

Focus Lesson

Determine and Analyze Author's Purpose and Support with Text

Text: *Dogs* by: Gail Gibbons

| | |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CAFE Goal | Comprehension |
| CAFE Strategy | Determine and analyze author's purpose and support with text. |
| Observe/Relate | <p>"I love dogs! In fact, I think that my dogs are two of my best friends. When I go to the library, I often check out books about dogs. Not all of the books about dogs are the same. The authors write their books for a different purpose. Some authors write funny stories about their dogs that make readers laugh. They write to <u>entertain</u> readers with their dog stories. Sometimes writers want to <u>inform</u> readers about dogs. Other times they want to <u>persuade</u> readers to do something important like taking good care of their dogs. I like to read all types of stories about dogs. As I read, I figure out the author's purpose for writing the book.</p> |
| Teach and Reinforce | <p>Establish purpose – Today we are going to learn about the comprehension strategy Determine and Analyze Author's Purpose and Support with Text.</p> <p>Create urgency – We are learning to determine and analyze author's purpose and support with text because this helps us to figure out the meaning of the text and tells us how to read it. Using text evidence from the book helps us to decide on the author's purpose. If we know the author's purpose, we can understand the book much better. Using examples from the text can help us to determine if the author wrote the text to entertain, inform, persuade, or for some other reason.</p> <p>Explicit Teacher Modeling – This book is titled <u>Dogs</u> and it is written by Gail Gibbons. As I read this book, I am going to stop and ask myself why the author wrote it. I will support my idea with evidence from the text. I am going to determine and analyze author's purpose and support with text.</p> <p>Authors often write books to entertain, inform, or persuade. <i>You may want to create an anchor chart with children that lists a few descriptors under the headings of entertain, inform, and persuade. Or, if you already have an anchor chart for Author's Purpose, you may want to revisit it with students at this time.</i></p> <p><i>The pages of this book are unnumbered; for easier reference, lightly number the pages with a pencil. Begin with the title page as number 1. Read the beginning of the story to page 5 where the author tells readers that people tamed dogs to be pets years ago.</i></p> |

| | |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>I am going to stop here and practice the comprehension strategy determine and analyze author’s purpose and support with text. Hmm...just from reading the first few pages of this text, I have learned a lot of information that I didn’t know about dogs. For example, on page 4, I learned that dogs come from the wolf family. From reading page 5, I’ve also learned that dogs are part of an animal family called Canidae. I didn’t know that people have been keeping dogs as pets for over 15,000 years either.</p> <p>Based on these examples from the text, I think that the author, Gail Gibbons, wants to inform readers about dogs. What she has written about dogs does not make me laugh or decide to take action, but it does make me want to learn more interesting facts about dogs.</p> |
| <p>Practice</p> | <p>I am going to continue reading and have you try the strategy determine and analyze author’s purpose and support with text .</p> <p><i>Continue reading pages 6-7 about pure-bred dogs, crossbreed dogs, and mongrels. Then, stop and ask the following:</i></p> <p>The author has told us about different kinds of dogs on these two pages. How do these pages support our idea that the author wrote this book to inform readers about dogs? Turn and talk to your elbow buddy about what you have learned about dogs from this part of the text. Discuss if you agree that the author’s purpose is to inform readers. When you are finished talking with your partner, please turn and look at me. I’ll ask you to share your ideas.</p> <p><i>After students share their ideas, you can finish the book or leave it to be finished another time. You might also want to share that author Gail Gibbons frequently writes books to inform readers about nonfiction topics.</i></p> |
| <p>Encourage and Plan</p> | <p>We just practiced determine and analyze author’s purpose and support with text. This strategy helps readers to understand the reasons why authors wrote their books. To prove that we are right on track with the author’s purpose, we can find examples from the text that support that purpose. Determining and analyzing the author’s purpose and supporting it with text helps us to understand the book better. When you do your independent reading today, ask yourself “Why did the author write this book? How do I know the purpose? What examples support this purpose?” I will look forward to hearing your ideas during sharing today. <i>(Other options are to check in with students about author’s purpose during conferring or have them write about the purpose, supporting it with text examples, in their reading notebooks.)</i></p> |
| <p>Common Core Alignment</p> | <p>Use prior knowledge to connect with text is a Common Core State Standard for all grade levels. This lesson could be revised to match your grade-level expectations. Find the standard that aligns with your grade-level on our CAFE Menu/ CCSS Grade Level Matrix.</p> |