

# Author's Purpose



# What is Author's Purpose?

Most writing is intended to inform or explain, persuade, entertain, or describe. Critical readers can identify the author's reasons for writing text and adjust their reading method to match the author's purpose. When students can identify an author's purpose for writing a text, they are better equipped to evaluate its content as they make inferences and draw conclusions.

## Reasons authors write:

- ✓ To tell a story
- ✓ To explain how to do something
- ✓ To persuade someone to believe as they do
- ✓ To describe an object, process or place
- ✓ To express feelings

## Definitions of different modes of writing

- **Expository and Informational writing:** shares information about a topic or explains how to do something
- **Descriptive writing:** paints a picture in the reader's mind often making use of sensory details (what the writer sees, hears, smells, feels)
- **Persuasive writing:** states the opinion of the writer and attempts to influence or convince the audience. You might think of persuasive writing as informational writing with an attitude. It is intended to convince the reader that a certain point of view is the right one to have, or that some action should be taken.
- **Narrative writing:** tells a story. Creative narrative writing has a plot, setting, and characters who have motives for what they do. Good narrative writing also has tension – a problem to be solved or a challenge to overcome. There is a point to the story.
- **Nonfictional Narrative writing:** is often used to recount a person's life story, important historical events, or news stories. This is really a combination of narrative and informational writing because its purpose is both to tell a story and to provide important facts and details. Examples may include biographies and some memoirs.
- **Technical writing:** a specialized form of informational writing in which a highly focused topic is explained to a target audience. A successful technical writer must know the topic well enough to explain it to others using the technical vocabulary that is appropriate.

## **Modes of Writing/Examples**

### **-Informational/Expository Writing:**

- Informational brochures/articles
- Newspaper articles
- Research summaries
- Textbooks
- Non-fiction trade books and picture books
- How-to manuals
- Cookbooks

### **-Persuasive Writing:**

- Book or film review
- Restaurant reviews
- Editorial articles
- Political position papers
- Advertisements and commercials

### **-Narrative Writing (meant to entertain):**

- Trade books and picture books
- Novels
- Plays
- Diaries

### **-Descriptive Writing:**

- Menus
- Catalogs
- Travel brochures
- Some poetry
- Technical manuals

### **-Technical Writing:**

- Equipment assembly instructions
- Equipment maintenance manuals
- Specialized textbooks and journal articles
- Research summaries
- Legal contracts

### **Teaching Author's Purpose:**

- ✓ Share and discuss the mode definitions and examples with students.
- ✓ Collect samples of various modes and talk about ways purpose and audience vary from one form of writing to another.
- ✓ Identify samples of writing you read or assess in class by mode – in other words, *can you determine the author's purpose? Is it clear whether the author was writing an informational piece, a persuasive argument or story?*
- ✓ Talk about how modes often overlap in the best pieces of writing. Chances are that much of the literature you read is a mix of modes. You might identify samples of various modes within a single piece, and talk about how the mix of modes may actually make a piece of writing stronger.
- ✓ Offer students opportunities to try their skills in writing across several kinds of modes.

# Author's Purpose In the TEKS

The Student Learning Expectations in the state of Texas and the Austin Independent School District for determining author's purpose are as follows:

## **Reading/Comprehension of Informational Text/Culture and History**

Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

<b>Students in 3<sup>rd</sup> grade are expected to:</b>	<b>Students in 4th grade are expected to:</b>	<b>Students in 4th grade are expected to:</b>
12(A) identify the topic and locate the author's stated purposes in writing the text;		
<i>12(L1) explain the difference between a stated and an implied purpose for an expository text.</i>	10(A) explain the difference between a stated and an implied purpose for an expository text.	10(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.

## **Vocabulary:**

- entertain
- inform/information
- describe/description
- persuade/persuasion
- Explain/explanation
- Narrative/expository

## **Learning Intentions:**

- Look at text features and distinguish between fiction and non-fiction.
- Understand how text features provide information that will help the reader determine author's purpose.
- Be able to consider: If this is a fiction text – “What should I expect in terms of author's purpose (to entertain, for example). If this is a non-fiction text – “What is the author's purpose (to inform or persuade for example).
- Understand how text features and how a text is organized helps a reader determine author's purpose and build comprehension.

