

Differentiating Instruction

English Learner

**IF . . .** students have difficulty with the comprehension skill Author's Purpose, **THEN . . .** use *English Learner Support Guide*, Unit 1, Lesson 4.

## Monitor Progress



### to Differentiate Instruction

Formal Assessment

★ **Author's Purpose** Note how well students are able to use the comprehension skill Author's Purpose.

**APPROACHING LEVEL**

**IF . . .** students have difficulty with the comprehension skill Author's Purpose, **THEN . . .** have them complete *Reteach* page 17 during Workshop.

**THEN . . .** during Workshop, have them complete *Intervention Guide*, Unit 1, Lesson 4.

**ON LEVEL**

**IF . . .** students are comfortable with the comprehension skill Author's Purpose, **THEN . . .** have them complete *Skills Practice 1* pages 43–44 during Workshop.

**ABOVE LEVEL**

**IF . . .** students need a challenge with the comprehension skill Author's Purpose, **THEN . . .** have them complete *Challenge Activities* page 17 during Workshop.

## Supporting the Reading

★ **Comprehension Skill: Author's Purpose**

### Teach

- ◆ Remind students that every text is written for a purpose. The author's purpose is the author's reason for presenting the selection in a certain way. Point out that when we read, we use our knowledge of the author's purpose or purposes for writing to sort out what is important and what is not so important.
- ◆ Point out that authors can choose from four main purposes for writing: to inform, to explain, to entertain, and to persuade. An author usually has one main purpose but can also have one or more minor purposes.

### Guided Practice

An author's purpose affects the story's format, dialogue, details, and events. Have students tell what they think Mary Satchell's main purpose is for writing this play and why. Write each one on the board. Then ask students for examples from the play that demonstrate that this is the author's intended purpose. For example, students might say that the author's purpose is to entertain, because she wrote it in the form of a play. Others might say that it is to inform and cite facts she gives about Langston Hughes's life.

### Apply

Have students read the Focus and Practice sections of *Skills Practice 1* pages 43–44.

### Link to Writing

Have each student write a brief piece using one or more of the four author's purposes. Then have students exchange papers and tell which purpose was intended.