

RI.2.6

This ELA unit provides resources to use while teaching the standard **RI.2.6**, which states that students will be able to **Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

2nd Grade Reading: Informational Lesson

RI.2.6- Lesson 1

I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Author's Purpose

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Activities to Teach:

Step 1: Teacher will create an anchor chart for students to use. Students will participate in the anchor chart through teaching and discussion or display mini poster and discuss.

Step 2: Students will synthesize about a text decide together what the author wants to answer, explain, or describe.

Step 3: Students will write their own paragraph.

Author's Purpose

There are reasons why an author writes. Think of it like a pie.

Persuade

Persuades tries to convince someone to do something.

Inform

Inform lessons is the first step in learning how to swim.

"First, people need to get peanut butter, bread, and jelly from the store."

"Many people wonder if Pluto is still a planet and the answer to that is that it is no longer a planet."

"The hammerhead shark gets its name from the shape of their head."

A book that was written to convince a person to buy a cat instead of a dog.

An article that was written to make someone believe that Rio Fest was cool.

"Before you play baseball, you need to make sure you have a bat, a ball, and a glove."

"Many people wonder how fish breathe underwater. A simple answer is that gills are actually what make them able to breathe underwater."

"There are three different colors of apples: red, green, and yellow."

hallowed out area that a fox and its family can sleep safely in."

My Book

Name: _____

These books included the author answering a question.

These books included the author describing something.

These books included the author explaining something.

Writing Purpose

Name: _____

Here is an example of persuading.

Here is an example of entertaining.

2nd Grade Reading: Informational Lesson

RI.2.2- Lesson 3

I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Activities to Teach:

Step 1: Teacher will read a nonfiction classroom library. Throughout the book have students practice asking questions about the information on the page.

Step 2: Students will work with a partner through each task card. After they read a paragraph on each task card, they will write a question at the bottom, asking what the paragraph is giving. Then, they will write an answer with a nearby group.

Step 3: Students will create their own paragraph using the different purposes. They will write a question, describe something, or explain. Then, they will read their answers to the class.

Suggested

2nd Grade Informational AUTHOR'S PURPOSE

Boy, Were We Wrong About Dinosaurs by Houghton Mifflin

Turtle Tide: The Way of the Sea Turtles by Stephen R. Swinburne

You Wouldn't Want to be an American Pioneer! by Jacqueline Morley

Click on a link with read-alouds for all standards!

2nd Grade Reading: Informational Lesson

RI.2.2- Lesson 2

I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Mini-Lesson 2 Focus: Author's Purpose: DCA

Activities to Teach:

Step 1: Teacher will create an anchor chart for students to use. Students will participate in the anchor chart through teaching and discussion or display mini poster and discuss.

Step 2: Students will work together to read a text from a text with a partner. They will decide together whether each text is trying to describe, answer, or explain. They will sort the cards into the correct category.

How do bats get around in the dark? It's so dark at night in caves, so bats have to use echolocation. This is the act of sounds bouncing off of objects and back to the bat. It lets them know where they are in the dark.

Baking a cake is a lot of work. You need oil, water, and cake mix. You also need to measure and mix the ingredients. After that, you wait for it to be finished. When it is finished, you can eat it.

Circle the correct purpose:

- To answer how bats get around in the dark.
- To describe the sound of echolocation.
- To explain the steps of baking a cake.

Vegetables and fruit are good for you. They are vitamins and nutrients that your body needs to be strong. Other organs inside of your body need 3 servings of fruit every day.

Circle the correct purpose:

- To answer how fruits are good for you.
- To describe why someone needs to eat fruits.
- To explain the steps in getting fruits.

Author's Purpose

An author can CONVEY their purpose in different ways.

Answer

-Does the author try to answer a question?

Describe

-Does the author try to describe something?

This is an example of how the author ANSWERS A QUESTION.

This is an example of how the author DESCRIBES SOMETHING.