**These or other short paragraphs can be used to introduce students to a variety of writing purposes. Students can read the paragraph, identify the topic and determine the author's purpose. \*\*As students analyze texts, particularly nonfiction, they should have ongoing discussions about the structures of texts and the author's purposes for writing each text.**

*It was a beautiful morning in Austin, Texas. The sun was just rising in the sky. Juan couldn't wait to find his fishing pole and call his friend Sammy 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. (to entertain)*

*The Slim-O-Matic will help you lose pounds and inches from your body in only one month. This amazing machine helps you to exercise correctly. If you buy now, you will also receive an easy video to show you the proper way to exercise. Send \$75.99 and begin exercising today. (to persuade)*

*The Underground Railroad was a secret organization that helped slaves escape to freedom. Many slaves were able to escape because of the conductors and stationmasters. 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 stationmasters. (to inform)*

*Guitar Hero is the best of all of the Wii games. When you play Guitar Hero, you feel like a real rock star. This game is much more fun than any others. When you choose a Wii game, make sure that you choose Guitar Hero. (to persuade)*

*Leah and her brother, Jesse were playing with the water hose outside one day. Jesse was hiding from Leah so she wouldn't squirt him with the water hose. The back door opened and Leah pointed the water hose toward the door. It was Mom and she was soaking wet! (to entertain)*

*Our family stayed in a lodge near the active volcano, Arenal, in Costa Rica. Just after dark, we heard a noise that sounded like very loud thunder. When we looked at the volcano, a big puff of gray smoke came out of the top. Then it looked like bright orange fireworks flying out of the volcano. Streams of orange liquid oozed down the side of the volcano. We knew that must be lava. We could also hear the sound of large boulders rolling down the sides of the mountain. (to describe)*

*The giant panda is a bear like animal that has thick white fur with black markings on its ears, limbs, shoulders, and around its eyes. The giant panda feeds on bamboo forests at high altitudes in western China. It also eats bulbs, roots, eggs, and some small mammals. The cubs are born in late winter. The giant panda is an endangered species and is protected by the Chinese government. (to inform)*

**Ongoing: When previewing all texts, skim text features to predict the type of text and the author's purpose. After reading, confirm or adjust prediction and provide justification from text.**

## Spanish

*Era una hermosa mañana en Austin, Texas. El sol estaba a punto de salir en el cielo. Juan no podía esperar para encontrar su caña de pescar y hablarle a su amigo Sammy para ir de pesca. Se la pasaban muy bien durante estas excursiones a la pesca temprano por la mañana. Se llevaban los perros que se la pasaban nadando en el lago mientras ellos pescaban. Era tan curioso ver a los perros nadar alrededor del lago. (entretener)*

*El aparato Slim-O-Matic le ayudará a perder libras y pulgadas de su cuerpo en solo un mes. Este sorprendente aparato le ayuda a hacer ejercicios de manera correcta. Si lo compras hoy, recibirás también un video que te enseña la manera apropiada de hacer ejercicio. Envíe \$75.99 y empiece a hacer ejercicio hoy. (persuadir)*

*El Ferrocarril Bajotierra fue una organización secreta que ayudaba a esclavos escapar y lograr su libertad. Muchos esclavos pudieron escapar debido a los conductores y a los encargados de las estaciones de trenes. Os estados nortños eran estados libres y los esclavos eran libres una vez que llegaban al norte. Se utilizaban códigos y señales secretas para identificar a los conductores y encargados de las estaciones de tren. (informar)*

