Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 6	**<u>English Language Arts-Reading</u>**		Author's Purpose
Length of Unit **4 Days**	**Time of Year Taught** **2nd Quarter**	**Students' prior understanding will include comparing and contrasting stories. Students will understand the use of writing webs and writing proper paragraphs using grade level spelling, vocabulary, and grammar.**	
Unit Description: Students will use various reading materials to understand that authors write for a purpose and good readers use strategies to determine the purpose of what they are reading.			
Standards: Common Core **<u>Strand:</u>** Reading Standards for Informational Text **<u>Cluster</u>**: Craft and Structure **<u>Standard</u>**: #6	**<u>Informational Text: Literary Nonfiction:</u>** Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience. **<u>Standard</u>**: #6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	The summative assessment will be in the form of a quiz. The quiz will require the students to: Read the descriptions of each item and determine the author's purpose in writing it (to entertain, persuade, or inform). Then students will write a brief description of Entertain, Persuade and Inform. The assessment will be scored using a6th grade rubric.		
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.*	Part 1: Part 1 has 3 questions worth 2 points each for a total of 6 points. A students needs to earn 5 points to demonstrate mastery which is 80%. Assessment with answer key attached. Part 2: Part will be scored with a four point rubric will be used for the writing portion. Students will need to score 10 points (80%) to demonstrate mastery. Scoring Rubric attached.		
Materials/Resources Needed *Include all items for the entire unit.*	Houghton Mifflin Harcourt Journeys text (TE and student edition), Projector, Student Workbook; Graphic Organizer 8 Blackline Master – Biography, lined paper, pencils, erasers, chart paper Readers – *The Assignment, The History of Books and the Article, Why Should People Recycle Paper?* .		

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	In a whole group setting the teacher will display a chart which has three words, "Inform," Entertain," and "Persuade" written across the top forming three columns. The teacher will ask the students to define each of these words. Next the teacher will explain that authors write with a purpose and point of view. The teacher will further explain that if the author's purpose is: to **Persuade** then the goal is to persuade the reader to agree with the author's opinion and will share his opinion and may include facts or examples to support the opinion. The teacher will ask the students for examples of works that "persuade" The teacher will chart items like, advertisements,	In a whole group setting, the teacher will review the words "Inform," Entertain," and "Persuade." The teacher will display the chart that was made the day before indicating the examples of **Persuade, Inform** and **Entertain**. The teacher will remind the students that if the author's purpose is: to **Persuade** then the goal is to persuade the reader to agree with the author's opinion and will share his opinion and may include facts or examples to support the opinion; **Inform** then the goal is to enlighten the reader with topics that are usually real or contain facts, facts are used to teacher, not persuade; to **Entertain** then the goal is to tell a story or describe real or	In a whole group setting the teacher will review the words "Inform," Entertain," and "Persuade." The teacher will display the chart that was made the first day indicating the examples of **Persuade, Inform** and **Entertain**. **Persuade** then the goal is to persuade the reader to agree with the author's opinion and will share his opinion and may include facts or examples to support the opinion; **Inform** then the goal is to enlighten the reader with topics that are usually real or contain facts, facts are used to teacher, not persuade; to **Entertain** then the goal is to tell a story or describe real or imaginary character, places and events. The teacher will also remind he students that	In a whole group setting, the teacher will review "Inform," Entertain," and "Persuade." and the chart with the examples of: **Persuade, Inform** and **Entertain**. **Persuade** the goal is to persuade the reader to agree with the author's opinion and will share his opinion and may include facts or examples to support the opinion; **Inform** the goal is to enlighten the reader with topics that are usually real or contain facts, facts are used to teacher, not persuade; to **Entertain** the goal is to tell a story or describe real or imaginary character, places and events. The teacher will revisit the three different reading selections of the unit. The students will be asked to explain the	

	commercials, newspaper editorials, etc., The teacher will explain that to **Inform** the goal is to enlighten the reader with topics that are usually real or contain facts, facts are used to teacher, not persuade. The teacher will ask the students for examples of works that "inform" The teacher will chart items like, textbooks, cookbooks, newspapers, encyclopedias, etc. The teacher will explain that when something is written to **Entertain** the goal is to tell a story or describe real or imaginary character, places and events. The teacher will ask the students for examples of works that "entertain." The teacher will chart items like, poems, stories, plays, comic strips, etc.	imaginary character, places and events. The teacher will read to the whole class, *The History of the Book.* The teacher will lead a discussion about the author's purpose for writing it. Students will site examples that help them know that the author is trying to teach something. The teacher will confirm that *The History of the Book* was written to inform.	the authors of two selections they read earlier in the week had separate goals, one to entertain and one to inform. The teacher will read *Why Should People Recycle Paper?* The teacher will revisit the strategies that readers use to determine the author's purpose. The strategies include asking oneself the following: "What does the cover tell me?" "Why did the author write it?" "Did the author make me laugh?" "Did the author tell a story?" "Did the author give me facts?" "Did the author try to convince me?" "Did the author want to change my opinion?" After reading the article, the teacher will ask students to decide the point of view of the author. Using the before mentioned	strategies reader use how to determine an author's purpose. The teacher will lead a discussion of each reading selection and the students will compare and contrast each author's purpose.	

