

Comprehension Activity

Reintroduce: Author's Purpose

Activity Type: Reintroduce

Grade: K-3

Group Size: Small Group, Large Group, Whole Class

Length: 15 minutes

Materials: A fiction or non-fiction book for read-aloud, chart paper or board, copies of the *Author's Purpose graphic organizer* for each student

Goal: Students will determine the author's purpose for writing a book and cite three pieces of supporting information from the book.

Prepare:

Choose a book which appeals to early readers. Make copies of the *Author's Purpose graphic organizer* for each student. Make a large version of the *Author's Purpose graphic organizer* on the board or chart paper.

Model/Instruct:

1. Review the meaning of determining the author's purpose.

Who can remember what an author's purpose is?

2. Record students' answers on chart paper or board and clarify meaning.

That's right. An author's purpose is the reason the author wrote the book. The author's purpose can be to entertain, to inform, or to persuade.

3. Explain why determining the author's purpose is useful to readers.

Good readers figure out why the author wrote the book. They think about whether the author is trying to entertain, to inform, or to persuade. They use the author's purpose to help understand the book better. If they know that the author is trying to entertain, they will understand that they are reading a story and not something true. If they know the author is trying to inform, they will be ready to learn. If they know the author is trying to persuade, they may not believe everything the author writes. It's important to know the author's purpose when we are reading.

4. Show the cover of the book.

Today we will be reading _____ by _____.

What do you think that this book is about?

Allow students to answer.

That's right. The book is about _____.

5. Direct students to the large copy of the *Author's Purpose graphic organizer*.

We are going to write down the author's purpose in the top box, and three pieces of information from the book that supports the author's purpose in the bottom boxes.

6. Read the first part of the book so students can determine the author's purpose.

While I read the book, think about the author's purpose. Why did the author write this book? Is it to entertain? To inform? To persuade?

Practice:

6. Direct students to their copies of the *Author's Purpose graphic organizer*.

First, let's write the author's purpose in the top box on our graphic organizers.

Allow students to write the author's purpose on their graphic organizers.

Now, while I read the book, listen carefully to find three things from the book that support the author's purpose.

7. Read the book, pausing to allow students to write down important supporting information on their graphic organizers.

8. Finish completing the *Author's Purpose graphic organizer*.

9. Ask students to turn to a partner to share the supporting information for the author's purpose.

Now we will share with a partner. Turn to a partner and take turns telling your partner the information you found from the book that supports the author's purpose of _____.

11. Hold a class discussion about how students figured out the author's purpose and how the supporting information helps in comprehension.

Adjust:

For advanced students:

You may choose to have these students write down more than three instances of supporting information from the text. Or, ask them to think of ideas for topics for books written with the two other purposes.

For struggling students:

Some students may struggle with identifying supporting information for the author's purpose. In this case, ask questions like:

This book is meant to entertain, right? What is something funny? What happened that was enjoyable? What happened that was interesting?

This book is meant to inform, right? What is one thing you learned? What is an interesting fact?

This book is meant to persuade, right? What is one way the author tries to get you to do something? Which words does the author use to try to convince you?

For ELL students:

Before reading the book, explain the meaning of any key vocabulary or concepts that they need in order to follow the book. Use the questions above to help them locate supporting information in the text for the author's purpose.

This lesson is shared by <http://www.freereading.net>



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FreeReading is a high-quality, open-source, free reading intervention program addressing literacy development for grades K-3. Schools and teachers everywhere can use the complete, research-based 40 week program for K-1 students, or use the library of lessons to supplement existing curricula in phonological awareness, phonics, vocabulary, comprehension and writing. The site is also filled with free, downloadable materials including flashcards, graphical organizers, illustrated readers, decodable texts, audio files, videos and more.