

Unit 7.4: Author's Purpose
English as a Second Language
8 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student studies four types of author's purpose (to entertain, to persuade, to inform, and to teach) in order to produce four pieces of writing that exemplify each type of writing. The student free writes daily in order to improve his/her writing fluency and peer edits his/her writing for sentence fragments and run-on sentences.
Transversal Themes:	Knowledge, Skills and Competencies, Technology, Culture
Integration Ideas:	Social Studies

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** How is my style of writing influenced by purpose?
EU1. The writer's overall purpose determines the technique he or she uses.
- EQ2.** How do I approach writing?
EU2. Writing is a reflective and multi-step process.
- EQ3.** Where can I find persuasion in my life?
EU3. Persuasion is all around me.

Transfer (T) and Acquisition (A) Goals

- T1.** The student will leave the class able to apply his/her knowledge of author's purpose to better develop insight into a selected text.
- T2.** The student will leave the class able to identify author's purpose and author's point of view in a variety of texts and be able to use this information to construct meaning.
- T3.** The student will leave the class able to construct meaning by identifying cause and effect, comparison, and contrast words.
- The student acquires skills to...*
- A1.** Distinguish an author's purpose by analyzing the text.
- A2.** Determine the meaning of words to distinguish and write text in the four types of author's purpose: descriptive, narrative, expository, and persuasive writing.
- A3.** Describe an event through figurative and sensory language to show the reader what is happening rather than telling them directly.
- A4.** Take a position, summarize an issue, support a position with facts, use persuasive language and to suggest solutions to a problem through persuasive writing.

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Puerto Rico Core Standards (PRCS)	
Listening	
7.L.1d	Listen, respond to, and analyze complex instructions and statements; apply and clarify instructions and directions; answer and formulate closed and open-ended questions.
Speaking	
7.S.1	Contribute to class, group, and partner discussions by following turn-taking, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas from read texts or presentations/discussions/performances.
7.S.3	Use a growing set of academic words, content-specific words, synonyms, and antonyms to tell, retell, explain and analyze stories and experiences with increasing precision and differences in meaning.
7.S.5	Describe, explain, and evaluate text, self, and world experiences, express thoughts and opinions to discuss current events, concepts, themes, characters, plot, and conflict resolution.
Reading	
7.R.1	Read a variety of texts and multimedia resources (when accessible) to explain ideas, facts, events, cultural identity, genre, and processes, supplying textual evidence and connections/relationships to support analysis and conclusions. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
7.R.2I	Determine a main idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
7.R.2L	Determine a theme or main idea of a literary text and how it is conveyed through particular details.
7.R.2La	Provide a summary of the text distinct from personal opinions or judgments.
7.R.3I	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in an informational text (e.g., through examples or anecdotes).
7.R.4L	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
7.R.6I	Determine an author's point of view or purpose in an informational text and explain how it is conveyed.
7.R.9I	Compare and contrast literary texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Writing	
7.W.1	Justify opinions or persuade others by providing textual evidence or relevant background knowledge with moderate support on a variety of personal, social, and cultural topics, current events, etc.
7.W.4	Develop and strengthen writing as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing.
7.W.5	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
7.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
7.W.8	Write routinely for short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences. This includes, but is not