	Next the teacher will read, *The Assignment* with appropriate fluency as students follow along. The teacher will ask, “what is the author’s purpose in writing this story?” The teacher will listen to answers and ask the students how they had made their decisions. The teacher will explain that readers use strategies to determine the author’s purpose. The strategies include asking oneself the following: “What does the cover tell me?” “Why did the author write it?” “Did the author make me laugh?” “Did the author tell a story?” “Did the author give me facts?” “Did the author try to convince me?” “Did the author want to change my opinion?”		strategies. The teacher will ask the to explain their responses using examples.		

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Students will create small groups of 3 to 4 students. Next the students will read *The Assignment* with appropriate fluency. Students will choose a recorder. The students will record examples within *The Assignment* that prove the author's purpose. Each group will share with the other groups their examples.	The students will return to their seats and create a WEB about the history of their lives. Later the students will use their WEBS to write and illustrate a 5-10 sentence paragraph about their history that will include factual information. Students will share their "history" to the whole class and students will discuss the elements that make each paragraph an "informational" work.	Students will return to their seat and in small groups of 3-4 students will read the article, *Why Should People Recycle Paper?* Student will discuss whether the author persuaded them to recycle paper based on the arguments that were presented in the article. Next, on their own, students will write a paragraph of 5-10 sentences that states whether he/she agrees with the author. Students will be asked to include specific examples from the article that helped to persuade him/her. Later students will share their paragraphs with the whole class.	The students will be handed a quiz. **Author's Purpose Activity** **Directions**: Read the descriptions of each item and determine the author's purpose in writing it (to entertain, persuade, or inform). Then, in a sentence or two, explain your answer. The assessment will be scored on a 30 point scale (10 questions, each question worth 3 points, 24 out of 30 or 80% will equal mastery.	

6th Grade Reading (Assessment with Answer Key)

The summative assessment will be in the form of a quiz. The quiz will require the students to: Read the descriptions of each item and determine the author's purpose in writing it (to entertain, persuade, or inform). Then students will write a brief description of Entertain, Persuade and Inform. The assessment will be scored using a6th grade rubric.

Name_____ Date_____

Directions: Read each passage and determine if the author's purpose in writing it was to be persuasive, informative or to entertain. Fill in the blank below each passage with whether Entertain, Inform or Persuade. When you have competed the quiz, write 2-3 sentences each to describe persuasive, informative and entertaining texts.

1. It was a glorious morning in Alabama. The sun was shining through the trees. Alan couldn't wait to find his fishing pole and call his friend Sam to go fishing. They had a great time on these early morning fishing trips.
They took their dogs with them and the dogs would swim in the lake while they fished. It was so funny to watch those dogs paddle around the lake.

What is the author's purpose of this writing? _____Entertain_____

2. The Underground Railroad was a secret organization which helped slaves escape to freedom. Many slaves were able to escape because of the conductors and station masters. The northern states were free states and slaves were free once they arrived in the north. Secret codes and signals were used to identify the conductors and station masters.

What is the author's purpose of this writing? _____Informative_____

3. The Slim-O-Matic will cause you to lose pounds and inches from your body in one month. This amazing machine helps you to exercise correctly and provides an easy video to show you the proper way to exercise.
Send $75.99 and begin exercising today.

What is the author's purpose of this writing? __Persuade_____

6th Grade Scoring Rubric

	4	3	2	1	Score
3 writing questions each worth 4 points for a total of 12 point	Student clearly states his opinion, includes 3-4 examples, uses proper punctuation and grammar all of the time, no spelling errors, and uses proper format.	The student states his opinion, uses 3 examples, uses proper punctuation and grammar most of the time, has few spelling errors and uses proper writing format.	Unclear opinion, uses 1-2 examples, has some punctuation and grammar errors, has some misspelled words and does not use proper format.	No opinion stated, no examples provided, many punctuation and grammar errors, many words misspelled, improper writing format.	
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