This is an example of how the author EXPLAINS SOMETHING.

Author's Purpose

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Answer

-Does the author try to answer a question?

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My Purposes

Name: _____

Here is an example of answering a question.

Here is an example of explaining something.

Here is an example of describing something.

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

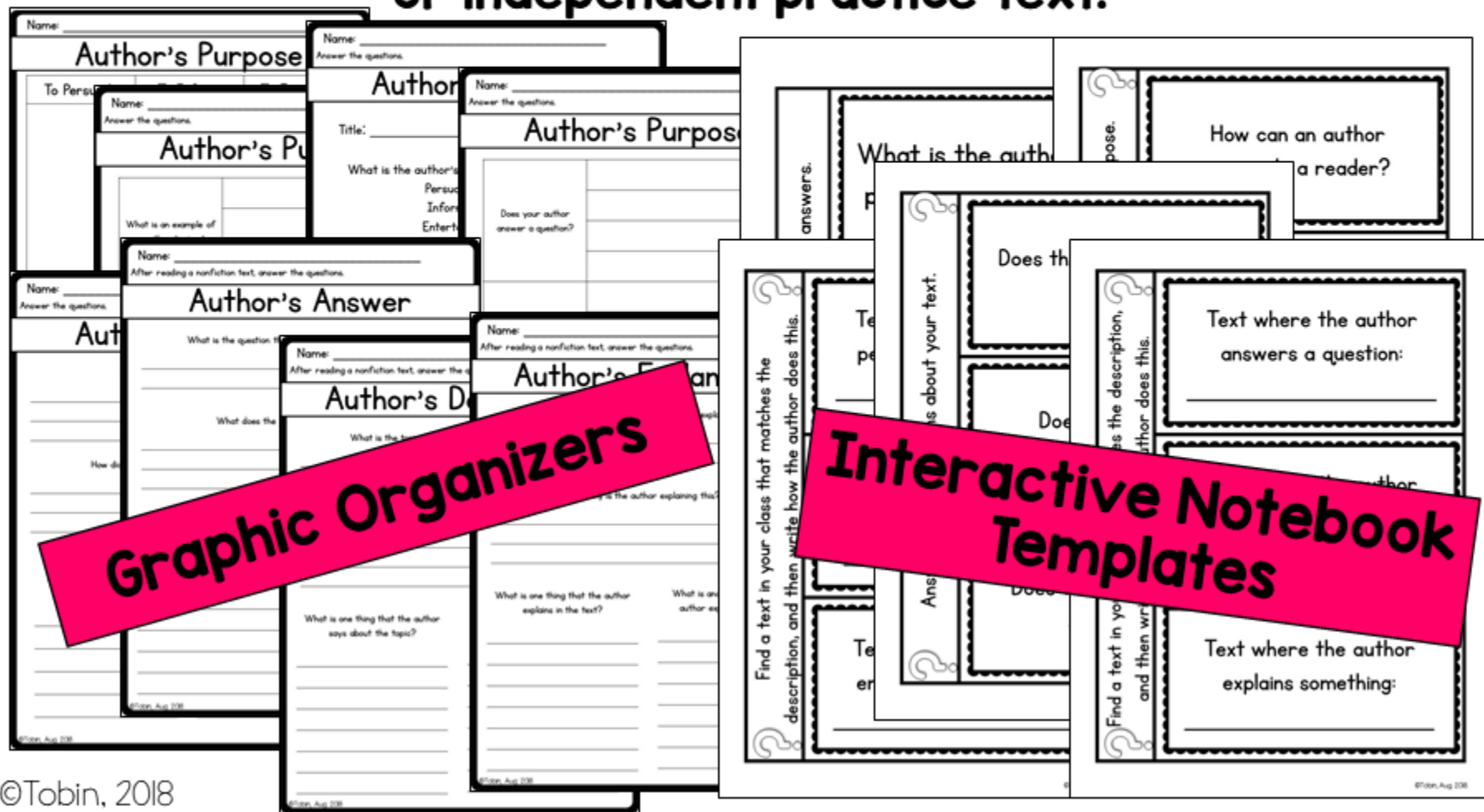
The collage features several educational materials:

