Georgia Performance Standards Framework for ELA Unit 4 – 5th Grade

Grade: 5
Topic: Reading – Author’s Purpose
Instructional unit: Unit 4 “It’s a Matter of Opinion”
Contributed By: Robbin Temples, Wendy Hubbard, Mary Butler, Lakisha Oliver Gilford, Lilli O’Connor Drawdy

The task: Prior to this task, the teacher will create a large chart titled “Author’s Purpose” and list the 4 categories below the title (persuade, informative, descriptive, and entertaining). Students will bring in samples of junk mail (catalogues, ads, newspaper supplements, coupons, comic strips, television and movie schedules, real estate guides and travel brochures). The teacher refers the students to a chart and reviews the 4 reasons author’s write: (1) to persuade; (2) to inform; (3) to describe; (4) to entertain. (Students can write these in their sourcebooks and/or the teacher can post them for reference). Teacher divides the class into small groups giving each group a variety of samples brought by the students. The groups review and discuss the samples deciding which category (persuading, informing, describing, or entertaining) to place the sample. Once students make their decision, they will attach their sample under the correct category on the wall chart. The class will discuss their findings and explain how they arrived at their conclusion. Students can practice independently by selecting one category and locating an article in a magazine, book, or newspaper that is written for the same purpose.

The Differentiated task:
- Instead of locating a magazine for independent practice, student can be given a variety of short passages and identify the author’s purpose based of the 4 choices.
- The teacher can help students compile a list of genres that may fit under the four categories of author’s purpose. For example, what type of literature describes? What type of literature inform?

Modifications/Accommodations:
- Provide small group mini lessons to students
  (For students who are having difficulty understanding, the teacher can teach/introduce key terms/concepts of text that informs, persuades, entertains and describe.
- Provide additional practice for mastery by asking students to identify the author’s purpose of text across the curriculum. For example, the author’s purpose of rules posted in the school, the lunch menu, social studies textbook, Skateboard magazine, etc.

Focus Standard:
ELA5LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.
When delivering or responding to presentations, the student:
a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.
b. Uses notes, multimedia, or other memory aids to structure the presentation.
c. Engages the audience with appropriate verbal cues and eye contact.
d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.
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e. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials.
f. Uses technology or other memory aids to structure the presentation.

ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
a. Locates facts that answer the reader’s questions.
b. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, captions, and illustrations).
c. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).
d. Identifies and analyzes main ideas, supporting ideas, and supporting details.

g. Makes perceptive and well-developed connections.
h. Relates new information to prior knowledge and experience and makes connections to related topics or information.

Circumstances of the assignment/Notes to the Teachers: Students could create their own Author’s Purpose chart to use. Television advertisements could also be discussed and categorized because some children have easier access to televisions in their home than written materials. In some cases, the teacher may need to supply the printed samples to use for this activity.