Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Go to the following link, read the information, follow the directions and fill in the blanks on this worksheet. <http://www.studyzone.org/testprep/ela4/h/authorpur.cfm>

**Did You Know?
g**

|  |
| --- |
| **Authors write for several reasons.** |

|  |  |  |
| --- | --- | --- |
| Many authors write to \_\_\_\_\_\_\_\_\_people and make them laugh. http://www.studyzone.org/testprep/ela4/h/MCPE03491_0000%5b1%5d.jpg | Authors also write to \_\_\_\_\_\_\_or \_\_\_\_\_\_\_\_their readers to believe in something.    http://www.studyzone.org/testprep/ela4/h/MMAG00218_0000%5b1%5d.gif | Sometimes authors write to \_\_\_\_\_\_ or \_\_\_\_\_\_\_ you about something. http://www.studyzone.org/testprep/ela4/h/j0301252.jpg   |

|  |
| --- |
|   |

|  |  |
| --- | --- |
| http://www.studyzone.org/testprep/ela4/h/MCj00898930000%5b1%5d.gif | When we read, it is important for us to understand "**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**" |

|  |
| --- |
| Carefully read each paragraph below and decide why the author wrote this piece. Click on your choice below each question and circle your choice on the answer sheet. |

Top of Form



|  |  |
| --- | --- |
| http://www.studyzone.org/testprep/ela4/h/MCj02316360000%5b1%5d.gif | Joe had been fishing for over two hours without a single bite. Suddenly there was a nibble at the end of his fishing line.  He stood up on the boat and leaned out too far.  Just then there was a sharp yank on the line.  Joe fell overboard and landed head first into the water. Joe and his friends laughed and laughed. |

 **What is the author's purpose?**

**entertain****persuade****inform**

Bottom of Form

Top of Form



|  |  |
| --- | --- |
| The  giant panda is a bearlike 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. | http://www.studyzone.org/testprep/ela4/h/MCj01334310000%5b1%5d.gif |

 **The purpose of writing this piece was to \_\_\_\_\_ .**

**entertain****persuade****inform**



Bottom of Form

Top of Form

|  |  |
| --- | --- |
| http://www.studyzone.org/testprep/ela4/h/j0229613.gif | **It's New!  It's Refreshing!  It's Slurpy Soda!** This is the best soda in the world!  If you drink this soda you will jump higher, run faster and be smarter in school. **Try one today!** |

 **Why did the author write this piece?** **entertain****persuade****inform**

Bottom of Form



Try the extra practice and when you are finished, go to the video on <https://www.youtube.com/watch?v=Tg8nFoniSjs>.

This video will have you watch short clips. You will need to follow the directions in the video and write your answers in the 1-9 below. Watch the clip and write down the author’s purpose for the clip. It will either be: To…..**Persuade you, Inform you, or Entertain you.**

You may use these words as a word bank and they may be used more than once.

1.
2.
3.
4.
5.
6.
7.
8.
9.

Read the following information and answer the questions below.

**Identify Author’s Purpose:
Why Did the Author Write the Selection?**

When reading you need to ask yourself…”Why do you think the author wrote the article?” It could be for a number of different reasons… To persuade, To entertain, To inform, To explain something or To describe something. Author’s purpose is the reason or reasons an author has for writing a selection. If readers enjoyed what they read, one of the author’s purposes may have been to entertain. If students learn while they are reading, one of the author’s purposes may have been to inform, explain or describe. If readers changed the way they thought about a topic or issue, one of the author’s purposes may have been to persuade. Authors may have more than one purpose for writing. Author’s purpose can be **stated explicitly** or readers may have to **infer** the intent.

**Why is it important to know the author’s purpose?**

Reflective readers are able to analyze information more thoughtfully when they know an author’s purpose. Identifying an author’s purpose **may give clues to a reader for how to pace their reading.** Students need to adjust their reading rate for various selections. Informational articles may require a reader to slow down in order to fully understand ideas described.

**Questions that you need to ask yourself when reading. These questions will help you explore author’s purpose:**

* Based on the title, why do think the author wrote this selection?
* Which words do you think best describe the main reason the author wrote this selection: to provide readers with information? To describe a person, event, or issue? To express their own thoughts and feelings? To persuade readers to think about an issue in a certain way and to take action? Or to entertain the reader?
* Why did the author write the article from a particular point of view?
* How did the author influence your response to the selection?
* Was the author’s purpose specifically stated?
* Do you think that the author achieved his/her intended purposes? Did the article effectively give information? Entertain readers? Express the author’s thoughts and feelings? Persuade readers to think about an issue and/or take action?
* What examples from the text support your conclusions about author’s purpose?

Remember: 3-pt written response (restate the question, state the answer, and explain/elaborate the answer)

* 1. In a **three point written response**, please explain why it is important to a reader to know the author’s purpose.
	2. In a **three point written response**, explain the three main types of author’s purpose.

Watch the last instructional YouTube video titled “Author’s Purpose.” <http://www.youtube.com/watch?v=ECE0I0AeXXE>

 In the space below write down the answer to what PIE stands for and how do you know it is that?

P – \_\_\_\_\_\_\_\_\_\_\_\_\_\_
Did the author try to \_\_\_\_\_\_\_\_\_\_\_\_ my \_\_\_\_\_\_\_\_\_\_\_\_?

I – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Did the author give me \_\_\_\_\_\_\_\_\_\_?

E – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Did the author try to make me \_\_\_\_\_\_\_\_\_\_\_?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you are finished early you may go to [www.freerice.com](http://www.freerice.com) and do English Vocabulary or English Grammar. OR you can go to the EOG Review tab under Language Arts and play some of the review games. Have fun ☺