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	limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
Language	
7.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling.
7.LA.6	Accurately use a variety of social, academic, and content-specific and content area words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 7.L.1d 7.LA.2 7.LA.6 7.R.2I 7.R.2L 7.R.2La 7.R.3I 7.R.4L 7.R.6I 7.R.9I 7.S.1 7.S.5 7.W.1 7.W.4 7.W.5 7.W.7 7.W.8</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2 EQ3/EU3</p> <p>T/A: T1/A1 T2/A3/A2 T3/A4</p>	<ul style="list-style-type: none"> How to distinguish and write text to entertain. How to distinguish and write text to persuade. How to distinguish and write text to teach. How to distinguish and write text to inform. How to identify and use Signal Words. Addition Words. Time Words. How to identify and use cause and effect words. How to identify and use comparison words. 	<ul style="list-style-type: none"> (Just) as, (just) like, alike, in the same way Before, during, while, later, previously, now, next, eventually, first, as, soon, finally, then, when, after, last, following Entertain Expository Inform One, first, first of all, for one thing, to begin with, another, second, also, in addition, next, moreover, furthermore, last, last of all, finally Persuade Purpose Therefore, so, result, because(of), thus, as a result, effect, reason, 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>Integrated Assessment 7.3</p> <ul style="list-style-type: none"> Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: "Integrated Assessment 7.3"). <p>Using Persuasion</p> <ul style="list-style-type: none"> The student selects a form of writing to persuade (advertisement or a commercial) and creates a poster with a partner or acts out a commercial with a group. The students peer edit each other's work for run on sentences or fragments. The student selects clear verbs and adjectives that will persuade the audience of his/her product. <p>Writing to Teach</p>	<p>Inference Chart</p> <ul style="list-style-type: none"> Inference chart for vocabulary from word wall (See Attachment: 7.4 Other Evidence – Vocabulary Inference Chart) <p>Free Write</p> <ul style="list-style-type: none"> Twice during the unit, have students self-select a free write from this unit that they self-correct for fragments and run-ons to write a second draft. Word Detective: The teacher selects seven vocabulary words from a text and has students complete a Word Detective Organizer for each one. (See Attachment: 7.4 Other Evidence – Word Detective Organizer) 	<p><i>For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.</i></p> <p>Make Content Comprehensible</p> <ul style="list-style-type: none"> The teacher builds background and/or pre-assesses the student to see what he/she remembers of his/her identity poem. Before the writing activities, the teacher reads a passage that shows the specific form of writing and models/demonstrates what is expected. <p>Writing to Entertain</p> <ul style="list-style-type: none"> The student selects a form of writing that is intended to entertain (story, poem, jokes, a song), and writes with the purpose of entertaining his/her audience. The students peer edit each other's work (See Attachment: 7.4 Writing Tool – Paragraph Checklist if it's in paragraph form) to make sure it has no fragments or run on sentences. <p>Writing to Persuade</p> <ul style="list-style-type: none"> The student selects a form of writing to persuade (advertisement or a commercial), and creates a poster with a partner or acts

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		<p>as a consequence, results in, cause, leads to, explanation, consequently, if...then, accordingly, due to, since, affect.</p> <ul style="list-style-type: none"> • Transitional Words • Word Study 	<p>The student selects an activity that he/she is good at and can teach to others. It can be cooking, sports, crafts, or explaining a game. The student writes out step-by-step instructions in order to explain the process.</p> <ul style="list-style-type: none"> • The student sequences instructions in order. (See Attachment: 7.4 Performance Task – Writing Instructions). • The student selects transition words to explain the process step by step. (See Attachment: 7.4 Writing Tool – Transition Words) • The student adds illustrations to his/her steps. • The student has a peer check his/her work to make sure it has no fragments or run-on sentences. • The teacher creates a classroom book of all of the instructions (or if everyone selects recipes, you can have a class cookbook). <p><i>Writing to Inform</i></p> <p>The student selects one topic and writes a one-paragraph encyclopedia entry to create a</p>		<p>out a commercial with a group.</p> <ul style="list-style-type: none"> • The student studies advertisements and commercials for techniques that persuade consumers. (See Attachment: 7.4 Performance Task – Writing to Persuade) • The student studies point of view in texts and advertisements in a variety of media to determine an author's point of view or purpose. The student is expected to explain how the author conveys his/her point of view or purpose. • The student studies how an author develops his/her argument throughout a text. The teacher instructs the student to consider these techniques and to incorporate them into his/her own persuasive writing. <p><i>Writing Instructions</i></p> <ul style="list-style-type: none"> • The teacher shares simple recipes for familiar dishes or simple instructions on how to assemble a familiar object (i.e., bookshelf, table, etc.). • The student is then asked to think of something that he/she is good at or something he/she likes to do. He/she brainstorms how to instruct others to do this activity. • The student writes simple instructions for the activity and shares them with the class. Peers should be encouraged to ask questions to clarify instructions that are unclear or need further explanation. <p><i>Expository Paragraphs</i></p>
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			<p>classroom encyclopedia of Puerto Rico.</p> <ul style="list-style-type: none"> • Each topic must have an expository paragraph describing the activity or artist with a clear main idea, supporting details, and conclusion. • The teacher uses the rainbow writing strategy to organize paragraphs. (See Attachment: 7.4 Performance Task – Rainbow Writing Paragraph Organizer) • The teacher has students peer and self-edit their work. (See Attachment: 7.4 Writing Tool) <p><i>Sentences: Subject and Object, Fragments, and Run-on Sentences</i></p> <ul style="list-style-type: none"> • Throughout the course of the performance tasks in this unit, the student self-reviews his/her writing for correct usage of subject/object, and to correct sentence fragments and run-on sentences. In addition, the student works with peers to peer review the work of others for correct usage of 		<ul style="list-style-type: none"> • The teacher has the student write expository paragraphs on a cultural or artistic aspect of Puerto Rico (e.g., salsa music, regeton music, bomba, plena, etc.). The student researches information to supplement his/her own knowledge on a topic. <p><i>Summarize in Your Own Words</i></p> <ul style="list-style-type: none"> • Throughout the unit, the student is directed to summarize texts, advertisements, and other media in a manner distinct from personal opinions or judgments. The teacher instructs the student to summarize without letting his/her opinions color his/her responses.
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			subject/object, and to correct sentence fragments and run-on sentences.		
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Robert Muckley and Adela Martinez-Santiago**
 - *Stories from Puerto Rico*
- **Jeff Reynolds**
 - *Puerto Rico: A to Z*
- **Howard Gutner**
 - *Puerto Rico (True Books)*
- **Lester Laminack**
 - *Cracking Open the Author's Craft*

