Unit Summary
In this unit, students will study four types of authors' purpose (to entertain, to persuade, to inform, to teach) in order to produce four pieces of writing that exemplify each type of writing. Students will also do daily free writes in order to improve their writing fluency and peer-edit their writing for sentence fragments and run-on sentences.

Content Standards and Learning Expectations

Listening and Speaking
L/S.7.2 Listens, responds to, and analyzes complex instructions and statements; applies and clarifies instructions and directions; answers and formulates closed and open-ended questions.
L/S.7.3 Uses appropriate language structure to problem solve and to explain a process; interacts in discussions and presentations.

Reading
R.7.1 Analyzes the text, establishes purpose, recognizes author’s purpose, and distinguishes text features to enhance comprehension.

Writing
W.7.1 Combines sentences and ideas by using simple transitional phrases; applies commas to correctly punctuate and construct sentences; distinguishes complete sentences from fragments and run-on sentences.
W.7.2 Applies the parts of speech; identifies the subjects and objects in sentences; uses correct subject-verb agreement.
W.7.3 Identifies elements in descriptive, narrative, expository and persuasive forms of writing; uses a variety of sentence types to construct a paragraph; applies organizational patterns to construct narrative, descriptive, and expository paragraphs.

Big Ideas/Enduring Understandings:
- Our home country influences who we are through its language, culture, and customs.
- Writing can have the power to persuade, teach, and convince people with carefully selected words.
- Clear writing can help a writer best communicate his or her thoughts.
- Patriotism comes from a love of one’s country, not of one’s government.

Essential Questions:
- What does it mean to be Puerto Rican?
- What do I love about Puerto Rico?
- How can my writing help others to understand me better?
- What is patriotism to you?

Content (Students will know...)
- Directions sequencing vocabulary (first, second, third, then, next, afterwards, lastly)
- Author’s purpose (to entertain, to inform, to explain a procedure, to persuade)
- Elements in descriptive writing (sensory and descriptive language, showing not telling)
- Elements in narrative writing (story structure: introduction of character, setting,

Skills (Students will be able to...)
- Vividly describe an event through figurative and sensory language, showing the reader what is happening, rather than telling them directly
- Focus on main idea and details, follow a logical, sequential order, and use transition words in expository writing
- Take a position, summarize an issue, support a
## 7.4 Author’s Purpose

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**Length:** 9 weeks

### and problem, rising action, climax, falling action, resolution)
- Elements in expository writing (main idea and details, sequencing, transition words)
- Elements in persuasive writing (point of view, persuasive language, taking a position, suggesting solutions to a problem)

### Content Vocabulary
- Fragment
- Subject
- Object
- Run-on sentence
- Free write
- Author’s purpose
- National pride
- Worth, self-worth
- Patriot, patriotism, patriotic

- position with facts, use persuasive language, and suggest solutions to a problem through persuasive writing
- Listen, respond, and analyze complex instructions and statements (use sequence words to follow order of steps, use transition words to connect ideas in both instructions and responses)
- Apply and clarify instructions and directions (ask questions when there is a misunderstanding, use sequence words to give directions)
- Use appropriate language structure to problem solve and to explain a process (follow instructions by identifying key sequence and transition words, separate instructions into steps)
- Analyze the text and establish author’s purpose (e.g. by identifying genre, by asking the question, “Why was this written?”, by analyzing plot structure, etc. *Note:* non-fiction can use narrative structure as well
- Distinguish text features to enhance comprehension (e.g. by identifying the elements of a writing genre, through organization, you can find the author’s purpose, use titles, captions, pictures to enhance comprehension in expository)
- Distinguish complete sentences from fragments and run-on sentences
- Identify the subjects and objects in sentences
- Apply organizational patterns to construct narrative, descriptive, and expository paragraphs (use genre-appropriate transition and sequencing words)

### Stage 2 - Assessment Evidence

#### Performance Tasks:

**Writing to Entertain**
Select a form of writing that is intended to entertain (story, poem, jokes, a song) and write with the purpose to entertain your audience
- Peer edit each other’s work (See Attachment: 7.4 Writing Tool – Paragraph Checklist if it’s in paragraph form) and to check your work to make sure it has no fragments or run on