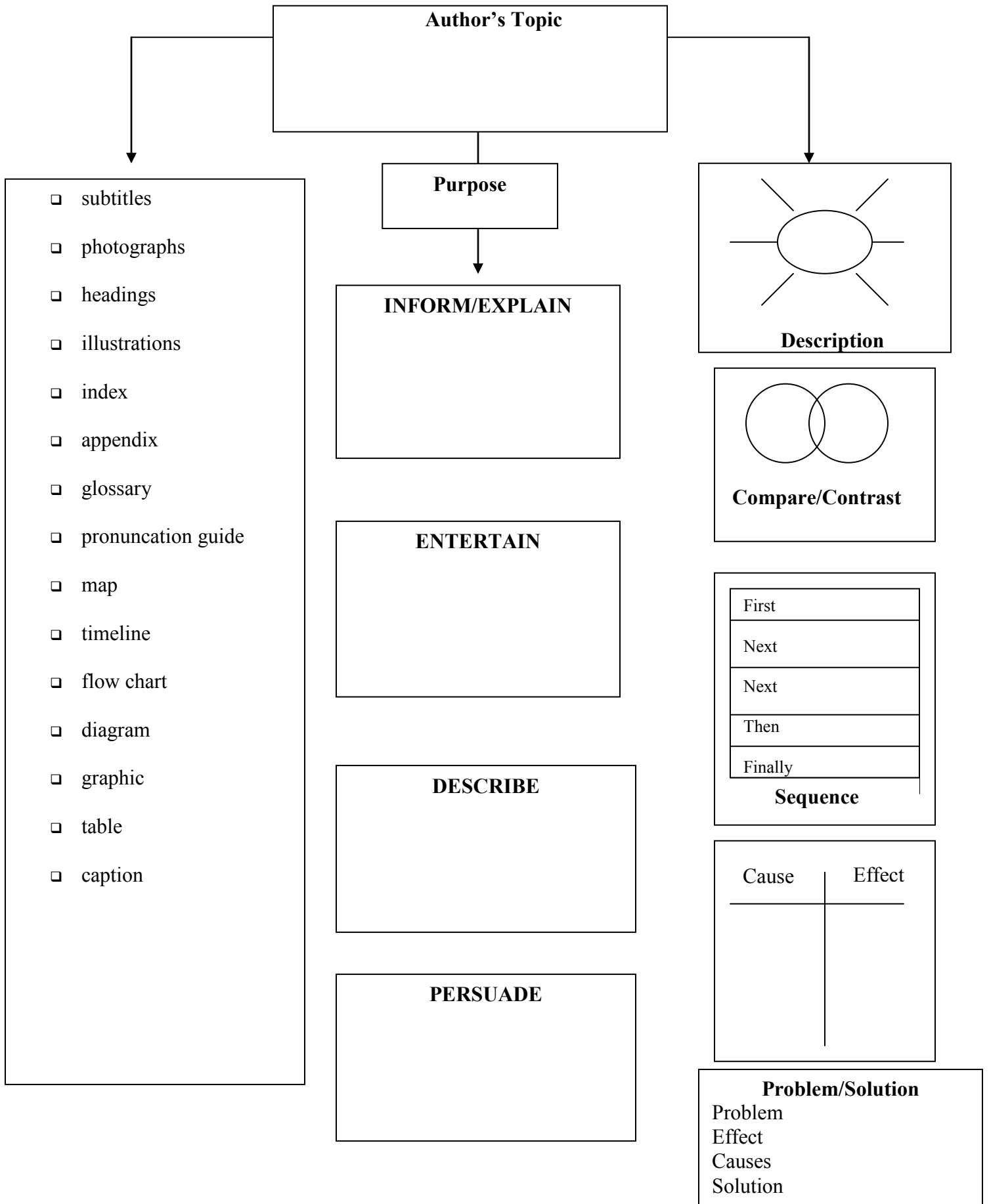
*Guitar Hero es el mejor de los juegos tipo Wii. Al jugar con Guitar Hero, se siente uno como verdadero estrella del rock. Este juego es mucho más divertido que los demás. Al escoger el juego Wii, asegúrate de escoger Guitar Hero. (persuadir)*

*Cierto día, Leah y su hermano Jesse estaban afuera jugando con la manguera del agua. Jesse se estaba escondiendo de Leah para que ésta no le echara agua de la manguera. La puerta de parte trasera de la casa se abrió y Leah dirigió la manguera de agua hacia la puerta. Era su mamá ¡y le dio una buena remojada! (entretener)*

