Why These Words?

Students identify a text's purpose and point of view.

1.RI.6 "Identify the purpose of and/or point of view in a text."

NAME _____ DATE _____

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

1 WHY WRITE?

a	**invite**	**warn**	**teach**
b	**teach**	**invite**	**warn**

2 WHO IS IT?

a	**I**	**you**	**they**
b	**they**	**I**	**you**

ANSWER KEY

Why These Words?

GRADE 1 · 1.RI.6

HOW TO RUN THIS PAGE

Read each short text and its answer choices aloud, then give students time to circle a choice. In Part 1, students identify why the text was written. In Part 2, they identify whether the text speaks as "I" or to "you."

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

PART 1 · WHY WRITE?

SAY "Listen to each short text. I will read the choices in its row. Circle why the writer wrote it."

ROW	SAY	STUDENTS CIRCLE
a	Stay away from a hot stove. Touching it can burn your skin. The choices are invite, warn, and teach. Why did the writer write this text?	**warn**
b	A tree has roots. Roots take in water from the soil. The choices are teach, invite, and warn. Why did the writer write this text?	**teach**

PART 2 · WHO IS IT?

SAY "Listen for a word that tells whose experience the text describes. I will read the choices in each row. Circle the word that fits."

ROW	SAY	STUDENTS CIRCLE
a	I count birds at the feeder. I write the number in my notebook. The choices are I, you, and they. Whose experience does this text describe?	**I**
b	You can check the wind with a strip of paper. Hold it up and watch which way it blows. The choices are they, I, and you. Whose experience does this text describe?	**you**

WHAT TO ACCEPT

Part 1: warn, then teach. Part 2: I, then you. Read the texts and choices aloud without emphasizing the correct answer.