Pondside Purposes

Read three ways of writing about frogs.

3.3.R.1 "Students will determine if the author's purpose is to entertain, inform, or persuade."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one sentence in each paragraph that helps you decide why it was written. Beside each paragraph, write E for entertain, I for inform, or P for persuade.

Three Views of a Pond

1. Milo the frog found a shiny pebble beside the pond. He decided it would make a fine crown, but it slipped off his head and splashed into the water. Milo leaped after it and landed on a lily pad. The pad tipped, and Milo slid right into the mud. A duck gave a loud quack. Milo bowed as if the whole tumble had been his plan.

2. Real frogs do not wear crowns, but many do live near ponds. Many frogs lay eggs in water. Young frogs, called tadpoles, hatch from those eggs. Tadpoles have tails and use gills to breathe in water. As they grow, many develop legs and lose their tails. Adult frogs can breathe with lungs and through their damp skin. These changes help them live both in water and on land.

3. A pond is more than a place for a frog to swim. It is a home for eggs and tadpoles, too. That is why we should keep our school pond clean. Put wrappers in a trash can instead of leaving them near the water. Ask a grown-up to help pick up litter by the pond. If we protect this watery home, frogs will have a safer place to live.

2 ANSWER WITH EVIDENCE

Use the passage

1. Is paragraph 1 meant to entertain, inform, or persuade? Which event helps you decide?

2. Is paragraph 2 meant to entertain, inform, or persuade? Give one fact that supports your answer.

3. Is paragraph 3 meant to entertain, inform, or persuade? Give words from the paragraph that show its purpose.

4. Paragraph 3 tells a fact about the pond. Why is its main purpose different from paragraph 2's purpose?

3 YOUR TURN

Your own words

Choose an animal other than a frog. Write two sentences about it: one true fact to inform readers and one sentence to persuade readers to help it.

ANSWER KEY

Pondside Purposes

GRADE 3 · 3.3.R.1

PART 1 · READ AND MARK

Underline one sentence in each paragraph that helps you decide why it was written. Beside each paragraph, write E for entertain, I for inform, or P for persuade. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Is paragraph 1 meant to entertain, inform, or persuade? Which event helps you decide?	**Entertain. Milo slides into the mud and then bows as if he meant to do it.**
2	Is paragraph 2 meant to entertain, inform, or persuade? Give one fact that supports your answer.	**Inform. It explains that tadpoles use gills to breathe in water.**
3	Is paragraph 3 meant to entertain, inform, or persuade? Give words from the paragraph that show its purpose.	**Persuade. The words "Put wrappers in a trash can" ask readers to take action.**
4	Paragraph 3 tells a fact about the pond. Why is its main purpose different from paragraph 2's purpose?	**Paragraph 3 uses the fact to ask readers to keep the pond clean. Paragraph 2 mainly gives facts about frogs.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Bees carry pollen from flower to flower. Plant flowers to give bees places to find food.

Accept different text clues when they support the stated purpose. For Your Turn, check that the student writes one accurate fact and one clear request about an animal other than a frog.