#### Other Evidence:
- Inference chart for vocabulary from word wall (See Attachment: 7.4 Other Evidence – Vocabulary Inference Chart)
- Word Detective: Select Seven vocabulary words from a text and have students complete a Word Detective Organizer for each one (See Attachment: 7.4 Other Evidence – Word Detective Organizer)
## 7.4 Author’s Purpose

**Writing to Persuade**
Select a form of writing to persuade (advertisement or a commercial) and create a poster with a partner or act out a commercial with a group
- Study advertisements and commercials for techniques that persuade consumers (See Attachment: 7.4 Performance Task – Writing to Persuade)
- Peer edit each other’s work for run on sentences or fragments
- Select clear verbs and adjectives that will persuade your audience of your product

**Writing to Teach**
Select an activity you are good at and can teach others. It can be cooking, sports, crafts, or explaining a game. Write out step-by-step instructions in order to explain the process.
- Sequence instructions in order (See Attachment: 7.4 Performance Task – Writing Instructions).
- Select transition words to explain the process step by step (See Attachment: 7.4 Writing Tool – Transition Words).
- Add illustrations to your steps.
- Have a peer check your work to make sure it has no fragments or run-on sentences.
- Create a classroom book of all of the instructions (or if everyone selects recipes, you can have a class cookbook).

**Writing to Inform**
Select one topic and write an encyclopedia entry of one paragraph to create a classroom encyclopedia of Puerto Rico.
- Each topic must have an expository paragraph describing the activity or artist that has a clear main idea, supporting details, and conclusion.
- Use rainbow writing strategy to organize paragraphs (See Attachment: 7.4 Performance Task – Rainbow Writing Paragraph Organizer).
- Have students peer and self-edit their work (See Attachment: 7.4 Writing Tool –)

- Twice during the unit, have students self-select a free write from this unit that they will self-correct for fragments and run-ons to write a second draft.
### Stage 3 - Learning Plan

#### Learning Activities

**Author’s Purpose**

- Students will continue to go in-depth with their exploration of Puerto Rican culture and history to find examples of various examples of author’s purpose. Begin unit with a discussion of what is author’s purpose and have the students give examples of each type they see in daily life (e.g. to persuade: letters to the editor, persuading family members and friends, politics; to entertain: music, poetry, stories, jokes; to inform: newspapers and magazine articles, encyclopedias, brochures; to teach: recipes, directions, instructions for building or making crafts).

- Compare and contrast text features of writing with different purposes (See Attachment: 7.4 Graphic Organizer – Venn Lines).

- During this unit, select texts with a new type of author’s purpose every two weeks to have students read and create a class list of text features that best communicate the style. Have students find the organizational pattern and self-select a graphic organizer that organizes the information (See Attachments: 7.4 Graphic Organizer – Story map, 7.4 Graphic Organizer – Sequencing Chart, 7.4 Graphic Organizer – Timeline, 7.4 Graphic Organizer – Main Idea and Details Pyramid, 7.4 Graphic Organizer – Cause and Effect, and 7.4 Graphic Organizer – Venn Lines).

- Have students look through their writing journal with their work from the year (or other texts) and sort their writing into categories by the author’s purpose (See Attachments: 7.4 Learning Activity – Author’s Purpose 1 and 2)

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

- Introduce sentences as having a subject (a who) and a verb (a what happened). Create cards with a subject (e.g. An angry shopkeeper, Puerto Rico, The President, A hermit crab, A tree frog, etc.) and cards with verbs (ran, jumped, laughed at, paraded around, is going to, went to, has never eaten, etc.) and have them go around and make sentences with another person who has the missing subject or object (e.g. a subject and subject cannot make a sentence). Another round can have two subjects and one object or one subject and two objects, or a round with a conjunction group (and, or, if, but, so, yet).

- For the unit, begin the class with a quick ten minute free write on a topic (See Attachment: 7.4 Learning Activity – Free-writing Prompts). Every three days have students select a free write they would like a peer to edit for run-ons or sentences fragments. Have students share how they found fragments or run-ons and share how they fixed them.

#### Sample Lessons

- 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](http://www.readwritethink.org/professional-development(strategy-guides/persuasive-writing-30142.html))

#### Additional Resources

- 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)
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<th>Literature Connections</th>
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<tr>
<td>Stories from Puerto Rico by Robert Muckley and Adela Martinez-Santiago</td>
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<td>Puerto Rico (True Books) by Howard Gutner</td>
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