*Nuestra familia se quedó en un hospedaje cerca del volcán activo, Arenal, en Costa Rica. Justo al oscurecer, escuchamos un ruido que sonó como un trueno muy fuerte. Al ver el volcán, una enorme pluma de humo color gris salió de la parte superior. Luego pareció como si juegos pirotécnicos salían del volcán. Corrientes de líquido color naranja fluían por el costado del volcán. Sabíamos que se trataba de lava. También podíamos escuchar el sonido de grandes rocas que caían por los lados de la montaña. (describir)*

*El panda gigante es un animal tipo oso que tiene una piel blanca y gruesa con manchas de color negro en las orejas, en las extremidades, hombros y alrededor de los ojos. El panga gigante se alimenta del bambú que se encuentra en las grandes alturas del occidente de China. También come bulbos, raíces, huevos y algunos pequeños mamíferos. Los cachorros nacen durante los finales del invierno. El panda gigante es una especie en peligro de extinción y protegido por el gobierno. (informar)*

# Text Features and Author's Purpose - Nonfiction



# Los aspectos del texto y propósito del autor

Tema del autor

Como se ve

Organización

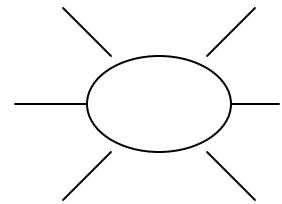
- subtítulos
- fotografías
- encabezados
- ilustraciones
- índice
- apéndice
- Glosario
- guía de pronunciación
- mapa
- leyenda- clave- llave
- línea de tiempo
- diagrama de flujo
- diagrama
- grafica
- tabla
- pie de foto
- autor/a
- fecha y lugar

**INFORMAR**

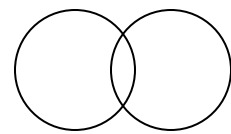
**ENTRETENER**

**EXPRESAR**

**PESUADIR**



**Descripción**



**Diagrama de Venn**

Primero

Después

Después

Después

Entonces

**Lista de secuencia**

Causa

Efecto

**Tabla de problema y solución**

Problema

Efecto

Causas

Solución

# Examples of Author's Purpose Questions on 3<sup>rd</sup> Grade TAKS

1. Why did the author probably write this story?
  - A to explain why some children ride bicycles
  - B to give reasons why people should have holidays
  - C to show how cats can sometimes scare people
  - D to tell how a girl learned a lesson and helped a cat
2. The author wrote this story probably to –
  - A show the reader how to care for a dog
  - B explain games dogs play in water
  - C teach the reader to be brave in the water
  - D tell about how a dog saves a boy
3. What is the author's purpose for writing this article?
  - A to tell the reader about a girl who hatched spider eggs
  - B to give information about how tarantulas live in cages
  - C to show what to do if bitten by a tarantula
  - D to tell about a girl who became an expert on tarantulas
4. What is the most likely reason the author wrote this article?
  - A to tell about a place that some people might enjoy
  - B to show the reader where the island is located
  - C to explain why animals live on the island
  - D to give facts about people who work on the island

# Examples of Author's Purpose on 4<sup>th</sup> & 5<sup>th</sup> Grade TAKS

1. The author probably wrote this article to —
  - A share information about a boy who has a demanding job
  - B teach the reader how to manage time between activities
  - C entertain the reader with a funny story about the theater
  - D convince kids to try out for plays and musicals
  
2. The information above the journal article is provided to —
  - A give readers facts about the location of Matinicus Island
  - B explain to readers why Brianna's mother sent her to the island
  - C help readers understand why Brianna is writing the journal
  - D tell readers about a fun place to go for summer vacation
  
3. The author probably wrote this selection to —
  - A inform readers about the Mudumalai Wildlife Sanctuary
  - B explain to readers the process of training elephants
  - C entertain readers with a story about a boy who proves his skills
  - D give readers information about how to become a *mahout*
  
4. What is the most likely reason the author wrote this story?
  - A to tell readers a story about why some people learn to ski
  - B to share with readers a story about making a difficult decision
  - C to inform readers about the dangers of ski competitions
  - D to persuade readers to compete in sports

