Why Write It?

Listen to short informational texts and identify why each author wrote them.

K.RI.6 "Identify the author's purpose for writing a text with prompting and support."

NAME _____ DATE _____

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

1 LISTEN FIRST

a | learn | do | laugh

b | laugh | learn | do

2 SAME TOPIC

a | do | learn | laugh

b | do | laugh | learn

Why Write It?

HOW TO RUN THIS PAGE

Read each short text and its printed choices aloud. Ask children to circle the author's reason for writing, and record any prompting separately from their answers.

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 FIRST

SAY "Listen to each short text. I will read the three words in its row. Circle the word that tells why the writer wrote it."

ROW	SAY	STUDENTS CIRCLE
a	Bees have six legs. They carry pollen from flower to flower. The choices are learn, do, laugh. Why did the writer write this text? Circle one word.	**learn**
b	To make a paper fan, fold a sheet of paper back and forth. Pinch one end. The choices are laugh, learn, do. Why did the writer write this text? Circle one word.	**do**

PART 2 · SAME TOPIC

SAY "These two texts are both about beans. Listen to each one and think about why its writer wrote it. Circle one word in each row."

ROW	SAY	STUDENTS CIRCLE
a	A bean plant starts as a seed. Roots grow down into the soil. Leaves grow above the soil. The choices are do, learn, laugh. Why did the writer write this text? Circle one word.	**learn**
b	Put a bean seed in soil. Give it water. Set it near a sunny window. The choices are do, laugh, learn. Why did the writer write this text? Circle one word.	**do**

WHAT TO ACCEPT

The bee and bean-plant fact texts are for learning. The paper-fan and bean-planting texts tell readers what to do.