- Reading Passages:** Overlaid on the left are passages titled "Using Sunscreen", "Museums", "How to Swim", "Language", "Flamingos", "How to Bake Cupcakes", and "How to Brush Your Teeth". Each passage includes a "Name:" field and a short text with comprehension questions.
- Task Cards:** On the right, there are six task cards arranged in a 3x2 grid. Each card has a decorative border and a question. The questions are:
 - Card 1: What does P.I.E. stand for?
 - Card 2: What is an example of the author trying to persuade the reader?
 - Card 3: What is an example of the author trying to entertain the reader?
 - Card 4: What is an example of the author trying to inform the reader?
 - Card 5: What might be an example of a text where an author explains something?
 - Card 6: What might be an example of a text where an author describes something?
- Instructional Passages:** A large pink diagonal banner across the center reads "Instructional Passages".
- Graphic Organizers:** Various templates for organizing information are visible in the background.

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Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

What you need:


- A Google Classroom account


What to do:

- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

Author's Answer	
What is the question the author is attempting to answer?	
What does the author think the answer is?	
What is one reason from the text that shows the author thinks this?	What is another reason from the text that shows the author thinks this?

How to Bake Cupcakes
Baking cupcakes takes a few steps. First, you will begin with cake mix, eggs, oil, and water. After measuring what you need, you will mix them together. In your cupcake pan, you will put cupcake liners in each circle. Then, you will put the cake mix into each liner. Bake for 20 minutes. Once they are done, let them cool off, you can decorate them with frosting or sprinkles on them.


Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer. In the beginning and middle of the year, I **suggest** reading the assessment aloud to the class as they take the test. That way, they are tested on the actual skill, not their reading level.

Author's Purpose Assessment

Name: _____

1. What is not one of the three main reasons an author writes?

- a) inform
- b) question
- c) entertain
- d) persuade

2. Which is not one of the three ways an author can inform?

- a) answer a question
- b) describe something
- c) detail something
- d) explain something

3. Write a sentence that you might find in a text where the author is trying to persuade the reader about apples instead of bananas.

4. Write a sentence that you might find in a text where the author is trying to inform the reader about a season.

How are crayons made?

Crayons begin as hot wax and pigment, which is color. The wax is heated up in a large tank. Then, the wax is poured into molds, which are in the shape of a crayon. This wax is cooled and hardened. If it passes an inspection, the crayons are sent through a machine that wraps the paper around the crayon. Finally, it is put into the box.

5. What is the author's purpose for writing this text?

- a) to entertain the reader
- b) to inform the reader
- c) to persuade the reader
- d) to describe the reader

6. How does the author convey this purpose?

- a) by answering a question
- b) by describing crayons
- c) by explaining crayon factories
- d) by entertaining the reader

7. How do crayons begin?

- a) as paper
- b) as mold
- c) as hot wax
- d) in a box

In the fall, leaves change color. This is due to a change in temperature and sunlight. There is a pigment in leaves called chlorophyll. This is what makes them green. In the fall, there is less sunlight and cooler temperatures. This makes the green leaves begin to die. They will change colors to red, yellow, orange, or brown. Then, eventually they will fall off the tree and onto the ground.

8. What is the author's purpose for writing this text?

9. What evidence helped you figure that out?

10. Identify the two things that change which affects the leaves' colors.

Key Provided for Assessment

Relevant answers are acceptable if students are attempting to convey information.

Relevant answers are acceptable if they can give facts about winter.

Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Literature Domain

2nd Grade RI (Informational) BUNDLE

Created by Jessica Tobin

-or-

All 6 ELA Domains

ALL-YEAR ELA 2nd Grade

Created by Jessica Tobin