Students will analyze	describe, answer, or explain texts in journals.

	Guided Practice: Give pairs of students a copy of two texts. Students should read both texts together, underlining any facts to analyze and then identify whether the author's purpose is to answer or not. Students can label one ANSWER and the other NOT. **Independent Practice:** Put several copies of different texts on tables in sheet protectors (numbered 1-5). Students will analyze the texts and identify which text was written to answer. Students will vote for the number of the text written to answer on ballots with their names. **Closure:** Class will read ballots and count votes and discuss which text was written to answer.	of a descriptive and a non descriptive text. Students should read both texts together, underlining any descriptive phrases to analyze and to identify whether the author's purpose is to describe or not. Students can label one DESCRIBE and the other NOT. **Independent Practice:** Put several copies of different texts on table in sheet protectors (numbered 1-5). Students will analyze the texts and identify which text was written to describe. Students will vote for the number of the text written to describe, on ballots with their names **Closure:** Class will read ballots and count votes and discuss which text was written to describe.	explaining text. Students should read both texts together, underlining any phrases or words to analyze and identify whether the author's purpose is to explain or not. Students can label one EXPLAIN and the other NOT. **Independent Practice:** Put several copies of different texts on table in sheet protectors (numbered 1-5). Students will analyze the texts and identify which text was written to explain. Students will vote for the number of the text written to explain, on ballots with their names **Closure:** Class will read ballots and count votes and discuss which text was written to explain.	the texts and identify the author's purpose for each text. They will record answers on paper. The author wants to answer questions about_____. The author wants to describe_____. The author wants to explain that_____. Teacher will conference with students. **Closure:** Class will discuss answers and reasons together.	

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**

Student Activities and Timeline	Students will identify the main purpose of a text, including what the author wants to answer. Students show thumbs up for true statement and down for false. Students respond to the statement by showing thumbs up/down-True (thumbs up) or False (thumbs down) – "Factual details help me to identify the author's purpose to answer." Students receive a copy of two texts. Students should read both texts together, underlining any facts to analyze and then identify whether the author's purpose is to answer or not. Students can label one ANSWER and the other NOT. Students will analyze the texts and identify which text was written to answer. Students will vote for the number of the text written to answer on ballots with their names.	Students will identify the main purpose of a text, including what the author wants to describe. Students will write the number for the sentence that answers about China on their white boards. Students answer True (thumbs up) or False (thumbs down) – statement –"Factual details help me to identify the author's purpose to describe." True (thumbs up) or False (thumbs down) – Statement-"Phrases that tell what something is like helps me to identify the author's purpose to describe." Students should read both texts together, underlining any descriptive phrases to analyze and to identify whether the author's purpose is to describe or not. Students can label one DESCRIBE and the other NOT. Students will analyze the	Students will identify the main purpose of a text, including what the author wants to explain. Students will write the number for the sentence that describes a typical Chinese wedding on their white boards. Students answer True (thumbs up) or False (thumbs down) – statement- "Factual details help me to identify the author's purpose to explain." True (thumbs up) or False (thumbs down) – statement- "Phrases that describe what something is like helps me to identify the author's purpose to explain." True (thumbs up) or False (thumbs down) – statement- "phrases and words that tell me that something is important or needs to be understood identify the author's purpose to explain." Students should read	Students will identify the main purpose of a text, including what the author wants to answer, explain or describe. Students will write the number for the sentence that explains why the Great Wall is important their white boards. With a partner, Students will identify possible purposes for each example. Students will explain why they chose their answer. Students will respond: The author wants to answer questions about_____. The author wants to describe_____. The author wants to explain that_____. Students write on white boards write the three author's purposes for writing. Students will analyze the texts and identify the author's purpose for each text. They will record answers on paper.	Students will identify the main purpose of a text, including what the author wants to answer, explain or describe. Students will identify the purpose of each, using white boards. The author wants to answer questions about_____. The author wants to describe_____. The author wants to explain that_____. Students will read three different texts. Students will demonstrate mastery by completing a six question quiz where they circle the author's purpose and tell what the author wants to answer, explain or describe. Students write an example of describe, answer, or explain texts in journals.