# Ejemplos de preguntas sobre author's purpose en el TAKS del 4º y 5º grado

1. El autor probablemente escribió esta lectura –
  - A informar a los lectores sobre un refugio
  - B explicar a los lectores cómo se adiestra a los elefantes
  - C entretener a los lectores con una historia
  - D dar a los lectores información sobre cómo convertirse en *mahout*
  
2. ¿Cuál es la razón más probable por la que el autor escribió esta historia?
  - A Para persuader al lector a que vaya al Capitolio de Estados Unidos y vea la escultura de Vinnie
  - B El autor compara Hueco Tanks antes y después de que se declarara parque histórico estatal.
  - C El autor describe los diferentes grupos de personas que dejaron arte impreso sobre las rocas de Hueco Tanks.
  - D El autor cuenta acerca de la tecnología que los científicos están usando para descubrir nuevos dibujos y pinturas.
  
3. Veronica escribe en su diario para —
  - A mostrar cómo cambia el paisaje a medida que suben
  - B contar lo que aprendió de los guías durante la expedición
  - C describir cómo fue su experiencia al subirla montaña
  - D explicar cómo es la vegetación en el cerro Anconcogua
  
4. El autor escribió esta historia para —
  - A ayudar a los estudiantes a evitar sentir vergüenza
  - B contar acerca de cómo una niña aprende la importancia de aceptarse como es
  - C informar al lector acerca de las oportunidades que hay de participar en actividades de la escuela
  - D contar acerca de una niña que aprende a disfrutar diferentes actividades

## Aligning Curriculum, Instruction, and Assessment

Campus \_\_\_\_\_

Teacher \_\_\_\_\_

Grade Level \_\_\_\_\_

<p><b>SEs posted in language of TEKS</b></p> <p><b>Fig. 19 (A)</b> Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.</p> <p><b>3.12(A)</b> Identify the topic and locate the author's stated (<i>and unstated</i>) purposes for writing the text.</p> <p><b>3.12(L1), 4.10(A)</b> Explain the difference between a stated and an implied purpose for an expository text.</p> <p><b>5.10(A)</b> Draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.</p>	<p><b>Curricular assessments aligned to SEs</b></p> <p>How will you know that every child in the classroom has mastered the content? Can students identify an author's topic and purpose when reading nonfiction texts?</p>	<p><b>SEs paraphrased in student language</b></p> <p>Tell what the author is writing about in a few words (topic). Identify why the author wrote the selection.</p> <p>Did the author do a fair, adequate, or effective job in achieving the purpose</p>
<p><b>Models of SEs available to students</b></p> <p>Authors write:</p> <ul style="list-style-type: none"> <li>✓ To tell a story</li> <li>✓ To explain how to do something</li> <li>✓ To persuade someone to believe as they do</li> <li>✓ To describe an object, process or place</li> <li>✓ To express feelings</li> </ul> <p><b>Provide examples of texts under each purpose.</b></p>	<p><b>Instruction explicitly teaching the SE</b></p> <p>Students must first be able to distinguish between fiction and nonfiction writing and note how text features help readers understand author's message (previous learning).</p> <p>Discuss previously read text – topic and purpose for writing these... chart examples.</p> <p>Introduce new texts, look for features, predict purpose. Read and confirm or adjust prediction.</p>	<p><b>Use of academic language (language of SEs) by teacher</b></p> <p><b>entertain</b>  <b>inform</b>  <b>persuade</b>  <b>informational</b>  <b>descriptive</b>  <b>persuasive</b>  <b>narrative</b>  <b>expository</b></p>
<p><b>Use of academic language (language of SEs) by student</b></p> <p><b>Entertain</b>  <b>inform</b>  <b>persuade</b>  <b>informational</b>  <b>descriptive</b>  <b>persuasive</b>  <b>narrative</b>  <b>expository</b></p>	<p><b>Student work aligned to SE</b></p> <p>Can students determine the author's purpose? <i>Is it clear whether the author was writing an informational piece, a persuasive argument or story? How do you know?</i></p>	<p><b>Evidence of planning across grade level</b></p>