Why Write It?

Students listen to short community texts and identify why each was written.

K.P.3.2.A "Identify the author's purpose, with guidance and support."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 LISTEN CLOSELY

a	**laugh**	**learn**	**do**
b	**learn**	**do**	**laugh**

2 ANOTHER REASON

a	**do**	**laugh**	**learn**
b	**laugh**	**do**	**learn**

Why Write It?

HOW TO RUN THIS PAGE

Read each short text aloud twice, then read the printed choices. Students circle the writer's purpose. Record any support you give separately.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · LISTEN CLOSELY

SAY "I will read what a writer wrote. Think about why the writer wrote it, then circle one choice in each row."

ROW	SAY	STUDENTS CIRCLE
a	The choices are laugh, learn, and do. Listen: A crossing guard helps people cross the street. Why did the writer write that? Circle one choice.	**learn**
b	The choices are learn, do, and laugh. Listen: The town bus wore a silly hat and sang to the moon. Why did the writer write that? Circle one choice.	**laugh**

PART 2 · ANOTHER REASON

SAY "Listen to two more things writers wrote. Think about each writer's reason, then circle one choice in each row."

ROW	SAY	STUDENTS CIRCLE
a	The choices are do, laugh, and learn. Listen: Please put litter in the bin to keep our park clean. Why did the writer write that? Circle one choice.	**do**
b	The choices are laugh, do, and learn. Listen: A map can show where a park is. Why did the writer write that? Circle one choice.	**learn**

WHAT TO ACCEPT

In order, accept learn, laugh, do, and learn. Students identify whether the writer wants readers to know something, enjoy something silly, or take an action.