	Class will read ballots and count votes and discuss which text was written to answer.	texts and identify which text was written to describe. Students will vote for the number of the text written to describe, on ballots with their names Class will read ballots and count votes and discuss which text was written to describe.	both texts together, underlining any phrases or words to analyze and identify whether the author's purpose is to explain or not. Students can label one EXPLAIN and the other NOT. Students will analyze the texts and identify which text was written to explain. Students will vote for the number of the text written to explain, on ballots with their names Class will read ballots and count votes and discuss which text was written to explain.	The author wants to answer questions about_____. The author wants to describe_____. The author wants to explain that_____. Class will discuss answers and reasons together.	

Name:_____Date:_____

Reading to Determine Author's Purpose

Quiz

Directions: Read the following three texts. Determine the main purpose of each text by circling if the author wants to answer, describe or explain. Then, answer the question "what does the author want to answer, describe or explain?"

Chinese New Year Is a Special Time!

Chinese New Year is like a big party. It begins February 18 [2007] and lasts 15 days. This dragon is a symbol of good luck. Dragons are sometimes used in Chinese New Year parades. People say good-bye to the old year and welcome the new year. Many people wear red and gold. Those colors are thought to bring happiness and wealth. Family and friends give children small red envelopes filled with money. People eat special foods, such as noodles, during Chinese New Year. They also eat dumplings and other foods called dim sum. People decorate their homes with paper decorations and scrolls. They usually show symbols of good luck, wealth, and happiness. The Chinese lion dance is often part of the Chinese New Year.

1.) The author's purpose is to (circle one) answer describe explain

2.) What does the author want to answer, describe or explain? _____

_____

What do Apple Trees Do Each Season?

Spring

Spring is the season when most apple trees start to bloom. A blooming apple tree grows flowers. In the spring, the weather gets warmer. Soon apples will grow in the places where the flowers are.

Winter

Winter is the season when most apple trees rest. In the winter, the weather is coldest. Apple trees have lost their leaves. The branches stay bare until the next spring.

Summer

Summer is the season when apples grow bigger. In the summer, the weather is warmest. The new apples are light green. They are not ready to be picked yet. It takes all summer for an apple to fully grow.

Fall

Fall is the season when most apples are ripe. Ripe apples are ready to be picked. In the fall, the weather is cooler. People eat the ripe apples. People make apple juice and applesauce from apples, too.

3.) The author's purpose is to (circle one) answer describe explain

4.) What does the author want to answer, describe or explain? _____

_____

Smoking Hurts People--And the Environment!

You probably know that cigarette smoking makes people sick. It is also important to know that smoking hurts the environment. Sometimes people drop cigarette butts on the ground. Many beaches in the United States are littered with cigarette butts. When beach cleanups are held, cigarette butts are picked up more often than any other kind of trash. Cigarette butts can be dangerous. Cigarettes have hundreds of poisons in them. Scientists worry that the poisons could pollute the ocean water. Cigarette butts can also harm animals. Seabirds try to eat cigarette butts. The birds think the butts are food. The butts get stuck in the birds' stomachs and make them sick.

5.) The author's purpose is to (circle one) answer describe explain

6.) What does the author want to answer, describe or explain? _____

_____

Answer Key:

1.) Describe

2.) The author wants to describe what Chinese New Year is like.

3.) Answer

4.) The author wants to answer questions about apple trees.

5.) Explain

6.) The author wants to explain why smoking is bad for the environment.

Score: _____/6

Each question is worth 1 point. Teacher will accept similar, reasonable answers for questions two, four and six. Five out of six points is the minimum needed for mastery.

Number correct:	Percent:	
0-2	0% -49%	Falls Far Below
3-4	50%-69%	Approaches
5-6	70%-100%	Meets Mastery Level