Additional Resources

- Lessons on identifying fragments and run on sentences (See Attachment: 7.4 Sample Lesson - Sentences)
- Lessons on persuasive writing: <http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html>
- On elements of descriptive writing (See Attachment: 7.4 Resource – Descriptive Writing)
- On elements of narrative writing (See Attachment: 7.4 Resource – Narrative Writing)
- On elements of expository writing (See Attachment: 7.4 Resource – Expository Writing)
- On elements of persuasive writing (See Attachment: 7.4 Resource – Persuasive Writing)
- Descriptive writing (YouTube <http://www.youtube.com/watch?v=vZXn0TbJrlw>)
- Narrative writing (YouTube <http://www.youtube.com/watch?v=n06Zc0PzLG4>) Continue using the other stages and parts presented at the right side of YouTube page.
- Expository writing (YouTube <http://www.youtube.com/watch?v=6J9CTp6oxpl>)
- Persuasive writing (YouTube <http://www.youtube.com/watch?v=jaGJNxCxB-s>)
- Bringing Words to Life, Beck, McKeown and Kucan
- **www.rubistar.com** (Assessment rubrics)
- http://www.a2zwordfinder.com/lexulous_US_scrabble_dictionary.html (use for word work/patterns)

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Performance Tasks

Sentences: Subject and Object, Fragments and Run-on Sentences

- Throughout the course of the performance tasks in this unit, the student self-reviews his/her writing for correct usage of subject/object, and to correct sentence fragments and run-on sentences. In addition, the student works with peers to peer review the work of others for correct usage of subject/object, and to correct sentence fragments and run-on sentences.

Using Persuasion

- The student selects a form of writing to persuade (advertisement or a commercial), and creates a poster with a partner or acts out a commercial with a group.
- The students peer-edit each other's work for run on sentences or fragments.
- The student selects clear verbs and adjectives that will persuade his/her audience of the product.

Writing to Inform

The student selects one topic and writes one-paragraph encyclopedia entry to create a classroom encyclopedia of Puerto Rico.

- Each topic must have an expository paragraph describing the activity or artist with a clear main idea, supporting details, and conclusion.
- The teacher uses the rainbow writing strategy to organize paragraphs (See Attachment: 7.4 Performance Task – Rainbow Writing Paragraph Organizer).
- The teacher has students peer and self-edit their work (See Attachment: 7.4 Writing Tool).

Writing to Teach

The student selects an activity that he/she is good at and can teach to others. It can be cooking, sports, crafts, or explaining a game. The student writes step-by-step instructions to explain the process.

- The student sequences instructions in order (See Attachment: 7.4 Performance Task – Writing Instructions).
- The student selects transition words to explain the process step by step (See Attachment: 7.4 Writing Tool – Transition Words).
- The student adds illustrations to the steps.
- The student has a peer check his/her work to make sure it has no fragments or run-on sentences.
- The teacher creates a classroom book of all of the instructions (or if everyone selects recipes, you can have a class cookbook).