Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 2	**English Language Arts-Reading**		Understanding an Author's Purpose

Length of Unit	Time of Year Taught	Expected Prior Knowledge
4 days	2st quarter	Students will read basic 2nd grade text. Students will understand the difference between fiction and non-fiction. Students will know how to write a friendly and formal letter. Students will know basic punctuation and grammar skills.

Unit Description Students will read a variety of genre to understand that authors write with a purpose including to inform, entertain and to persuade.

Standards: Common Core State Standards in ELA **Strand:** Reading Standards for Informational Text **Cluster**: Craft and Structure **Standard**: #6	**Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts:** Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. **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.*	Summative assessment will have two parts: 1. The students will be given a short answer quiz. Students will read three passages and decide which category the passages fit; *Inform, Entertain or Persuade.* Students will also be asked to write the definition of each *Inform, Entertain or Persuade* on a tri-fold sheet of 8x10 paper. Assessment with answer key attached.
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.*	The assessment will be scored as follows: 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 a 3 or better 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 lined paper, pencils, erasers, Decodable Readers –. Henry and Mudge , All in the Family. Persuasive letter :*Dear Senator Williams*, Chart paper, markers

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	In a whole group setting the teacher will display the book Henry and Mudge . The teacher will have the students complete a picture walk through the story. The teacher will ask the whole class, "Why do you think the author wrote this story?" The teacher will explain that authors write with a purpose in mind. Explain that authors usually don't state their purpose. The reader must 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. The three most common "purposes" are to persuade, inform or to entertain. The teacher will check for understanding of the "persuade," "explain," and "inform." The teacher will clarify each definition. The	In a whole group setting the teacher will review the words, *persuade*, *inform* and *entertain* as they relate to an author's purpose. The teacher will displace a chart with three sections labeled Persuade, Inform and Entertain. The whole class will review the story Henry and Mudge and decide which column it belongs in. Next the teacher will display the story All in the Family. The teacher will lead a picture walk through the book. The students will make predictions about the book based on the photographs. The teacher will ask if the students can predict the author's purpose. The teacher will chart all predictions. Next the teacher will read the book to the whole group. The students will compare their predictions with the	In a whole class setting the teacher will review the terms, *persuade*, *inform* and *entertain* as they relate to an author's purpose. The teacher will also review the class chart labeled with Inform, Entertain and Persuade. Next the teacher will hand out a copy of a Persuasive letter (Dear Senator Williams) The teacher will read the letter to the class and then lead a discussion about the author's purpose. The teacher will ask, "Did the author provide an opinion?" "Did the author try to persuade my opinion?" The teacher will ask the students where the letter should be placed on the classroom chart based on the author's purpose to persuade the readers. The teacher will write the letter in the persuasive column of the chart. The teacher will lead the	In a whole class setting the teacher will review the terms, *persuade*, *inform* and *entertain* as they relate to an author's purpose. The teacher will review the class chart and discuss the titles in each column. The teacher will display several books from the class library. 9(The teacher should choose a variety of genre including selections that are fiction and nonfiction) The teacher will lead the class in a discussion of each author's purpose for writing the book, article, etc. The students will explain whether the materials are informative, persuasive or entertaining. The teacher will add the titles to the classroom chart.	

	teacher will read the story to the class. The class will discuss the purpose of the story and the clues that help one determine the author's purpose.. The teacher will inform the students that there are several questions you can ask yourself to decide if the author's purpose is to persuade entertain or inform. The teacher will ask, "Did the author make me laugh?" (Which would mean entertain) "Did the author tell me a story?" (Entertain also), "Did the author give me facts?"(Which would mean inform), "Did the author try to teach me something?"(Also inform), "Did the author try to convince me?" (Which would mean persuade), or "Did the author want to change my opinion?" (Also persuade).	actual text. The teacher will lead a discussion and ask the students to explain the clues which lets them know that the author has provided factual information and therefore the author's purpose is to inform his audience about animals. The teacher will ask the whole class which column on the class chart they should place <u>All in the Family.</u> The teacher will write the title of book in the "Inform" column.	class in a "brainstorm" of ideas for the students to write their own persuasive letter. Possible ideas: People should recycle, Why should the class get a pet, Why we don't/do need homework, etc.		

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Student Activities and Timeline	The students will return to their seats and reread with partners Henry and Mudge. Students will write using the teacher prompt: *Henry and Mudge, by Cynthia Rylant, is an entertaining book because…* (The students will write why they think the story is entertaining) The students will also write, using the teacher prompt: *The story made laugh, smile, etc. when…*(the students will write about a section of the story that made them laugh, smile etc. Students will illustrate their text.	Student will return to their seats and reread in small groups All in the Family Students will write three facts they learned from the book, All in the Family. The teacher will check each to make sure that each student has written actual facts from the book. For homework the students will be required to research three more facts about one of the animals from the book.	The students will return to their seats and write a persuasive letter to the teacher using one of the brainstorm ideas. The teacher will explain that each letter should contain at least 3 reasons and examples. The teacher will collect each paper and score on a rubric.	The students will return to their seats and complete and independent assessment. The students will be given a short answer quiz. (Part 1)The students will read three passages and then indicate the purpose for each passage, *inform, entertain* or *persuade*. Then the students will be handed a 8x10 sheet of white paper. (Part 2) The students will fold the paper into three equal sections. Using a straight edge the student will draw line down each crease in the paper. One section will be labeled with **Persuade**, one with **Inform** and one with **Entertain.** The teacher will instruct the students to write what each term means in	

				their own words. Students will be allowed to use inventive spelling when writing their sentences. The assessment will have a total point value of 10, with 8 out of 10, 80% , showing mastery of the standard.	

Author's Purpose Activity (Assessment with Answer Key)

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.

1. A story about a family trying to stick together and survive through the Great Depression in the Midwest in the 1930s

Author's Purpose: Entertain

Explain Your Answer: Write a sentence or two. Stories are written to entertain. This is a story.

2. A section in a history book describing the conditions and causes of the Great Depression in the Midwest in the 1930s

Author's Purpose: Inform

Explain Your Answer: Write a sentence or two. This text provides information about the Great Depression. Therefore, it was written to inform.

3. An instructional booklet describing how to operate an MP3 player

Author's Purpose: Inform

Explain Your Answer: Write a sentence or two. This text is an instruction manual. Therefore, it was written to inform.

2nd Grade Reading (Writing Rubric)

4	3	2	1	Score
Student clearly states his opinion, includes 3-4 examples, uses proper punctuation and grammar all of the time, no spelling errors, and uses proper formal letter 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 formal letter writing format.	Unclear opinion, uses 1-2 examples, has some punctuation and grammar errors, has some misspelled words and does not use proper formal letter format.	No opinion stated, no examples provided, many punctuation and grammar errors, many words misspelled, improper formal letter writing format.	
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